I lovingly dedicate this study of history
to my grown children,
Heather, Kyle, and Ashley.

It is for your knowledge of the Gospel of Jesus Christ
and for the knowledge of generations to come
that I am inspired to write.

I love you all “the most”!

“Now to Him who is able to establish you according to my gospel
and the preaching of Jesus Christ, according to the revelation of the mystery
kept secret since the world began but now made manifest,
and by the prophetic Scriptures made known to all nations,
according to the commandment of the everlasting God,
for obedience to the faith—to God, alone wise,
be glory through Jesus Christ forever. Amen.”
(Romans 16:25–27)
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Acknowledgments
Letters to the Students
How to Use The Mystery of History

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Creation and Early Civilizations

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* Lesson titles in bold indicate key dates and people or events to memorize. There are 12 key dates in this volume. Dates of lessons with multiple parts are to be combined as one “key date” to memorize.
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* Lesson titles in bold indicate key dates and people or events to memorize. There are 12 key dates in this volume.
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Preface to the Third Edition

It is with great joy that I welcome you to *The Mystery of History*, Volume I, Third Edition. Before you get any further into this text, I would like to make a few simple but important disclaimers.

First, if I waited for the third edition to be perfect in every way, it would never make it into production. A completely accurate history of the world—and supporting curriculum for all ages—is beyond the reach of any of us because only the Creator knows every detail of His Creation and how we best learn. Nevertheless, I think you’ll find much beauty in this new edition—not because I revised it but because the Lord is the author of ancient times and is the One who knows us all! He’s the only perfect One in any of these pages.

Second, because God’s Word is true and His role in ancient history remains clear, the historical content of this third edition of Volume I is not dramatically different from the second edition. However, this third edition is now divided into two components—a colorful hardback *Student Reader* and a digital *Companion Guide* containing all the material you need for a full program (pretests, hands-on activities, timeline directions, mapping exercises, quizzes, literature lists, and much more). With over 400 new color photos, the hardback *Student Reader* is more visually appealing, easier to hold, and more durable for schools and families that love and keep their history books! The digital *Companion Guide*, with a user-friendly menu, makes it easy to find the pieces you want and print just what you need. A code to download it free is provided in the front of this *Student Reader*. (For those interested, the *Companion Guide* is also available in print as a separate purchase.)

Third, for the sake of easier reading, I frequently use the terms man or mankind (and sometimes he, his, or him) to refer to male and female alike. This is in no way intended to make one gender sound superior to the other nor to disrespect the unique makeup and design of the sexes. It is simply a time-honored way to refer to all people.

Fourth, for easy reading and accuracy, all Scripture used in this text is quoted from the New King James Version unless otherwise noted.

Fifth, my resources for determining the chronological dates used in this book are wide and varied and remain the same as those found in the first and second editions. When an unknown exists, I follow the tradition of putting c. in front of the date for circa, which means “about.” Because I personally hold to a literal biblical interpretation of the seven days of Creation, I write from a young earth perspective. This will be most evident in the date I provide for Creation (c. 4004 B.C.). I believe that those holding to other views can still benefit from this work and appreciate the flow of its overall chronology.
Sixth, although I have tried to write this text with a balanced view of the East and the West, it leans more heavily toward the history of the Middle East and the Western Hemisphere because it more directly relates to the development of my own culture and that of most of my readers.

Last, without apology, this book is written from a Christian worldview because of my own personal faith in Jesus Christ. I took much care to accurately explain opposing faiths in this text with dignity and respect, yet through the grid of biblical truth. With that in mind, I hope that you will not take my words as your final source but rather look to God’s Word as the source of all truth. May He guide and direct you into a greater knowledge of the Lord Jesus Christ through your study of the ancient world.

For the sake of the Mystery,
Acknowledgments

It’s been 19 years since I wrote the first edition of The Mystery of History, Volume I. Two editions later, much has changed! Primarily, my three children—my original audience and inspiration—have graduated, married, begun careers, and given us grandchildren. That means my husband and I have recently entered the empty nest stage of life, which is a bittersweet ranking in our fifties. What hasn’t changed in 19 years is my love for the Lord Jesus Christ, as well as my deep sense of gratitude to the friends, family, and colleagues who have loved and supported me in writing this world history series. That’s what this page is all about. So, without further ado, let’s roll the credits.

I remain steadfastly grateful to two college professors who opened my heart to world history—Dr. James Vardaman and Robert L. Reid at Baylor University. (Your storytelling changed my life.)

I will always be grateful to Wendy Yeager, the friend, neighbor, and sister in Christ who first encouraged me to write this series. (I wish we were still neighbors!)

I thank my publishers, Bob and Maggie Hogan at Bright Ideas Press, for taking on The Mystery of History nearly two decades ago. (I couldn’t have launched this series without you!)

I’m particularly thankful for Tyler Hogan for keeping and growing the family business. (Tyler, you are far more than a publisher to me. Thank you for your integrity, your leadership, and your friendship.)

I can’t thank Kathryn Dix enough for editing the first and second editions of this volume, which comprise the bulk of the third edition. (You will always have a special place in my heart!)

I also thank Mary Jo Tate for stepping in to fill the big shoes of Kathy Dix by editing this new edition. (Like Kathy, you make me better than I am!)

I am very grateful to Melissa Craig for taking on the new layout of this edition and dropping in 400 new images. (Thank you for bringing history to life!)

I thank Reed Depace, my original historical editor, for sharing his vast knowledge and pastoral wisdom. (Thank you for keeping The Mystery of History in step with God’s Word, our ultimate source of authority.)

I deeply appreciate the team at Aptara for updating this edition in look and feel, while maintaining the integrity of the original design. (Thank you for the beautiful cover work, too!)

I want to thank Lisa Garner, my webmaster, for keeping The Mystery of History fresh, accessible, and looking good on the internet so I can keep writing and teaching. (You’re more than a webmaster; you’re a true friend!)

Acknowledgments
I also want to thank Sharla Chevalier for being a faithful friend and for shipping history books all over the world on my behalf. (You’re like a sister to me!)

I thank my children and their spouses—Heather and Josh, Kyle and Lauren, and Ashley and Ty—for continuing to inspire me to care about world history and its impact on our lives. (The fruit of your lives is such a blessing to me and encourages me to keep teaching, writing, and updating.)

I thank my grandchildren, Dylan and Lilly, who are too young to understand what Mimi is doing with her time, but whose hugs and smiles inspire me to keep working for the next generation.

I want to thank my husband Ron, with all my heart, for hanging up his well-worn baseball glove, his coaching job, and his athletic ministry to enter a new phase of life with me. (Ron, now that we’re self-employed together, I don’t know how I operated this business without you! Thank you for taking the reins in the areas where I’m weak and contributing your time, talent, energy, muscle, and creativity to The Mystery of History. I’m better with you by my side!)

Last, I thank the Lord Jesus Christ for being the true author of this work. As is evident by my shortcomings, it is He who gives me the strength to retell the incredible stories of world history. Thank You, Lord, for the gift of redeeming grace and for the opportunity I have to share it with others. May my inspiration always be “For the sake of the Mystery.”
Dear Younger Student Friends (K-3rd Grade),

Hi! My name is Mrs. Hobar. I wrote this history course with someone just like you in mind. You see, I have grown-up children who were once your age. When they were young, I really wanted them to understand history, and I really wanted them to know God. I think that God is the reason for all of history. So I wrote about them both.

I wish I could meet you and tell you in person some of the remarkable stories I have learned from history. I find it all pretty fascinating! Do you know why? Because history is one long, exciting story that is still going on. It’s full of adventure, drama, life, death, and even romance. (You know, the mushy stuff.) History is all about people and how they have lived ever since the beginning of time!

Do you know how many people have already lived? No one but God knows for sure. But the number is way bigger than a million. In fact, it is bigger than a billion! Together we will learn the stories of some of these people. Some were likable, like King David, and some were not so likable, like Sennacherib. Some people lived to be very old, like Noah, and some people lived only short lives, like King Tut.

And every single person who ever lived was once a child like you, special and unique. I believe that God hand-designed every person! And you know what? That includes you! I’m so glad God thought of you when He was busy creating the universe.

In closing, remember this: The name of this course is The Mystery of History. I chose that name because I believe that, through God, there are answers for all the questions of life. The Bible says that a “mystery kept secret since the world began” has been revealed through the Scriptures—to all nations! (See Romans 16:25–27.) So when you see the title of your book, think about God revealing Himself to mankind. He did it best through the life of Jesus Christ, who lived and died for our sins so that we could be with Him forever in heaven.

If you have never before trusted Christ as your Savior, read with your teacher the points of the Gospel (“Would You Like to Belong to God’s Family?”) in the back of this book. God desires that each of us know Him personally. In doing so, you too will understand the “mystery” of history!

If you ever have questions or want to write to me about something special you learned in history, please write me at:

Linda Lacour Hobar  
c/o Bright Ideas Press  
P.O. Box 333  
Cheswold, DE 19936 USA

I would love to hear from you. I hope you enjoy your studies.
Dear Middle Student Friends (4th-8th Grade),

Hi! My name is Linda Hobar. I just want to write you a personal note and tell you why I wrote this history course. First, I want you to know that I wrote it for you! Although we haven’t met, I think about you every day as I sit at the computer, putting my notes down into sentences.

In fact, at times like that, I pray. I pray that God would have me write exactly what a student like you needs to know about history. I never want to bore you, I never want to insult your intelligence, and I never want to make you not like history! I do, however, want to share stories with you that are valuable, interesting, and timeless.

