

# Chapter 1 Organizer

Name \_\_\_\_\_

Use with Student Text pages 2–18.

Fill in the blanks in the outlines as you study the chapter.

## The Study of History

I. Where does history come from? (pp. 2–4)

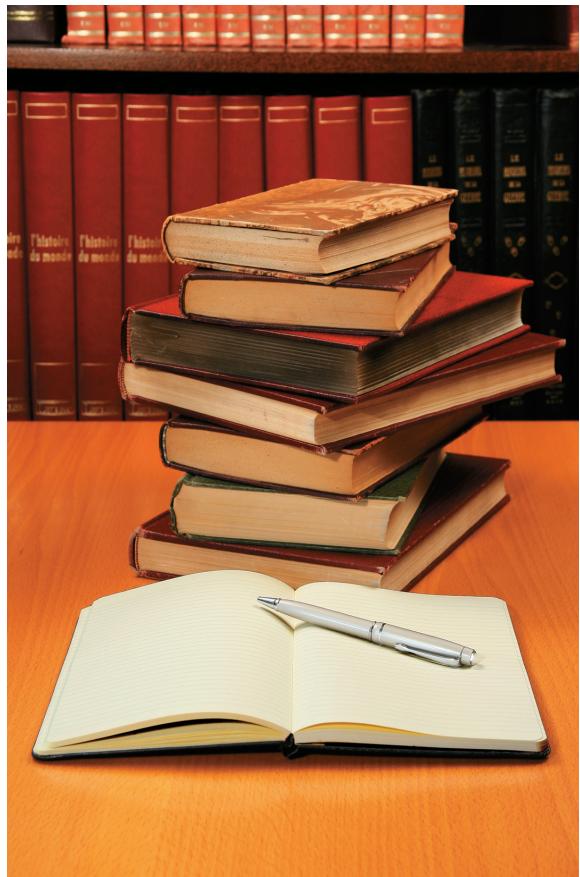
- A. The only reliable source that reveals how history began is the Bible.
- B. All Scripture was given by inspiration of God.
- C. The first five books of the Bible, written by Moses, are called the books of the Law.
- D. The period when humans supposedly evolved is called prehistory.
- E. The Bible tells the history of the world from the very beginning.

II. Why study ancient history? (p. 5)

- A. The stories of history are based on fact.
- B. Accounts from history show us how to live in the present and in the future.
- C. History teaches us about ourselves.
- D. History provides an opportunity to praise God.
- E. History shows us the mighty acts of God.

III. How do we study history? (pp. 6–7)

- A. A historian studies physical man-made objects from the past called artifacts.
- B. A historian studies information passed from generation to generation, known as tradition.
- C. A historian studies written records that are firsthand accounts by people in the past.
- D. A historian needs to evaluate the accuracy of the sources.
- E. A Christian historian's worldview (how he sees and interprets the universe and everything in it) begins with the Bible.
- F. A Christian historian remembers that God knows and controls all things.



## The Beginning of History

### I. Creation (pp. 10–11)

- God created the world by \_\_\_\_\_ **speaking** \_\_\_\_\_ it into existence.
- God created man in His own \_\_\_\_\_ **image** \_\_\_\_\_.
- God created people with a job to do—be fruitful and multiply, \_\_\_\_\_ **replenish** \_\_\_\_\_ the earth, \_\_\_\_\_ **subdue** \_\_\_\_\_ (rule) the earth, and have \_\_\_\_\_ **dominion** \_\_\_\_\_ over the earth (Gen. 1:28).

### II. The Fall (pp. 12–13)

- Adam and Eve broke God's law and tried to become \_\_\_\_\_ **like God** \_\_\_\_\_.
- Civilizations fall apart because of man's \_\_\_\_\_ **selfishness** \_\_\_\_\_, \_\_\_\_\_ **pride** \_\_\_\_\_, and rebellion toward God.
- People turned away from God and \_\_\_\_\_ **worshiped** \_\_\_\_\_ gods in their own image.
- People have within them the sense that \_\_\_\_\_ **there is a God** \_\_\_\_\_ and that He deserves to be worshiped and obeyed.

