

INTRODUCTION

Adams' Chart of History from New Leaf Publishing Group is a classic work worthy of re-birth. S.C. Adams (July 28, 1825–1898), a descended relative of President John Adams, achieved distinction as an educator, statesman, and author. It was as a teacher that Adams saw the necessity of a chart that would provide “mind pictures” so students would be able to “see” history’s march across time. He also wanted to illustrate the more salient facts of history from less important facts.

Sebastian Adams’ *Chart of History* is an encyclopedic chart based on Ussher’s dating system. For this reason, you might want to consult Ussher’s book *The Annals of the World*, also available from the Master Books at www.masterbooks.net. The *Annals* start with the creation of the world, in 4004 B.C., as does Adams’ chart. Both works rely on the known history as presented in the books of the Bible and other known and available sources from their time.

Adams’ choice of Ussher is a wise one. First, Ussher lived at a time closer to source, so to speak. And, second, by the time Adams (mid-1800s) began work on the time-line, Ussher’s work had stood the test of time. Ussher was an accepted authority to scholars of Adams’ time. The strength of Adams’ research is seen by how he extends the flow and volume of Ussher beyond the 73 B.C. end point of *The Annals of the World*. Thus, *Adams' Chart of History* succinctly displays an illustrated history from 4004 B.C. through A.D. 1878.

There is an amazing amount of information presented. Most time-lines present either events or people. Adams manages to not only present both events and people, but he also is able to present the flow of nation states, inventions, books, and even the occasional building of a major architectural structure. If it was deemed to be important to the advancement of civilization, Adams included it.

WHERE DO I START?

Adams' companion work to his chart is the *Key to Adams' Synchronological Chart*. This "Key" was provided with your time-line. It will be helpful to have your chart and key in front of you as you read this. Here is an overview of the "Key" to help you quickly become familiar with it:

The very first explanation provided by Adams is the time *line* itself. It is crucial for everyone to understand how Adams presents time. The "STREAM OF TIME" is represented by the black wavy line, about a quarter of the way down from the top of the chart that runs left to right, horizontally. This "STREAM" is first divided into 100-year segments denoted by pillars () called "CENTURY POSTS." Take a moment to locate the time line.

- For practice, try finding the birth of Christ at the "0" century post. This is the dividing line denoting the start of the Christian Era. Thus, A.D. are the years from the start of the Christian Era and B.C. are the years before the Christian Era. The Explanatory Notes by the editor in Ussher's *The Annals of the World* offer a cogent discussion of the history of time.
- Now find 476 B.C. If this is a bit harder, see the next bullet.

100-year segments needed further divisions to be useful to Adams and others using the chart. Using red lines that run on the vertical axis (top to bottom) to the "STREAM OF TIME," Adams divides the centuries into decade or 10-year segments. When needed, Adams sub-divides the decade into single years with shorter red lines.

- Find the decade of A.D. 1580–1590. Above the "STREAM OF TIME" you will find an example of a decade divided into ten yearly increments.
- Look above the divided years and you will see an illustration that shows Shakespeare reading to Queen Elizabeth.
- Looking just immediately below the time-line you'll see that Shakespeare and Galileo (famous scientist) were alive at the same time.

Below the "STREAM OF TIME" Adams starts a new stream for nation states as they arise and gives you each of the nations' rulers whose reigns are denoted by differing colors.

The nation-state streams merge when one nation conquers another. Nation-states are re-established when they become independent of another's control.

- Locate the Tower of Babel; it is at this point that the different nations arise.
- Look between century posts 38 and 39 as the Roman Empire grows and begins to gobble up other nations.

The next section of the *Key* is Bible and Jewish History. This is the very first part of the chart, starting at the far left or, rather, with the first panel. It continues for the 3,607 years of Bible history.

Note that the Century Posts have numbers above and below each post up through the birth of Jesus. The numbers above denote years that have passed, times 100 ($6 \times 100 = 600$ years) since the beginning of creation. These numbers (representing time) are counting up.

The numbers below each post are the years B.C. based on the Christian Era. The numbers count down toward the birth of Jesus Christ, the Savior.

