

Introduction

Sometimes, people work for a paycheck.

“Not enough to get tired,
Just enough to not be fired.”

Ho-Hum.

In the same way, students often work for a grade.

“Not enough to really learn,
Just enough to get the grade and move on.”

Ho-Hum.

But is that what God intended?

“And whatever you do, do it heartily, as to the Lord and not to men . . .” Colossians 3:23

“Whatever you hand finds to do, do it with your might . . .” Ecclesiastes 9:10

“ . . . not with eye service, as men-pleasers, but as servants of Christ, doing the will of God from the heart, with good will doing service, as to the Lord, and not to men.” Ephesians 6:6–7

Rather than a ho-hum approach to life and learning, He created us to be *passionately* involved:

“You shall Love the Lord your God with all your heart, with all your soul, with all your strength, and with all your mind.” Luke 10:27

Recognizing that we cannot crawl inside the students’ minds and hearts, throw a switch, and create a passion for learning, how on earth do we get them involved in the process? How do we help them move beyond spectator to active player?

The solution we and many others have discovered is a new model:

We must work with the design of God.

Our Creator uniquely designed each of us with strengths and styles of learning, so we must respond to this by developing an educational approach, which gives opportunities for these differences. Realizing that our students are made in the image and likeness of God, and recognizing that we are working under God, we begin to comprehend that our labor in ministry is nurturing handcrafted masterpieces, not assembly-line, Dollar Store merchandise!

A basic, practical, and attainable method for accomplishing this is to provide variety in the learning

environment. With that in mind, the *Ancient Civilizations & The Bible* curriculum was designed with a broad variety of opportunities for pursuing information. Without the teacher having to analyze every student or to create a dozen different activities, the program offers suggestions for creating that variety.

Honor and respect your students

Allow them to be whom they were designed by God to be: physical? verbal? interactive? daydreaming? hands-on? logical? artistic? musical? quiet? attention-getter? leader?

The many-faceted suggestions within each section of the curriculum allow students to actively and personally pursue learning—no more spectator education! The students will purposefully be involved in setting the direction of each Unit through their exploration, discovery, discussion, hands-on activity, and creative expression. Engaging them this way honors and respects the unique approach to learning, which God has set into each student. This impacts the entire course—not just by providing real opportunities for the students, allowing them to joyfully and actively learn the content, but by also providing real structure, a valid paradigm of structure and organization, enabling teachers to move forward within the content of the course. By approaching lessons this way, teachers are given the opportunity to be partial to *every* student (rather than partial to the linguistic and math/logical students whose successes normally dominate the classroom); to be fair and just in assessing student accomplishment through giving opportunities and honoring all the different types of learners; to be creative in the areas that appeal personally to them; to keep all the students motivated and moving along in their studies.

This curriculum encourages each learner to become self-motivated: through choosing specific learning activities; through choosing how to creatively share what has been learned; through team projects as well as individual accomplishments; through visual, auditory, and kinesthetic learning opportunities; and through the integration of multidisciplinary learning (which sometimes appeals to the student beyond the actual subject of history).

“Learning is not always FUN. Most of it is very hard work, but it does not also have to be unpleasant. Gardening in spring is delightful—it’s

hard work, but pleasant. Only a fool would try to carry out the same activities in winter. Why add unpleasantness to something already difficult? But we do that in learning all the time. Something hard but satisfying often unnecessarily becomes something both hard and unpleasant.” Rosalie Pedder

Our intent is keep learning delightful, even if demanding and challenging. We have endeavored to present a rich variety of creative activities for you to access for your students.

Teach history as HisStory

A biblical perspective in history means seeing God as central to our understanding. In this curriculum, we do not add a few Hebrew dates into an otherwise typical presentation of history and label it “biblical.” Instead, we want to see history from His point of view; to view all of history—all cultures and events—in the light of God’s revelation of Himself and of His ongoing redemptive purpose pursued throughout the world’s existence. Encountering God in the affairs of men, distinguishing the good leader from the bad leader—the hero from the villain—and making those determinations based on the Bible, is teaching history from a biblical perspective. (See “Worldviews in the Study of History” on page xxv for an illustration of this principle.)

To gain this perspective, the student is frequently asked to consider, “*What was God doing in this moment of history?*” The answers are found and explored in the Bible, the archaeological record, the writings of experts, and historical source documents. This overlapping of what are often described as “secular” history and “sacred” history gives us a front row seat to observe the incredible events, the amazing people, and the fascinating

Teaching History From A Biblical Perspective . . .

- Letting them learn history in ways that honor and respect their individual design;
- Letting them be inspired by the greatness of who God is and what He has done;
- Letting them meet the great heroes of world history and see the great villains;
- Letting them be mesmerized by the incredible adventures and cliffhanging tight spots;
- Inspiring them to jump in with both feet and discover whatever is unexplained, curious, awe-inspiring, funny, fascinating to THEM!

. . . IS TEACHING HISTORY FROM A BIBLICAL PERSPECTIVE.

imprints of God’s interaction in our world. This provides not only insight into history but revelation of the Maestro of HisStory. With this perspective, students will not only gain academic understanding of history, but more importantly, they will grow in their personal understanding of God’s faithfulness and wisdom.

The highest purpose and ultimate goal of this curriculum is to see the lives of students change as they come face to face with the reality of God’s amazing faithfulness throughout all time.

May you find great joy in this study!

In Jesus,

Diana Waring

The Foundation Beneath the Structure . . .

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

- » Four Learning Styles
- » Three Learning Modalities
- » Eight Intelligences

Four Learning Styles

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

| | |
|---|---|
| <p>THE FEELER</p> <p>This is the “people person” learning style. A Feeler wants to know the people perspective, i.e. how this subject affects people; how does this impact our lives now; who were the people of history, as opposed to the events or things. This learner needs to be in good relationship with the people around him—his teacher, siblings, friends, etc. They love to be with other people in one-on-one conversations and in group activities, especially when they are part of a “team effort.”</p> | <p>THE INTUITOR</p> <p>“Wait! I have an idea!” The Intuitor is the one brimming over with ideas about how this might have happened, or about how you might put on a play for the whole city portraying an historic event, or about what it must have been like to live in ancient times, and on and on. This learner is very good at coming up with suggestions, but is not as strong at seeing things through to completion. The Intuitor needs a lot of flexibility in schedule, and a “safe haven” for suggesting and trying out ideas.</p> |
| <p>THE THINKER</p> <p>“Give me the facts, ma’am, just the facts.” The Thinker has a black & white approach to knowledge, wanting authoritative input, not just someone’s opinions. This learner truly enjoys using textbooks, encyclopedias, charts, and diagrams. There is a need to know exactly what the rules are in the class, when assignments or projects are due, what is required for good grades. They are organized and expect organization.</p> | <p>THE SENSOR</p> <p>The “hands-on,” get-it-done-now person. The Sensor is the one who can make projects happen—taking them beyond the blueprint stage and into production. This learner does NOT enjoy sitting for long periods of time, looking through books for information, or discussing things for hours on end. Instead, the Sensor prefers to be involved with things that can be efficiently accomplished with physical effort.</p> |

