

CC-1: The Nature and Works of the Gods

| Comparison Chart 1 Parent/Teacher Copy | Pagan Gods and Goddesses | The God of the Bible |
|---|--------------------------|----------------------|
| CHARACTER QUALITIES OF THE CREATOR(S) | | |
| HOW THE WORLD WAS CREATED | | |
| HOW MAN WAS CREATED | | |
| WHY MAN WAS CREATED – HIS PURPOSE | | |
| WHAT IS THE VALUE OR WORTH OF MAN | | |
| WHAT DO BABYLONIAN AND HEBREW LAWS REVEAL ABOUT THEIR GODS? (LESSON 15) | | |
| IN THE PAGAN AND BIBLICAL ORIGIN STORIES, WHAT ROLES DOES POWER PLAY? (LESSON 18) | | |

CC-2: View of Nature

| Comparison Chart 2 Parent/Teacher Copy | Polytheism | Monotheism | Naturalism | Pantheism |
|---|------------|------------|------------|-----------|
| WHAT IS NATURE? | | | | |
| HOW DOES MAN RESPOND TO EACH VIEW OF NATURE? | | | | |
| IS NATURE MORE IMPORTANT OR LESS IMPORTANT THAN MAN? | | | | |

CC-3: The Great Flood

| Comparison Chart 3 Parent/Teacher Copy | Gilgamesh's Flood | Noah's Flood |
|---|-------------------|--------------|
| WHAT SIMILARITIES DO YOU SEE BETWEEN THESE TWO STORIES? | | |
| WHY WAS MANKIND WIPED OUT? | | |
| WHY WERE UTNAPISHTIM'S AND NOAH'S FAMILIES SAVED? | | |
| WHAT DO THESE STORIES REVEAL ABOUT THE CHARACTER OF THE GODS/GOD? | | |

CC-4: Worship: Seven Days a Week

| Comparison Chart 4 Parent/Teacher Copy | Ancient POLYTHEIST | Old Testament Monotheist |
|---|--------------------|--------------------------|
| WHY DID THEY PRACTICE A 7-DAY WEEK? | | |
| WHAT DID THEY DO EACH DAY OF THE DAY THAT EXPRESSED THEIR WORSHIP? | | |
| WHAT BEARS THE IMAGE OF THE GODS/ GOD? | | |
| DEFINE IDOLATRY AND REST IN THE CORRECT COLUMN. (LESSON 6) | | |
| WHY WOULD A TRUE POLYTHEIST NEVER REST AND A TRUE MONOTHEIST NEVER COMMIT IDOLATRY? | | |

CC-5: Worship Through Sacrifice

| Comparison Chart 5 Parent/Teacher Copy | Ancient Polytheist | Old Testament Monotheist | New Testament Monotheist |
|--|--------------------|--------------------------|--------------------------|
| <p>REASONS FOR SACRIFICE: (LESSON 7)</p> <p>FOR POLYTHEISTS, LIST THE GENERAL REASONS WHY THEY OFFERED SACRIFICES.</p> <p>FOR MONOTHEISTS, SUMMARIZE THE REASON FOR EACH OF THE BIBLE'S EIGHT GREAT SACRIFICES. NOTE SACRIFICES SEVEN AND EIGHT UNDER N.T. MONOTHEISTS. (LESSON 7)</p> | | | |
| <p>HOW IMPORTANT ARE REPENTANCE AND OBEDIENCE IN RELATION TO SACRIFICE? (LESSON 8)</p> | Does Not Apply | | |
| <p>SUMMARY: SUMMARIZE THE REASONS FOR MONOTHEIST SACRIFICE. (LESSON 8)</p> | | | |

