**Fertile Question:** *Is my existence part of a bigger plan?*

**Core Content Area 1:** Where do we come from?

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**Extending Knowledge:** More about mythology
Fertile Question: *Is my existence part of a bigger plan?*

Core Content Area 1: Where do we come from?

**TOPIC 1.1: The search for meaning and the spiritual quest**

**Lesson 1.1.1 Making sense of who I am**

In this lesson students will explore ideas and questions about what constitutes a meaningful existence.

**Teachers: Before You Start!**

1. Elements from the elective topics *Exploring the meaning of life* and *World religions* have been included in this unit.
2. Create a *Today’s Meet* room for collaboration during this lesson.

**For students to explore ideas and questions about what constitutes a meaningful existence, select from the following activities:**

1. Explore ideas and questions about the big questions of life and the search for meaning.
   a. Explore the unit topic: *Origins purpose and destiny* and the fertile question for the unit: *Is my existence part of a bigger plan?*
      i. View the introductory movie clip on YouTube. Reflect on and discuss the images and the questions used in the film including the fertile question for the unit: *Is my existence a part of a bigger plan?* What other questions come to mind? What images would you have included? Why do you think this style of film technique was used for this topic?
      ii. Create a list of questions that the class has about origins, purpose, destiny, free will, existence, non-existence, plans, the meaning of life and the search for meaning. Record the questions using a collaborative tool such as *Today’s Meet* so that the list can be retained to add to and refer back to throughout the unit.

2. Explore ways that humans have searched for meaning in life.
   a. Examine a variety of philosophical views about the meaning of life.
      i. View the short *YouTube* clip for an interesting response to the big question: *What is the meaning of life?* Discuss reactions to the clip.
      ii. Understanding life’s meaning can be a life-long quest. At every stage as new understandings are gained, new mysteries arise. Philosophers and theologians have for centuries attempted to analyse and point towards answers to life’s big questions. The following descriptions represent an attempt to define four widely recognised belief positions about life and its meaning:

      **Supernaturalism:** God exists. God is necessary and sufficient for guaranteeing a meaningful life.

      **Objective naturalism:** a meaningful life is possible but it is not necessary for God or a supernatural element to exist. Meaning comes from certain worthwhile valuable conditions that are entirely natural and independent of the mind, that confer meaning for anyone whether believed to be meaningful by the individual or not. In other words some things are intrinsically meaningful whether you believe them to be or not and some things are not meaningful also regardless of whether you believe it or not.

      **Subjective naturalism:** a meaningful life is possible. God or the supernatural are not necessary for a meaningful life. What is meaningful may vary from person to person and is often a function of getting what one strongly wants or by accomplishing what one believes to be extremely important.

      **Pessimistic naturalism (nihilism):** a meaningful life is not possible because nothing has any value. Nothing we do matters or has any meaning.

      iii. Find a meme or a cartoon that expresses one of the above positions. Share your selection with the class of how the image and text reflect the chosen position. Some examples are given in *Useful Resources.*
Fertile Question: *Is my existence part of a bigger plan?*

**Core Content Area 1: Where do we come from?**

**TOPIC 1.1: The search for meaning and the spiritual quest**

**Lesson 1.1.2 The search for meaning**

In this lesson students will explore concepts of mystery, tragedy, awe, wonder and hope as they relate to a human search for meaning.

**Teachers: Before You Start!**

1. Read the Teacher Background on The search for meaning.

For students to explore concepts of mystery, tragedy, awe, wonder and hope, select from the following activities:

1. Explore events and experiences that cause people to question why.
   a. Investigate ways in which people deal with difficult or tragic events.
      i. Choose a recent event that was difficult to explain or understand. Examples might include the Cinema massacre at a Batman movie in 2012, mass killings in Syria in 2012 by the Syrian government, the sudden death of a friend or family member, Australian soldiers killed in war.
      ii. Research the event and describe briefly what happened, people's reactions, and actions taken by people as they tried to make sense of the event. Record the information in a retrieval chart. See Useful Resources.
      iii. Share findings with the class and discuss. Why do you think that people quickly respond by performing ritualistic actions at the site of a tragic event such as laying flowers or lighting candles?
      iv. View the Spirituality and ritual movie clip and answer the following questions. How does the movie position the viewer to link spirituality and ritual with making sense of life? How might a person's spirituality affect the way they speak about the meaning of life?
   b. Share understandings about mystery, beauty, awe and love.
      i. Locate 20 images that represent for you a concept of beauty, mystery, wonder, hope, awe, imagination or love.
      ii. Create a pecha kucha style presentation using one of the presentation products available and the twenty images you have located. Add voice or text depending on the product chosen. (Pecha kucha is a presentation style in which twenty slides are shown for twenty seconds each. Words or text are minimised to allow the image time to speak for itself. Select images that speak about mystery beauty, wonder etc).
      iii. Share the presentations throughout the course of the unit allowing a short time for reflection at the end.
   c. Reflect on words by Victor Frankl from his book *Man’s Search for Meaning*, written after his survival from concentration camps in World War II.
      For the meaning of life differs from 'person' to 'person', from day to day and from hour to hour. What matters, therefore, is not the meaning of life in general but rather the specific meaning of a person's life at a given moment.
      i. Conclude this lesson by sharing with the class your favourite life saying or experience of a film, song or book that transformed your thinking about life and its meaning.
Fertile Question: *Is my existence part of a bigger plan?*

Core Content Area 1: *Where do we come from?*

**TOPIC 1.1: The search for meaning and the spiritual quest**

**Lesson 1.1.3 Tools for the journey**

In this lesson, students will explore and experience some of the tools humans use and have used to search for or discern meaning in their lives.

### Teachers: Before You Start!

1. Consider setting up a contemplative atmosphere with candles and music for the contemplative experiences in this lesson.
2. Consider viewing the Laurence Freeman movie clip about Christian meditation.

### For students to explore and experience some of the tools humans use and have used to search for or discern meaning, select from the following activities:

1. Participate in and evaluate a variety of contemplative experiences.
   - **a.** Participate in an experience of Christian meditation.
     - **i.** Prepare to participate in an experience of meditation by viewing either the movie clip about meditation or by listening to Be Still and Know by Steve Curtis Chapman.
     - **ii.** Sit down. Sit still and upright. Close your eyes lightly. Sit relaxed but alert. Silently, interiorly, begin to say a single word. The prayer phrase, Ma-ra-na-tha is a suggestion. Listen to it as you say it, gently but continuously. Do not think or imagine anything spiritual or otherwise. If thoughts and images come, these are distractions at the time of meditation, so keep returning to simply saying the word. Ideally this type of meditation should continue for twenty to thirty minutes. Begin with 5-10 minutes.
     - **iii.** Reflect on the practice afterwards, sharing thoughts with a partner about how regular stillness and meditation might assist with living a good and meaningful life.
   - **b.** Complete a practice of Dadirri which is a practice in stillness and deep listening, a spiritual gift from the Indigenous peoples of Australia.
     - **i.** Access the lesson on Dadirri in the Spirituality and Ritual unit and complete an experience of Dadirri. Why might deep listening be helpful in a time of meaning making?
2. Explore other methods of searching and seeking meaning.
   - **a.** Investigate one of the method of seeking meaning practised throughout history by human beings.
     - **i.** Choose one of the following to investigate further how the practice assists participants: prayer, yoga, spiritual quests/journey, pilgrimage, astrology, tarot etc. Report back to the class about the following: a description of the practice, the purpose of the practice, the popularity and demographic of the practice.
     - **ii.** Create an interactive advertising poster promoting the chosen practice. Glogster or BigHugeLabs Magazine Cover are two possible tools.
Fertile Question: *Is my existence part of a bigger plan?*

Core Content Area 1: Where do we come from?

**TOPIC 1.2: Life, the universe and everything**

**Lesson 1.2.1 In God’s image**

In this lesson students will investigate Christian teachings about the origins of the universe.

**Teachers: Before You Start!**

1. Read the Teacher Background on Origins. Be prepared for very diverse views on this topic. Be clear about the Catholic Christian teaching.