### III. God's Promise of Redemption (pp. 15–18)

- Genesis 3:15 promises that God will provide \_\_\_\_\_ **salvation through a Man (Jesus Christ)** \_\_\_\_\_.
- History is the struggle between \_\_\_\_\_ **God's people** \_\_\_\_\_ (the seed of the woman) and \_\_\_\_\_ **Satan's people** \_\_\_\_\_ (the seed of the serpent).
- Because man was so sinful, God sent a \_\_\_\_\_ **universal flood** \_\_\_\_\_.
- God showed grace to Noah; his wife; their sons, \_\_\_\_\_ **Ham** \_\_\_\_\_, \_\_\_\_\_ **Shem** \_\_\_\_\_, and \_\_\_\_\_ **Japheth** \_\_\_\_\_; and the sons' wives.
- The people gathered in the plain of \_\_\_\_\_ **Shinar** \_\_\_\_\_ to build a tower in Babel.
- God caused the people to speak multiple \_\_\_\_\_ **languages** \_\_\_\_\_ so they could not communicate.
- These groups of people scattered throughout the earth and developed \_\_\_\_\_ **nations** \_\_\_\_\_.
- History is the story of nations rising and falling according to \_\_\_\_\_ **God's sovereign will** \_\_\_\_\_.
- God's promise to Eve to crush the \_\_\_\_\_ **head of the serpent** \_\_\_\_\_ was fulfilled by Jesus' death on the cross.
- Studying civilizations shows how man's history fits together with \_\_\_\_\_ **redemptive history** \_\_\_\_\_ and how the kingdom of God will \_\_\_\_\_ **subdue** \_\_\_\_\_ all the kingdoms of man.

# Studying History

Use with Student Text pages 5–7.

Name \_\_\_\_\_

## A. Mark the two best answers.

1. Studying history is important because
  - it provides an opportunity to praise God.
  - it shows us the mighty acts of God.
  - written records are more important than artifacts.
2. Sources that a historian uses to find out about the past are
  - artifacts.
  - books written by experts.
  - original written records.
3. A Christian historian believes that
  - early human-like creatures lived in East Africa.
  - man has always been intelligent.
  - God knows and controls all things.

## B. Number the steps in order to show how a historian produces a historical account.

- 2 4. He compares the sources and chooses the most reliable ones.
- 1 5. He gathers primary written sources about his subject.
- 4 6. He combines information from several sources.
- 3 7. He evaluates the sources for strengths and weaknesses.
- 6 8. He interprets and explains why an event happened and how it remains important today.
- 7 9. He presents the completed historical account for others to study and evaluate.
- 5 10. He produces a narrative that represents the majority of his research.

## C. Answer the questions.

11. What is a Christian worldview? *seeing and interpreting the universe and everything in it through the Bible*
12. What is tradition? *the passing of information from generation to generation*
13. Why are written records more important than artifacts or traditions? *Written records do not need explanation as artifacts often do and are not usually changed from generation to generation as traditions often are.*
14. How is King Nebuchadnezzar an example of the struggle between man and God? *Nebuchadnezzar declared he was to be worshiped as a god. God taught Nebuchadnezzar that He is Ruler over everything and that no one can question Him or stop Him from doing His will.*



Babylonian artifact

# Essay Questions

Name \_\_\_\_\_

Complete teaching instructions are located in the Teacher's Edition.