That is not an easy assignment. But I believe a lot of history is worth knowing because it points to the Creator of everything. That is why I wrote this curriculum. The title of my book implies that there is a mystery to history. Do you know what it is? The Bible says that the mystery is God, “in whom are hidden all the treasures of wisdom and knowledge” (Colossians 2:3). Since the Garden of Eden, He has been revealing just what kind of a loving and personal God He is.

History really is a great story. We’ll learn of good guys, bad guys, and everything in between. We’ll read about treachery, murder, explorations, royal marriages, and so much more! I believe each and every life God created has had a plan and purpose. It is astounding to think about just how many people God has created. We will be able to cover only a small fraction of them.

More importantly, we will be learning about God’s hand and direction in the course of this world we live in. By now you are old enough to have seen both the blessings of life and the tragedies. There is a lot of suffering in this world. Even in that, I think we can see God at work.

One of the greatest works of God was His coming to earth in the person of Jesus Christ. I hope you already know Christ personally and have allowed Him to be the Lord of your life. Apart from Him, there is no forgiveness of sin—and we are all guilty of it! If you’re not sure about your salvation, please read the points of the Gospel (“Would You Like to Belong to God’s Family?”) in the back of this book.

In knowing Christ, you will be sure of your eternal place in heaven. What better knowledge can you have than that? And you will better understand “the mystery of history”! If you ever have questions or want to share with me your thoughts on history, please write me at:

Linda Lacour Hobar
c/o Bright Ideas Press
P.O. Box 333
Cheswold, DE 19936 USA

I hope to hear from you. Enjoy this course!

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Dear Older Student Friends (9th-12th Grade),

Hi! What I have to say might surprise you. You may be expecting some rant from me on how you ought to love history and all that. But you know what? I’m not going there. I was your age once, and as a teenager, I didn’t care at all about history!

I’ll tell you why. At your age, as far as I was concerned, the world revolved around me. I was only beginning to figure out where I fit into this big drama that we call “life.” I was way too concerned about how I was doing in playing the starring role of “me.”

Maybe you are more mature than I was and you do care about things beyond your own life. I hope you do. I think one definition of maturity is simply recognizing one’s place in the lineup of life. Maturity is accepting our roles and responsibilities whether we like them or not.

So what’s the point of my letter? I want to challenge you. You can be self-absorbed and mediocre in this life—living just within your own circles—or you can achieve, and you can learn! If you learn, you will probably change. You’ll change the way you see things and the way you wish things could be.

All to say, I want to see you develop into a world-changer. That’s my challenge. Maybe you won’t love this history course. You might not even like it. But will you give it a chance to shape you? Will you allow yourself to really think about other cultures, other people, and other philosophies? Will you turn down the volume of your busy life and social media long enough to listen to what is going on in the world beyond you?

History is in the making all around us. It is the ongoing story of men and women since the beginning of time. Humankind has been around for about six thousand years. Some life stories are good; some are terrible. Some events in history are flat-out terrifying; others are heartwarming. But it is all real.

Besides being the story of mankind, I believe that history is the story of God. I titled this course The Mystery of History because the Bible says a hidden mystery has been revealed by God’s will! (See Colossians 1:25-27 for full context.) One of the greatest ways God revealed Himself, and His will, was through Jesus Christ His Son.

I hope that you have already reached a point in your life where you have trusted Christ as your personal Savior. In that decision, you will have secured your eternal destiny! I came to know Christ personally at age 17. Though my faith is still a work in progress, that’s when the mystery was first revealed to me and my salvation was made secure. If you are not sure where you stand with knowing God, please take time to read the points of the Gospel (“Would You Like to Belong to God’s Family?”) in the back of this book. Though maturity is looking beyond yourself, wisdom is occasionally looking within yourself. I do recommend examining your relationship with God regularly.

So I guess I am ranting about history after all. Sorry, but I am compelled for two reasons. First, I care a lot about you. I’m a former homeschooling mom with grown children.
and two grandchildren. So I care about your academics like I cared for the education of my own children. But on another level, I care a lot about your generation because it is next in line to manage this world! I believe it really is important that you have a solid background in world history to help you see the big picture of the responsibilities you will face one day. Adulthood is just around the corner.

Please keep in mind that I wrote this history curriculum for several age groups. I expect you, as an older student, to do more than just read my lessons. That would be too easy for you. Take the research activities seriously, read additional literature, stretch yourself, and study with integrity. Some activities are easy, and others will take more time to complete. Don't necessarily take my lessons as the final word. Always read original sources when you can.

Okay, I'm done now. May the Lord bless you in your study of world history. If you ever have a question or thought you want to share with me, please write me at:

Linda Lacour Hobar  
c/o Bright Ideas Press  
P.O. Box 333  
Cheswold, DE 19936 USA

I would love to hear from you!
How to Use The Mystery of History

The Mystery of History, Volume I, Third Edition offers the same award-winning stories and curriculum found in the first and second editions. However, the third edition has a new layout! Due to popular demand, the stories of Volume I are now in a durable hardback Student Reader with hundreds of colorful photos. Inside this Student Reader is a code to download our accompanying digital Companion Guide, which holds all the material you need for a full world history curriculum. For your convenience, the Companion Guide is also available in print as a separate purchase.

I encourage both new and returning users to be familiar with the steps below to get the most out of The Mystery of History. (You can pick and choose from the following steps or use them all!)

Step 1 — “What Do You Know?” Pretests

Ideally, students and teachers alike start each week in The Mystery of History with a short pretest titled “What Do You Know?” (It is found in the Companion Guide.) This pretest is designed to see what students might already know from three upcoming lessons—or spark interest in what they don’t know. To make it light and stimulating for any age group, I don’t recommend recording grades on pretests.

Step 2 — Lessons

Lessons in The Mystery of History Student Reader are the core of the program. There are three per week. (A typical school year is 36 weeks long. This curriculum contains 108 lessons, or 36 weeks of lessons if you want to finish in a school year. You don’t have to!) In the hope of making world history as interesting and engaging as possible, all the lessons are written in a casual, conversational style, as if I’m right there with you, making occasional personal comments. Since the lessons are in chronological order, students will benefit most by studying them in the order in which they are presented. In fact, to help students manage the lessons well, they are divided into four quartes. Each quarter starts with a short “Around the World” overview to introduce upcoming lessons and provide a bird’s-eye view of the time period.

As for the length and difficulty of the lessons, each volume in The Mystery of History series jumps up about two grade levels. The reading difficulty of Volume I is at about a 4th- to 5th-grade level; Volume II is on a 6th- to 7th-grade level; Volume III is at an 8th- to 9th-grade level; and Volume IV is on a 10th- to 11th-grade level. This wide range allows all ages to benefit from this series with the addition of age-appropriate activities, which are the next step!
Step 3 — Activities

When I started this series, my children were in 2nd grade, 6th grade, and 10th grade. By my definition they were a Younger Student (K–3rd grade), a Middle Student (4th–8th grade), and an Older Student (9th–12th grade) respectively. Knowing that I wanted to meet the needs of all my children in one world history course, I wrote the lessons on a reading level somewhere in the middle of their abilities—and then worked to provide age-appropriate activities for enrichment.

So the Companion Guide includes activities for Younger, Middle, and Older Students. Younger Students are encouraged to use their senses for hands-on projects, reenactments, or meaningful games; Middle Students are enticed to reassemble the material in some creative way or explore it further with research; and Older Students are challenged with additional research, discussion, analysis, and much more. Occasionally, all students come together for games, meals, or field trips that match the time period. I created hundreds of activities to meet a variety of interests and learning styles. As a matter of fact, so many activities are provided in the Companion Guide that I wouldn’t expect you to do them all! Choose wisely based on your time and resources. (One activity per week is quite acceptable.)

Step 4 — “Take Another Look” Review

After students have read three lessons, I suggest they set aside one day for review and geography. For review, students can make Memory Cards (homemade flash cards) and/or create timeline figures for a wall or notebook. (You can learn more about these options in the Companion Guide.) For geography, each week I provide age-appropriate mapping exercises directly related to the lessons of the week. Blank maps to print and answer key maps are provided in the Companion Guide. You will, however, need atlases to find the information needed to complete the mapping exercises. To avoid frustration, we highly recommend that you have access to WonderMaps, a beautiful digital atlas created by Tyler Hogan at Bright Ideas Press (with all the information you need) or the two atlases listed below, which I used to create the mapping exercises:


All three atlases are available on my website (www.TheMysteryofHistory.com) or that of my publisher (www.BrightIdeasPress.com).

Step 5 — “What Did You Miss?” Exercises and “What Did You Learn?” Quizzes

At the end of every other week, you will find games or exercises titled “What Did You Miss?” in the Companion Guide. These bonus activities are designed to make students
dig a little deeper in recalling the details of previous lessons or pull together information that is otherwise scattered.

Alternating with the exercises, every other week you will find quizzes titled “What Did You Learn?” in the Companion Guide. These are designed to test students in a more traditional manner and help you see what they’re learning and retaining. These quizzes are cumulative, meaning that students will regularly be drawn back to previously covered material.

**Step 6 — “Put It All Together” Quarterly Worksheets and Semester Tests**

As students reach the end of each quarter, they will have covered a great deal of world history. To keep the facts straight, students are asked to complete a printable worksheet covering information contained in just that quarter. (The four worksheets are in the Companion Guide.) Students are encouraged to use their Student Reader, Memory Cards, timeline, or other study aids to answer the questions. (The worksheet is the equivalent of an open-book test.)

In addition, The Mystery of History Companion Guide contains two semester tests. Semester Test I is to be given at the halfway point of the course and covers only the material found in Quarters 1 and 2. Semester Test II appears at the end of the course but covers only the information found in Quarters 3 and 4. These tests are not overly difficult in my opinion, nor are they designed to be. But they should bring the reward of a high grade to students who have paid attention throughout the course and remained diligent in their studies.