2. Consider setting up a *Type with me* pad for students to share ideas from this lesson.

**For students to investigate Christian teachings about the origins of the universe, select from the following activities:**

1. Investigate different beliefs about the origins of the universe.
   a. Explore the variety of Christian understandings about the origins of the universe in the class.
      i. Contribute as many ideas about the origins of the universe as you have heard of (not necessarily what you believe) either in a discussion or on a *Type with me* pad. Distinguish between ideas about origins of the universe, origins of life, and origins of human life.
      ii. Discuss as a class the various ideas, and express your opinion by labelling each idea as somewhat possible, probable, somewhat unlikely, impossible. (This could be done on the *Type with me* pad. Remember that you are simply stating an opinion and that each person is entitled to do so. (For a general summary of the differing views read this [article](#) or check the briefer summary table in Useful Resources.
   b. Examine the Abrahamic religious teachings about the origins of the universe.
      i. Read the following Catholic teachings about origins and create a brief credo statement that outlines your own beliefs about the creation of the earth and life on earth.

         - God is the source of all existence.
         - God is revealed in the person of Jesus and through all of creation.
         - God created the human person in the image of God; as body animated by a spiritual soul.
         - God is present in the whole process of the creation of the universe and the evolution of all forms of life including humans as described by the sciences, working through the laws of nature, respecting the integrity of natural processes over immense lengths of time.
      ii. Research in pairs, the teachings about creation from Islam and from Judaism. Framing questions could include: What do Muslims/Jews believe about evolution? What do Muslims/Jews believe about the creation of the earth? etc. Present your findings using *Voki.*
Fertile Question: Is my existence part of a bigger plan?

Core Content Area 1: Where do we come from?

TOPIC 1.2: Life, the universe and everything

Lesson 1.2.2 Dreaming

In this lesson students will explore Aboriginal and Torres Strait Islander spiritualities and beliefs about origins.

Teachers: Before You Start!

1. Consider inviting a local elder to speak to students about Aboriginal or Torres Strait spiritualities.
2. Read the Teacher Background about Aboriginal and Torres Strait Islander spiritualities.

For students to explore Aboriginal and Torres Strait Spiritualities and beliefs about origins, select from the following activities:

1. Australian Indigenous people describe their origins as coming from their ancestor spirits and particular spirit beings of their family groups which are unique to the area to which they belong. Note that the term Dreaming is not an Indigenous word and that the use of one word does not reflect the diversity of Aboriginal groups.

   a. Access and explore the Australian government website to read stories of Dreaming from different areas of Australia.

      i. Read the Dreaming stories from the website.

      ii. Choose one of the creation stories from one area of Australia and create an artwork to illustrate the story. You might like to choose a web tool from the BCE webpage, use ToonDoo or work on a group drawing using FlockDraw.

   b. Listen to a story about the Rainbow Serpent as a beautiful example of a creation story. (11min 23)

      i. Share with a partner how you think this story illustrates that group’s relationship with the land and their spirit being.
Fertile Question: *Is my existence part of a bigger plan?*

Core Content Area 1: Where do we come from?

**TOPIC 1.2: Life, the universe and everything**

**Lesson 1.2.3  No beginning and no end**

In this lesson students will explore the Hindu and Buddhist teachings about creation and origins.

**Teachers: Before You Start!**

1. Read the Teacher Background about Hindu and Buddhist teachings about creation and origins.
2. Note that a lesson dedicated to the Samsara or Wheel of Life can be found in Core Content Area Two.

**For students to explore the Hindu and Buddhist teachings about creation, select from the following activities:**

1. Explore Hindu beliefs about creation.
   a. Research Hindu concepts about creation.
      i. Form groups of four and allocate one or more of the following Hindu concepts to each member to locate and record information about Creation, Atman, Reincarnation, Samsara and Moksha. The heart of Hinduism website is one good source of information. You might like to set up a **Type with me** pad so that you can share your information in real time in one collaborative space. See Useful Resources if you are unsure how to do this.
      ii. Share information with each other to complete a retrieval chart for all of the concepts.
      iii. View and analyse the short film *Becoming me: a story of creation* and as you are viewing, identify when the concept that you researched is illustrated in either word or image. Share your understandings about how the film depicted the concept that you researched. (You might like to watch the film again after the discussion so that you can take in the overall story.)
      iv. Discuss together the following: To what extent does the film illustrate your understanding of the researched Hindu concepts? How might a Hindu who holds the beliefs about the origins of human beings as depicted in the film see their existence as a part of a bigger plan?