## A. Match the definition with the correct term.

- |   |                         |
|---|-------------------------|
| D | 1. evaluate             |
| B | 2. trace                |
| A | 3. analyze              |
| G | 4. justify              |
| F | 5. classify             |
| E | 6. compare and contrast |
| H | 7. predict              |
| C | 8. interpret            |

- |    |   |
|----|---|
| A. | examine critically to identify causes, key factors, possible results, and relationships |
| B. | follow the development or steps of something in chronological order                     |
| C. | give the meaning or importance of   |
| D. | judge something's significance or importance using evidence to support                  |
| E. | show how things are similar and different   |
| F. | sort into groups based on shared characteristics  |
| G. | support a position with specific facts and reasons                                      |
| H. | tell what will happen in the future based on an understanding of the past               |

## B. First, plan the essay on your own paper. Then, write it below.

9. Describe the three major sources that a historian uses to gather facts about the past.

*The student's essay should include these major sources with a definition of each: artifacts, which are physical man-made objects from the past; tradition, which is the passing of information from generation to generation; and written records, which are firsthand written accounts of the past. The answer should also include at least one or two examples.*

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## STUDY SKILL

### Essay Writing Steps

1. Read the question.
2. Underline key words.
3. Plan the response.
4. Order the main points.
5. Write an opening statement.
6. Write the main points with supporting facts and details.
7. Write a closing statement.
8. Evaluate the essay.

# Study Guide

Use with Student Text pages 2–7.

Name \_\_\_\_\_

## A. Define the terms using the glossary and Student Text pages.

1. prehistory the period when humans supposedly evolved and when there were no written records
  
2. worldview how a person sees and interprets the universe and everything in it

## B. Complete the section.

3. What does it mean when we say the Bible was given by inspiration of God? The Holy Spirit guided the men who wrote the Bible, breathing out God's words through them so that what they wrote is the Word of God.
  
4. What is the only completely reliable source that reveals how history began? the Bible
  
5. Who was chosen by God to lead His people out of Egyptian slavery? Moses
  
6. List two beliefs that a Christian historian holds that a non-Christian historian may not hold.
  - ◆ possible answers: Man was created in the image of God. Man has always been intelligent. God knows and controls all things.

## C. Write T if the statement is true. If the statement is false, write the correction for the underlined words.

- |                        |  |
|------------------------|--|
| <u>T</u>               | 7. Written records are more important than artifacts or <u>traditions</u> .  |
| <u>reliable</u>        | 8. A historian compares sources and chooses the most <u>interesting</u> ones.  |
| <u>Written records</u> | 9. <u>Traditions</u> do not need explanation as artifacts often do.  |
| <u>T</u>               | 10. A historian evaluates <u>primary sources</u> for strengths and weaknesses.   |
| <u>change</u>          | 11. One problem with traditions is that they often <u>stay the same</u> as they are passed on from generation to generation. |
| <u>worldviews</u>      | 12. Sometimes historians disagree about how to interpret information because their <u>accounts</u> differ.                   |
| <u>T</u>               | 13. When a historian writes, he explains why <u>an event</u> happened and how it remains important.                          |
| <u>T</u>               | 14. A Christian sees and interprets the universe and everything in it through <u>the Bible</u> .                             |

**D. Complete each chart.**

15. Contrast the biblical beginning of history with evolutionary prehistory.

	Biblical beginning of history	Evolutionary prehistory
Beginning of people	<i>created by God</i>	<i>evolved over time</i>
Speech and written language	<i>could speak and probably write from the beginning</i>	<i>developed these abilities over time</i>
Agriculture and cities	<i>appeared in the first generation of people</i>	<i>took thousands of years to develop</i>