**Step 7 — Additional Resources**

Though I’ve sought to make The Mystery of History a complete curriculum, it’s utterly impossible to do so. We have four additional resources to complement your studies.

1. **Additional Books and Films**— We’ve included a lengthy, well-researched section in the Companion Guide titled “Supplemental Books and Resources.” These are not required to complete this course, but these picture books, biographies, classics, historical novels, primary source materials, and numerous quality films help bring history to life.

2. **Audiobooks**— For your convenience, lessons in The Mystery of History are also available in an audiobook (10-CD set or downloadable MP3s). I personally narrate The Mystery of History, word for word, and my husband adds beautiful background music. (Nonmusical tracks are also available on my website, www.TheMysteryofHistory.com.) Audiobooks are a great choice for class time, bedtime, or on the go. (Audiobooks pair well with coloring pages, which are described below.)

3. **Supplemental Products**— Because there is always room for more fun and creativity, Bright Ideas Press has created four supplemental products that you will want to
consider. (They can be purchased individually as downloads or all together in one Super Supplemental Collection on CD.)

- Challenge Cards: Best described as premade fact cards, these can be used in addition to homemade Memory Cards or in place of them. These are great for students who enjoy drill work.
- Coloring Pages: All ages can enjoy coloring pages, though they may best serve Younger and Middle Students who would like to keep their hands busy while listening to the lessons.
- Notebooking Pages: The illustrated notebooking pages provide students of all levels with a place to summarize lessons or practice copywork for retention.
- Folderbooks: These are clever paper projects with file folders and printable images to capture highlights of each quarter. These are a good choice for hands-on learners.

4. **Online Classes**—Last, we want you to know that online classes (both live and self-paced) are available for all volumes of *The Mystery of History* through **The Academy at Bright Ideas Press**! Teachers and course offerings vary from year to year, so please visit the website for more information (www.academy.brightideaspress.com). I personally teach a live class for *The Mystery of History*, Volume IV. I would love to have you join us when you reach that level!

This concludes our look at the steps of the curriculum. Please explore the front of the *Companion Guide* for more information on the following:

- Adaptations for all ages and classrooms
- Memory Cards
- Timeline figures
- Methods of education
- Grading tips

And don’t miss the back of the *Companion Guide*, where you will find an Appendix containing maps to print, answer key maps, supplemental books and resources, a Bible reading list, and a comprehensive answer key. If you have additional questions, Bright Ideas Press and The Mystery of History, Inc., both have help lines on our websites and a variety of social media touchpoints. We’re here to serve you!
In *The Mystery of History*, we will be studying numerous people from the Bible alongside their world history contemporaries. For example, the story of Moses and the Ten Commandments will fall between our look at the Shang dynasty of China and Amenhotep IV of Egypt.
Are you curious? Do you like adventure in strange places? Do you wonder about the mysteries of life or unexplained phenomena? Are you inspired by stories of great love, courage, and heroism? If the answer to any of these questions is yes, then I think you’re going to enjoy this quarter.

As we begin to study the history of the world, we will examine ancient wonders like Stonehenge and the pyramids. We will consider mysteries of the Ice Age, dinosaurs, and the Tower of Babel. We will become acquainted with some unusual characters like Hammurabi, Nefertiti, and the famous King Tut. At the same time, we will read about some familiar Bible heroes such as Noah, Moses, and Joseph.

But before Noah, Moses, and Joseph, there were, of course, Adam and Eve. They lived in the Garden of Eden, which the Bible says that God himself planted. (Gen. 2:8) There was one rule for living in the garden that, as you may already know, was broken. As a result, sin entered the world and Adam and Eve were driven from the garden “to till the ground from which he was taken.” (Gen. 3:23)

It was harder for mankind to live outside the Garden of Eden. The Bible says in Genesis 3:19, “In the sweat of your face you shall eat bread till you return to the ground.” Man worked hard and quickly populated the world. In fact, early men and women lived to be hundreds of years old. Do you know the age of the oldest man who ever lived? The Bible says that a man named Methuselah lived to be 969 years old! We can hardly imagine that.
The Bible also states that God caused a Great Flood to destroy all that He had created—for man had become exceedingly wicked. That is, all except for one man, the grandson of Methuselah whose name was Noah. The ark that Noah built under God’s guidance was large enough to house himself, his wife, his sons and their wives, and representatives of all the land-dwelling, air-breathing animals and birds of the world. (The ark was huge!) All these creatures were spared from the Great Flood, and the earth was repopulated through Noah’s sons: Shem, Ham, and Japheth.

Things changed after the flood. Creation scientists believe that as a result of the flood, the earth grew very, very cold. We refer to that time period as the Ice Age. But men still flourished greatly and spread out once again all over the world. With so much frozen ocean, land bridges were easily exposed, enabling men to travel to all corners of the earth and repopulate.

These early men and women accomplished some amazing things. Some of the archaeological remains that are still standing today provide evidence of early man’s great ingenuity. For example, there is a rock formation named Stonehenge in England that still baffles archaeologists as to exactly how it was built. And of course, there are the magnificent pyramids in Egypt that speak volumes to us about the past. Many structures like these stand as witnesses to the great mind of early man.

Did man ever evolve from other species or live primitively in caves? The Bible doesn’t support the ideas of evolution. But as for dwelling in caves, we would expect to find evidence that there were some men and women in the world who liked the shelter of caves. Why wouldn’t they? This idea is not contrary to biblical teaching. Those who chose to live in caves, temporarily or permanently, would naturally appear to be more “primitive” than those who were building great monuments. Just like today, people were very different around the world. Some nations were wealthy while others struggled to exist. Cultures have always been influenced by the natural resources available to them.

One of the more advanced early cultures we will study is that of the early Egyptians. Their greatest resource was the Nile River. As the Nile provided water for their crops, thou-
sands of people were able to grow grain and establish permanent homes. Scattered cities grew into a great nation. From their pyramids to their elaborate temples, we will see men who thought big.

Besides the Egyptians, there were people such as the Kushites who established their own civilizations in northern Africa. The Egyptians and the Kushites sometimes fought over who was in control. We don’t have much record of the early people who lived south of the Sahara because they didn’t leave behind written records and huge monuments like the Egyptians did. And like simple tribes that still exist today, some early groups of people just kept to themselves.

In present-day Pakistan, there once was a very advanced civilization that thrived in the Indus Valley. It is from the name of the Indus River that India derived its name. Just as the Nile was a great resource to the Egyptians, it was the Indus River that gave so much life to its residents. These early inhabitants of the Indus Valley even had homes with running water and toilets. Yet, after some time, they “disappeared” into history. They vanished either because of flooding in the valley or because of outside invaders. Nobody knows for sure.

Farther east in Asia, there were certainly many people living in what we now know as China. They relied on rivers, too, to help in their survival. The Huang He (hwang HEH), or Yellow River, provided rich, fertile soil for their crops. We will study the unique features of these people and some of their best-kept secrets.

South of Asia, in the vast waters of the Pacific Ocean, there were numerous small islands inhabited as early as 1800 B.C. These early people probably migrated from nearby lands such as Australia and China. Skilled craftsmen made boats sturdy enough to carry themselves as well as plants and animals to their new homes. Settled islands included Indonesia, the Marianas, the Solomon Islands, and Micronesia. How brave these early settlers must have been to travel the distances they did following the stars and sea currents.

And throughout this time period, the Lord was unfolding a great plan to Abraham, who fathered the nation of Israel. Abraham lived in Mesopotamia (mes uh puh TAY mee uh) in a country named Sumer (SUE mer). Sumer sat between two great rivers,
The Tigris (TYE gris) and the Euphrates (yooh FRAY teez). The area has been nicknamed the Fertile Crescent because of how rich the land was.

How do we know about the lives of all these ancient people? We know of them mostly through what they wrote down about themselves. You see, in Egypt, hieroglyphics were developed as a means of communication. In Mesopotamia, where Abraham was from, there was cuneiform (KYOO nee uh form) writing on clay tablets. The early Chinese created a symbolic alphabet containing thousands of characters. The Indus Valley had its own form of writing, too. It is amazing that there are written records of things that happened so long ago. But we are so grateful that there are. It again shows us the ingenuity of the first civilizations. They were far more than “cave people.”

But there is one other great source for knowing how people lived long ago. It is Scripture, the Bible, God’s own Word. (See 2 Timothy 3:16.) There are so many incredible stories from the Bible that I could never fit them all into this one volume. As we go through the chapters of history, you will want to read along in your Bible at the same time. Moving stories of faith like those of Job, Joseph, and Ruth are considered great literature and still give comfort to people today. But more than that, I believe that the Bible is also the greatest history book you’ll ever read.

As you cover these fascinating topics and cultures in the next few weeks, stop and think about how amazing mankind and the world in which we live really are. Yet even more awesome than all of that is the One who created it all, God Himself.
Creation

Creation is an amazing topic that far surpasses our understanding. For ages, man has asked the question of how he was created. Scientists today debate this question with every idea imaginable. Some say we evolved out of microscopic matter or pond scum. Others theorize that we came from another planet. Many believe that life began with a “big bang,” or explosion in the universe, that set things in motion.

A better question for mankind might be “Who made us?” For Christians, this is easier to answer. Christians believe that a loving and personal God created each and every one of us. And Christians not only believe they know who made us, but also how we were created, when we were created, and why we were created. Isn’t that incredible? According to the Scriptures, there are answers to the mysteries of life!