With the birth of Jesus, (post #4004) the time B.C. becomes A.D. and numbering of the posts starts over above each post with post #1 (100) A.D. through 18 (A.D. 1800), where Adams stops recording.

An excellent exercise would be to go through and locate the different ages — Antediluvian Period, the Patriarchal Age, the Mosaic Age — as presented in Adams' *Key*.

Adams next takes us on a historical journey, which he presents as highlighted on his chart. The natural divisions he observes are:

GENEALOGY OF CHRIST
THE FAMILY TREE (DELUGE TO MOSES)
SUMMARY OF JEWISH POLITICAL HISTORY
THE BABYLONISH CAPTIVITY

This is a well-written, concise history that Adams presents. Given his brevity, to read this with the chart by your side would present an amazing foundational big picture of biblical times.

Adams next presents Profane History (profane being secular or nonreligious) using nation-states as the basis for sketching



the history of the world through the 1800s. The countries are visited in the order they appear:

- PHOENICIA, OR CANAAN
- EGYPT
- CHALDEA, OR BABYLON
- PERSIA
- MEDIA
- THE PERSIAN EMPIRE
- NEW EMPIRE OF PERSIA
- GREECE
- MACEDONIAN EMPIRE
- SYRIA, UNDER THE SELEUCIDAE
- ITALY
- ROME
 - FIRST TRIUMVIRATE
 - SECOND TRIUMVIRATE
- PARTHIA
- BRITAIN
- THE SAXON HEPTARCHY (OR) OCTARCHY ESTABLISHED
- ENGLAND
- CHINA
- FRANCE (Gaul) AND GERMANY
- FRANCE
- SCOTLAND OR CALEDONIA
- NETHERLANDS
- POLAND
- RUSSIA
- DENMARK, SWEDEN AND NORWAY
- PORTUGAL
- SPAIN
- ARABIAN OR SARACEN EMPIRE
- TURKEY OR THE OTTOMAN EMPIRE
- JAPAN
- THE UNITED STATES OF AMERICA
- IRELAND – THE EMERALD ISLE
- SWITZERLAND – HELVETIA



Switzerland concludes the historical synopsis of the Key. The next section, FOUND AT LAST, is a veritable Who's Who of Adams' day, each of whom praises Adams and the chart.

Lastly is a section called DESCRIPTION (author unknown), which gives a description and some rather glowing commentary about the chart.

ACTIVITIES USING YOUR Adams' Chart of History:

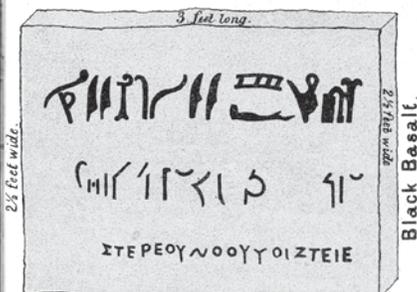
This section of this guide will give you suggestions and example activities/lesson plans to get you started with this amazing resource. Whether home, church, homeschool, or school, you should find that the *Chart of History* begs your attention. **Across the grades and across the curriculum, teachers treasure the value of time-lines.**

1. PRIME THE PUMP

Without any introduction, fanfare, or comment, put up the time-line. The size, color, and uniqueness make the chart impossible to ignore. So my first suggestion is to simply put the chart where your family, class, or even you can easily see it.

The questions may start immediately. "What's this?" someone may ask, to which you reply, "Oh, it's a time-line." Let them look. Let them explore. If your lesson for the day is on a certain period covered in the chart, use a post-it to mark that time, person, event, or invention. Let them

Rosetta Stone, found by Fr. in Egypt 1799.
Now in British Museum.



make the connection. Once that happens, set the hook a little deeper by asking, "What else was going on at that time?" Lifelong learning is driven by a natural curiosity about life and all that goes on around us. Curiosity is an essential ingredient for inspired learning that often diminishes as students get older. School often becomes more about the finished product produced rather than the spark that ignited a creative journey. *Adams' Chart of History* is a welcome tool to continue or re-ignite the fire of curiosity.