CC-6: Worship Through Prayer

| Comparison Chart 6 Parent/Teacher Copy | Ancient Polytheists | Hebrew Monotheists |
|--|---------------------|--------------------|
| <p>WHAT DID BOTH ANCIENT POLYTHEISTS AND MONOTHEISTS BELIEVE ABOUT PRAYER THAT WAS TRUE? INCLUDE THE TYPES OF PRAYERS THAT BOTH GROUPS PRAYED.</p> | | |
| <p>NOTE THE FIRST MAJOR DIFFERENCES IN THEIR BELIEFS ABOUT PRAYER: WHO THEY WERE PRAYING TO.</p> | | |
| <p>NOTE THE SECOND MAJOR DIFFERENCE IN THEIR BELIEFS ABOUT PRAYER: WHAT DID EACH BELIEVE ABOUT THE POWER OF PRAYER?</p> | | |
| <p>WHY WERE PAGAN PRAYERS IDOLATROUS?</p> | | |

CC-7: Consequences of Idolatry vs. True Worship

| Comparison Chart 7 Parent/Teacher Copy | Polytheism | Monotheism | Modern Idolatry |
|--|------------|------------|-----------------|
| HOW AND WHY IS HUMAN SEXUALITY IMPACTED BY EACH WORLDVIEW? | | | |
| HOW AND WHY IS THE VALUE OF HUMAN LIFE IMPACTED BY EACH WORLDVIEW? | | | |
| HOW AND WHY IS ONE'S VIEW OF DEMONIC POWER IMPACTED BY EACH WORLDVIEW? | | | |

CC-8: Hammurabi's Code and Mosaic Law

| Comparison Chart 8 Parent/Teacher Copy | <i>Instructions: Due to the volume of information, answer all questions in paragraph form.</i> |
|--|--|
| 1) COMPARE HAMMURABI'S VIEW OF HIS GODS AND HIS ACHIEVEMENTS TO MOSES' VIEW OF GOD AND HIS ACHIEVEMENTS. | |
| 2) RECORD THE PURPOSES OF BOTH LAWS. | |
| 3) NOTE WHAT TYPE OF LAWS DO NOT EXIST IN HAMMURABI'S CODE AND THE REASON WHY. | |
| 4) WHAT SIMILARITIES AND DIFFERENCES EXIST BETWEEN THE LAWS DEALING WITH MARRIAGE, MURDER, AND THIEVES? | |
| 5) HOW WERE "AN EYE FOR AN EYE" LAWS IMPLEMENTED DIFFERENTLY IN BOTH CULTURES? | |
| 6) BRIEFLY DEFINE HOW THE REBELLIOUS CHILD WAS DEALT WITH AND WHY ISRAEL'S LAW HAD SUCH SEVERE PUNISHMENTS FOR THAT SIN. | |

CC-9: Suffering of the Babylonian and Biblical Job

| Comparison Chart 9 Parent/Teacher Copy | Babylonian "Job" | Biblical Job |
|---|------------------|--------------|
| DESCRIBE THE CHARACTER OF THE SUFFERER. | | |
| WHAT IS THE REASON BEHIND HIS SUFFERING? | | |
| HOW IS THE SUFFERER RESTORED? | | |
| WHAT DOES SUFFERING TEACH HIM ABOUT THE GODS/GOD? | | |
| COMPARE THE PURPOSE OF AND USE OF POWER BY THE SORCERER WITH GOD'S POWERFUL WORDS TO JOB. | | |

CC-10: The Afterlife and The Resurrection

| Comparison Chart to Parent/Teacher Copy | Polytheists | OT Monotheists | NT Monotheists |
|---|-------------|----------------|----------------|
| WHAT OR HOW DID THE GODS/GOD PROVIDE FOR THE AFTERLIFE FOR EACH GROUP? | | | |
| WHAT IMPORTANT STORIES DID EACH HAVE INVOLVING "RESURRECTION"? | | | |
| WHAT WAS RESURRECTED THROUGH EACH STORY? | | | |
| THROUGH WHAT RITUALS WERE THESE STORIES REENACTED, AND WHO RECEIVED RENEWED POWER OR STRENGTH THROUGH THEM? | | | |