Three Learning Modalities

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

| | | |
|--|--|--|
| <p>VISUAL</p> <p>learn best by seeing, whether through reading, looking at pictures, watching a documentary, observing.</p> | <p>AUDITORY</p> <p>learn best by hearing, whether through audio recordings, conversations, lectures, or reading out loud.</p> | <p>TACTILE/KINESTHETIC</p> <p>learn best by touching objects or moving, whether through hands-on projects or physical action, such as jumping, running, dancing, even wiggling.</p> |
|--|--|--|

Eight Intelligences

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

| | |
|---|---|
| <p>INTRAPERSONAL</p> <p>This could be described as Self-Smart. It is the ability to enjoy being alone, working independently, and relying on self-motivation. This person needs solitary time in order to think.</p> | <p>NATURALIST</p> <p>This could be described as Nature Smart. It is the ability to observe, investigate, experiment, and discover the natural world, including weather, animals, plants, and geologic structures. This person needs to go outside!</p> |
| <p>BODILY-KINESTHETIC</p> <p>This could be described as Body Smart. It is the ability to use one's body through touch and movement to accomplish what is desired. It includes being able to process knowledge through bodily movement or through sensation, enjoying physical activity, and being constantly in motion even while sitting down. This person needs to move!</p> | <p>SPATIAL</p> <p>This could be described as Picture Smart. It is the ability to see in pictures rather than words, and includes drawing and design, three-dimensional constructing (such as Legos), and other visual arts, such as photography, sculpting, and painting. This person needs pictures, maps, diagrams, charts, photos, and other visual/spatial material.</p> |
| <p>MUSICAL</p> <p>This could be described as Music Smart. It is the ability to learn through rhythm and melody, sing or play musical instruments, enjoy listening to music, remember songs, and study more effectively when music is played. This person needs music, whether it is music lessons or musical recordings.</p> | <p>INTERPERSONAL</p> <p>This could be described as People Smart. It is the ability to understand and enjoy people. A person who is interpersonal learns best when other people are involved, whether through games, team work, or cooperative learning sessions. This person needs people.</p> |
| <p>MATH/LOGICAL</p> <p>This could be described as Number Smart. It is the ability to reason mathematically, discover abstract patterns, classify and organize, enjoy mathematical computations, and think logically. This person needs to see the logic and organization in what is being learned.</p> | <p>LINGUISTIC</p> <p>This could be described as Word Smart. It is the ability to enjoy and use language through word games, books, recordings, trivia, poetry, papers, discussion, and other forms of using words. This person needs words in order to communicate.</p> |

Structural Overview

The Course of Study

SCOPE

- » Unit One: Creation & The Flood
- » Unit Two: The Rise of Civilizations
- » Unit Three: Egypt & The Exodus
- » Unit Four: The Children of Israel
- » Unit Five: Assyria & Babylon
- » Unit Six: The Persians & Medes
- » Unit Seven: Greece & The Hellenists
- » Unit Eight: The Rise of Rome
- » Unit Nine: Jesus Christ, Immanuel

The Structure of Each Unit

STRUCTURE

WEEK ONE: INTRODUCTION

- » Discuss Key Concepts
- » Read the Unit lesson
- » Listen to the appropriate recordings
- » Read appropriate online articles
- » Consider and discuss opinions
- » Choose interesting books or Internet search

WEEK TWO: EXPLORATION & DISCOVERY

- » Research a topic of your choice
- » Learn the “Words to Watch”
- » Construct the timeline
- » Report findings on your research

WEEK THREE: HANDS-ON

- » Geography mapping
- » View art & architecture
- » Design art projects
- » Conduct science experiments
- » Music suggestions
- » Cook the recipe

WEEK FOUR: EXPRESSION

- » Linguistics: journalism, prose, poetry, playing with words
- » Art: painting/drawing, graphic design, sculpting, cartooning
- » Music: compose, practice performance
- » Drama: comedy, tragedy, reality, reader's theater, puppetry
- » Movement: pantomime, dance, action
- » Conceptual design

Explanation of Structure

Based on the Myers-Briggs definitions of Learning Styles—Feeler, Thinker, Sensor, Intuitor—*Ancient Civilizations & The Bible* has been designed so that each Unit proceeds through a four-week cycle of one week per learning style. This means that every student will have the opportunity to learn history in their own style, as well as from other approaches.

Complementing this approach is the opportunity for students to learn new information from a combination of *visual*, *auditory*, and *kinesthetic* presentations. This insures that your students have the occasion to learn in the way they learn best. This curriculum has already designed this multi-modality approach into every Unit. Hopefully, you will access aspects of each one in every Unit.

Week #1 will appeal greatly to the *Feeler* Learning Style, as students gain the “people perspective” by listening with you to auditory recordings, reading the scriptures and other history materials, and discussing together what they are learning. The discussion suggestions range from open-ended questions with many possible answers to discovery questions which require both content and studied consideration.

Week #2 is designed to capture the interest of the *Thinker* Learning Style by appealing to the *authoritative* and *factual* perspective through chronological work with a *timeline*, *vocabulary drill*, and *research & reporting* projects. Since the students are allowed to each select their own *research project* and the manner in which they will report what has been learned, there is an intrinsic motivation factor—they choose what they want to learn about!

Week #3 provides the often neglected *hands-on* learning opportunities, which will allow the *Sensor* Learning Style to thrive. This week focuses on the geography of a historic time through *mapmaking*, and gives place to the *fine arts*. Students are given exposure to great art, architecture, and music, and given *hands-on* experiences with *creating* art and *preparing* food. *Science experiments* round out this week, connecting the historic moment in time with its scientific inventions, explorations, and discoveries.

Week #4 gives the idea-loving *Intuitor* Learning Style a platform and an audience for *creative* expression. The possibilities include creative writing, journalism, poetry, short stories, political cartooning, posters, illustrating, sculpting, skits, puppetry, music performance, role playing, pantomime, dance, conceptual design, and more. Each student has the opportunity to be *creatively involved* as deeply or as casually as their interests and time constraints take them.

