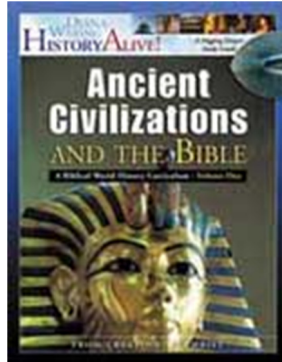


Introduction

The following is the **Introduction** of
Ancient Civilizations and the Bible.

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Welcome to
Ancient Civilizations & The Bible:
A "Digging Deeper" Study Guide
Volume One - Creation to Jesus Christ.

You are about to embark on a journey. Though you can take this journey while relaxed in the comfort of your chair, you will, nonetheless, explore and discover the most panoramic events, interview some of the most fascinating people, and soar to the highest heights with God's perspective. As you are introduced to ancient civilizations from a Biblical view, you will be given the opportunity to probe the aspects of those ancient times that you find interesting; to discover, through a variety of hands-on activities, the connections in history both between these ancient cultures and between their times and your own; and to present your understanding, not through a test, but through the creative expression you find most appropriate.

This book was constructed with two objectives in mind:

#1) to discover history from a Christian worldview;

#2) to explore history through a curriculum that honors your God-given design.

What does it mean, "to discover history from a Christian worldview"?

Noah Webster's 1828 dictionary defines history:

"An account of facts respecting nations or states; a narrative of events in the order in which they happened with their causes and effects."

James W. Sire, author of *The Universe Next Door*, defines worldview:

"A set of presuppositions which we hold about the basic makeup of our world."

This includes such questions as -

What is the nature of God and the universe?

Where did I come from?

What value do I possess?

What is the meaning of human history?

We will attempt to discover the Biblical framework undergirding the chronological flow of people and events, so that we can understand what happened and why it happened. Once we have this insight, we can move from head knowledge to heart knowledge, from academics to application.

This might sound overwhelming, stuffy, or boring to you. And it would be, if not for the second objective, "to explore history through a curriculum that honors your God-given design."

What does it mean, "to explore history through a curriculum that honors your God-given design?"

First, for explore: "to travel to a place that is not well known to find out more about it."

For honor, The Oxford American Dictionary says: "great respect, high public regard."

And for your God-given design we are referring to the way you were intricately formed by your Creator, and includes the ways you most enjoy and retain learning.

The way this curriculum has been formatted will open the doors for you to pursue your own explorations into regions of history that look interesting, so you can see why things are the way they are. And then, because we have great respect for the fact that you are created in the image and likeness of God, and are uniquely designed by Him, we offer you the choice of how to express what you are learning. Our options include a chance to sing, dance, cook, sketch, write, act, map, read, discuss, move, design. . . to interact with what you are learning and to express it in the way that best fits who you are and how God made you.

Putting an emphasis on "you" and focusing on learning activities tuned to the way you are designed is not to employ the recent "you/my" trend in marketing. In fact, we are very aware that self-centeredness is not a reflection of our Creator nor honoring to Him, and we have no desire to impart that to you through this curriculum. It is, instead, our concern that you excel; that you be enabled to learn thoroughly and deeply; and most of all, that your faith be increased as God reveals to you His faithfulness throughout history. This causes us to design opportunities for you to learn in the way you are most responsive, rather than in a one-size-fits-all approach.

Ravi Zacharias, an internationally renowned Christian apologist, said in an interview in the Washington Times, "The first thing Christianity does is raise the level of every individual. There's an essential dignity. Every human being is of essential worth." We believe this. Therefore, we have labored to create a history curriculum which allows you the dignity of learning the wonders of His Story in your own way.

Diana Waring
March, 2004
The Black Hills of South Dakota

Structural Overview

The Course of Study (*the Scope*). . .

