

Activities



The Fall of Babylon

How can perspective affect the telling of a story?

The Cyrus Cylinder is a clay cylinder located in the British Museum. An official record of the deeds of Cyrus, the first Persian emperor, it details the fall of Babylon from the conquerors' perspective. This account attributes Cyrus's victory to his claim that he was deeply committed to Marduk, the god of the Babylonians.

The book of Daniel is the account of a Jewish man, possibly of high birth, who was taken from his homeland and given positions of political importance in the governments of Babylon and Medo-Persia. Belshazzar, who is a main character in the account of Daniel 5, was a coregent with his father, Nabonidus, and a grandson of Nebuchadnezzar. (Nebuchadnezzar is identified as Belshazzar's father in verse 2. "Father" was a common way to refer to an ancestor.) The chapter states that Darius the Mede took the Chaldean kingdom. This may have been a throne name for Cyaxares II, a Median king who was ruling at the time of the conquest of Babylon but died roughly two years later, at which time the kingdoms were joined together under Cyrus.

Herodotus was a Greek historian who is known as the Father of History (see discussion in Chapter 4 of your textbook). He wrote a history of the wars between Persia and Greece. His history has been divided into nine books. The first five describe the development and composition of the Persian Empire, while the last four cover the wars themselves. The excerpt you will be reading comes from the first book.

Read the following excerpts from each source.

The Cyrus Cylinder

[Marduk] sought a righteous prince according to his heart's desire who would grasp his hands. Cyrus, the king of Anshan, whose name he uttered, [Marduk] proclaimed for lordship over everything. . . . Marduk, the great lord, the protector of his people, looked joyfully upon his pious deeds and his righteous heart. [Marduk] decreed [Cyrus's] march upon his city, Babylon. . . . Without encounter and battle [Marduk] caused [Cyrus] to enter into the midst of Babylon, his city. He saved Babylon from need. Nabonidus, the king who did not venerate [Marduk,] [Marduk] delivered into [Cyrus's] hands. . . . [T]he people of Babylon . . . rejoiced in his sovereignty (and) their countenances shone. . . . [Cyrus said,] "I (am) Cyrus, . . . the king of the four quarters (of the

The Cyrus Cylinder on display at the British Museum in London



world). . . . When I had entered into the midst of Babylon in peace, I took the seat of lordship in the palace of princes amidst jubilation and rejoicing. . . . My numerous troops advanced peacefully into the midst of Babylon. . . . The inner part of Babylon and all its cities I cared for in peace. . . . (As to) [the] dwellings, I repaired their dilapidation; I removed their ruins.

Raymond Philip Dougherty, *Nabonidus and Belshazzar: A Study of the Closing Events of the Neo-Babylonian Empire*. Yale Oriental Series, vol. 15 (New Haven, CT: Yale University Press, 1929), 176–78.

The Book of Daniel

Read chapter 5 of the book of Daniel.

The History of Herodotus

Having, however, thus wreaked his vengeance on the Gyndes, by dispersing it through three hundred and sixty channels, Cyrus, with the first approach of the ensuing spring, marched forward against Babylon. The Babylonians, encamped without their walls, awaited his coming. A battle was fought at a short distance from the city, in which the Babylonians were defeated by the Persian king, whereupon they withdrew within their defences. Here they shut themselves up, and made light of his siege, having laid in a store of provisions for many years in preparation against this attack; for when they saw Cyrus conquering nation after nation, they were convinced that he would never stop, and that their turn would come at last.

Cyrus was now reduced to great perplexity, as time went on and he made no progress against the place. In this distress either some one made the suggestion to him, or he bethought himself of a plan, which he proceeded to put in execution. He placed a portion of his army at the point where the river enters the city, and another body at the back of the place where it issues forth, with orders

The invasion of Babylon by Cyrus the Great led to the fall of the Neo-Babylonian Empire.



