

## Chapter 15: A Kingdom from Shore to Shore

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Vocabulary
158	435–40	389–94	227–31	<ul style="list-style-type: none"> <li>• Identify your worldview</li> <li>• Summarize the purpose of Creation</li> <li>• Explain the consequences of the Fall</li> <li>• Analyze the plan of redemption</li> </ul>	worldview dominion
159	441	395	232–33	<ul style="list-style-type: none"> <li>• Identify and explain what is not directly stated in the text by making inferences</li> <li>• Draw conclusions based on the text</li> </ul>	
160	442–45	396–99	227–30, 234	<ul style="list-style-type: none"> <li>• Trace the spread of the gospel to Egypt after Christ's death</li> <li>• Explain how the Persian Empire was used by God to aid the Israelites</li> <li>• Trace the establishment of churches in the Mesopotamian region</li> <li>• Evaluate Persian influence on the growth of the early church</li> <li>• Evaluate Constantine's influence on the growth of the church in Rome</li> <li>• Contrast the influence of the early church in eastern nations with current Christian churches</li> </ul>	gospel
161	446–50	400–404	227–30	<ul style="list-style-type: none"> <li>• Locate countries on a map</li> <li>• Explain why the ideas and philosophies of Greece and Rome were unsatisfying</li> <li>• Evaluate the influence of Paul's ministry on the culture and the spread of the gospel</li> <li>• Describe the influence of the Reformation on the nation of England</li> <li>• Analyze the impact of Hinduism, Catholicism, and Christianity on India</li> <li>• Trace the spread of the gospel on the continent of Africa</li> </ul>	
162	451	405	235	<ul style="list-style-type: none"> <li>• Locate countries on a map</li> <li>• Compare two ancient civilizations in a compare-contrast essay</li> <li>• Use a Venn diagram to organize ideas</li> </ul>	
163	452–56	406–10, 430–31	227–30, 236–37	<ul style="list-style-type: none"> <li>• Locate countries on a map</li> <li>• Analyze the influence of the Spaniards on Mesoamerican religion</li> <li>• Explain why Protestant Christianity was slow to influence Latin America</li> <li>• Trace the growth of Protestant Christianity in Latin America and in China</li> <li>• Evaluate the influence of Bible translation in Latin American languages</li> <li>• Analyze Christianity in Latin America today</li> </ul>	
164	457		238	<ul style="list-style-type: none"> <li>• Recall concepts and terms from Chapter 15</li> </ul>	
165	457			<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts from Chapter 15 by taking the test</li> </ul>	

**A complete materials list for the chapter is provided on the Teacher's Toolkit CD.**

# Chapter 15

## A Kingdom from Shore to Shore

### Chapter Overview

This chapter takes a look back at the civilizations discussed throughout the book. Much of history is a story of man's rejection of God, yet it is also a story of hope. This chapter follows the spread of Christ's kingdom around the world, helping the student to recognize God's redemptive plan in history. The chapter focuses on the role the church has played in the spread of the gospel. The student is challenged to determine how he views events that have occurred throughout history. The Christian is challenged to look at history from God's viewpoint and to consider the role he might play in the spread of the gospel in his own generation.



### TEACHER HELPS

**Web links**—Check [www.bjupress.com/resources](http://www.bjupress.com/resources) for Web links that will enhance your lessons. Links have been carefully selected from reputable sites. However, be sure to carefully evaluate all material before you present it. Also be aware that links to some sites may become outdated, though efforts are made to keep them current.

**Secular article**—Choose an article from a newspaper, a magazine, or the Internet that reflects antibiblical thinking. Make sure the questions in the lesson introduction apply to the article.

### ◆ Lesson 158 ◆

#### Objectives

- Identify your worldview
- Summarize the purpose of Creation
- Explain the consequences of the Fall
- Analyze the plan of redemption

#### Vocabulary

worldview  
dominion

#### Materials

- article from a secular viewpoint (See Teacher Helps.)

🕒 Chapter 15 Organizer, AM pp. 227–30

### Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

### Introduction

Read the article or a portion of the article to the student.

- 💡 Do you think the author of this article believes the Bible? Why or why not?
- 💡 The opinions the author expresses make it clear that he is not writing from a Christian worldview. How do you think a Christian's views on this subject would differ? *Elicit that a Christian would try to see the subject from God's viewpoint as expressed in the Bible.*
- It is important for you to develop a biblical worldview. You need to evaluate everything you see, hear, and do against the Bible.
- A Christian worldview comes from examining everything from God's point of view as expressed in the Bible.

Direct attention to Student Text page 389.

💡 What does the picture show? *possible answers: a coastline at sunrise, a beach at sunset*

- A sunrise or sunset indicates the change of a day that is coming or going. In this chapter you will study a kingdom. It is not an ancient empire, but a kingdom in the process of coming. The King is crowned, subjects are being gathered, but the putting down of all enemies has not yet happened. This kingdom will stretch from shore to shore and include people from every nation of the earth. Whose kingdom do you think it is? *Christ's*

**Teach for Understanding****Discussion**

page 390

Guide the student in completing the appropriate sections of the *Chapter 15 Organizer*.