Goals for the Teacher

Through this flexible, multidisciplinary, learning-style-centered approach to history, teachers will be enabled to:

- impart history instruction in ways that will be retained and comprehended;
- facilitate and guide the students' active participation in learning;
- recognize the value of each student's unique design of God in learning;
- validate the particular thread of history which the student is interested to learn;
- provide encouragement as needed;
- offer a safe atmosphere for discussion and creative problem-solving;
- help students choose appropriate projects and resources;
- give opportunities for students to demonstrate what has been learned;
- evaluate students progress based on direct experiences and actual learning.

Goals for the Student

Through this in-depth look at human history from Creation, the beginning of history, to Jesus Christ, the centerpiece of history, students will learn to:

- understand and trust God's faithfulness;
- view other cultures and peoples from His perspective;
- gain an understanding of some of God's intimate and overarching work in human history through nations and individuals;
- understand the importance of worldviews in interpreting history;
- gain a solid foundation in apologetics, using the Bible as literal history;
- comprehend the relevance of ancient times to today's headlines;
- understand the chronology, as well as the cause and effect of world history;
- have a critical and in-depth understanding of each of these cultures through various disciplines, such as art, science, literature, geography, music, warfare, agriculture, religion, family life, government, economics, architecture, communications, and history;
- understand these civilizations' unique impact on other cultures;
- learn how to approach, appreciate and apply the study of history.

Icon Key



Teacher Tip: From time to time in each Unit, there are suggestions or ideas, which can make your work as a teacher easier, more creative, or more successful. This icon highlights these suggestions and ideas.



Question: Several questions have been provided for you to ask your students during the course of each Unit. This icon emphasizes these questions—which can help spark more stimulating class discussions.



Spiritual Emphasis: Since this curriculum seeks to understand history in light of what God has done—tracing the history of redemption—and, since the object of the curriculum is to not only gain knowledge of the content but also an understanding of God's character and nature, there are opportunities in each Unit to engage your students on a spiritual level. This icon can include areas for prayer and discussion, as well as suggestions for activities with a spiritual purpose.

Phase One: The Introductory Week

● Informally discuss the Key Concepts

Pretests to discover what students already know, depending on the learning style of a student, generate either excitement or panic! Instead of a formal pretest, simply engage your students in an informal discussion by asking them what they've read, heard or thought about these concepts. This is not intended to make them feel stupid or ignorant but to activate their interests and generate ideas, so keep the session open and non-threatening. Avoiding the common shame-based questioning is critical in this opening exercise. Feel free to read excerpts of the expanded concepts to the students, after they have shared their own knowledge, if it will help generate more discussion.

Discussing the Key Concepts is not the same as exhaustive learning. It is merely an introduction—a chance for students to share what they know and to have their interest piqued concerning the information they will encounter through the rest of the Unit.

Feel free to choose a small sampling of these concepts to discuss, or even, if the discussion is interesting, focus on only one. The students will be introduced to all of the concepts as the Unit progresses.



REMEMBER:

Students learn:

10% of what they **read**

20% of what they **hear**

30% of what they **see**

50% of what they **see & hear**

70% of what they **say**

90% of what they **say & do**

THEREFORE:

Encourage them to make mind maps or outline. This is not to be graded!

● Read the article

● Listen to the audio recordings

Because some students receive new information better by seeing it, the articles have been included. Because other students receive new information better by hearing it, the audio recordings have been produced. Some students receive new information best by moving, so

we encourage you to allow students the opportunity to quietly walk or do some other inconspicuous movement during the audio portion, if that will assist them.

● Read the internet articles

● Read the Scriptures

● Recap the material with an activity

After the students have read the article, listened to the appropriate recordings, and read the Scriptures, it is vital that they have an opportunity to process and review. God has designed many different types of learners, so offer the students a choice of several alternatives for process and review. Though it is more comfortable for us to regulate, control, and officially streamline our students' activities, we must honor and respect God's design in each student (which may be quite different than our own design). We can do this with the recap activities by setting up eight different stations—one for each of the eight suggestions provided. Each activity represents one of the Eight Intelligences. (For more information, consult page xii.) Allow each student to choose which station would be most helpful.

In order to facilitate all eight stations for the recap activities, you will need to occasionally gather a few materials, such as poster board and colored marking pens.

Remember: the point is to process and review, so don't encumber this session with other goals, or make it an instruction time for new material.



● Talk together

Individual Preparation

It is important to give students a chance to think about their answers to these questions before discussing them in class. Though some students generate answers spontaneously and verbally, other students require time to internally process answers before speaking. For this reason—to honor the different ways learners think—we ask that you give all the students time to ponder, consider, seek the Scriptures, and think about the possible answers prior to a class discussion. Give the students the assignment to write out their answers, whether partially or thoroughly, which will help them during the class discussion. These answers are not to be graded, although you could certainly give credit for having completed the assignment.

Class Discussion

It is important to create a safe environment for good class



Good class discussion is quite different from a good lecture! As the teacher, see yourself as the moderator of the discussion, seeking to keep it positive, interesting, and creative; allowing students to interact; encouraging further thought without giving lengthy answers. In pursuing this activity in the Introduction Phase, we are still developing a sense of wonder that will propel the students through the rest of the Unit.

discussions. Prior to beginning, set the ground rules for each student, including taking turns, no sarcasm, etc. Students must realize that people each see from their own point of view, and, though someone's idea may seem dumb at first, if we give the person a chance to speak without fear of ridicule, we may hear some treasures! If someone's idea is not clearly stated, respectfully ask questions until the meaning is understood.

● Choose books of interest/ internet search

This is one of the places in this Unit where students have the opportunity to explore the specific areas in which they have an interest. Not everyone will find the same subjects fascinating, so allow the students as much leeway as possible as they explore potential topics.

● Conduct a review and evaluation

You might choose to evaluate your students based on



One of the greatest drawbacks to using the Internet for research, apart from the obvious dangers of pornography, is that many of the articles are filled with such arrogance (even some of the ones written by Christians). Our students may find themselves in a quandary trying to manage conflicting interpretations and even conflicting facts! My encouragement is to teach the students to beware of arrogance and embrace humility. Arrogant writers might or might not have correct knowledge, but they will certainly be lacking God's wisdom:

"But the wisdom that is from above is first pure, then peaceable, gentle, willing to yield, full of mercy and good fruits, without partiality and without hypocrisy." James 3:17

If students can simply be made aware of the arrogance, it will help them considerably in understanding some of the raging debates among Christians. Teaching students to remain humble and teachable even while expressing their opinions earnestly, means that, if they examine an argument and choose one side, then later hear something that sheds new light on the issue, they can graciously let go of the wrong idea. It is always a good idea to embrace humility, as God "opposes the proud but gives grace to the humble." James 4:6

their *participation* in the class discussion and in their *participation* in the recap activity. For further ideas on assessment and evaluation, please see page xxi.