2. Explore Buddhist beliefs about the creation of the universe.
   a. Access the BBC religion page about the **Buddhist Universe**.
      i. Use the page to answer any questions you have about Buddhist teachings about the universe, life, reincarnation, suffering and human existence.
Fertile Question: *Is my existence part of a bigger plan?*

Core Content Area 1: *Where do we come from?*

**TOPIC 1.3: The human quest for understanding**

**Lesson 1.3.1 The ancients making sense**

In this lesson students will explore ancient cosmology to further understandings about the creation stories in the book of Genesis.

---

**Teachers: Before You Start!**

1. Read the Teacher Background about Creation. Ensure that students understand the purpose of the Creation myths in Genesis as the teaching and remembering of deep theological truths about God as creator. They are not meant to be read as historical, chronological or scientific fact.

2. Read the article about ancient cosmology and its links to human understanding about universe.

---

**For students to explore ancient cosmology to further understandings about the creation stories in the book of Genesis, select from the following activities:**

1. Explore the links between ancient cosmology, origin myths and science.
   a. Investigate ancient understandings about cosmology.
      i. Locate definitions for the following terms: cosmology, myth.
      ii. View a resource about the link between the structure of the pyramids of Egypt and the stars. One example is *The Great Pyramids - gateway to the stars* (46:40 in total but the first ten minutes provides good stimulus for discussion).

      How does the construction of the pyramids relate to the ancient Egyptian beliefs about the universe, creation and the afterlife?

   b. Explore the ways in which the creation stories in Genesis represent the ancient cosmology of the Hebrews.
      i. Examine the infogram of the ancient Hebrew cosmology in Useful Resources. Derive an understanding of the Ancient Hebrew concept of firmament. (One way is to search The King James version of Genesis 1 through Bible Gateway.)
      ii. How might the Hebrew world view of the cosmos affect their understandings about the earth, heaven and their origins?

   c. Examine the Genesis creation stories in light of the functions of origin myths.
      i. Consider the following: A literal interpretation of the stories of creation has been used variously over history to justify male domination over women, human domination over the earth and the rejection of the scientific geological timescale.

      Reflect on the following contemporary statements from Australian theologian Denis Edwards about the Genesis creation stories. He states: *The ancient authors of the two accounts of creation in the book of Genesis like so many other authors of the ancient world, assumed a completely different cosmology from the contemporary scientific one that Christians learn from today.*

      *The two accounts (of creation in Genesis 1 and 2) seem to be a construct aimed at teaching and remembering deep theological truths. Humans are made in the image of God as creatures capable of interpersonal love and called into personal relationship with the living God. They are called to work with and care for God's creation as God does.*

      ii. Using your own knowledge, the contemporary theological statements above, and knowledge about the cosmology of the ancient Hebrews, complete the table in Useful Resources to demonstrate how the Genesis stories function as sacred stories for contemporary Catholic Christians.
Fertile Question: *Is my existence part of a bigger plan?*

**Core Content Area 1: Where do we come from?**

**TOPIC 1.3: The human quest for understanding**

**Lesson 1.3.2 Universal origins**

In this lesson students will explore the human quest to understand the origins of the universe.

**Teachers: Before You Start!**

1. Read the Teacher Background on Christianity in the section on Origins.
2. Consider setting up a Type with me pad for students to share and answer questions.

**For students to explore the human quest to understand the origins of the universe, select from the following activities:**

1. Investigate the human quest to understand the place of human beings in the universe.
   
   People have searched the night sky for thousands of years to answer the question *What is life?* Throughout history, the patterns made by stars, planets, comets and asteroids have traced our origins, destinies and futures. The night sky has indicated the mood of the gods and provided a vast storybook for people around the world. The desire to know, to understand, and to search beyond the confines of our planet is part of what makes us human. From the time humans first stood upright, they have gazed at the stars and wondered about the place of humanity in the grand scheme of things.
   
   a. Explore the history and nature of the human quest to understand the origins of the universe.
      