Unit One - Creation & The Flood

Unit Two - The Rise of Civilizations

Unit Three - Egypt & The Exodus

Unit Four - The Children of Israel

Unit Five - Assyria & Babylon

Unit Six - The Persians & Medes

Unit Seven - Greece & The Hellenists

Unit Eight - The Rise of Rome

Unit Nine - Jesus Christ, Immanuel

The Structure of Each Unit. . .

Week One - Introduction

Discuss Key Concepts

The Sequence
Read the Unit Article
Listen to the appropriate recordings
Consider and discuss opinions
Choose interesting books or Internet search

Week Two - Exploration & Discovery

Research a topic of your choice
Learn the Words to Watch
Construct the Timeline
Report findings on your Research

Week Three - Hands-On

Geography mapping
View Art & Architecture
Art projects
Science Experiments
Music suggestions
Cook the recipe

Week Four - Expression

Choose from these possibilities:
Linguistics: Journalism, Prose, Poetry, Playing with Words
Art - Painting/Drawing, Graphic Design, Sculpting, Cartooning
Music - Compose, Practice Performance
Drama - Comedy, Tragedy, Reality, Reader's Theater, Puppetry
Movement - Pantomime, Dance, Action
Conceptual Design

The Foundation Beneath the Structure. . .

There are three foundational building blocks undergirding this curriculum, three approaches to learning which help explain some of the differences in the ways people learn:

Four Learning Styles

Three Learning Modalities

Eight Intelligences

Learning Styles refers to the categorization of how a particular personality style best learns. The method we refer to was developed by Myers-Briggs. Here is a brief description of each of the four learning styles:

The Feeler

This is the "people person" learning style. A Feeler wants to know the people perspective, i.e. how this subject affects people; how does this impact our lives now; who were the people of history, as opposed to the events or things. This learner needs to be in good relationship with the people around him - his teacher, siblings, friends, etc. They love to be with other people in one-on-one conversations and in group activities, especially when they are part of a "team effort."

The Thinker

"Give me the facts, ma'am, just the facts." The Thinker has a black & white approach to knowledge, wanting authoritative input, not just someone's opinions. This learner truly enjoys using textbooks, encyclopedias, charts, diagrams. There is a need to know exactly what the rules are in the class, when assignments or projects are due, what is required for good grades. They are organized and expect organization.

The Sensor

The "hands-on," get-it-done-now person. The Sensor is the one who can make projects happen -- taking them beyond the blueprint stage and into production. This learner does NOT enjoy sitting for long periods of time, looking through books for information, or discussing things for hours on end. Instead, the Sensor prefers to be involved with things that can be efficiently accomplished with physical effort.

The Intuitor

"Wait! I have an idea!" The Intuitor is the one brimming over with ideas about how this might have happened, or about how you might put on a play for the whole city portraying an historic event, or about what it must have been like to live in ancient times, and on and on. This learner is very good at coming up with suggestions, but is not as strong at seeing things through to completion. The Intuitor needs a lot of flexibility in schedule, and a "safe haven" for suggesting and trying out ideas.

Learning Modalities refers to the approach learners use to take in new information, how they best concentrate, process, and retain. Here is a brief description of each of the three modalities:

Visual: learn best by seeing, whether through reading, looking at pictures, watching a documentary, observing.

Auditory: learn best by hearing, whether through audio recordings, conversations, lectures, or reading out loud.

Tactile/Kinesthetic: learn best by touching objects or moving, whether through hands-on projects or physical action, such as jumping, running, dancing, even wiggling.

Eight Intelligences refers to natural potential and areas of talent. Howard Gardner of Harvard University theorized that intelligence is made up of more than verbal and mathematical skills, and that people can strengthen their natural giftings and improve their weaknesses. Here is a brief description of each of the eight intelligences:

Intrapersonal

This could be described as Self-Smart. It is the ability to enjoy being alone, working independently, and relying on self-motivation. This person needs solitary time in order to think.