Phase Two: The Exploration & Discovery Week

● Choose a topic and begin research



Students may conduct research in a variety of ways, including library research, internet research, interviewing experts, field trips, etc. If a student has a difficult time finding materials or information on a chosen topic, you can either help with the search, or suggest another topic for research.

Students may report what they have researched by writing a research paper or doing an oral report. However, for some students, having a creative alternative for reporting what they have discovered could make the difference between enthusiastically digging in and merely complying with the assignment.

● Construct the timeline

The point of doing a timeline is not to burden the student with needless labor. Instead, it is to begin to

create a mental bulletin board on which to organize the people, the events, and the flow of history. Encourage your students to see this exercise as the start of a jigsaw puzzle, which will eventually display for them a very clear understanding of the chronology of history, which will in turn help them discover for themselves some of the cause and effect relationships between actions and subsequent reactions. Also, it will give the Christian student a much broader understanding of God's interaction with the people and nations of history.

Students using the timeline provided in the Student Manual may utilize their preferred system for marking people, events and dates. Some commonly suggested systems: use a bullet point to mark the date, then write the event or name; create a series of symbols for entering dates to distinguish between biblical and non-biblical, and to distinguish events versus persons versus locations; draw a sketch of the person or event; cut out a magazine photo to represent an event or date; use

some other system which appeals to the artistic style of the student.

● Practice vocabulary

Vocabulary is important in that it allows students an opportunity to gain a better grasp of some of the concepts in a time period—concepts which are expressed in particular terms. We must not turn vocabulary practice into an arduous chore which breeds a hatred and contempt for the magnificence of language. Therefore, we have included in each Unit of the Teacher Guide a suggested activity highlighting one of the eight intelligences. This allows students a greater enjoyment of the process of learning the pertinent vocabulary, and results in improved retention and comprehension.

● Complete research projects and share in class or turn in

Remember that timing is everything! Do NOT criticize a student immediately after their presentation, unless,

of course, you desire that they would never again make the attempt to share their thoughts, except in a safe, boring, mediocre way. If there is a criticism to be given, wait until a later moment to give it, as the moment of sharing is a tremendously vulnerable time, and we have the power to crush our students if we do not honor the value of what they have labored to accomplish.

Remember the Rule of Sandwich:

1. Applaud, honor, appreciate
2. Kindly give any pertinent critique
3. Finish with appreciation and honor

● Conduct a review and evaluation

You may wish to evaluate your students based on their efforts in the *Research and Reporting* projects and their active participation in the *Vocabulary* and *Timeline* exercises. For further ideas on assessment and evaluation, please see page xxi.

Phase Three: The Hands-On Week



These activities, though not strictly within the normal confines of a history or Bible class, will allow the students who learn best through hands-on and sensory activities to thoroughly learn cultural material relevant to this Unit. The teacher does not need to be well-versed in art, architecture, music, or science in order for the students to learn deeply during this phase. Every student will find new insights and understanding about the time period of this Unit, so we recommend that all students participate, regardless of learning style. With all the options provided, students should be able to find something that looks interesting. The teacher need only facilitate the experience—the students will do the work.

● Create a map and discuss the issues in teams

It is amazing to discover how greatly the geography of a location has impacted the history of that location. Help your students recognize that they won't understand their subject as well if they don't know where it is and what it is like geographically! A huge mountain range can have a daunting effect on invading armies, a river can be a source of irrigation in a dry place, a swamp can affect the health of the settlers, and more.

If students have good, sharp colored drawing pencils,

they may enjoy making artistic maps, showing, for instance, mountain ranges as a series of peaks, rather than functional maps, indicating mountain ranges merely with words. See Appendix A for an answer key to the maps.

● Examine and discuss art and architecture

There are no right and wrong answers to the questions listed in the *Student Manual* and the *Teacher Guide* concerning these art forms. Give the students permission to have their own ideas about what they are seeing, rather than herding them into conformity—even a “Christian” conformity.

● Do an art project

Give one day for the start of any one of the art projects suggested, and then encourage the students to complete their art project on their own time. Depending on your resources, you may be able to offer students their choice of all of these art projects, or maybe only a few. If students find interesting art suggestions that you are

Remember, some students will be naturally talented in art projects, but this is not an art class, so evaluate them based on effort rather than on the level of skill evidenced.



not able to offer, encourage them to access the needed materials and accomplish the projects on their own for credit and for enjoyment.

● Do a science project or field trip

Science is seldom seen in its historical moment of time but is instead relegated to a strict area of experimentation, vocabulary, and rules. However, if students can discover the interrelationship between science and history, each subject area will be enhanced and enriched. Science-loving students might discover that history is worth knowing and history-loving students might embrace science as a fascinating subject!

● Listen to and discuss the music

For students with strong intelligence in music, this exercise will help make the connection for them into history. It is, again, worth the effort, especially for those students.

● Cook the food

For some students, smelling and tasting food related to

Though it should be obvious that this small amount of scientific experimentation is not a substitute for a thorough science curriculum, yet, it is presented for the obvious motivation that it can help students, especially the kinesthetic learners, enjoy their history studies more and possibly spark a greater understanding. In other words, it's worth doing!



the Unit will be the difference between boring and memorable. If you are in a classroom setting, you may either bring in a sample of the food for the students to taste, or encourage them to make it at home. For students in a homeschool setting, be sure to take the time to make the recipe (or something similar). Make it part of the celebration of what has been learned thus far!

● Conduct a review and evaluation

You may wish to evaluate your students based on their class participation in these *Hands-on activities*. For further ideas on assessment and evaluation, please see page xxi.

Phase Four: The Expression Week



Students may want to select their expression early in Phase One, in order to have adequate time to prepare their presentations.

● Choose an area of expression

This week is the culmination of the Unit. Allow students the freedom to choose which area(s) they prefer to use as the expression of what they have learned. It may be that one selection will take a student the entire week to accomplish. On the other hand, a student might appreciate the opportunity to do several selections during the week. Students may work together in teams or individually—though this decision should be made at the beginning of the week for those wanting to do a selection from the drama or movement areas.

Linguistics

There are many possibilities of creative expression within the linguistics area. Some students who are intimidated by writing a paper might find delight in being able to express what they have learned in this phase through humor. Others will delight in the opportunity to write a first person narrative, or a children's book.

Remember that this is *creative expression*, so be careful to not quench their exploration of creativity.