      i. View the 360 degree panorama [shot](#) of Mars taken by the Curiosity. Share reactions with a partner.
      
      ii. Compile a list of questions that you have about space and enter them onto a Type with me pad.
      
      iii. Explore the [NASA](#) website to search for answers to the questions posed by the class. Post contributions of answers or further questions to the Type with me pad.
      
      iv. Complete a short poem, piece of prose or small artwork that represents your beliefs or understandings about the place of human beings in the universe.
   
   b. Explore interactions between the Catholic Church and science over time.
      
      i. Access the article [How the Church aided “heretical” astronomy](#) and complete the following activities. Choose an issue that the article raises about the Church and the pursuit of knowledge to research further. Examples include: the arrest of Galileo, the structure of cathedrals as solar observatories, the Gregorian calendar, Pope John Paul II’s apology for the Church’s wrongful arrest of Galileo, Vatican Scientists etc. Create at least three questions that you will seek the answers to. Locate three resources including one image to assist you to answer your questions. Use the image to create a fun fact poster with the title: It might surprise you to know that … and complete the text with information about your issue.
      
      ii. Reflect on the following: Why have thinkers, visionaries, and others with challenging new ways and ideas that bring into question the status quo or deeply held beliefs and positions been (and continue to be) persecuted by institutions such as religions and political regimes? Discuss.
Fertile Question: Is my existence part of a bigger plan?

Core Content Area 1: Where do we come from?

TOPIC 1.3: The human quest for understanding

Lesson 1.3.3 Human origins and evolution

In this lesson students will explore contemporary scientific theory about the origins of life.

Teachers: Before You Start!

1. Familiarise yourself with the resource pack *To Mars and beyond: search for the origins of life* to determine which activities might be suitable for your class.

2. For further Teacher Background, read *Jesus and the natural world* by Australian theologian Denis Edwards, available from ResourceLink.

For students to explore contemporary scientific theory about the origins of life, select from the following activities:

1. Explore the mystery of the diversity of life on earth.
   a. Examine the scientific evidence that supports the theory of evolution.
      i. Listen to the opening theme tune for the *Big Bang Theory*. Discuss with a partner the message of the clip.
      ii. Access the resource pack *To Mars and beyond: search for the origins of life* and read pages 9-10 about the scientific teaching about the origins of life on earth. (You might like to copy and paste the text into WordSift and use the dictionary and thesaurus functions to assist with understanding.) Complete the first activity on page ten about the Geological Time scale.

   b. Explore understandings of human evolution.
      i. View the [evolution of Homer](#). Compare your knowledge of evolution with this version.
      ii. View this [short clip](#) that describes the environmental changes that favoured the development of modern humans.
      iii. Research the internet to determine the Catholic Church’s position on the theory of evolution of life on earth. One avenue of research might be to compare the views of two past Popes, Pius XII and John Paul II.
      iv. Share findings as a discussion or in a collaborative space such as Type with me or Stixy.

   c. Explore the diversity of life on earth.
      i. View the movie clip of the [Beauty of Nature](#).
      ii. Imagine you have to write a promotional advertisement for the short film, Beauty of Nature. Create a one sentence promotion tag for each of the following audiences: a group of atheists, a group of fundamentalist creationists, a biology club and an environmental protection group. This could be done individually or in groups.)
Lesson 1.1.1

Type with me is a free online collaborative tool that can be used with class groups of students to share ideas in real time.

Sample cartoons that represent different philosophical positions about the meaning of life.

- Cartoon A – Nihilism
- Cartoon B: Subjective naturalism
- Cartoon C: Supernaturalism
- Cartoon D – Objective naturalism

Lesson 1.2.1

Retrieval chart

<table>
<thead>
<tr>
<th>Event</th>
<th>People’s reactions, questions asked, blame placed etc</th>
<th>Actions taken in response to the event</th>
</tr>
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<tbody>
<tr>
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</table>
Lesson 1.2.1
A summary of views regarding Creation by a god, the age of the earth and the use of scientific evidence.