2. WHO AM I?

Any history is a history about people and the times and events that shape them. Biographical studies can work in two directions. One way is to have the student find someone on *Adams' Chart* and have the student research that person. The other direction is to combine literature or Bible studies in the form of biographies or autobiographies and then have the student locate the person's time on the *Adams' Chart*.

Once the person or his or her time is located, ask your student to scan the century before to develop a sense of what preceded and shaped this person's life. Were there any natural occurrences (earthquake? flood?) that affected the person? Were there any people or major works of literature, art, or invention that impacted the person? What was the political climate of the time? Who was alive at the same time that may have been a major influence for the person's thoughts, feelings, and/or actions? Develop more questions in your discussions with your student or class.

3. WE ARE FAMILY

Learning about our own family history is a natural motivator for most students. Use the time-line to look at Adam and Eve's family. Then look at Noah's family. There are activities that can flow from the study of family groups on the *Adams' Chart*.

Have the students create a time-line of the last 100 years. Using post-it, pushpins with flags, or index cards and tape, locate the birth (and death, where applicable) of family members going back to great-grandfathers/mothers. Younger students may want to only go back as far as grandparents using a time-line of only 50 years. You may want to ask:

- How do life spans in your family compare to those in Adam and Eve's family? How long did Methuselah live?
- How do life spans compare before the Flood with those today?
- Develop your own questions.

You have an outline with the information on births and deaths. What else might you add?

- Where they lived, or when they moved.
- Inventions that impacted their lives.
- Major events in the world right on down to their community that affected them.

This may naturally lead to questions involving the Higher Order Thinking Skills (H.O.T.S.) of Bloom's Taxonomy (see Appendix A). Analysis, synthesis, and evaluation all require a higher order of thinking than fact-based information. With the above information, you are ready to look for cause/effect relationships for decisions made by people in your very own family. What does this mean for you and your family? An example might be to ask, "How did decisions of author Laura Wilder's (*Little House on the Prairie*) parents help make her who she became?"

4. ALL THE NEWS

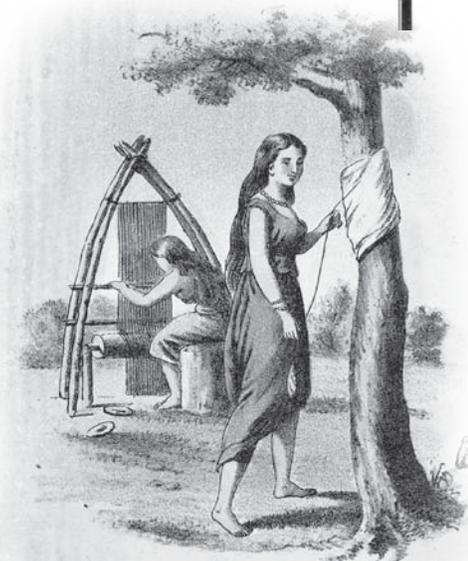
Use a moment in history as a reference point to have your students create a newspaper.

Choose the town, nation/state where the paper is published.

Choose the point of view for the paper. Are you mine workers publishing a paper in support of your efforts to unionize, or do the owners of the mine own the paper? Are you the recorder for Nimrod and the builders of the Tower of Babel writing about the tragedy of God's intervention, or the lone paper reporting what happens when we refuse to allow God to guide our paths?

Choose a name for your paper that reflects your perspective.

One student can write an article or the whole paper, or a class can be divided into editors/reporters responsible for different story assignments: one could interview the locals for their reaction; another could report the official line of the rulers; yet another could examine the situation from a unique perspective (business, medical, restaurant, etc.). For fun, be sure to add classified or display ads, a gossip column, and the like. This is a great opportunity to learn or imagine what life was like at a personal level. It's why presidential candidates are asked, "How much does a gallon



Primitive Spinning and Weaving.

of milk or loaf of bread sell for?"

5. IS THERE A DOCTOR IN THE HOUSE?

Actually, you can substitute lawyer, inventor, mathematician, etc., for IS THERE A _____ IN THE HOUSE, so be inventive.