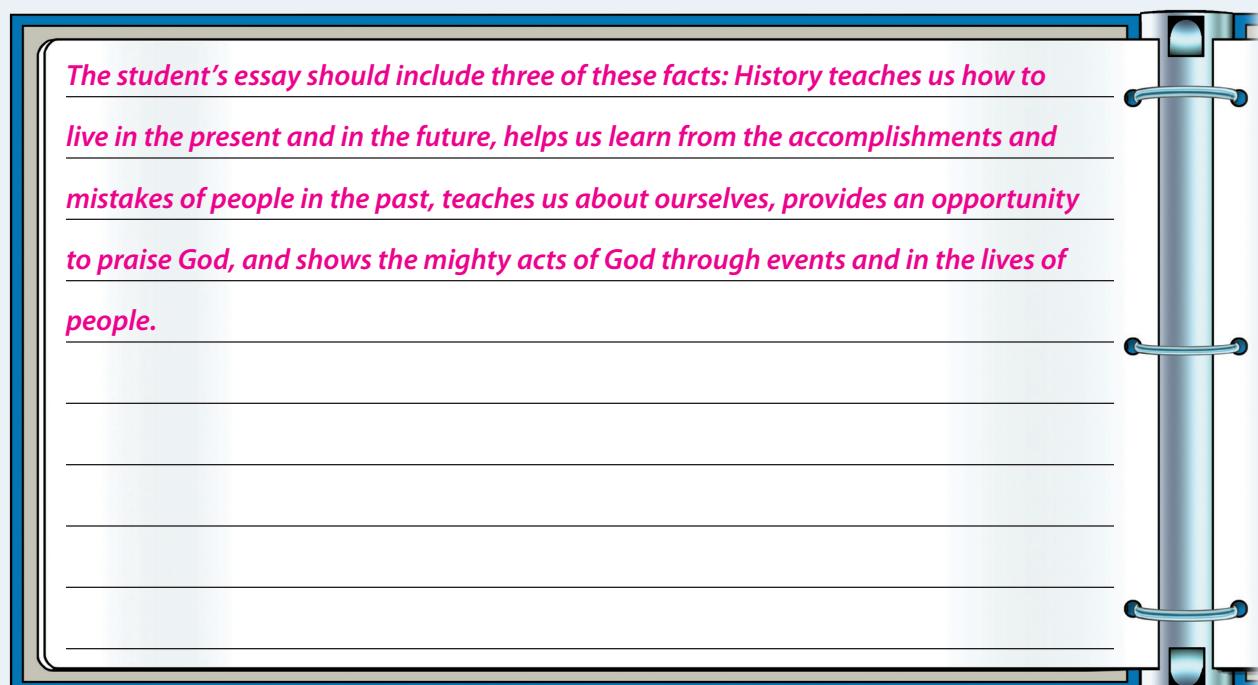
16. Name the three kinds of sources that a historian uses and give an example of each.

Source	Example
<i>artifacts</i>	<i>possible answers: pottery, artwork, buildings, tools</i>
<i>traditions</i>	<i>possible answers: story, song, proverb</i>
<i>written records</i>	<i>possible answers: Bible, private letter, diary, official governmental record</i>

**E. First, plan the essay on your own paper. Then, write it below.**

17. Analyze the importance of studying ancient history. Include at least three facts.

*The student's essay should include three of these facts: History teaches us how to live in the present and in the future, helps us learn from the accomplishments and mistakes of people in the past, teaches us about ourselves, provides an opportunity to praise God, and shows the mighty acts of God through events and in the lives of people.*



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# Evaluating Historical Resources

Name \_\_\_\_\_

Use with Student Text page 9.

- A. Examine each source. Complete the chart to determine whether it is primary or secondary. Answers are based on the articles from the Instructional Aids on the CD.**

Source title	<i>"Discovered: Stonehenge Village"</i>	<i>"Stonehenge, Salisbury, England, United Kingdom"</i>
Author	<i>James Owen</i>	<i>Ron Tagliapietra</i>
Written at the time of the event or later	<i>later</i>	<i>later</i>
Form of information (letter, speech, textbook, encyclopedia)	<i>magazine article</i>	<i>article from a book</i>
Primary or secondary source	<i>secondary source</i>	<i>secondary source</i>

- B. Determine the author's viewpoint. Record your answers in the chart with examples from the source.**