<table>
<thead>
<tr>
<th></th>
<th>Geology</th>
<th>Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old Earth Creationism</td>
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<td>Theistic Evolution:</td>
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<td>Evolution by natural</td>
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<td>processes is the tool</td>
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<tr>
<td>God used</td>
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<tr>
<td>Evolutionary Creationism:</td>
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<td>Yes</td>
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<tr>
<td>Adam and Eve were the first</td>
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<tr>
<td>humans</td>
<td></td>
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<tr>
<td>Progressive Creationism:</td>
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<td>Most</td>
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<tr>
<td>Humans were a special</td>
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<tr>
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<td>Day-Age Creationism:</td>
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<td>six geological epochs</td>
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<td>Gap Creationism:</td>
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<td>4.5 billion year gap</td>
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<td>and 1:2</td>
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<td>Young Earth Creationism</td>
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<td>Omphalism:</td>
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<tr>
<td>Earth was created with</td>
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<td>Young Earth Fundamentalism</td>
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<td>6,000 years</td>
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Lesson 1.2.2

Flock Draw is a collaborative drawing tool where a group of students can create a single drawing together in real time. It is free and simple to use and provides all of the benefits of other collaborative activities: decision making, creativity, logic, planning etc.

Lesson 1.2.3

Type with me is a free online collaborative tool where groups can share information at the same time. One member of the group accesses the website, names the pad and then shares the URL with the other group members. The work can be saved or take a screen shot and save it in a file for later use.

TodaysMeet is a similar tool that is easy to use and puts the name and time of each contributor with their input.
Lesson 1.3.1 Two accounts of creation

Genesis 1-2 New International Version (NIV)

The Beginning

1 In the beginning God created the heavens and the earth. 2 Now the earth was formless and empty, darkness was over the surface of the deep, and the Spirit of God was hovering over the waters.

3 And God said, “Let there be light,” and there was light. 4 God saw that the light was good, and he separated the light from the darkness. 5 God called the light “day,” and the darkness he called “night.” And there was evening, and there was morning — the first day.

6 And God said, “Let there be a vault between the waters to separate water from water.” 7 So God made the vault and separated the water under the vault from the water above it. And it was so. 8 God called the vault “sky.” And there was evening, and there was morning — the second day.

9 And God said, “Let the water under the sky be gathered to one place, and let dry ground appear.” And it was so. 10 God called the dry ground “land,” and the gathered waters he called “seas.” And God saw that it was good.

11 Then God said, “Let the land produce vegetation: seed-bearing plants and trees on the land that bear fruit with seed in it, according to their various kinds.” And it was so. 12 The land produced vegetation: plants bearing seed according to their kinds and trees bearing fruit with seed in it according to their kinds. And God saw that it was good.

13 And there was evening, and there was morning — the third day.

14 And God said, “Let there be lights in the vault of the sky to separate the day from the night, and let them serve as signs to mark sacred times, and days and years, 15 and let them be lights in the vault of the sky to give light on the earth.” And it was so. 16 God made two great lights — the greater light to govern the day and the lesser light to govern the night. He also made the stars.

17 God set them in the vault of the sky to give light on the earth, 18 to govern the day and the night, and to separate light from darkness. And God saw that it was good. 19 And there was evening, and there was morning — the fourth day.

20 And God said, “Let the water teem with living creatures, and let birds fly above the earth across the vault of the sky.” 21 So God created the great creatures of the sea and every living thing with which the water teems and that moves about in it, according to their kinds, and every winged bird according to its kind. And God saw that it was good. 22 God blessed them and said, “Be fruitful and increase in number and fill the water in the seas, and let the birds increase on the earth.” And there was evening, and there was morning — the fifth day.

23 And God said, “Let the land produce living creatures according to their kinds: the livestock, the creatures that move along the ground, and the wild animals, each according to its kind.” And it was so. 24 God made the wild animals according to their kinds, the livestock according to their kinds, and all the creatures that move along the ground according to their kinds. And God saw that it was good.

25 Then God said, “Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, 26 over the livestock and all the wild animals, 27 and over all the creatures that move along the ground — every living creature that has the breath of life in it.” And God saw that it was good.

28 So God created mankind in his own image, in the image of God he created them; male and female he created them.

29 God blessed them and said to them, “Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground.”

30 Then God said, “I give you every seed-bearing plant on the face of the whole earth and every tree that has fruit with seed in it. They will be yours for food. 31 And to all the beasts of the earth and all the birds in the sky and all the creatures that move along the ground — everything that has the breath of life in it — I give every green plant for food.” And it was so.