Art

Students who are attracted to painting, drawing, sculpting, graphic design, illustrating or cartooning will have the opportunity to share their enjoyment of art AND their insights into the history topics studied. This might provide spatially intelligent students the rare experience of successfully expressing what they have learned, since, traditionally, students are required to share what they know solely through linguistics. Provide a warm, welcoming atmosphere for these artistic students!

Music

To have the opportunity to use music to express what has been learned in history is another unusual form in traditional settings. However, if musically intelligent students can be released to share their knowledge of history through their instruments, it might motivate many other students to actually "dig deeper!" Be sure they take adequate time for practice, so that the performance is as polished as possible.

Drama

Encourage any students who wish to use drama as their means of expression to use the “Prop needs/Costume ideas/Role-player/Set suggestions” worksheet in their **Student Manual** to adequately prepare for their presentation. Although it is cute for five-year-olds to put on an “instant play” for guests, it is not appropriate for upper elementary through high school students. If students are planning to do solo presentations, encourage them to work carefully on writing their lines and memorizing them. If a team of students is going to work together, have them write out their lines and memorize them. Be sure to give adequate time for practice!

Movement

For students who are strong in the Bodily-Kinesthetic intelligence, this area will prove to be a tremendous blessing in allowing them to express what they have learned in the way they were designed. Encourage students to work in a team if they are going to do the Action selection. Again, it is not worthy of a student’s effort to do an unrehearsed, poorly planned presentation. Remind the students to practice until the movements communicate effectively, and until the students have memorized the actions.

Conceptual Design

Some students will excel if given a chance to create something that has never been seen before. Encourage these students to reflect on what they are creating, and to work on it until it is of very high quality.

Create Your Own Expression

There may be some other avenue of expression which

your student will decide best expresses what has been learned. Have students submit their ideas to you to ascertain the appropriateness and difficulty level. Encourage them to reach a high standard in their creative expression!

● Share creative expressions in class

Create a safe environment for the presentations. Set ground rules prior to the presentations for all the students, so that they know each one will be honored and respected in their work by all those observing.

Remember that timing is everything! Do NOT criticize a student immediately after their presentation, unless, of course, you desire that they would never again make the attempt to share their endeavors, except in a safe, boring, mediocre way. If there is a criticism to be given, wait until a later moment to give it, as the moment of sharing is a tremendously vulnerable time, and we have the power to crush our students if we do not honor the value of what they have labored to accomplish.

Remember the Rule of Sandwich:

1. Applaud, honor, appreciate
2. Kindly give any pertinent critique
3. Finish with appreciation and honor

● Conduct a review and evaluation

You may wish to evaluate your students based on their effort in the Creative Expressions, either as individuals or in teams. For further ideas on assessment and evaluation, please see below.

Alternative Calendar

For teachers confined to one semester for this course, we suggest that you complete for each Unit the Introductory Phase plus either the Exploration & Discovery Phase or the Hands-On Phase. This would allow you to finish *Ancient Civilizations & The Bible* in eighteen weeks.

Alternatively, you could choose to use only one or two activities per Phase, accomplish two Phases per week, complete an entire Unit in two weeks, and the entire course in eighteen weeks.

*For Homeschooling Parents:

If you are going to go through each of the four Phases in every Unit, we suggest that you do Math, Language Arts, etc., in the mornings prior to starting *Ancient Civilizations & The Bible*. This will allow your children the freedom to dig into the material to their hearts’ content, without concern for wrecking the schedule by following interesting rabbit trails. (We discovered, in conversation with a math teacher, that it is not only possible but beneficial to do mathematics on Monday, Wednesday, Friday, which leaves Tuesday and Thursday for language arts. This schedule worked well for our family, and our university-aged children have thrived in both areas, as well as in history!)

Suggested Weekly Schedule for Each Unit

Teachers can choose to have students do one or two activities, rather than the entire week's schedule. Please use what works for you in your unique setting.

| | Week 1: Feeler | Week 2: Thinker | Week 3: Sensor | Week 4: Intuitor |
|-----------|---|---|---|---|
| | Students will be introduced to the time period and to the Scriptures relating to the Unit. | Students will explore topics of interest through research and reporting, learn new vocabulary, and construct a timeline relating to the Unit. | Students will gain cultural understanding through sensory activities as they explore interrelated subject areas relating to the Unit. | Students, through creative self-expression, using one or more creative activities, will present some aspect of what they have learned in the past three weeks. Areas of expression include linguistics, art, music, drama, movement, and conceptual design. |
| Monday | Informally discuss the Key Concepts Listen to the <i>What in the World?</i> audio recording(s) | Choose topic and begin research | Create a map and discuss the issues in teams | Choose an area of expression and begin work either individually or in teams |
| Tuesday | Read the article Listen to the rest of the audio recording(s) Read the internet articles Read the Scriptures | | Examine and discuss art masterpieces & architectural structures | |
| Wednesday | Recap the material with an activity Talk together | Construct the timeline | Do an art project* | |
| Thursday | Conduct class discussion | Practice vocabulary | Do a science project or field trip** | |
| Friday | Choose books of interest/Internet search Conduct a review and evaluation | Complete research projects and share in class or hand in Conduct a review and evaluation | Listen to and discuss the music Cook the food listed in the recipe, if desired Conduct a review and evaluation | |

*Art project will need to be planned ahead of time to acquire materials.

** Field trip will require extra planning time.

Evaluation & Assessment For Classroom Teachers

"I have often asked a teacher what it means if their student receives 13 out of 20—what was missing? What would a 14-out-of-20 assignment look like? Where is the assessment key the student worked from? It has horrified me that so many teachers have no idea what an assessment key is, and are marking a student's assignment more on the basis of how recently they had a good meal and a cup of coffee, than on the basis of an unchangeable set of criteria.

"This is an issue of justice we need to address. Many of our students have come from educational systems that are unjust. We must be different, and providing students with a clear set of expectations is a demonstration of justice. As students mature, the guidelines can become more headlines than details, leaving room for personal interpretation and expression that a student can be expected to defend.

"Much of a poor assessment practice can be attributed to the fact that the teacher often doesn't really know what he wants as he sets the assignment and can fall into the trap of letting the most interesting or visually attractive answer set the standard. This is completely unjust to everyone else. Everyone needs to know and be able to reach the unchanging target."

From *Thinking Well* by Rosalie A. Pedder

Proverbs 20:10 says, "*Diverse weights and diverse measures, they are both alike, an abomination to the Lord.*" What does that mean to us as we consider the serious issue of evaluating and assessing what students have learned in this course? With a nontraditional curriculum like this, which allows students a wide range of choice and creative expression, in what is traditionally such a staid subject, what activities are available to teachers for assessing measurable growth and for evaluating a student's work for a grade? Combining the obligation of providing an evaluation that is not "diverse weights and diverse measures" with the reality that God has designed students as unique learners who do not display their knowledge in exactly the same ways, how do we find a system that is both just and manageable?