Source title	<i>"Discovered: Stonehenge Village"</i>	<i>"Stonehenge, Salisbury, England, United Kingdom"</i>
What is the main idea?	<i>what was found at an archaeological site near Stonehenge</i>	<i>reasons that Stonehenge may have been built</i>
Does the author use Scripture or biblical truths?	<i>no</i>	<i>Yes, examples are Joshua 4:6 and Genesis 1:14.</i>
Does the author use language that shows emotion or opinion? Look for words such as <i>think, feel, best, worst, might, or should</i> .	<i>Yes; examples are "wild parties," "they think," "the experts think," and "the theory is."</i>	<i>He uses language to show opinions of different people; examples are "they thought," "popularized the view," and "intriguing and provoke many more speculations."</i>
Does the author provide only one viewpoint or both sides of the event?	<i>only the viewpoint of the archaeologists</i>	<i>provides several different viewpoints of what the purpose of Stonehenge was</i>
Does the author use factual statements? These statements usually answer <i>who, what, when, and where</i> questions.	<i>Yes; examples are "archaeologists digging near Stonehenge on Salisbury Plain last year discovered the remains"; "the village is less than 2 miles . . . from Stonehenge"; and "remains at the site included jewelry, stone arrowheads, . . . and broken pottery."</i>	<i>Yes; examples are "the large standing stone slabs, over thirteen feet high and weighing twenty-six tons each, formed a circle"; "a circle of fifty-six equally spaced holes, now known as 'Aubrey Holes"'; and "modern archaeologists have shown that the ruins date from between 1800 and 1400 B.C."</i>
What is the author's viewpoint on the topic?	<i>The author gives only the archaeologists' view, the belief in prehistory and Stone Age people.</i>	<i>The author gives many different viewpoints of the purpose of Stonehenge but states that only God knows the true purpose.</i>

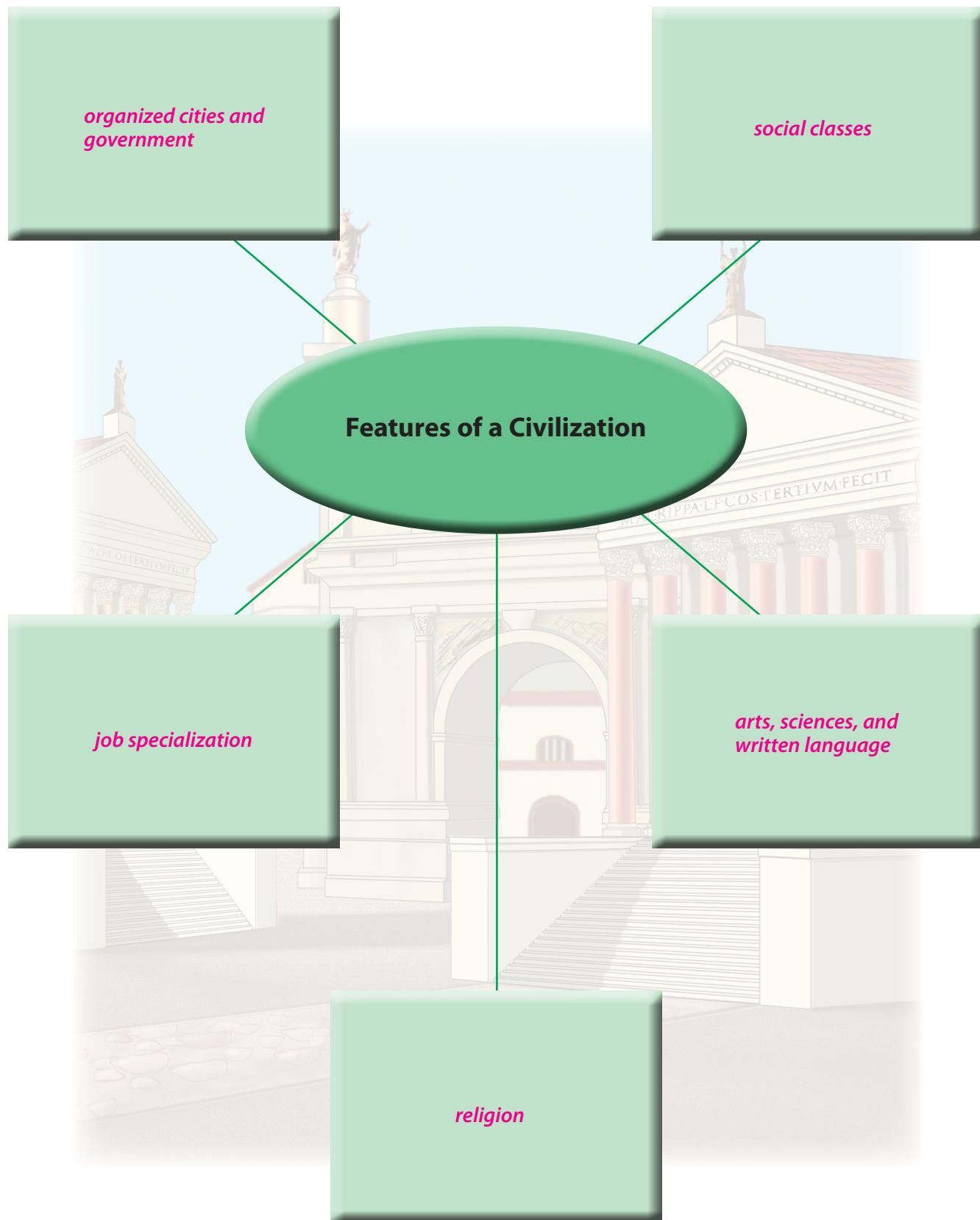
- C. Record the strengths and weaknesses of the sources on your own paper.**