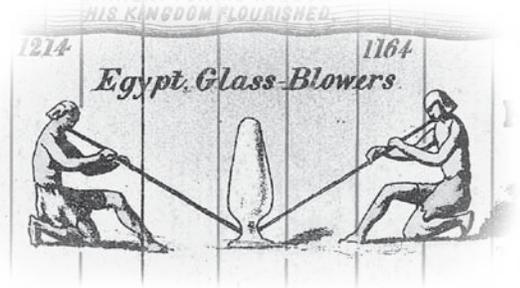
Using *Exploring The History of Medicine* by John Hudson Tiner from Master Books (www.masterbooks.net), we will locate and describe the contributions of each person as they helped advance the care and treatment of patients. Read Chapter 1: The First Physicians.

Find and flag with push-pin or post-it

- Imhotep, 3500 B.C.
- Hippocrates, after 2243 B.C.
- Galen, A.D. 200

Continue on to locate people and their accomplishments as you read the book.

- Why are there large gaps of time in the beginning?
- Galen wrote a lot of books on medicine, 80 of which still survive today. What was the impact, good or bad, of Galen's writing?
- Rank the top three people whose contributions resulted in the most/best advancements. Be able to support your choices with logic, reasoning, and evidence.



6. FOR THE BIBLE TELLS ME SO

The written word becomes much more real when a student actually locates a biblical event on the time-line. Many people will appreciate the BIG PICTURE that lets us concretely see the progression of people and events. We tend to more easily see the truth of God's Word.

Let's start with some easy ones:

Locate the Deluge (Flood) on the chart (2348 B.C.)

The illustration below the Deluge shows the ark on Mt. Ararat. What are the dimensions given?

Locate the birth of Methuselah (3317 B.C.). What year did he die? How long had he lived? Whose son was he?

A bit harder:

Methuselah's life overlapped Adam's life. They spoke together for 243 years. What is the importance of this in terms of history? What is the significance of the "two pillars" found in the illustration just below the century posts of 15 and 16?



What nations existed before the Tower of Babel? What was wrong with Nimrod's leadership that God would do what He did? What nations develop immediately following the Tower of Babel?

- To extend your learning, look at the illustrations of the Rosetta Stone and the Moabite Stone at the bottom of panel three. Why are these stones needed? What purpose did the stones serve?
- Using the chart of language at the bottom of panel 4, write your name in hieroglyphics, in Greek, and in Hebrew.
- Have you ever tried to communicate with someone who is speaking in another language and who does not speak or understand your language? Describe the problems you had communicating.

Consider having your students locate the time or person on the *Adams' Chart*. Post or pin the Bible verse so that they begin to get a sense of how it all fits together.

As you can readily see, the *Adams' Chart* can be the impetus of many discussions and teachings. It can also be a great resource for reference work.

A Panel-by-Panel Overview

Now that you have a firm foundation for how the time-line works and flows, let's start at the beginning and look at people, places, and things, panel by panel.

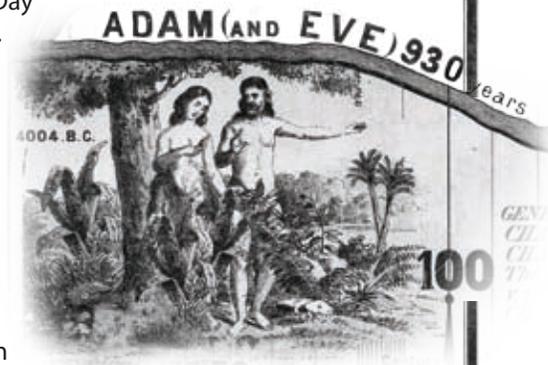
First Panel: 4004 B.C. to 3800 B.C. and Second Panel: 3800 B.C. to 3500 B.C.

"In the beginning God . . ." The chart begins with God's creation. The date is accurate as determined by Archbishop Ussher (also spelled Usher) and published in 1658 in his classic book, *The Annals of the World*. Adams explains that Moses assigns no date, and then wonders, "How long after this 'beginning,' before the history of man begins is unknown."

However, from a plain reading of the first chapter of Genesis, we know that the time from the "beginning" until the history of man begins is a matter of days, not long periods of time. Genesis 1 is clear that God created the heavens and earth in six actual days, each approximately 24 hours long. God created the first two humans on Day 6 of that first week. For more information, see www.answersingenesis.org/go/genesis.