32 God saw all that he had made, and it was very good. And there was evening, and there was morning — the sixth day.

2 Thus the heavens and the earth were completed in all their vast array.

3 By the seventh day God had finished the work he had been doing; so on the seventh day he rested from all his work. 3 Then God blessed the seventh day and made it holy, because on it he rested from all the work of creating that he had done.
Genesis 2

Adam and Eve

4 This is the account of the heavens and the earth when they were created, when the LORD God made the earth and the heavens.

5 Now no shrub had yet appeared on the earth and no plant had yet sprung up, for the LORD God had not sent rain on the earth and there was no one to work the ground. But streams came up from the earth and watered the whole surface of the ground. 7 Then the LORD God formed a man from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being.

8 Now the LORD God had planted a garden in the east, in Eden; and there he put the man he had formed. 9 The LORD God made all kinds of trees grow out of the ground—trees that were pleasing to the eye and good for food. In the middle of the garden were the tree of life and the tree of the knowledge of good and evil.

10 A river watering the garden flowed from Eden; from there it was separated into four headwaters. 11 The name of the first is the Pishon; it winds through the entire land of Havilah, where there is gold. 12 The gold of that land is good; aromatic resin and onyx are also there. 13 The name of the second river is the Gihon; it winds through the entire land of Cush. 14 The name of the third river is the Tigris; it runs along the east side of Ashur. And the fourth river is the Euphrates.

15 The LORD God took the man and put him in the Garden of Eden to work it and take care of it. 16 And the LORD God commanded the man, “You are free to eat from any tree in the garden; 17 but you must not eat from the tree of the knowledge of good and evil, for when you eat from it you will certainly die.”

18 The LORD God said, “It is not good for the man to be alone. I will make a helper suitable for him.”

19 Now the LORD God had formed out of the ground all the wild animals and all the birds in the sky. He brought them to the man to see what he would name them; and whatever the man called each living creature, that was its name. 20 So the man gave names to all the livestock, the birds in the sky and all the wild animals.

But for Adam no suitable helper was found. 21 So the LORD God caused the man to fall into a deep sleep; and while he was sleeping, he took one of the man’s ribs and then closed up the place with flesh. 22 Then the LORD God made a woman from the rib he had taken out of the man, and he brought her to the man.

23 The man said,

“This is now bone of my bones and flesh of my flesh; she shall be called ‘woman,’ for she was taken out of man.”

24 That is why a man leaves his father and mother and is united to his wife, and they become one flesh.

25 Adam and his wife were both naked, and they felt no shame.
Lesson 1.3.1 continued  Ancient Hebrew Cosmology

![Cosmology Diagram]

**Source**

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<tr>
<th>The functions of a culture’s origin myths</th>
<th>Examples from and about the Creation stories in Genesis Chapters 1 and 2</th>
<th>Contemporary Catholic Christian interpretation</th>
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</thead>
<tbody>
<tr>
<td><strong>Cosmogonic:</strong> Speak about or describe foundations or origins of the universe and important elements in their culture.</td>
<td>Included in the sacred oral storytelling tradition.</td>
<td>Modern Cosmologists describe the first second of existence of the observable universe at 13.7 billion years ago. All living species have evolved from the first microbial forms of life. It is all God’s created work.</td>
</tr>
<tr>
<td><strong>Sacred:</strong> Intimately connected with the faith system of the culture.</td>
<td>Subdue and have dominion over the earth.</td>
<td>Included in the modern Bible.</td>
</tr>
<tr>
<td><strong>Reflective of social values:</strong> Story represents or reflects important social values within the culture.</td>
<td></td>
<td>Act as co-creators with God to care for the earth.</td>
</tr>
<tr>
<td><strong>Organiser of thoughts:</strong> Provides a framework by which to organise thought, often using dualities or opposites. For example: day/night, light/dark, good/evil.</td>
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<tr>
<td><strong>Reflects the relationship between a culture and its god or gods/goddesses:</strong> Shows how humans relate to their god/s.</td>
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