to march into the town by the bed of the stream, as soon as the water became shallow enough: he then himself drew off with the unwarlike portion of his host, and made for the place where Nitocris dug the basin for the river, where he did exactly what she had done formerly: he turned the Euphrates by a canal into the basin, which was then a marsh, on which the river sank to such an extent that the natural bed of the stream became fordable. Hereupon the Persians who had been left for the purpose at Babylon by the river-side, entered the stream, which had now sunk so as to reach about midway up a man's thigh, and thus got into the town. Had the Babylonians been apprised of what Cyrus was about, or had they noticed their danger, they would never have allowed the Persians to enter the city, but would have destroyed them utterly; for they would have made fast all the street-gates which gave upon the river, and mounting upon the walls along both sides of the stream, would so have caught the enemy as it were in a trap. But, as it was, the Persians came upon them by surprise and so took the city. Owing to the vast size of the place, the inhabitants of the central parts (as the residents at Babylon declare) long after the outer portions of the town were taken, knew nothing of what had chanced, but as they were engaged in a festival, continued dancing and revelling until they learnt the capture but too certainly. Such, then, were the circumstances of the first taking of Babylon.

Herodotus, The History of Herodotus, trans. George Rawlinson (New York: Dial Press, 1928), 71–72.

Answer the SOAPStone questions for Daniel 5. You may refer to outside sources like your textbook, the internet, or the Bible.

1. **Speaker**—Who wrote the document? _____
2. **Occasion**—What event prompted the writing of this document? _____
3. **Audience**—Whom is the document targeting? _____
4. **Purpose**—Why was the document written? _____

5. **Subject**—What is the source about? _____
6. **Tone**—What is the tone of the source? _____

Answer the questions in the provided blank.

7. How is the value of a source affected by the person (or people) who wrote it? (Consider how the Cyrus Cylinder was an official account of Cyrus's activities, likely written at the direction of Cyrus himself.)

8. Write and record a single narrative of the fall of Babylon based on the sources provided.

Views on Origins

How do writings about origins reflect worldview?

Pre-Historic Times (1865) is a collection of essays written by John Lubbock. Lubbock describes the division of prehistory into ages based on the type of material generally used for things such as tools. He was the first to formally use the titles "Paleolithic" and "Neolithic" to subdivide the Stone Age. Much of the book records the work of contemporary scientists and archaeologists and Lubbock's interpretations of the significance of their work. Using this format, Lubbock argues that humans are much older than traditionally believed. Though he wrote to educate the larger public, his most enthusiastic audience was his aristocratic colleagues in the scientific community.

Read the following excerpts from each source.

Ages of Prehistory

Lubbock

The first appearance of man in Europe dates back to a period so remote, that neither history, nor even tradition, can throw any light on his origin, or mode of life. Under these circumstances, some have assumed the past to be hidden from the present by a veil, which time would probably thicken, but could never remove. . . .

But of late years . . . a new Science has . . . been born among us, which deals with times and events far more ancient than any of those which have yet fallen within the province of the archaeologist. The geologist reckons not by days or by years; the whole six thousand years, which were until lately looked on as the sum of the world's age, are to him but as a unit of measurement in the long succession of past ages. Our knowledge of geology is, of course, very incomplete; on some points we shall no doubt see reason to change our opinion, but on the whole, the conclusions to which it points are as definite as those of zoology, chemistry, or any of the kindred sciences. Nor does there appear to be any reason why the methods of examination, which have proved so successful in geology, should not also be used to throw light on the history of man in pre-historic times. Archaeology forms, in fact, the link between geology and history. It is true that in the case of other animals we can, from their bones and teeth, form a definite idea of their habits and mode of life, while in the present state of our knowledge the skeleton of a [primitive man] could not always be distinguished from that of a philosopher. But on the other hand, while extinct animals leave only teeth and bones behind them, the men of past ages are to be studied principally by their works; houses for the living, tombs for the dead, fortifications for defence, temples for worship, implements for use, ornaments for decoration.

From the careful study of the remains which have come down to us, it would appear that Pre-historic Archaeology may be divided into four great epochs.

Firstly, . . . when man shared the possession of Europe with the Mammoth, the Cave bear, the Woolly-haired rhinoceros, and other extinct animals. This we may call the "Paleolithic" period.

Secondly, [t]he later or polished Stone age; a period characterized by beautiful weapons and instruments made of flint and other kinds of stone. . . . This we may call the "Neolithic" period.

Thirdly, The Bronze age, in which bronze was used for arms and cutting instruments of all kinds.

Fourthly, The Iron age, in which that metal had superseded bronze for arms, axes, knives, etc.