Naturalist

This could be described as Nature Smart. It is the ability to observe, investigate, experiment, and discover the natural world, including weather, animals, plants, and geologic structures. This person needs to go outside!

Musical

This could be described as Music Smart. It is the ability to learn through rhythm and melody, sing or play musical instruments, enjoy listening to music, remember songs, and study more effectively when music is played. This person needs music, whether it is music lessons or musical recordings.

Math/Logical

This could be described as Number Smart. It is the ability to reason mathematically, discover abstract patterns, classify and organize, enjoy mathematical computations, and think logically. This person needs to see the logic and organization in what is being learned.

Bodily-Kinesthetic

This could be described as Body Smart. It is the ability to use one's body through touch and movement to accomplish what is desired. It includes being able to process knowledge through bodily movement or through sensation, enjoying physical activity, and being constantly in motion even while sitting down. This person needs to move!

Interpersonal

This could be described as People Smart. It is the ability to understand and enjoy people. A person who is interpersonal learns best when other people are involved, whether through games, team work, or cooperative

learning sessions. This person needs people.

Linguistic

This could be described as Word Smart. It is the ability to enjoy and use language through word games, books, recordings, trivia, poetry, papers, discussion, and other forms of using words. This person needs words in order to communicate.

Spatial

This could be described as Picture Smart. It is the ability to see in pictures rather than words, and includes drawing and design, three-dimensional constructing (such as Legos), and other visual arts, such as photography, sculpting, and painting. This person needs pictures, maps, diagrams, charts, photos, and other visual/spatial material.

These three foundational building blocks are integrally woven into the curriculum - they are already written into the lessons for you. This means that you do not have to figure out what learning style, modality or intelligences you have, you can simply learn in the way that is most interesting and enjoyable to you.

New Research on How People Learn. . .

Traditionally, academic subjects have been taught in this manner:

- #1) Lecture (delivered by the expert)
- #2) Study (student studies textbook and memorizes material for test)
- #3) Test (True/False, Multiple Choice, Essay)
- #4) Grade (largely based on how well student regurgitated memorized facts)

Research on the brain and how people best learn has provided a new scenario:

- #1) Listen (read something new, hear something new, discuss something new)
- #2) Explore (ask your own questions and then search for answers)
- #3) Discover (find the answers to your questions, the "Aha!" moment)
- #4) Practice (interact with what you are learning through various, interesting activities)
- #5) Use (able to teach others, use it on a regular basis, mastery)

The emphasis has changed, from the teacher being the provider of the necessary information which the student memorizes, to the student being exposed to new information, and then actively engaging it. This shift, which we have incorporated into the curriculum, has profound implications for you: You are now an active participant in the sport of learning. Instead of passively taking in what a teacher or textbook tells you, you will have the opportunity to question, discuss, do teamwork projects, etc. What you actively put into this will be what you get out of it. There are few assignments to simply memorize, but there are many opportunities to actively participate in learning. This means, getting a good grade (for students in settings which give grades) is no longer a matter of memorizing material for a test.

Instead, you will be evaluated on how actively you participate:

- in class discussions
- in exploration activities
- in reporting your discoveries
- in hands-on activities
- in creative expressions.

The Difference Between Passive & Active Learning-

You can choose to go passive:

- do as little as possible
- avoid participating in discussions
- halfheartedly work on projects

Result:

- hate history
- resist learning
- not comprehend history or your place in it

OR

You can choose to go active:

- find what interests you and do it;
- share with others in discussion times
and in other appropriate moments;
- give your best effort at the projects you choose;

Result:

- meaningful learning;
- greater comprehension & retention;
- vastly more interesting!

Enjoy!

*"The works of the Lord are great, studied by all who have pleasure in them."
Psalm 111:2*

Did you know that it is Biblical to enjoy learning? In fact, we were meant to actually find pleasure in studying the amazing things God has done!

The good news is that learning improves when it is enjoyable. Your brain actually imprints and retrieves new information better when you enjoy what you are learning. This means that not only is it permissible to enjoy what you are doing, enjoyment is a critical part of learning.