Beginning with how, the first verse of the first book of the Bible tells us, “In the beginning God created the heavens and the earth.” Further on, the Book of Genesis says, “And the Lord God formed man of the dust of the ground, and breathed into his nostrils the breath of life; and man became a living being.” (Gen. 2:7) Wow! There it is. God Himself tells us this is how life began.

As for when, creation scientists believe the world began in 4004 B.C. Where does that date come from? Well, you won’t find “4004 B.C.” written in your Bible because writers of the Old Testament didn’t label time “before” Christ. Nor did they label time “after” Christ like we do, using a.d. (We get the letters a.d. from Anno Domini, which is Latin for “in the year of the Lord.”) They did, however, count the number of years that people lived, died, and gave
birth. This information is recorded in places like Genesis, Chapter 5 and Chapter 11. Using those genealogies and other information from history (like the year that Jerusalem fell), we can determine the start of mankind. It’s all in the Bible!

As for the order of Creation, Genesis 2:4 says, “This is the history of the heavens and the earth when they were created, in the day that the Lord God made the earth and the heavens.” Genesis, Chapter 1, states that He created these things in the following order:

♦ Day 1 — Light, naming it “day” and the darkness, “night”
♦ Day 2 — The firmament, calling it “heaven”
♦ Day 3 — The seas and dry land; grass, seed-bearing herbs, and fruit trees
♦ Day 4 — The sun, the moon, and the stars
♦ Day 5 — Sea creatures and birds
♦ Day 6 — Cattle, creeping things, beasts, man (male and female)
♦ Day 7 — God rested

And why did God make all of this? There are many answers to this question that are found throughout the Scriptures. But for now, I will mention two. Genesis 1:28 says, “Be fruitful and multiply; fill the earth and subdue it; have dominion over the fish of the sea, over the birds of the air, and over every living thing that moves on the earth.” This passage implies that we are to multiply and rule the earth. That is one reason why we are here.

More importantly, the Bible says we are here to have a relationship with our Creator, one in which we might know and enjoy Him, and thus give Him glory. Jeremiah 9:23–24 says, “Let not the wise man glory in his wisdom, let not the mighty man glory in his might, nor let the rich man glory in his riches; but let him who glories glory in this, that he understands and knows Me, that I am the Lord.” That, surely, is the primary reason why we are here.
I will close with this thought: A little more than four thousand years after Creation, the apostle Paul wrote in the New Testament, “... make all see what is the fellowship of the mystery, which from the beginning of the ages has been hidden in God who created all things through Jesus Christ; to the intent that now the manifold wisdom of God might be made known by the church.” (Eph. 3:9–10) So, my friends, in our study of the history of the world, let us attempt to make known the mystery of Creation to others. Most people want to know how we got here, when we were created, and why we’re here.

“But let him who glories glory in this, that he understands and knows Me, that I am the Lord.”

–Jeremiah 9:24
Adam and Eve

Do you have a picture in your mind of Adam and Eve? From Sunday school, most of us have visions of them hiding behind fig leaves, naked and ashamed. I think we need to remember this part of the story of Adam and Eve's disobedience to God. But there’s much more to the story.

Genesis 1:27 says, “So God created man in His own image; in the image of God He created him; male and female He created them.” My friends, those words are very powerful! Powerful because we are told that we were created in the image of God Himself! That makes each and every one of us special and of great value.

The Bible also says that Adam and Eve lived in a beautiful place called the Garden of Eden. We sometimes call it Paradise. It may surprise you, but Adam was put to work on his first day of life in the Garden. According to Genesis 2:15 and 19, God instructed Adam to tend and keep the Garden as well as to name “... every beast of the field and every bird of the air.”

As you know, though, Paradise had one rule. The Lord God said, “Of every tree of the garden you may freely eat; but of the tree of the knowledge of good and evil you shall not eat, for in the day that you eat of it you shall surely die.” (Gen. 2:16–17) Well, there was a crafty serpent in the Garden who made Eve question that rule. And the rest is history. “So when the woman saw that the tree was good for food, that it was pleasant to the eyes, and a tree desirable to make one wise, she took of its fruit and ate. She also gave to her husband with her, and he ate. Then the eyes of both of them were opened, and they knew that they were naked; and they sewed fig leaves together and made themselves coverings.” (Gen. 3:6–7)

Because of Adam and Eve’s disobedience to God, sin and death entered the world. According to the Bible, God said to them, “Cursed is the ground for your sake; in toil you shall eat of it all the days of your life. Both thorns and thistles it shall bring forth for you, and you shall eat the herb of the field. In the sweat of your...”
face you shall eat bread till you return to the ground, for out of it you were taken; for dust you are, and to dust you shall return.” (Gen. 3:17–19) Though man had already been given responsibility to work in the Garden, as a result of this curse he was going to have to work harder — in fact, much harder.*

Women were cursed by experiencing pain in childbirth and by not desiring to be mastered by their husbands. “I will greatly multiply your sorrow and your conception; in pain you shall bring forth children; your desire shall be for your husband, and he shall rule over you.” (Gen. 3:16)

That’s the world we inherited. That’s the world we live in! We can hardly imagine the perfect world that Adam and Eve had lived in before. By their sin, they forfeited life for death, pleasure for pain, abundance for toil, and perfect fellowship for conflict. The results are evident in the world around us.

But what else is there to know about Adam and Eve? Let’s start with the Garden of Eden. Have you ever wondered where it was? Many people assume that the Garden of Eden was in Iraq where today we find the Tigris and Euphrates Rivers. (The Bible does mention the Tigris and Euphrates Rivers as flowing from Eden.)

However, we cannot assume that these rivers are the same rivers as mentioned in Genesis. Why? For one, they don’t fit the full description given in Genesis 2.† Second, lots of places in our world have the same name but are a continent apart. (For example, Memphis is the name of a city in Tennessee and the name of an ancient city in Egypt.) Third, the Garden of Eden would have been destroyed in Noah’s flood! That means it wouldn’t look the same today, so no one knows exactly where the Garden of Eden was located.

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*The traditional Hebrew word for work, avoda or avodah, is similarly used to express the offering of sacrifices in the Temple. This correlation suggests that work and worship are closely related. What an interesting thought!

†Genesis 2:10–14 describes two other rivers — that do not exist near the Tigris and Euphrates today — as coming from the same source. For more interesting information on this topic, visit: www.answersingenesis.org/docs2001/0125eden_found.asp.
Do you wonder when Adam and Eve lived? If you take the Word of God literally (as I do), then Adam and Eve were most likely created about 4004 B.C.* How do we determine that using God's Word? Well, the Lord in His great wisdom provides us with genealogical records in the Bible. For example, Matthew 1:1–17 and Luke 3:23–38 give us a list of ancestors from Jesus to Abraham—and then all the way back to Adam! The Book of Genesis also provides us with the age of Adam's first descendants. All to say, the Lord has given us a great amount of information in the Bible pointing to when Adam and Eve most likely lived.

One of many amazing things to know about Adam is that he lived to be 930 years old! (Gen. 5:5) And did you know that Noah was born 126 years after Adam died? It's a fascinating fact because it means that young Noah may have grown up hearing a lot about Adam and his relationship to God. As you probably already know, Noah would have a very strong faith. We'll learn more about that later.

As for the rest of the story of Adam and Eve, the Bible tells us of their children, their grandchildren, their great-grandchildren, and so on. It is an amazing account of early mankind. Unfortunately, we know both good and bad stories of Adam's children. Genesis, Chapter 4, says that Cain, Adam's first son, murdered his brother Abel! For committing this crime, Cain was cursed by God and driven to the land of Nod, east of Eden.

And thus the story of God and mankind began. From Creation until the present time, the story is still unfolding—and to think that, according to the Bible, it all started by the hand of God with Adam and Eve in the Garden of Eden!

*I use the words “most likely” here very cautiously—not to imply that there could be error in God's Word (I believe it to be infallible)—but rather to imply that through human error we might misinterpret it.
Today we will learn about Jubal and Tubal-Cain, two guys worth remembering in history although you may have never heard of them before. In fact, their names may sound kind of funny to you.

Jubal and Tubal-Cain, who lived just seven generations after Adam, are important because they help show us the intelligence of early man. Why does that matter? It matters because Christians believe from divine Scripture that man was created by a brilliant and personal God! Most Christians don’t believe that man somehow evolved from a lower form of mammal. If we did, then early man would probably not have been much smarter than the animals. Through Jubal and Tubal-Cain, we see otherwise.

In Genesis 4:21, we learn that Jubal was “the father of all those who play the harp and flute.” This means that he was a musician and that others were playing music, too. Think about what you already know about music. Is it easy to learn music, to make instruments, or to teach others how to do those things? If you’ve ever had music lessons, then you know that the skill of music can be very difficult. But that is exactly what the Book of Genesis tells us Jubal was doing.

As for Tubal-Cain, Genesis 4:22 says that he was “an instructor of every craftsman in bronze and iron.” So Tubal-Cain was a bronze-and ironmaker who excelled well enough to teach others his trade. Consider for a moment the making of bronze or iron. Iron is formed by the “cooking” of iron ore deposits.
with limestone and “coke.” (Not the popular soft drink, of course.) The coke material comes from heating coal without the use of air. All to say, ironmaking is a very complicated and dangerous process. Yet the Bible tells us that Tubal-Cain not only knew the craft of bronze- and ironmaking, but he also taught the skill to others.

Isn’t it neat that God gave us a little insight into the ingenuity of early man? The Bible clearly mentions it in just these few verses (which demonstrates how important it is to know the Bible!). Though some men and women may have lived simple lives or lived in caves for shelter, it is highly unlikely that all early people were “cavemen,” as some would portray them.