# Civilization Organizer

Name \_\_\_\_\_

Use with Student Text page 11.

Complete the web as you study about the features of a civilization.



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# In the Beginning

Use with Student Text pages 10–13.

Name \_\_\_\_\_

## A. Define the terms using the glossary and Student Text pages.

1. civilization *a group of people who have established cities, government, social classes, specialized jobs, arts, sciences, written language, and religion*
2. dominion *the authority to rule*
3. Fall *the breaking of God's law by Adam and Eve with the consequence of sin for them and all people*

## B. Answer the questions.

4. What happened the first week of history? *God created everything.*
5. How did God create man? *God formed man out of soil with His own hands and breathed life into him.*
6. What job did God create man to do according to Genesis 1:28? *to have children and replenish the earth, subdue the earth, and have dominion over every living thing on the earth*
7. What are two consequences of the Fall?  
*possible answers: The earth rebels against man's efforts to subdue it. Roads and cities are destroyed by floods, earthquakes, and volcanoes. Wars, diseases, and plagues kill people. People turn away from loving and worshiping God.*
8. Why do religions exist worldwide? *People have within them the sense that there is a God and that He deserves to be worshiped and obeyed.*
9. What does the Bible tell us about false religions? *God desires for people to put away their gods and worship Him alone.*

## C. Write **T** if the statement is true. If the statement is false, write the correction for the underlined words.

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*values*

10. For a civilization to prosper, it needs people who share the same religion to work together.

*God*

11. History has shown how civilizations fall apart because of man's selfishness, pride, and rebellion toward priests.

*T*

12. Adam and Eve chose to break God's law and tried to become like God.

*T*

13. Atheism is a belief that there is no God.

*reject*

14. False religions form when people accept God and His Word.

# Examining an Artifact

Use with Student Text page 14.

Name \_\_\_\_\_

## A. Examine and record your observations about both sides of the coin.

	Observations
Material made of	<i>Answers will vary.</i>
Languages	
Words	
Numbers	
Buildings	
People	
Dress	
Religion	
Other observations	

## B. Draw conclusions using your observations. Be ready to explain your answers. *Possible answers are based on observations of a penny.*

1. List four things archaeologists might conclude from this coin about an unknown civilization.

- ◆ *possible answers: The civilization existed in (date on coin). People believed in a god. People knew how to work in metal. People knew how to construct buildings. Some men wore beards. The man is a god. A statue of a god is inside the temple. The people spoke two languages. The building is a temple for worshiping a god.*

2. What kinds of sources might have been in the excavation that would help test their guesses about the coin? *possible answers: books about religious beliefs, pictures that would identify who Lincoln was and what the building on the penny was, and other artifacts with inscriptions to identify the common language*

## C. Make a list of ten items from your house that could be used by a future archaeologist to determine something about you.