Although Adams seems to leave open the possibility that the histories of other cultures may extend far beyond the 4004 BC date given by Ussher, we know that all ethnic groups are descended from Adam and Eve. So any chronology must be reconciled with the Bible's accurate account of history. For more information, see www.answersingenesis.org/go/history.

"Adam is the first man found in any history," and the challenge is made for anyone with anything different to step forward. As God's written record of history, the Bible holds the true account of history from the very beginning. Adams has chosen to begin his time-line with the first man, Adam.



These two panels contain the rationale for starting with Adam.

The information at the top of the page also contains some factual data as to how many books are in the Bible and authorship.

The genealogy of Adam and Eve, and indeed of the human race, is next. This flows from left to right and continues until 721 B.C. (Panel #12) when the ten tribes of Israel are carried away by Shalmaneser into Assyria, thus becoming the "Lost Tribes" and marking the end of the Kingdom of Israel (see p. 80 in *The Annals of the World*). The Kingdom of Judah continues until 588 B.C., thus marking the "End of Jewish Independence" when they were "scattered" (Panel # 12).

"The long black line (that) represents the stream of time" is next. It is divided by pillars into periods of 100 years. The numbers at the top of the pillars are the centuries from the creation of Adam (3= 300; 4=400, etc.). As you see, the centuries count up to the birth of Jesus. The numbers under each pillar count down and are the centuries B.C. (Before Christ), or Before the Common Era (B.C.E.), as it is sometimes denoted today.

Below the actual time-line you will see "Adam 130." This is Adam's name followed by his age when his son Seth was born. Then you see "Seth 105," 105 being Seth's age when Enos was born. This continues through Joseph. These lines represent the genealogy of Christ.

Below Christ's genealogy line is an illustration of Cain and Abel. To the right and below that is more explanation of the Chart. The Eastern Hemisphere map is pictured to bolster Adams' hope that the Chart will be an "indispensable adjunct" in teaching geography.

If possible, find or buy a world map to put on the wall or a bulletin board. Generally you can find one that is about 3 feet by 2 feet. This can be an indispensable aid for learning, and to truly get the big picture. Refer to the map often as you look at the time-line to establish a sense of time and place. Keep in mind, however, that the "world that then was" perished in the Flood of Noah's day. So the geography of today's world is different from the geography of the pre-Flood world. Today's maps don't reflect the world that Adam lived in. For more information, see the Rodinia Wall Chart, available from answersbookstore.com.

Note that Adams does not give a date for Abel being slain, nor does Adams guess at when certain personages died. He makes note of such as “unknown” and will often indicate this with a question mark symbol. Also note that Adams often gives a biblical reference with comments or illustrations, such as “Gen. 4c. 8v.” for the “Death of Abel.”

The Second Panel also illustrates some of the tools of the Stone Age (the “1st Corn-Mill”). However, keep in mind that the various “ages” (Stone Age, Bronze Age, Iron Age) weren’t distinct periods of time, but rather descriptions of the tools used by a certain group of people in a certain location. So, for example, one people group (descendants from those separated at Babel) may have been more adept at using tools made from stone, while other groups had acquired (or kept) the knowledge of working with metals.

Adams also provides some of the “Eminent Historians” he consulted. Below that, at the bottom of the panel, is a list of the “Books consulted in this work.”

Look at the list of “Eminent Historians” listed by Adams. How many do you recognize? Look up at least three of the historians in an encyclopedia or online. Take notes to give an oral report to someone in your family.

Read the list of books Adams consulted in creating the time-line. Have you heard of any of these? Tell why you think this is — why, why not?

Third Panel: 3500 B.C. to 3200 B.C.

The statement at the top of this panel speaks to the “Many discoveries and inventions . . .” that came from the artisans and artistry of Cain’s descendents.

INFERRED GEOGRAPHICAL WORLD, of the HEBREWS. Gen X etc.



Read Genesis 4:20–22. Using what you read and what you see at the top left of panel three, write a list of the children of Lamech and their areas of expertise.