In addition to the mention of Jubal and Tubal-Cain, the Bible tells us about the formation of early cities after the Great Flood—with names such as Babel (BAB el) or Babylon; Nineveh (NIN uh vuh); Erech (EH reck); Accad (AK kad); and Calah (KAY luh), which today is an archaeological site named Nimrud.* The existence of cities indicates that early man was fairly civilized and organized. Genesis 10:12 states that Calah was a “principal city,” which means it was probably more elaborate than the others.

Remember this: Jubal and Tubal-Cain were only a few generations from Adam and were already masters and teachers of difficult skills. These inventions and the rise of cities would certainly have required high thinking and planning abilities. I find that is something to think about!

*Nimrud derives its name from Nimrod, the great-grandson of Noah who founded Calah after the Great Flood, along with several other cities. (See Genesis 10:8–14.)
The story of Noah and the flood is probably a very familiar one. Most of us as young children learn about the animals coming onboard the great ark “two by two.” We see pictures of doves, rainbows, and Noah, smiling next to his wife when the sun comes out.

These are indeed great points of the story to remember. But there is so much more to think about than just the happy ending. Consider with me the reason behind the flood. Genesis 6:5–6 says that “the Lord saw that the wickedness of man was great in the earth . . .” and that “He was grieved in His heart.” The Bible says that God was so sorry His creation had become evil that He decided to destroy it all. Except, and this is the good part, “Noah found grace in the eyes of the Lord. . . . Noah was a just man, perfect in his generations. Noah walked with God.” (Gen. 6:8–9)

Noah is a great example to us of a man with profound faith. Hebrews 11:7 says of him, “By faith Noah, being divinely warned of things not yet seen, moved with godly fear, prepared an ark for the saving of his household, by which he condemned the world and became heir of the righteousness which is according to faith.” And the result of his godliness was that the human race and the living creatures on the ark were saved from destruction!

You see, the Bible says that the flood was so bad that “all flesh died that moved on the earth. . . . All in whose nostrils was the breath of the spirit of life, all that was on the dry land, died. . . . Only Noah and those who were with him in the ark remained alive.”
Hebrews 11:7 says, “By faith Noah, being divinely warned of things not yet seen, moved with godly fear, prepared an ark for the saving of his household.”

When did Noah enter the ark? The Bible says Noah was 600 years old when “the flood of waters was on the earth.” (Gen. 7:6 and 11) Counting genealogies in the Bible, we believe it was 2349 B.C. when the flood started. How long did the flood last? Well, this part can be confusing. The Bible tells us that it rained for 40 days and 40 nights, but the flood lasted much longer than that. It took a long time for all that water to subside and allow dry land to appear. Noah and his family were on the ark for over a year! (With all those animals, it probably smelled.)

The ending of the story of Noah and the ark is tremendous. The Lord made a profound promise to us after the flood. Genesis 9:10–11 says, “And as for me, behold, I establish My covenant with you and with your descendants after you [that’s us]…. Never again shall all flesh be cut off by the waters of the flood; never again shall there be a flood to destroy the earth.” And the Lord placed a rainbow in the sky to remind us of this covenant. It’s no wonder that rainbows are so beautiful. They come from God.

You should also know for historical reasons that there are many other cultures that have stories about a flood in their history. As many as 270 flood stories are known in the world. There are stories in India, China, and other countries.

God says in Genesis 9:13, “I set My rainbow in the cloud, and it shall be for the sign of the covenant between Me and the earth.”
the islands of the Pacific Ocean, and in Native American folklore about people who survived a “great flood.” The names of the survivors vary, but the story line is much the same. Kind of interesting, don’t you think?

As a Christian, I believe it is important to grasp the facts of the flood because it helps to support the validity of the Bible. Fossil records all over the world demonstrate that at one time water could have covered the whole earth. For example, sea fossils have been found on the tops of mountains! How did they travel there? A worldwide flood could explain it.

The flood could also help explain what appears to be the “aging” of the earth. In other words, the world may look older than it is because of the damage of the Great Flood. Scientists don’t agree on this matter.

In closing, when you hear the story of Noah, does it remind you of another one? We often see God repeating things in history so that we understand them better. Think about Noah again. God saved the whole world through this one man. God does this again later through Jesus Christ. That’s what we call a “parallel” in history. I think the moral of the story is that God really does hate sin. But He will provide salvation from it.

This painting by John Martin is called *Evening of the Deluge*. *Deluge*, with a capital D, is a fancy word for the Great Flood of Noah’s time.
The Ice Age

An “ice age” is a period of time when the earth is largely covered with ice. Believe it or not, some would say we are in an ice age right now! Really? Are we? Well, sort of. If you look at our planet today, both Greenland and Antarctica are covered in deep sheets of ice. So it’s not a far-fetched idea that we’re in a small ice age. However, when people talk about the Ice Age, they are usually describing a time in ancient history when nearly one-third of our planet was layered in ice.* That’s what we’re going to look at today — an ancient Ice Age that lasted almost a thousand years, from about 2300 B.C. to 1600 B.C. Creation scientists believe it started as a result of Noah’s flood! I think you’ll like this lesson.

First, let’s consider what happens to the earth when it snows. In an ordinary winter, snow falls to the earth in piles and drifts (which are awfully fun to play in). When the air warms, snow melts into puddles and eventually evaporates back into the atmosphere. Well, during an ice age, the air doesn’t grow warm enough to melt snow. It piles up for hundreds of years! When this happens, the snow gets heavily weighed down and turns into solid ice sheets, ice caps, and glaciers. (These you can’t play in!) Let me describe these magnificent formations a little bit more.

Ice sheets, like those in Greenland today, cover large, flat areas and remain stationary. That means they don’t move. Ice caps are just like ice sheets, except that they’re found at the poles of the earth. Antarctica, for example, is a continental ice cap found at the South Pole. Glaciers are huge layers of ice found on the slopes of mountains and also in valleys. Unlike ice sheets that hardly budge, glaciers move! Why do they move? Well, glaciers are so heavy that gravity slowly pulls them downward, especially when the earth warms and they start to melt.

Frozen remains of the now-extinct woolly mammoth have been found in Siberia and Alaska — on both sides of the Bering Strait.

*The Ice Age, when written in capital letters, refers to a particular time in the history of the earth. When written in lowercase letters, it is a general term to describe conditions of the earth.
I'm standing in Yellowstone National Park next to an erratic—a large boulder carried and dropped by slow-moving glaciers.

The earth is full of evidence showing us where massive glaciers have scraped and scratched our planet in the past. We call these scrapes *striations* (stry AYE shuns) in the earth. Some ancient glaciers carved out deep gorges and U-shaped valleys when they traveled. Good examples in North America are Yosemite Valley and the beautiful Grand Canyon, which was formed by melting glaciers.

If you can imagine a glacier on the move, it would be strong enough to push giant boulders and rocks into some unusual places. We still see big rocks moved a long time ago in places like Yellowstone National Park and Stöckse, Germany.* We call these rocks *erratics* for the odd way they were carried and dropped in

*The Giebichenstein in Stöckse is the largest erratic rock found in Northern Germany.
an ice age. Other formations created by sliding glaciers are moraines. These are large ridges of dirt and soil pushed along and left behind by the melting sheets of ice. Kettle lakes are bodies of water scattered across the Northern Hemisphere where some glaciers sank into the earth. The Great Lakes in North America are an example of melted glaciers.

So I think you get the picture of what ice has done to our planet over the years. It has left some spectacular marks to show us that there have been ice ages. However, scientists do not agree on when the ice ages occurred and how many there were. Nor do they agree on what causes them. Some believe our earth has had several ice ages spanning millions of years. It is also theorized that a tilt in the earth, as well as decreased levels of carbon dioxide, can cause an ice age.

Let’s consider the Bible and how it ties in with the things the earth has shown us. Remember the Great Flood of Noah? Genesis 7:11 tells of catastrophic upheaval! It says of the flood, “All the fountains of the great deep were broken up, and the windows of heaven were opened.” The first part of this passage may be describing great volcanoes and earthquakes that erupted in the ocean floor. They could have caused the earth’s crust to break and continents to shift. The second part of this passage could be describing the collapse of a water vapor canopy that some theorize was put in place at Creation.*

Genesis 7:24–8:2 tells us that “waters prevailed on the earth one hundred and fifty days’ before the fountains of the deep and the windows of heaven were stopped. That means there was ongoing turmoil on the planet while Noah and his family held on to dear life aboard the ark.

Let’s look again at those volcanoes and earthquakes. They would have done many things — they would have warmed up the oceans (from the escape of heat deep within the earth); they would have filled the sky with ash (to block the sun and cool the air); they would have pushed up mountains (high enough to collect snow); and they would have caused numerous tsunamis (sue NAH mees), or great tidal waves. All these conditions could contribute to an ice age!

By the way, if an ice age did occur after the Great Flood, as creation scientists believe, then Noah’s descendants were eyewitnesses to it. Where did they find ice? It appears that in North America the ice sheets and glaciers extended as far south as the

*Scientists and theologians are in debate over the water vapor canopy theory. Read Genesis 1:6–7 for possible support of the theory.
Missouri and Ohio Rivers. In Europe, we see evidence of ice as far south as Germany. All of Canada, Scandinavia, and northern England were under ice. So man probably didn’t try to live there, but he could have survived and multiplied in other places where there was no ice at all.

Furthermore, if an Ice Age did occur after the Great Flood, then the world would be full of fossils — which are the remains of animals quickly buried and usually replaced with minerals found in water. Are there fossils like this all over the world? Yes, and 95 percent of them are marine animals, as would be expected from a flood.