3. *Answers will vary.*
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

# E.A.R.S. Strategy for Listening

Name \_\_\_\_\_

Use with Student Text pages 15–18. *Complete teaching instructions are located in the Teacher's Edition.*

## E evidence *Answers will vary for this page.*

### A. Answer the question.

1. What do you know about God's promise of redemption?

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## A sk

### B. Write two questions about what you hope to learn about redemption.

2. \_\_\_\_\_
3. \_\_\_\_\_

## R each

### C. Listen and pick out key information as your teacher discusses redemption.

## S um Up

### D. Write the important things you learned.

4. Did you learn the answers to your questions? \_\_\_\_\_
5. If so, what was the answer to one of them? \_\_\_\_\_
6. What are three important things that you learned about God's promise of redemption?
  - ◆ \_\_\_\_\_
  - ◆ \_\_\_\_\_
  - ◆ \_\_\_\_\_

# Study Guide

Use with Student Text pages 10–18.

Name \_\_\_\_\_

## A. Define the terms using the glossary and Student Text pages.

- B** 1. descendants  
**A** 2. dominion  
**F** 3. Fall  
**D** 4. migrate  
**C** 5. redemption  
**E** 6. universal flood

- A. the authority to rule  
B. generation after generation of people who originated from a certain person or group  
C. Christ's act of rescuing a person and freeing him from sin; salvation  
D. move from one country or region to settle in another  
E. water that covered the entire earth  
F. the breaking of God's law by Adam and Eve with the consequence of sin for them and all people

## B. Mark the two best answers.

7. A civilization is a group of people who have established \_\_\_\_\_ and \_\_\_\_\_.  
 cities, government, and specialized jobs  
 sciences, written language, and religion  
 armies, roads, and parks
8. Two consequences of the Fall are \_\_\_\_\_ and \_\_\_\_\_.  
 people turned away from loving and worshiping God  
 God created the world by speaking it into existence  
 the earth rebelled against man's efforts to subdue it
9. Religions exist worldwide because \_\_\_\_\_ and \_\_\_\_\_.  
 people made and worshiped gods in their own image  
 people have within them the sense that there is a God  
 people know that God deserves to be worshiped and obeyed



## C. Match the verse with its description.

- A** 10. Genesis 1:28  
**B** 11. Genesis 3:15

- A. Man was created by God to replenish the earth, subdue the earth, and have dominion over everything.  
B. God will provide salvation through Jesus Christ, Who will defeat Satan.

## D. Fill in the blanks.

12. False religions form when people reject \_\_\_\_\_ **God** \_\_\_\_\_ and His Word.
13. God gave the task of building the ark to \_\_\_\_\_ **Noah** \_\_\_\_\_.
14. Noah's sons \_\_\_\_\_ **Shem** \_\_\_\_\_ and \_\_\_\_\_ **Japheth** \_\_\_\_\_ each received a blessing from God.
15. Noah prophesied that the descendants of Canaan, a son of \_\_\_\_\_ **Ham** \_\_\_\_\_, would be slaves.
16. A symbol of God's own goodness and promises is the \_\_\_\_\_ **rainbow** \_\_\_\_\_.

# Study Guide

Use with Student Text pages 10–18.

Name \_\_\_\_\_

## E. Answer the questions.

17. What three things were brought into the world by Adam and Eve's disobedience?

- ◆ sin
- ◆ suffering
- ◆ death

18. When did the history of redemption begin? when God told Satan that there would be hatred

between Satan and Eve and between Satan's offspring and Eve's offspring

19. Why did God destroy the world with a universal flood? People became so sinful and wicked that

God was grieved that He had made man.