To extend your study: Adams calls one of the sons of Lamech “The ‘VULCAN’ of the Greeks.” Look up the historical reference and then describe what the statement means.

“The Patriarchal Age,” according to Adams, is 4004 B.C. to 1491 B.C., the date when the “Law of Moses” is given. This is different than the patriarchal age reported in the Torah that begins with the receding waters of the Flood. Hebrew histories will sometimes place the “Age” beginning with Abraham. Others consider Genesis 11:27–Exodus 18:27 the Patriarchal Age.

The genealogy of Adam and Eve continues above the actual time-line, as does the genealogy of Christ below the time-line. Below Christ’s genealogy are illustrations of “Stone Age” implements that continue from the second panel. Note that the life of the longest living person, Methuselah, begins in 3317 B.C.

When was the “Stone Age”?

Reading the paragraph between the illustration of the “1st Corn-Mill” and the “Inferred” maps, what does Adams mean when he states, “It would seem unnecessary to hunt for fabulous antiquity”?

The map located on the left-hand side of the panel is drawn from the Scripture of Genesis 10. Adams appropriately states the map is “inferred” as there are no known maps from this period.

Compare this map in panel three with your map of the current world. Do any of the places on the “Inferred” map still exist today?

What is meant by “The Ends of the Earth” in the panel three map?

Draw a map from your house to your local library.

To the right of the map is a "Babylonian Brick" of ancient Chaldea showing a cuneiform inscription. To the right of this is a text block that promotes Adams' format for the time-line. Below this is a "Scripture Chronology," the text of which explores creation, matter, and time. A comment from Dr. John Eadie (1810-1876), a Glasgow minister ordained in 1835, is included.

Below the map, one sees the continuation of the "Eminent Historians" consulted in making of the chart.

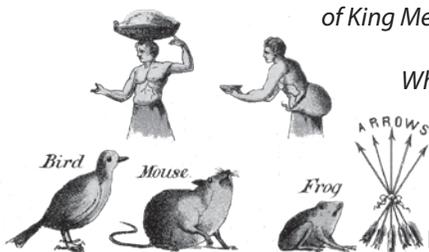
The middle and bottom right positions of the third panel are occupied by two illustrations and descriptions of the Rosetta Stone and the Moabite Stone. These ancient specimens aided in the deciphering, understanding, and appreciation of ancient languages.

The history of these stones is fascinating. Where are they today?

View <http://www.christiananswers.net/dictionary/moabitestone.html>.

The inscription on the Moabite Stone, in a remarkable degree, supplements and corroborates the history of King Mesha recorded in 2 Kings 3:4-27. What do they say?

What is another name for the Moabite Stone?



Fourth Panel: 3200 B.C. to 2900 B.C.

The writing at the top right of panel four and crossing into the top left of panel five points out that the entirety of history of 2,553 years could have been passed "from creation to Moses's death" with only five links.

Looking at the lineage of Adam, can you arrive at fewer than five links to reach Moses?

The line of Enoch ends and Adams' endnote states that he was an "... eminent astronomer, mathematician and prophet of God."

The genealogy of Adam and Eve continues above the actual time-line, interspersed with information on marriage, intermarriage, and Seth's family. Adams comment on brother-sister intermarriage addresses the old question, "Who was Cain's wife?" For more information, see www.answersingenesis.org/go/cains-wife.

Adams says that 125 pounds of silver was worth \$1,500 and 125 pounds of gold was worth \$24,000. The amount would have been determined with prices from the mid-1800s.

*How many ways can you use to find out the value of gold and silver today?
Make a chart showing how you could research this question.*

*What would 125 pounds of silver and/or gold be worth in today's market?
(Try figuring this without a calculator.)*

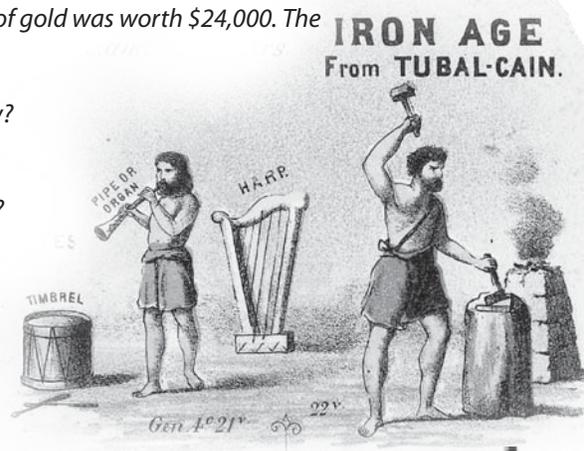
The genealogy of Christ is below the time-line with Lamech.