I have asked Dr. Julia Harper, a professor of education at Azusa Pacific University—and the mentor of Rosalie Pedder, my own mentor—to share what she has learned about evaluation and assessment through her many years of teaching in the classroom, as well as her doctoral

studies and graduate level instruction. Her wisdom in this area is experienced, practical, and eminently usable.

"*Evaluation*, at the heart, is judgment, making decisions based on values. It is our decision-making about student performance and about appropriate teaching strategies.

"Assessment is an integral part of the teaching-learning connection. Teachers should make it very clear for students how their work will be assessed. And, when students are allowed to be creative in the process, it means you as a teacher must be prepared to think through even more clearly how that should be assessed. Otherwise, students will be inhibited in what they do or create. As you think about the evaluation process there are two types of assessments to think through—formative and summative.

"*Formative evaluations* are measurements that help teachers understand what students are learning and how they can adjust the teaching and learning environment to meet student needs. The purpose of formative evaluations is twofold: improving instructional practices and monitoring learning. As a type of ongoing evaluation, formative assessments also give students feedback on how they are doing.

"*Summative evaluations* are measurements that show what students have learned over time. They can also be used to help determine the effectiveness of a program. The research and reporting project could be your summative assessment for a unit of study, but it is also a performance assessment.

"You want both formative and summative assessments throughout the course of study. As you think about the various options that students take to learn material, your assessments should be identified as either formative or summative, depending on how you are using the assigned tasks. For instance, as a formative assessment for Unit 1—Creation and the Flood, you could observe a student's participation in the class discussion or the recap activity to let the teacher know what the students are learning. As a summative assessment for Unit 1—Creation and the Flood, along with the research report, you could develop a test to assess the Key Concepts to measure their basic knowledge and understanding for that Unit. The research report would allow for maximum divergence among students, even as they comply with a specific protocol of completeness which would be expressed in a rubric. Other activity choices accomplished within

that Unit may serve as formative assessments of how students are learning the Key Concepts for that Unit. These Key Concepts will finally be measured in an objective test at the end of the Unit. The objective test is a summative assessment that lets you as a teacher know how well the students are learning. The formative tasks let them learn in a way that is most meaningful for them.

“That is why it is so important to think formative and summative as you plan your assessment process. Formative allows you to assess your students and then make changes in what YOU do so the student can learn better; you can make course corrections based on your formative assessments. If you learn to read and interpret your formative then students should not find summative evaluations difficult either, because they will know what they know and will know what they don’t know realistically.

“A scenario comes to mind when I think of this principle.

“In a rural part of the country where there was a high rate of poverty and low achievement, I got a job as the Title I teacher (5th and 6th grade). My training had been as a Talented and Gifted teacher, so I knew how to individualize with students, and how important it was to get them engaged in the learning. I devised *formative assessments* based on the individual learners and worked with them as individuals because their problems were not the same. As they were charting their learning in folders that contained their goals for learning, they began to see that they could make measurable change by using their own thinking, while learning new skills with me as the teacher. These students began to recognize what they needed to learn and take responsibility for themselves. But everybody took the same summative exam for the different content areas that I taught. It was really fun and exciting. I was able to see, through sustained gains testing when they were in high school, that they were scoring in the 80–90% on our standardized test. We had four elementary schools and one middle school and high school. When the State Department came down to our town, they discovered that the students scoring in the 80–90% came from one elementary and from one particular teacher—my class. These students, who had been marginal learners, were now thriving in their learning and outperforming the norm.

Formative and summative assessments can be developed with objective kinds of assessments or performance types of assessments. Creating a quiz or multiple choice test would be considered more objective. They can be used in either formative or summative evaluations. Performance assessments are used when there are different ways of demonstrating learning. Developing criteria for how a project is assessed gives the learner more freedom in the process. Rubrics are tools to give

form and structure to more creative or performance types of learning.

“Rubrics: As you let students make decisions on types of projects to demonstrate their learning, you may want to set up a rubric to help the student identify performance expectations. These rubrics will also assist you in the assessing of these different types of projects. Creative projects can be very risky for students when they don’t understand how the grading will be worked out. Remember too, creativity is at the top of the critical thinking structure. Creativity requires a transformational action which allows them to go from what has been learned, apply it in a creative process, and end with a new product. This is also where students make meaningful and personal connections to the learning, and it is very exciting and motivating. So there is a need for flexibility within the process but also a need for form that helps guide the process. Here is a website for you as a teacher to use for developing rubrics for many kinds of projects that students may come up with. It also lets you develop the criteria and the different elements that you may want to put into that project. http://teach-nology.com/web_tools/rubrics/general/

“The chart shown on the next page is another rubric maker that you can use to develop performance assessments for creative projects.

“Remember assessment and evaluation should be a *celebration* of what students know and *demonstration* of what they have learned. If we keep those two elements in mind students will gladly participate in the process and be proud to show what they know.”

In addition to Dr. Harper’s comments, I would like to encourage teachers to recognize that there are several areas in which students can be evaluated and grades assigned:

- Participation in class discussion and the recap activity in Phase One
- Effort in Research and Reporting Project and participation in the Vocabulary & Timeline exercises in Phase Two
- Participation in the Hands-On Activities in Phase Three
- Effort in the Creative Expression in Phase Four

Each of these could have their own rubric to determine point values. These point values would be used to determine letter grades.

In addition, teachers might choose to create a final summative assessment. For instance, they might give a final essay test on the Key Concepts, giving students the opportunity to each choose one concept and relate

Valley View Christian School

Creation & the Flood Team Research Project

Name: _____ Teacher: Mrs. Smith

Date Submitted: _____ Title of Work: _____

| Criteria | | | | | Points |
|-------------------------------|--|--|--|---|--------|
| Total | 4 | 3 | 2 | 1 | |
| Introduction | All questions were answered completely and rationales for the answers were clearly stated. | All questions were answered completely, but rationales for the all the answers were not clearly stated. | Not all questions were answered completely, or greater than 2 rationales for the all answers were not clearly stated. | All questions were not answered completely. | |
| Task | All areas of the task were addressed and handled with a high degree of sophistication. The plan followed by the team demonstrated a great deal of thought. | At least one area of the task was not addressed. The plan followed by the team demonstrated a great deal of thought. | At least two areas of the task were not addressed. The plan followed by the team demonstrated a moderate level of thought. | The task is incomplete and/or it is apparent that little effort went into the development of the task. | |
| Process: Teamwork | It is evident that a mutual effort and cohesive unit created the final product. | The team worked well together, but could have utilized each other's skills to a better degree. | The team had problems working together. Little collaboration occurred. | The final product is not the result of a collaborative effort. The group showed no evidence of collaboration. | |
| Process: Originality | The ideas expressed by the body of work demonstrate a high degree of originality. | The ideas expressed by the body of work are mostly original. The group may have improved upon a previous idea. | The ideas expressed by the body of work demonstrate a low degree of originality. | There were no original ideas expressed in this project. | |
| Grammar, Format, and Spelling | The final body of work was free of grammar, spelling, and formatting errors. | The final body of work had 1 error related to either grammar, spelling, and formatting errors. | The final body of work had 3-5 grammar, spelling, and formatting errors. | The final body of work had major grammar, spelling, and formatting errors. | |
| | | | | Total | |