Answer the SOAPStone questions for *Pre-Historic Times*. You may use your textbook, the introduction, and the excerpts provided.

1. **Speaker**—Who wrote the document? _____

2. **Occasion**—What event prompted the writing of this document? _____

3. **Audience**—Whom is the document targeting? _____

4. **Purpose**—Why was the document written? _____

5. **Subject**—What is the source about? _____

6. **Tone**—What is the tone of the source? _____

Answer the questions in the provided blank.

7. Lubbock identifies _____ as the field of study that forms the link between geology and history.
8. How do archaeologists learn about early humans, according to Lubbock? What do archaeologists lack in their attempts to recreate early human history? (Consider what your textbook identifies as the most important sources for understanding the past.)

9. Lubbock identifies the four great epochs of prehistoric archaeology in order as the _____ period, the _____ period, the _____ Age, and the _____ Age.
10. Which of the following is true of the mammoth, the cave bear, and the woolly-haired rhinoceros according to Lubbock? (Choose all that apply.)
 - A They are extinct.
 - B They lived billions of years ago.
 - C They lived during the Paleolithic period.
 - D They shared possession of Europe with humans.

The History of Humanity

Lubbock

While we have been straining our eyes to the East, and eagerly watching excavations in Egypt and Assyria, suddenly a new light has arisen in the midst of us; and the oldest relics of man yet discovered have occurred . . . in the pleasant valleys of England and France. . . .

So unexpected were these discoveries, so [at odds] with even the greatest antiquity until lately assigned to the human race, that they were long regarded with neglect and suspicion. M. Boucher de Perthes . . . observed . . . in some sand containing mammalian remains, at Menchecourt, near Abbeville, a flint, rudely fashioned into a cutting instrument.

11. M. Boucher de Perthes observed _____ remains and a _____, rudely fashioned into a cutting instrument, together in the sand at Menchecourt, near Abbeville.
12. What do you think Lubbock sees as the significance of M. Boucher de Perthes's discovery? (Consider that the animal remains that were found were considered to be from mammals that had been extinct for many thousands of years.)

13. According to Genesis 1:24–31, should this discovery have been a surprise? Explain your answer.

Geological Record

Lubbock

All the facts of geology tend to indicate an antiquity [for the earth] of which we are but beginning to form a dim idea. Take, for instance, one single formation—our well-known chalk. This consists entirely of shells and fragments of shells deposited at the bottom of an ancient sea far away from any continent. Such a process as this must be very slow; probably we should be much above the mark if we were to assume a rate of deposition of ten inches in a century. Now the chalk is more than a thousand feet in thickness, and would have required therefore more than 120,000 years for its formation. . . . [A]ll the flint gravels in the south-east of England have been produced by the destruction of chalk. This again is a very slow process. It has been estimated that a cliff 500 feet high will be worn away at the rate of an inch in a century. . . . The Wealden Valley is twenty-two miles in breadth, and on these data it has been calculated that the [wearing away] of the Weald must have required more than 150,000,000 of years.

. . . [W]e must remember that these estimates are brought forward not as a proof, but as a measure, of antiquity. Our belief in the antiquity of man rests not on any isolated calculations, but on the changes which have taken place since his appearance; changes in the geography, in the fauna, and in the climate of Europe. Valleys have been deepened, widened, and partially filled up again; caves through which subterranean rivers once ran are now left dry; even the configuration of land has been materially altered, and Africa finally separated from Europe.

14. How would you summarize the proof Lubbock offers that both the world and humanity are very ancient?

Answers in Genesis

The evidence in Genesis 6–9 for a global catastrophic flood is overwhelming. . . . The catastrophic nature of the Flood is seen in the nonstop rain for at least 40 days, which would have produced massive erosion, mud slides, hurricanes, etc. The Hebrew words translated “the fountains of the great deep burst open” (Genesis 7:11) clearly point to tectonic rupturing of the earth’s surface in many places for 150 days, resulting in volcanoes, earthquakes, and tsunamis. Noah’s Flood would produce exactly the kind of complex geological record we see worldwide today: thousands of feet of sediments clearly deposited by water and later hardened into rock and containing billions of fossils.