A last interesting result of the Ice Age is this: With tons of ocean water locked up in ice, the level of the sea would have dropped to expose land bridges. A perfect example of this is the Bering Strait that connects Asia and North America. It is believed that after the flood, mankind and animals could have walked across the strait and migrated to the ends of America. Land bridges probably also connected England to mainland Europe, and Australia to New Guinea. Isn’t that fascinating to think about?

In closing, remember this simple fact: Water cools things off. Right? So it is quite feasible that one result of Noah’s flood was the cooling of the earth to bring on an Ice Age. As a Christian, I find it comforting to know that God’s Word can be trusted to give us a simple but accurate account of the history of our world. I hope you find comfort in that, too.
Dinosaurs have been extremely popular in the last few decades. It’s no wonder. They’re cool; they’re huge; and they’re magnificent creatures! But when did they live, and why did they die? Did they live alongside early man? These are good questions to consider.

Did you know that modern man didn’t even know about dinosaurs until the 1800s? It all began in 1822 when an Englishwoman named Mary Mantell went for a walk and found a large tooth, which no one at the time could identify. Mary and her husband, a doctor, found other teeth and bones in the same area. With great anticipation, they sent these to scientists to study, but none were able to solve the riddle of the teeth and bones. It was in 1840 that Sir Richard Owen, also English, gave these unknown animals the name dinosaurs, meaning “terrible lizards.”

Since then, of course, thousands of dinosaur bones have been found and studied. We have a pretty good idea of how many might have lived. But there are some mysterious things about them worth our consideration.

As recently as 2009, this well-preserved Spinophorosaurus (spine-bearing lizard) was under excavation in Niger, a country in West Africa.
First, when would the dinosaurs have been created? The Bible says in Genesis 1:21 that God created sea creatures and birds on the fifth day of Creation. On the sixth day, He created the “beast of the earth.” (Gen. 1:24) Taking God’s Word literally, we can conclude that dinosaurs and dinosaur-like creatures were made on the fifth and sixth days of Creation. Do you know who else was made on the sixth day? Adam and Eve. Contrary to popular belief (but according to God’s Word), mankind would have coexisted with the dinosaurs!

In support of this idea (that man lived at the same time as dinosaurs), we can turn to the Bible. It gives us a description of two great beasts that might very well have been dinosaurs. Read about the behemoth (be HEE muth) in Job 40:15. It closely describes what could have been an Apatosaurus (APP uh tuh SAWR rus) or maybe a Brachiosaurus (BRAY kee us SAWR rus). And Job 41:1–8 tells us of Leviathan (luh VYE uh thuhn), a great and fearsome beast that sounds a lot like a huge dinosaur. Job probably lived about three hundred to five hundred years after the flood. It is not unlikely that some of the great giants still roamed the earth then.

Another presumed mystery is whether or not dinosaurs were included on Noah’s ark. The Bible says that all living creatures with breath were brought to the ark. So He must have meant dinosaurs, too. The average dinosaur, though, was not gigantic. Some were as small as dogs. Maybe the larger species came to the ark as young dinosaurs. Or perhaps many of the animals went through a type of hibernation in order for Noah and his sons to care for them all. I don’t know for sure how it all
worked, but I believe this — if God was powerful enough to draw all the animals to the ark in pairs, He was certainly clever enough to have made room for them all.

Last, many people wonder what happened to the dinosaurs. No one knows exactly why or when the dinosaurs became extinct, but there are some good theories. One idea is that after the flood there was not enough vegetation to support the larger beasts. Others think that the climate itself was a problem to the dinosaurs after the flood. The Ice Age may have been too cold for the dinosaurs to survive.

Regardless of how the dinosaurs fit on the ark, how they coexisted with man, and why the dinosaurs disappeared, the study of these “terrible lizards” is not so terrible. It is quite fascinating!

Nicknamed “Sue,” this Tyrannosaurus rex is one of the biggest and best-preserved T. rex specimens ever found. It was discovered in South Dakota in 1990.
Do you know what defines a “civilization”? In simple words, a civilization exists when lots of people live near one another and depend on each other for existence. People typically become really good at one craft or skill, so they begin to trade their expertise for that of someone else. A civilization also includes laws, government, and written language. We begin to see signs of all of this and more after the flood in a group of people called the Sumerians (sue MAIR ee uhnz).

The Sumerians emerged in the “Fertile Crescent” about 2300 B.C. The Fertile Crescent was named for its rich, lush farmland that on a map looks like the shape of a crescent roll. This land is located between the Tigris and Euphrates Rivers in Iraq. In fact, the Greeks called this area “Mesopotamia,” which means “land between the rivers.” Others call this spot the “Cradle of Civilization” because signs of early man exist there. These terms all refer to the same area in Iraq.

The Sumerians were quite an amazing group of people in regard to the things they accomplished. You see, after the flood, much of man’s achievements and skills would have been lost. Remember Tubal-Cain? He knew how to construct iron. Apparently, that skill...
Notice the big eyes and fine details of this ancient Sumerian sculpture.

was lost with the flood because we don’t see the use of iron again until about 1300 B.C. However, the Sumerians show us again that early man possessed intelligence. They built an astonishing society in a relatively short amount of time.

For example, the cities of Sumer had laws and irrigation systems. Some homes had flushing systems for their toilets as well as hot and cold running water! (They were more advanced than some places in our world today.) As for art, the Sumerians crafted small but ornate terra-cotta statues of people with overly exaggerated eyes. They also had calendars, poetry, and libraries, and they may have invented the wheel. Not bad for such an ancient people group.

The Sumerians are best known for a written language called “cuneiform” (KYOO nee uh form). In Latin, the word cuneus means “wedge.” The shape of a wedge best describes the six hundred symbols the Sumerians invented to represent sounds. They were pressed into clay tablets with a reed stylus that had a triangular point. That point allowed them to create different wedge shapes. Can you imagine having to learn six hundred letters of the alphabet? These early people created schools just for that purpose. They called them edubba, or “tablet houses.”

We know about the Sumerians’ way of life primarily from the great discovery by Sir C. Leonard Woolley, who found the “Royal Tombs” in the city of Ur. His discovery in the early 1900s greatly helped support the idea that man had been far more than a cave dweller in the beginning.

Cuneiform means “wedge” and accurately describes the angles and shapes of these Sumerian symbols pressed into clay.
Part of Leonard Woolley’s findings in Ur included a large and elaborate **ziggurat**. That’s the name for a tiered structure that looks like a flattened pyramid with steps. The purpose for the ziggurats was to worship idols, which the people created to help them understand life. Religion was important to the Sumerians, but their knowledge of the one and only God was distorted. They believed in many gods and were unsure of life after death. In the burial chambers of the wealthy, Woolley found people buried with their earthly treasures and some with their favorite attendants. It was believed that the Sumerians “needed” these things and their attendants for the next life.

In summary, the Sumerians populated Mesopotamia following the Great Flood. Because of Sumer’s location (near the Tigris and Euphrates Rivers), it’s been nicknamed the “Fertile Crescent.” But for the ingenuity of the Sumerian people, Sumer has been nicknamed the “Cradle of Civilization.” I think the ancient Sumerians would be proud to know how well they’ve been remembered in history.

Discovered in the Royal Cemetery of Ur, this golden bull’s head is the decorative part of a stringed instrument called a lyre.

Once common in the cities of ancient Mesopotamia, ziggurats were large, multilevel religious temples.
To fully understand the story of the Tower of Babel, we will need to examine the early family of Noah. The Bible says that Noah had three sons. They were Shem, Ham, and Japheth (JAY feth). When the flood occurred, it was only Noah, his wife, Noah's three sons, and each of their wives who were spared. This means that the entire human race started over again from these couples. This also means that you are distantly related to one of these three sons of Noah!

The descendants of Noah through Shem, Ham, and Japheth probably stayed in the area of Mesopotamia for about one hundred years. Because of the flood, many of Noah's family might have worshiped one God. But as man quickly repopulated and began to move around, people got away from the teachings of one god. The Sumerians, for example, worshiped idols. Idolatry, which is the worship of statues, objects, nature, or man himself, became a way of life for many.

It's in this spiritual climate that we find the story of the Tower of Babel in 2242 B.C. Genesis 11:4 says, “And they said, ‘Come, let us build ourselves a city, and a tower whose top is in the heavens; let us make a name for ourselves, lest we be scattered abroad..."
over the face of the whole earth.’” A “tower” back then more than likely resembled a ziggurat like those built in Sumer.

It apparently bothered the Lord that people were growing self-sufficient in their attitudes. They seemed to want to take care of themselves and not depend on having a relationship with God. The people wanted their own city, their own name, and a huge tower to demonstrate their strength. We also could call that pride.

The Bible says that the Lord decided to put an end to this pride and rebellion by confusing their language. Up until this time, everyone probably spoke the language that Noah and his sons spoke. Any other languages, had they existed before the flood, would have been lost.

Genesis 11:7 says, “Come, let Us go down and there confuse their language, that they may not understand one another’s speech.” (“Us” in that passage refers to the Trinity. We find the same term used in Creation.) The people then dispersed and quit building that particular city.

This act of dispersion and the confusion of different languages were critical to the way humans would forever relate to one another. No longer could they freely communicate!
No longer would they be able to trade easily or travel about the land. No longer would men and women be likely to marry someone from another land. (They wouldn’t be able to communicate!) In fact, in the world today there are about five thousand languages!

With groups of people now isolating themselves from others, some distinct genetic differences began to appear. Skin color, eye shape, jaw lines, and noses became more and more pronounced and unique to each group. Before long, different ethnic groups began to develop. Many scholars believe that the different people groups we see today began to develop as far back as the Tower of Babel.

Interestingly, the word *babel* in Hebrew means “confusion.” Have you ever heard a toddler try to talk? We often call it “babbling.” We also use “babbling” to refer to the gurgling sound a brook makes as it runs downstream. It is intriguing how some words hang around for a long time.