In this curriculum we have brought together several disciplines, including science, fine arts, writing, speaking, even cooking, to help you enjoy the process of learning history. You have the option of creating your own project (even beyond the ones suggested in the curriculum) so that you can find what will give you joy as you do the work.

Interaction and discussion, with other students, teachers, family members, etc., are vital parts of this curriculum, because they will help you better sharpen your own ideas and expand your horizons as you hear others' ideas. Interaction is often the most enjoyable part of learning, as well.

Choose -

History courses are most often sets of names, dates, and places to be memorized. Success in the course, then, is directly related to how proficiently you are able to recall these names, dates, and places.

However, history is far richer, far deeper, far more extensive than that. You can learn about a moment in time by studying a specific person, or the type of weaponry used in battle, or the form of government, or the kind of artwork, or the scientific developments, or the method of recording information, or the architectural style, or the means of transportation. And, beyond these few studies, there are thousands more.

We believe that what you personally find interesting will be what you will enjoy studying. Since history incorporates all subject areas and all time periods, you ought to be able to find something interesting! So, we give you a choice. If you can choose something that you find fascinating, you will work harder, learn more, and retain it longer than if you are compelled to simply memorize names, dates, and places. Therefore, your success in this course will be directly related to your actively choosing and pursuing what interests you.

At Your Own Level -

The object is to learn, to enjoy learning, and to understand what you are learning. Therefore, use the materials that you find interesting and accessible. It will not greatly contribute to your success if you try to read materials that are beyond your grasp, or are boring in the extreme.

My suggestion is to look for as many books as possible on the people or events you find interesting, and as many appropriate Web sites as possible, then choose which ones will work the best for you. I have often found that children's books on history are more concise, more story-filled, and more memorable than ponderous tomes written for adults (though I have read my share of these, as well.) So, if you find a fantastic book on King Cyrus of Persia, for instance, but you recognize it was obviously written for a much younger (OR much older) reader than yourself, don't worry about what other people will think! Read the book.

Academics to Application

Though it is impressive to know a lot of facts about history, it might change your life to learn from history. What we are learning will reflect in our actions:

"Knowledge puffs up, but love edifies." 1 Corinthians 8:1

As you learn more about God and His ways in history; as you discover time and time again that He seeks the restoration of relationship; and as you see that our relationship with Him changes our relationship with others, I pray that you will grow in love that edifies.

Personal Evaluation -

Just as you are making choices about what you study, what projects you do, and what creative expressions you use to convey what you have learned -- in other words, becoming an active learner -- you need to evaluate yourself. Are you learning anything about history? Are you exerting yourself in your projects? Are you seeking to do your best on the creative expressions?

These personal evaluative questions will help you stay on track as an active learner. If you ask yourself, "Am I learning anything in this unit?" and the answer is, "No," then you need to figure out why not. One suggestion is to ask your parents and teachers for ideas, since they are as concerned about your success as you are (if not more so.)

If you ask yourself, "Am I exerting myself?" and the answer is "No," then discover what is wrong. Did you choose a project that you are not really interested in, or one that is too hard? Then perhaps you should change to a different project that is more promising. Are you tired? Then consider doing a project with a friend, as it helps to share the load.

If you ask yourself, "Am I doing my best?" and the answer is, "No," then it is time to consider what your goals are for this course. If it is to just put in the time required to get a grade and move on, then you are cheating yourself of a rich opportunity to discover what you love doing best. You may find that you love sculpting, or pantomime, or writing, or journalism, or designing. . . but if you never really try, you will probably never know. Be honest with yourself. After all, this is your education and your life. If you don't like what you see, seek to change something. If you do like what you are doing and what you are learning, be sure to tell someone, especially your teacher. Enthusiasm begets enthusiasm, and you might end up finding out things you didn't know about things you never knew.