15. The _____ explains the complex geological record we see worldwide today.

Creation and the Character of God

Answers in Genesis

Belief in millions of years undermines the Bible’s teaching on death and on the character of God. Genesis 1 says six times that God called the creation “good,” and when He finished creation on Day 6, He called everything “very good.” . . . Adam and Eve[’s sin] result[ed] in the judgment of God on the whole creation. Instantly Adam and Eve died spiritually, and after God’s curse they began to die physically. The serpent and Eve were changed physically and the ground itself was cursed (Genesis 3:14–19). The whole creation now groans in bondage to corruption, waiting for the final redemption of Christians (Romans 8:19–25) when we will see the restoration of all things (Acts 3:21; Colossians 1:20) to a state similar to the pre-Fall world. . . . To accept millions of years of animal death [required by evolution] before the creation and Fall of man contradicts and destroys the Bible’s teaching on death and the full redemptive work of Christ.

16. How does the theory of evolution contradict what the Bible says about death?

17. You have read arguments of an evolutionist and of creationists. Why would the two draw different conclusions even when viewing the same data?

John Lubbock, *Pre-Historic Times, as Illustrated by Ancient Remains, and the Manners and Customs of Modern Savages* (London: Williams and Norgate, 1865), 1–3, 268, 327–28.
Ken Ham, ed., *The New Answers Book 1* (Green Forest, AR: Master Books, 2006), 27–28, 28–29.

MAP STUDY

The Post-Flood World

CHAPTER 1
Activity 3

Match the location to the letter on the map.

- | | |
|----------------------------------|----------------------------|
| _____ 1. Area settled by Ham | _____ 7. Mediterranean Sea |
| _____ 2. Area settled by Japheth | _____ 8. Mount Ararat |
| _____ 3. Area settled by Shem | _____ 9. Persian Gulf |
| _____ 4. Black Sea | _____ 10. Plain of Shinar |
| _____ 5. Caspian Sea | _____ 11. Red Sea |
| _____ 6. Euphrates River | _____ 12. Tigris River |



Foundations of World History

Secular Models of History

Complete the chart using pages 11–14 in your textbook.

Main Idea	Details
<p>Evolutionary scientists use the term “_____” to describe events they believe took place before humans developed _____.</p>	<p>Hominids are described as living in _____ and using very _____ stone tools during the Old Stone Age, or _____ Age.</p> <p>Early hominids are considered to have developed into <i>Homo</i> _____, who used more _____ tools and left Africa for Asia and _____.</p> <p>Modern humans are classified as <i>Homo</i> _____.</p> <p>The period from 10,000 BC to about 4,000 BC is called the New Stone Age, or the _____ Age. It is believed that the _____ revolution was the most significant development of this period.</p>
<p>The goal of universal history is to understand the history of the entire _____.</p>	<p>The universal history movement took on a distinct identity around 1990 under the name “_____.”</p> <p>Big History believes that the universe has become increasingly _____ since its beginning more than thirteen _____ years ago.</p> <p>Big History spends much time on history prior to the appearance of _____.</p>



Artifacts like knives give insight into the tools and weapons of the ancient world.

The Beginnings of World History

Answer the questions using pages 16–25 in your textbook and the verses provided.

Creation

1. According to Genesis 1:1, who existed before the heaven and the earth were made? _____
2. How did God describe the world He made in Genesis 1:31? _____
3. According to Genesis 1:27, what was special about the way God created humans?

4. What command did God give people in Genesis 1:28? What does this command indicate they should pursue?

Fall

5. According to Genesis 2:16–17, of what tree did God forbid Adam and Eve to eat?

6. According to Genesis 3:6, how did Eve respond to Satan's lies regarding the forbidden tree?

7. According to Romans 5:12, what entered the world as the result of sin? _____
8. According to Genesis 3:17–19, how did the Fall affect humans' work? _____

Redemption

9. According to Genesis 3:15, what two seeds would have conflict throughout history?

10. According to Genesis 7:7, who was saved from destruction when God destroyed the earth with a flood?

11. According to Genesis 9:26, which of Noah's sons would receive a special blessing? _____
12. According to Genesis 11:7–8, how did God respond to the efforts of Noah's descendants to build a city and tower to keep from being scattered across the earth? _____
13. Consider the discussion of Creation, Fall, and Redemption in your textbook. In what general ways have those three events affected the course of world history? (Try to identify at least one effect for each event.)