The left side of panel four has a column related to "Pictorial Language" and, at the bottom, "Egyptian Hieroglyphic Letters." The center column looks at the origins of "Alphabetic Language."

Write your name using hieroglyphics and ancient Greek symbols.

The bottom half of the middle column and the middle of the right column of panel four are filled with succinct histories of ancient civilizations. Keep in mind that all of these civilizations began as descendants of Noah settled various places. For more information, visit www.answersingenesis.org/go/grandsons.

Also note Dr. Eadie's quote about Mesopotamia and the abode of men. Can we say for certain that Mesopotamia was the abode of men before the Flood? Remember, the Flood destroyed the "world that then was," so we wouldn't expect the



topography of the earth to be the same as the pre-Flood world.

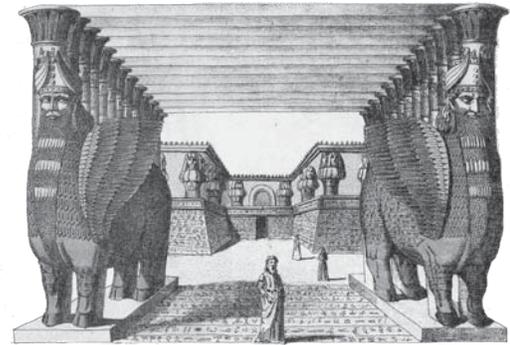
At the top of the right-hand column, located below the genealogy of Christ, you find the beginning of illustrations depicting Cain's descendants, showing that each family became known for certain skills. Many of these skills were carried with Noah and his family into the post-Flood world and passed on to their descendants. Other skills had to be redeveloped.

Fifth Panel: 2900 B.C. to 2600 B.C.

The genealogy of Adam and Eve continues above the actual time-line. At the top right of this panel Adams give the "years of History" covered by the Bible. Below "Jared," Adams begins the story of Noah and the ark.

Between the century posts, Adams tells of Methuselah.

Noah continues the genealogy of Christ. Below and to the left are the continued (from panel four) illustrations of Cain's descendants. Tubal-Cain is credited with beginning the Iron Age. The "Iron Age" mentioned in this panel refers to the pre-Flood time during which Tubal-Cain learned to work with metals. Because of the destructive nature of the Flood, we wouldn't necessarily expect to find many artifacts from this time. However, Tubal-Cain's knowledge may have been passed down through Noah to his descendants, or they may have redeveloped the knowledge on their own. These post-Flood artifacts (e.g., the daggers from Austria and the implements from Switzerland) are the ones found in various parts of the world today.



When was the Iron Age?

Why would the iron of the Iron Age have been an improvement over bronze?

The left and middle columns then continue the brief histories begun in panel four. Below these are the written accounts of the archeological findings of the "Sculptures from Nineveh." The "colossal stone Bulls" are wonderfully illustrated at the bottom of the left and middle columns.

Be sure to look up the Scripture 2 Kings 18:13–14. By reading the story inscribed on the ten bulls and by reading the Scripture, you will see the accuracy of the Bible as a historical document is verified.

What does it mean to be verified?

The right side of panel five, beginning in the middle, relates "Traditions respecting the Tower of Babel," and Adams' observations as to the validity of the actual tower.

Below the Tower of Babel piece are the writings outlining "The Seven Wonders of the World." Who developed this list is unknown, but it is a generally accepted list for the ancient world that Adams gives. Below the title he encourages us to "see illustrations."

Find the illustrations of the seven different wonders.

What do the wonders have in common? How do they differ?