what they have learned and how this knowledge is applicable to their lives. Or, a teacher might choose to give an open-ended essay test, allowing students to pick two of the most important people or events of the Unit and describe their significance; or they could choose to compare and contrast some aspect of what has been studied (for instance comparing and contrasting a secular and sacred approach to King Nebuchadnezzar); or look at how some events or people of the past Unit influenced events or people of this Unit. A teacher might also choose to include *identifications*, listing several names or events from the Unit and asking the students to select two or three to identify. These are the types of test, which allow students to show what they know rather than what they don't know, so teachers need to clearly express the required length of response, the extent of the information, and the nature of the content a student is expected to present in order to attain a certain grade.

As you are creating your system, please keep in mind that this curriculum encourages students to select areas of research, projects, and creative expressions that are interesting to them, which results in students learning dissimilar areas of information--all within the overarching framework of a particular period in history. It is all legitimate history, and the expression of what has been learned will be legitimate, though perhaps slightly unorthodox. Also, since we approach history with the knowledge that it is a vast, nearly limitless subject, we would be unreasonable to demand that every student know every aspect of what every other student learns. **Therefore, a standard history test of names, dates, and places will not be adequate for this curriculum, nor will it display the particulars and the depth of what each student has learned.** For this reason, we have not attempted to create a one-size-fits-all, detailed evaluation form, nor have we devised an objective final exam. Teachers will need to create their own systems of formative and summative assessments, based on the needs and structures of their own classrooms.

For Homeschool Parents:

We have found, in our twenty-plus years of homeschooling, that evaluations can and should be informal rather than formal. Tutors do not need the same type of testing procedures for one or two students as teachers need for thirty students. One on one interaction will speak volumes regarding what has been learned (and what has NOT been learned). I discovered this when I studied French with a tutor during my university years: Sister Consuelo knew immediately if I had not prepared for my lesson, as there was no one to hide behind!

As you provide the enthusiastic audience for what your children are learning, what they are reading, what they are thinking, what they are creatively sharing, you will readily discover what they have learned in this course. As you watch them interact with new ideas, grapple with their own questions, use higher level thinking skills to apply what has been learned to a creative expression, you will have a firm grasp of their measurable growth in this subject.

Assigning grades to our own children can be a daunting task. My husband and I looked for mastery of content in conversations and reporting projects, for effort as they worked on maps and art projects, for participation in discussions like the ones around the dinner table, and for the level of creativity they exhibited in their final projects. Because this course was, in general, so much fun for my children, they dug deeply into the areas that interested them and devoured the information. So we gave them *As* on their high school transcripts for the subjects covered in this course. Our children then demonstrated their competence in history as they went on to study politics, international relations, New Testament history, and more at university. And, the retention continues--it amazes me to listen to them today discuss issues they learned many years ago during these studies. When we enjoy what we are learning, we remember far more far longer.

Worldviews in the Study of History

Our Approach to History

While attending a secular university, I took some anthropology courses. Anthropology is the scientific study of mankind, especially its origins, development, customs, and beliefs. At the very introduction to General Anthropology, I was alarmed and put on guard because it was announced that Christian missionaries were always destructive to the cultures they went to convert; that by changing the primitive peoples' belief systems and destroying their uniqueness with a western religion, the missionaries had ruined them. In sharp contrast, the anthropologists were engaged in the "scientific" study of these people groups and wouldn't think of changing anything about them (much like a "nature" photographer will take pictures of predators killing a baby elephant without doing anything to help preserve the life of the baby.)

One particular people group that we studied extensively in this class made a deep and lasting impression on me. They were the Dani of Irian Jaya (Papua New Guinea shares the same South Pacific island). The anthropologists studying the Dani had filmed them during the time that a small argument between a few escalated into a violent battle with many men killed. Throughout the film and the documents prepared on the Dani, we were "treated" to a look at a Stone Age tribe that was brutal, violent, aggressive, and dominated by a religion of evil spirits. This "scientific study" of the Dani left me with a sense of darkness and hopelessness because of the despair and depravity in this people group.

Twenty years later I picked up the book *Torches of Joy* by John Dekker (YWAM Publishing). Can you imagine the astonishment and delight when I discovered that this book was about a Christian missionary family that devoted themselves to the Dani people?! It described a complete, miraculous turnaround for these precious "Stone Age" people. The Dani burned their fetishes, forsook tribal warfare, and began to walk in the joy and freedom of their deliverer, Jesus Christ. The missionaries taught them basic medical knowledge, hygiene, nutrition; built fish ponds and imported fish so the Dani could increase the protein in their meager diets; helped set up trade stores, which the Dani owned and oper-

ated; taught them how to read, so they could read the Bible in the newly written form of their oral language; disciplined them in biblical principles so the Dani men began to truly love their wives (rather than treating them as slaves), as well as loving their neighbors as themselves; appointed native leadership for the young church, which resulted in Dani missionaries actually going out to other tribal peoples in Irian Jaya!

The difference between these two approaches, between the "scientific study" of a Stone Age tribe by the anthropologists, and the compassionate, life-giving ministry of the Christian missionaries, is the difference between darkness and light; the difference between secular humanism and biblical Christianity; it reveals how godless man looks at cultures and how God looks at people. Seeing with God's heart will prevent bigotry and hate, replacing it with outreach and compassion.

As we study ancient civilizations together, please remember this illustration because it will be the difference between

- learning merely the facts and figures of a people group,
- OR
- seeing fully the loving heart of God toward those people.

The first will give head knowledge of important data that may impress our audience and make us think that we really know a lot. However, the second will give heart understanding of God's involvement in human history, so that we might be effective ministers in obedience to the Lord of all.