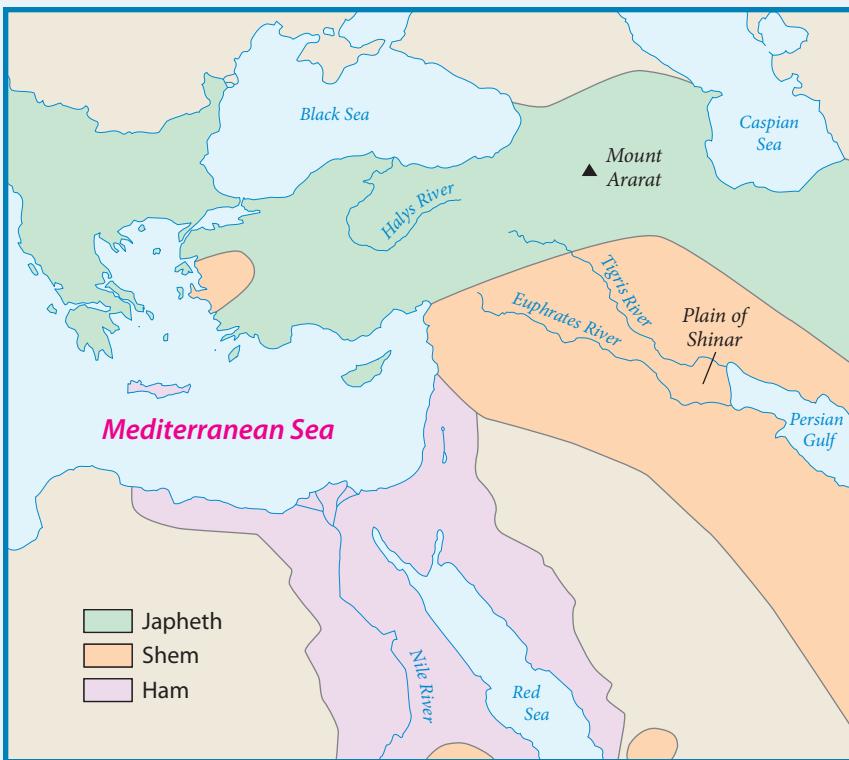
20. How did nations develop? God caused the people of Babel to speak different languages. They

formed groups that spoke the same language. These groups scattered throughout the earth and developed into nations.

## F. Finish the map.

21–23. Choose a color for each of Noah's sons. Color the regions and the key to match.

24. Label the Mediterranean Sea.



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## G. First, plan the essay on your own paper. Then, write it on a new sheet of paper.

25. Identify the five characteristics of a civilization.

*The student's essay should include these characteristics: (1) organized cities and government, (2) social classes, (3) job specialization, (4) arts, sciences, and written language, and (5) religion.*

# Chapter 1 Summary

Name \_\_\_\_\_

## Define these terms

civilization  
descendant  
dominion  
Fall  
migrate  
prehistory  
redemption  
universal flood  
worldview



## Locate these places

Mediterranean Sea  
regions where God directed  
Japheth, Ham, and Shem

## Tell about these people

Ham  
Japheth  
Moses  
Noah  
Shem

## Explain what happened

as a consequence of the Fall  
the Flood

## Be able to . . .

Write an essay analyzing the importance of studying ancient history  
Identify the only completely reliable source that reveals how history began  
Describe what is meant by the Bible's being given by the inspiration of God  
Contrast the biblical beginning of history with evolutionary prehistory  
Identify and describe the three major sources that a historian uses for studying the past  
Describe how a person's worldview affects how he interprets evidence  
Explain the job God created people to do as recorded in Genesis 1:28  
Relate the five characteristics of a civilization  
Identify the consequences of the Fall  
Describe why religions exist worldwide  
Identify when the history of redemption began  
Describe the promise of Genesis 3:15  
Explain why God sent a universal flood  
Explain the promise pictured by the rainbow  
Describe how nations developed