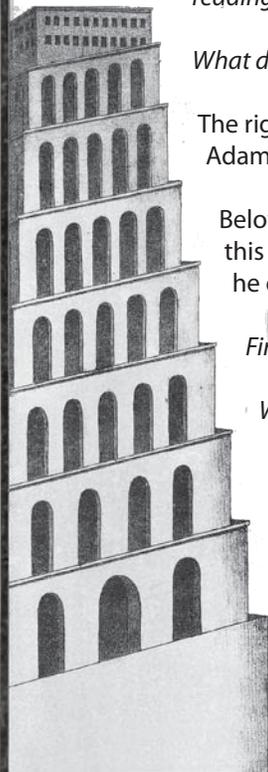
What would be your top seven for today's world?

Sixth Panel: 2600 B.C. to 2300 B.C.

The Deluge or Noah's deluge, commonly known as the Flood, occurs on this panel. Methuselah dies before the Flood. The Deluge erases the corruptness of man by erasing mankind, leaving only the eight souls of Noah and his family to be saved.

How long was Noah's family in the ark?

Illustrations below the genealogy of Christ include "First Navigators," "Primitive Spinning and Weaving,"



and "Agriculture during the iron age." Below this is "Noah, his 3 Sons, and their Posterity," an interesting delineation by Adams of the "Scattered Families of Mankind."

Look up and write the definition of primitive, navigator, delineation, posterity, and ethnology.

The right side of panel six is taken with the rainbow and its promise, and an illustration of the ark on Ararat. For more on the shape of the Ark, visit www.answersingenesis.org/go/noahs-ark.

At the bottom right of the panel is the "Peoples of the World." The idea of five different "races" of people is contrary to the biblical teaching that there is only one race—the human race. We are all related—descended from Adam and Eve, and more recently, through Noah and his family. The five races idea also runs counter to current scientific findings that genetic differences between people groups are very miniscule. For more information, see www.answersingenesis.org/go/racism.

Of special note is the illustration of Methuselah, Noah, and Shem standing before two pillars, one of brick and one of stone, whereupon Methuselah, with his 243 years of talking with Adam, has recorded the world's history. However, think about this statement concerning the two pillars: they "stood in Moses time 777 years after." If the pillars were erected before the Flood, how could they have survived the Flood (which covered the whole earth)? The only possible way is that Noah took the pillars on the Ark and then deposited them somewhere after he came off the Ark. Of course, there is no actual biblical evidence for this speculation; rather, this is based on the supposition of Josephus.

The statement that Moses had access to the pillars or books is most important, given that Moses is the author of Genesis. For more information, see the section "Who really wrote Genesis?" at www.answersingenesis.org/go/genesis.

Think about and then explain to someone else why the fact that Moses knew of Methuselah's pillars is so important.

Who was Josephus?

Seventh Panel: 2300 B.C. to 2000 B.C.

This panel starts at the top with the "Confusion of Tongues" in 2247 B.C., which results in the "Dispersion." This is the Tower of Babel event (Gen. 11) that is pictured on the left side of the panel.

The genealogy of Adam and Eve continues with the multiplying of Noah's family. Make note of the diminishing years lived by the descendents of Noah's children. For more information, see the section on life spans at www.answersingenesis.org/go/genetics.

Be sure to read between the lines, it's there you will find that Nimrod is the founding father of Babylon. Below the genealogy of Christ one sees that the confusion of tongues leads to the dispersion of the families around the world and begins the rise of nation-states.

What are the five countries pictured in 2000 B.C. on the right side of panel seven?

Adams offers numerous tidbits of history and previews of things to come in the rest of the panel. Illustrations of costumes, ancient Egyptian architecture, and Greek gods are presented. The science of geometry has its beginnings.

Eighth Panel: 2000 B.C. to 1700 B.C.

This panel takes us to the end of the 2,369 years covered by the Book of Genesis. This is the time of Abraham, Rebekah, Sodom and Gomorrah (1898 B.C.), Jacob, and Joseph. They are all here.

There are many biblical references in panel eight. The call of Abraham (Abram) takes place in 1921 B.C. (Gen. 12).

The genealogy of Adam and Eve continues above the time-line. The genealogy of Christ continues below the time-line.