As we learn the details of history, of ancient civilizations, of kingdoms and empires, scientific discoveries, explorations, and more, we will begin to see God's fingerprint on the lives of people and cultures. History will become a window of adventure as we observe His faithfulness and provision for those who seek Him, His timing in raising up one nation and bringing down another, His perfect ability to work through imperfect people, and His wonderful plan revealed in Jesus—to bring us to Himself—all of which is revealed in the Bible.

Teachers As Followers of the Lord

My journey in teaching history has taught me far more than the date Julius Caesar was assassinated. As the Lord has taken me on an amazing adventure of discovery, I have encountered the most unexpected sources in the most unusual places:

- While visiting the British Museum, I noticed a small untitled sculpture. On my return to the U.S., during a Bible study on Abraham, Genesis 22:13 stood out: “Then Abraham lifted his eyes and looked, and there behind him was a ram caught in a thicket by its horns.” My thoughts exploded as the small sculpture in London jumped back into my memory. Though unmarked in the exhibit, it was titled by the archaeologist who discovered it in a burial pit of ancient Ur, “The Ram Caught In The Thicket.” Realizing that God might have placed a prophetic witness of His provision for Abraham in the pagan culture of Ur, I rushed home to research the dating of the sculpture, to see if Abraham had lived prior to its creation. Amazingly, it was dated at least 200 years before Abraham walked the earth!
- At a small country museum in Maine, a book title grabbed my attention: *Nineveh and Its Remains* by Austen Layard. I had only a brief glance to see if it was useful in my studies. Opening the book at random, I began to read the author’s description of how nineteenth century intellectuals had discounted the truth of Scripture, in part because of its description of the ancient Assyrians—who were totally unknown through any other source. With Layard’s discovery and excavation of Nineveh, the Bible stories leaped squarely onto the pages of history AND shut the mouths of the critics! This opened my eyes to the amazing place Assyria has held in both world history and biblical apologetics.

Through these experiences, as well as many others, my eyes were opened to the fact that, though I was limited in my knowledge, God was actively leading me to keys of understanding—all I needed to do was follow Him. What an amazing discovery! He wants to lead us—you as much as me—to teach us, show us, and open doors of knowledge for us. If we ask, we will receive. If we seek, we will find. If we knock, the door will be opened.

You see, I find that God did not relegate the subject of education to a closed academic system (which would be similar to the evolutionists’ view that we live in a “closed system”—one without God). Learning was intended by God to be revelational—because He, the source of all wisdom and knowledge, is intently involved in it:

“However, when He, the Spirit of truth, has come, He will guide you into all truth.” John 16:13

As dearly beloved followers of Jesus Christ, we who are teachers need to understand this: the essential truth at the very foundation of education is that God is the True Teacher, the Master Teacher, the Actively-Changing-Lives Teacher. To teach as a “student teacher” under His authority and His leading will transform our hearts and attitudes, it will dramatically affect our students’ experience, and, in the final analysis, it will reflect the heart of God.

Instead of a mere dispenser of facts, requiring our students to regurgitate the same facts back to us, we can teach with anticipation and a sense of wonder, expecting God to show us new insights, new connections, and new understandings we never had before. We can enthusiastically and humbly share with our students what and how God has taught us, eagerly encouraging them to watch for His involvement in their own lives.

Practically, here are some points we need to consider as we follow God in teaching:

#1 Education that conforms to God’s ways will first of all be relational, because He has called us to be His children (a profoundly intimate relationship with our Father), and He has set us in one Body (a necessarily cooperative, healthy, and interdependent relationship with each other).

We learn about all subjects in relationship to Him. We see all fields of knowledge (biology, mathematics, physics, music, literature, history, architecture, etc.) as having their beginnings in God:

- He created all things (the sciences);
- He set order into the universe (mathematics);
- He created ears to hear the sounds of birds singing, leaves rustling, water swishing, AND He created voices for singing (music);
- He spoke the universe into existence AND gave us His Word (literature);
- He created man in His own image and likeness (the start of our history);
- He designed the world (architecture);
- . . . and on and on and on.

We teach our students relationally, not as mechanical computers intent solely on transmitting facts—with no heart, no artistry, no intuition, no comprehension of others, no lively debates, no symbiotic learning, no creativity, no opportunity to defend oneself—but as brothers and sisters in the Body of Christ:

- We honor them
- We allow individuality to them
- We listen to them
- We ask them
- We learn from them
- We respect them
- We humble ourselves before them
- . . . and on and on and on

#2 Education that conforms to God’s ways will also be revelational because God actively leads us and guides us into all truth. We facilitate the students’ learning, but He is the One who can communicate and bring illumination to the students in ways that will change their lives. God’s revelation as the foundation of Christian education is dramatically opposed to the common system of education, which looks no higher than human reason, and sets teachers as the authoritative experts in charge of distributing knowledge. This has its foundation in the Greco-Roman worldview:

“The ancient Greeks believed that humans could, by using their ability to think rationally, discover and understand the fundamental order of the universe and everything in it. They developed the belief that humans could equal (and even exceed) the gods in understanding.” Dr. Perry Seymour, astrophysicist

In other words, the ancient Greeks (and later, the Romans) depended solely on human reasoning rather than on God’s revelation. This viewpoint is diametrically opposed by Scripture:

“For Jews request a sign, and Greeks seek after wisdom; but we preach Christ crucified, to the Jews a stumbling block and to the Greeks foolishness, but to those who are called, both Jews and Greeks, Christ the power of God and the wisdom of God.” 1 Corinthians 1:22–24

The Greeks enthroned human reason, educating and indoctrinating their students in this point of view. As Christians, we must choose a different path.

“Beware lest anyone cheat you through philosophy [such as, ancient Greek philosophy] and empty deceit, according to the tradition of men, according to the basic principles of the world, and not according to Christ.” Colossians 2:8

We must enthrone Jesus Christ—the power of God and the wisdom of God—educating and discipling children in a biblical worldview. We can open doors for the students into their own personal adventure of discovery with the Lord. We can be their enthusiastic audience and wise advisors, encouraging them to learn in light of God’s active and intimate revelation.

Teachers who follow the Lord, who teach under His Lordship, need to consider that biblical education:

- is both relational and revelational;
- leads us beyond mental comprehension to life application;
- has its beginning and ending in the character and nature of God;
- finds its true test, not in a graded essay question, but in a life lived in obedience—a life well-lived.

“Happy is the man who finds wisdom,
And the man who gains understanding;
For her proceeds are better than the profits of silver,
And her gain than fine gold.
She is more precious than rubies,
And all the things you may desire cannot compare with her.
Length of days is in her right hand,
In her left hand riches and honor.
Her ways are ways of pleasantness,
And all her paths are peace.
She is a tree of life to those who take hold of her,
And happy are all who retain her.”
Proverbs 3:13–18