Even more interesting is the city of *Babylon*, which springs up later in history in the same place where the Tower of Babel stood. From there, man also rebelled against God. Today an ancient tower remains in Babylon that many believe to be the Tower of Babel. Seeing that would be a great field trip!
The Epic of Gilgamesh

Remember the Sumerians, who invented cuneiform writing? They were so advanced in their language skills that they even had libraries and schools. But what did people who lived so long ago put in their libraries? Were books written about gardening, animals, marriage, or the stars? Did they write fiction stories to read just for fun?

Believe it or not, we have a record of one of the oldest books ever written other than the Bible. It comes from the Sumerians in about 2000 B.C. It was later copied by the Babylonians. The author of this book, which is called The Epic of Gilgamesh, wrote about things he had heard from other generations. An epic is a long poem written about something factual or fictional in the past. I think you’ll find it fascinating to learn the content of this poem.

The story centers on a legendary hero named Gilgamesh (GILL guh mesh), a king of Uruk (IR uck), who falls asleep under a tree and wakes up to a snake who has robbed him of eternal life. Gilgamesh searches for eternal life for the sake of a dead friend, Enkidu (IN ka doo), but doesn’t find it. Does that story sound familiar? It should somewhat remind you of the story of Adam and Eve when they were deceived by the serpent in the Garden of Eden.

Another part of the story tells us of a man named Utnapishtim (oot nuh PISH tim), who was told by a god to build a great ship. It was covered with pitch inside and out. Utnapishtim loaded his family and animals on the boat when it rained for six days and nights. After some time,
Utnapishtim sent out a dove, a swallow, and a raven. The last bird didn’t come back because it found enough meat to live on. Utnapishtim gave an offering to the gods and was made into a god himself with his wife.

Now that story should really sound familiar. Its similarity to that of Noah and the ark is incredible. The author of The Epic of Gilgamesh may have heard these stories after they had been passed down for hundreds of years by word of mouth. That could explain the differences between this poem and the Genesis account of Creation and the Great Flood.

In 1853, archaeologists uncovered in Nineveh a cuneiform version of The Epic of Gilgamesh. Pictured here is the famous eleventh tablet that tells the story of a worldwide flood and an ark built to save man and beast.

Just to clarify, Christians believe that God, our Creator, inspired Moses to compile the Book of Genesis. Because God was the true author, I believe His version of the story of the flood to be the accurate one. The Epic of Gilgamesh, on the other hand, was originally written by a man or woman. From what I know of mankind, people make mistakes sometimes. So I will stick with believing the Creation and Great Flood stories from the Bible. What do you think?
Have you ever seen pictures of Stonehenge and wondered who built it, and why? Stonehenge is the name of a unique man-made monument in Wiltshire, England. It is worth our study because it displays the genius of early men and women. Besides that, it’s just a cool site!

Stonehenge is made of several huge rock slabs weighing about 28 tons each. The 18-foot slabs of sandstone originally stood upright in a perfect circle that was about 100 feet in diameter. On the inside of that circle were some smaller blue rocks also standing in a circle. And inside that circle were even more rocks. These inner rocks were placed in the shape of horseshoes.

The amazing thing about the structure is the mystery of how men could have moved rocks of that size without modern-day equipment. It is believed that some of the rocks were carried from as far away as 300 miles! Others came from just 17 miles away. They may have been carried by sleds or even glaciers to get them there. The enormous rocks were not only set upright but were also capped off by other rock slabs on the top. It was quite an achievement by whoever built it. Because of the difficulty involved, scientists believe...
Stonehenge was built over several centuries, starting about 2000 B.C.

In recent years, Stonehenge “fans” have attempted to re-enact the movement of the massive stones. Volunteers have actually taken the blue rocks from miles away and hitched them up to man-made sleds. In the experiment, it took at least 25 people to pull one stone. The stones were also floated on remakes of ancient boats. In transit, one of the huge blue slabs plunged right into the sea. The workers suspect that the builders of Stonehenge may have experienced some of the very same problems.1

Another astounding feature of Stonehenge is the position of the stones. Though many have been moved or have fallen down over the years, it is evident that the original placement of the rocks was connected to the rising and setting of the sun. (Older Students: The builders of Stonehenge understood the solstice and the equinox of the sun.) The rocks are also positioned accurately to measure the moon and seasons. Certainly, some very intelligent minds were involved in the layout of these huge rocks.

We call monuments like this “megaliths,” which is just another name for “huge rocks.” There are many megalithic structures around the world. In France, there are the Standing Stones of Carnac—about three thousand stones lined up for nearly 5 miles across the countryside. There are also stone structures in Asia, Africa, and India and on Easter Island in the Pacific Ocean. Though built at different times and in different formations (such as the heads on Easter Island, which were not built until the thirteenth century), the megaliths are hauntingly similar. Some may have been used as places of worship, burial grounds, or meeting places.
places, whereas others seem to be set up to study the stars. All of them reflect that early man wanted to be remembered and that he was pretty smart.

If you were to visit England today, you could still see parts of Stonehenge. The government has worked to restore the site to look somewhat like it did nearly four thousand years ago. It would be a neat experience to touch something almost as old as Noah’s ark and to see the work of people who wanted us to remember them.

The famous heads of Easter Island (the moai) are not ancient megaliths, as many people believe. Polynesians built them in the Middle Ages during the thirteenth century.
Early Egypt

When you think about ancient Egypt, you probably picture pyramids and mummies and mysterious things like that. It's hard to imagine Egypt without these eerie phenomena. But of course, there was something going on in Egypt before the pyramids were ever built. We'll peek into that part of history today. Then we'll look at why the giant pyramids were erected to begin with and what the pharaohs practiced to preserve themselves for the afterlife.

In the days of early Egypt, the land was divided between what was called Upper Egypt and Lower Egypt. This map of Egypt will help you to understand. You see, the Upper area of Egypt was actually far down south into Egypt along the Nile River. The Lower area of Egypt was north where the Nile spills into the Mediterranean Sea. The Nile, by the way, is the longest river in the world. It flows more than 4,000 miles!

Now, from our perspective, the names of Upper Egypt and Lower Egypt are in the wrong place! We would probably think of north as being “upper” and south as being “lower.” But you know what? The Egyptians weren’t looking at the area from a map. They were describing the makeup of their land. The Upper area of Egypt is where the land was higher. At the Lower end, the land was closer to sea level. That is also why the Nile appears to run “up” when we look at it from a map. It runs from the high plains of central Egypt to the low-lying land at the sea.
Upper and Lower Egypt were different culturally. The Upper Egyptians were very artistic and grew grain. Their symbol was the sedge plant, and they worshiped a vulture goddess. The Lower Egyptians were good with tools and building. They had the symbol of a bee and worshiped the cobra goddess.

Most historians think that a king named Menes (MEE neez) united Upper and Lower Egypt. Others think it was Narmar or that Menes and Narmar were the same person. Still others think it was a ruler named Hor-Aha who united the two kingdoms. All to say, it is unclear from ancient records who united Upper and Lower Egypt and when this event occurred — but it was very significant. As a result, ancient Egypt grew strong and prosperous.

The ruler of the newly united kingdom built a capital city at Memphis, where he could oversee his large nation. It has been estimated that it took two weeks in a boat for the king to visit both ends of his kingdom. Fortunately, calendars and hieroglyphics had been created by then to help with communication. Hieroglyphics are figures and objects that form picture words. The Egyptians had over two thousand characters in their hieroglyphic alphabet!

Now let’s look at the fascinating structure of pyramids, which were actually tombs, or burial chambers, for the pharaohs of Egypt. In the earliest days of Egypt, kings were buried under piles of rocks. These piles of rocks grew into more sophisticated structures called mastabas (MASS tuh buhz). These evolved into step pyramids when a
chief minister named Imhotep (im HOH tep) built a six-layer mastaba for his pharaoh! It was the first of 80 pyramids to transform the landscape of Egypt.

Have you heard of the Great Pyramid of Giza (GEE zuh)? It is the tallest and oldest of three enormous pyramids built in Giza, a town near the city of Cairo (KYE row). The Great Pyramid of Giza was built for Pharaoh Khufu (KOOH fooh).* Were he alive today, he would be proud to know that his pyramid made it into the list of the Seven Wonders of the Ancient World and is the only ancient “wonder” to still be standing!

Khufu, or possibly one of his sons, was also the architect of the Great Sphinx, an enormous statue of a lion with the head of a man that stands near the Great Pyramid of Giza. Unfortunately, over time, the nose and the beard of the man have been destroyed. But the statue as a whole remains the largest monolith in the world, standing 65 feet high and 241 feet long!

The size of the pyramids is even more staggering. Picture the base of one of them stretching as far as 10 football fields and the height as tall as a 40-story building. That would be much taller than the Statue of Liberty but not as tall as the Eiffel Tower. How heavy are these structures? We don’t know for sure, but an average stone could weigh 2½ tons. Some were larger and weighed up to 15 tons, or the equivalent of five elephants. More than 80 pyramids still stand today. Most are along the Nile River.

Some find it a mystery as to how these huge stones were moved. The Nile River — as well as ramps and lots of manpower — probably helped men transport the raw materials! But by now, you are probably already convinced that man was pretty smart even a long time ago. Remember Jubal and Tubal-Cain?

So why did the kings and queens of Egypt have these huge pyramids built? They did it in part because of their misunderstanding of life and death. The pharaohs of that day believed that they needed to preserve themselves as best as possible at death in order to experience an afterlife. Like the Sumerians, they also “took” their important possessions with them, which sometimes included slaves or other people. Some mummified their favorite pets.

*Khufu’s Greek name was Cheops (KEE ops).
Since the pyramids were built mainly to serve as tombs, burial chambers were embedded deep inside as resting places for the dead. For example, Khufu's burial chamber in the Great Pyramid of Giza stands 28 feet high and is lined with polished granite. Steep passages lead to other chambers that were either unfinished or built as decoys. It is not uncommon in the pyramids to find secret passageways, doorways, and false paths designed to confuse tomb robbers and thieves.

Nonetheless, even with all the twists and turns of the pyramids, it was hard to keep thieves out. They were notorious for stealing treasure found deep within the massive structures. So, in the later dynasties of Egypt, pharaohs chose to be buried in caves on the west side of the Nile River, opposite the city of Thebes (THEEBZ). We call this area the Valley of the Kings. Unfortunately, all the tombs we know of in the Valley of the Kings were eventually robbed and stripped of treasure, too — that is, except the tomb of King Tut! We’ll learn more about that later.

Let’s consider now the making of mummies. The way the kings and queens were preserved was through a method called “mummification.” The process was long and somewhat gruesome to perform. Once a person died, his or her internal organs were removed. At least four organs — the liver, the stomach, the lungs, and the intestines — were preserved in special urns called canopic (kuh KNOW pick) jars. In later dynasties, the lids to these jars were decorated with the heads of Egyptian gods who could supposedly guard the organs of the mummies through the afterlife. (Strangely, the Egyptians threw out the brain because they thought the heart did all the thinking! The heart was left in the body.) After the bodies dried out, they were embalmed, or filled with special resins and oils. Last, the bodies were carefully wrapped with linen cloths and sealed in elaborate coffins.

The priests and embalmers took their jobs very seriously and shaved their heads for cleanliness. Perhaps their sense of duty was from respect for their dead king or queen or from fear of the afterlife for themselves. Regardless, these ancient practices have given us a fabulous picture of the life of the ancient Egyptians. Their magnificent treasures tell us a lot about their beliefs and their ways of life.

We will study more about the ancient Egyptians through the lives of Amenhotep, Nefertiti, King Tut, and Ramses. They are all quite fascinating because, as the ancient historian Herodotus wrote, they “did everything differently from everyone else.”
Would you like to live on an island in the middle of the beautiful Mediterranean Sea? It would be nice! The Minoans were one group of people who thought so, too. They lived on the large island of Crete near southern Greece about two thousand years before Christ. If you find Crete on a map, you’ll know why it was called the “land bridge between Asia and Europe.” It sits right between the two continents in the middle of the Mediterranean.

Like the Sumerians, the Minoans were quite advanced. Roads connected their cities, and each city had a beautiful palace. They are considered the first important civilization in Europe after the Great Flood. (The Sumerians were closer to Asia.)

The greatest palace of the Minoans (sometimes called the Cretans) was in the capital of Knossos (KNAW suhs). It was large enough to cover 6 acres! The palace had ivory bathtubs, running water for the toilets, and beautifully detailed frescoes. A fresco is a special painting on a wall, made by applying paint to wet plaster. These frescoes have survived far longer than ordinary paintings would have. It is evident from this spectacular palace (which has parts still standing today) that the Minoans were excellent artists, builders, craftsmen, and sailors.

The people were named “Minoans” after one of their rulers, King Minos (MY nuhs). Legend says that King Minos built a huge labyrinth, or maze, in which he housed a monster named a Minotaur (MIN uh tore). This creature was supposedly part man and part bull. The story of this fanciful creature probably grew from the fact that Minoans
enjoyed the sport of “bull leaping.” Murals of this sport have been left behind on some of the great palace walls. Paintings depict men catapulting over bulls as if they were doing headstands on the bulls’ backs. Imagine doing that for fun!

As for the religion of the Minoans, it appears from the remains of their homes that special rooms were set aside for worship. They worshiped the Mistress of the Animals, the Mistress of the Crops, and a goddess who could protect the home. The last goddess was often depicted, in statue form, holding snakes just above her head. Snakes were a sacred symbol to the Minoans. Outdoor altars were also used as a place for priests and priestesses to offer the gods milk, wine, or blood. And like the ancient Egyptians, the Minoans believed in some form of afterlife and were buried with their earthly possessions.

Strangely though, the Minoan civilization was unknown until the 1900s when an Englishman named Sir Arthur Evans uncovered the remains of their culture. The Minoans didn’t flourish longer than about eight hundred years. Their civilization then came to a sudden halt. So until Evans’s discovery, these people were lost in time.

This colorful Minoan mural is commonly called The Prince of the Lilies.

This detailed fresco, discovered at the Palace of Knossos, shows that both men and women were involved in the sport of bull leaping. (The two outer figures are women.)
Coincidentally, there was a terrible volcano on a nearby island that might explain why the Cretans seemed to vanish from history. The fall of volcanic ash can be deadly for many, many miles. Though it is possible, no one knows for sure if the fall of volcanic ash led to the fateful end of the Minoans.

But the mystery seemed to give Plato a basis for the story of the sunken city of Atlantis. Have you ever heard of the mystery of Atlantis? The Greek philosopher Plato claimed that the city of Atlantis sank because the people were so wicked. He wrote an entire story about it. For centuries, people have searched for Atlantis to prove Plato’s story true once and for all. The city has never been found.

The Minoans might have suddenly disappeared, but their influence on the world certainly did not. Many of their ideas were borrowed by the Mycenaens (my SIH nee uhnz or my see NEE uhnz), who were neighbors on the nearby shores of Greece. The Mycenaens and other Greeks developed a great civilization later in time that shaped much of the Mediterranean world through art, culture, education, government, and architecture. Imagine all that influence originating from the people who created the sport of bull leaping!

Peeking through the columns at the ruins of the Palace of Knossos is the partial fresco of a bull. Can you see his brightly colored horns?

Found in abundance at Knossos, these large decorative urns are called pithoi. They were traded across the Mediterranean world to store grain, liquids, and sometimes bones!
Would You Like to Belong to God’s Family?

We all belong to a family, but did you know that God has His own family, too? If you are a member of His family, He will always be there for you. To belong to God’s family, you have to know four facts:

**FACT 1: God loves you and has a plan to make you part of His family.**

God’s Word, the Bible, says:

_God loves you._

_God loved the world so much that He gave His only Son [Jesus] . . . so that whoever believes in Him may not be lost, but have eternal life (John 3:16)._  

_God has a wonderful life planned for you._

(_Jesus speaking_) _I came to give life — life in all its fullness_ (John 10:10).  

But why aren’t we part of God’s family already?

**FACT 2: Your sins keep you from being part of God’s family.**

_What is sin?_  

Sin is something we do or say or think that does not please God. The Bible says that everyone has sinned. What are some sins? (Fighting, bad thoughts, lying, stealing, disobeying parents, bad words)  

_All people have sinned and are not good enough for God’s glory (Romans 3:23)._  

Even though God made us and loves us, sin causes us to be far away from God. Because of our sin, we deserve punishment for doing wrong things. But God doesn’t want to see anyone punished. He wants to give us a gift instead. That gift is a new kind of life.  

_When someone sins, he earns what sin pays . . . _  

_But God gives us a free gift — life forever in Christ Jesus_ (Romans 6:23).  

This picture shows how our sin keeps us from knowing and pleasing God. Many people try to please God by doing good things, such as going to church, praying more, and helping others. Doing these things makes you a nicer person, but they can’t erase your sin or make you part of God’s family.

**FACT 3: Jesus is the only One who can take away your sin.**

_Jesus was punished in your place by dying on a cross._  

_[Jesus] died for us while we were still sinners. In this way God shows His great love for us_ (Romans 5:8).  

_And Jesus came back to life!_  

_[Jesus] was buried and was raised to life on the third day (1 Corinthians 15:4)._
Jesus is your way to God. 

Jesus answered, “I am the way. And I am the truth and the life. The only way to the Father is through Me” (John 14:6).

Jesus made a way for us to come to God, our heavenly Father, and be a part of God’s family. Jesus did this by paying for your sin when He died on the cross. But just knowing this is not enough . . .

FACT 4: To become part of God’s family, you must accept God’s gift. Jesus is God’s gift to you. When you accept Jesus, God’s Son, you become God’s child.

Some people did accept [Jesus]. They believed in Him. To them He gave the right to become children of God (John 1:12).

How do I accept God’s gift?

You accept God’s gift by asking Jesus to forgive you of your sins. Right now, Jesus is waiting to forgive your sins and come into your life.

(Jesus speaking) Here I am! I stand at the door and knock. If anyone hears My voice and opens the door, I will come in (Revelation 3:20).

God’s book, the Bible, tells us that there are two kinds of people. Some people run their own lives. Others let Jesus control their lives.

You can accept God’s gift right now by asking Jesus to forgive your sins. Talking to Jesus is called prayer. If you pray this prayer, you will belong to God’s family!

Dear Jesus:

I need You. Thank You for dying on the cross for my sins. Thank You for forgiving my sins and making me part of God’s family. Take control of my life and make me the kind of person You want me to be. Amen.

If you prayed this prayer — and really meant it — you are part of God’s family right now!

But what happens if you sin again? Will you still be part of God’s family?

Yes!

When you disobey your parents, you make them unhappy. But you are still their child. To make things right, you tell them you are sorry for what you did. When you disobey God, He is not pleased, but you are still part of His family. He still loves you. But you need to tell Him you are sorry for what you did.

If we confess our sins, He will forgive our sins. We can trust God. He does what is right. He will make us clean from all the wrongs we have done (1 John 1:9).

As soon as you sin, tell God you are sorry. Then God will forgive you and things will be right again between you and God.

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