**💡 What are some reasons that people are fascinated by the great civilizations of the past?** *possible answers: Past civilizations had mighty empires from humble origins; interesting cultures, languages, and styles of dress; wars and battles; and inventions and discoveries without the benefit of modern technology.*

**📖 What hope should Christians have as they think about the history of civilizations?** *that God is working out His master plan, which is found in His Word [BAT: 8b Faith in the power of the Word of God]*

Discuss the questions posed in the second paragraph. Guide the student in recognizing that God does have a master plan for the world and for the life of each person.

► **What is a worldview?** *how a person sees and interprets the universe and everything in it*

**📖 What should shape the worldview of a Christian?** *the Bible*

► **Why do many historians and archaeologists look at the past from a worldview different from Christians?** *Many of them reject the story of history revealed in the Bible.*

**📖 In addition to telling some of the events in history, what does the Bible teach about understanding history?** *how to think about it*

► **What was the world like at Creation?** *The world was perfect.*

► **What were man and woman like at Creation?** *Man and woman had never sinned.*

**📖 What act damaged the abilities God gave to man at Creation?** *the Fall (man's sin in the Garden of Eden)*

**📖 Why are people able to do many wonderful things even though man fell into sin?** *The abilities God gave man in Creation were not completely destroyed. People can still do what God created them to do, even if they do it imperfectly and sinfully.*

**FOCUS Answers**

1. that man was created in the image of God
2. by turning from his sin to trust Jesus as his Savior to receive His righteousness

- FOCUS**
1. What is the source of the greatness of the civilizations you have studied?
  2. How is a person placed into Christ's kingdom?

**Your Worldview**

When you think back over the chapters in this book, what comes to your mind? You may think of mighty empires that once spread over vast portions of the earth. You may picture interesting details from each culture, such as its language, architecture, or styles of dress. You may recall world-changing events—important battles or new inventions. You may think with sadness of the false religions that have led many people along different paths to hell.

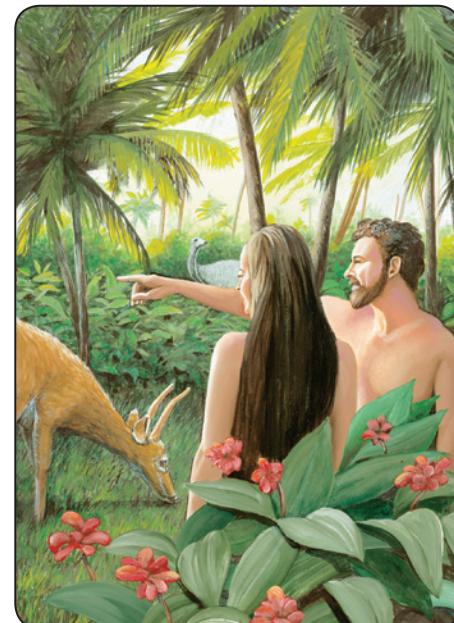
But when you look deeper than the surface of these civilizations, what do you see? Do you see a world of chaos that has no purpose? Do you see a world guided by an impersonal, unknown power? Or do you see a God with a master plan Who controls the affairs of men to accomplish His purposes?

Your answers to these questions reflect your **worldview**. The people who study and write about history have many different viewpoints. Some historians and archaeologists look at past civilizations and reject the account of history in the Bible. However, Christians look at the past and see how the plan of God has

unfolded. The Bible teaches a Christian not only what happened in history but also how to think about what happened.

**Creation**

You have learned that the perfect world God created fell into sin. Man's sinfulness is seen in the record of history. The Fall damaged the abilities that God gave men and women when He created them in His image. But these abilities were not completely destroyed. By God's grace, history also records many wonderful events because people still do what God created them to do, even if they do it imperfectly.



Adam and Eve in the Garden of Eden

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**Current events**—Challenge the student to find an article on current events from any of the countries he has studied this year. Discuss how these events reflect what God is doing in the world today.



Egyptian pyramids

God's first words to mankind were, "Be fruitful, and multiply, and replenish the earth, and subdue it: and have dominion over the fish of the sea, and over the fowl of the air, and over every living thing that moveth upon the earth" (Gen. 1:28). In many ways God's first words to humanity have been marvelously fulfilled. Think of all the civilizations that you have read about—civilizations in Egypt, Persia, Japan, Mesoamerica, Africa, Europe, and other places. People truly have filled the earth.

Mankind has also exercised **dominion** over the earth. The Egyptians harnessed the Nile. They built pyramids that still awe people today. The Romans built a vast empire that filled Europe and the Middle East with roads, new cities, and

systems of government that still exist. The Greeks and the Persians developed philosophies that lived on even when their countries were conquered.

Although the people may not have realized it, the greatness of each civilization had a single source—the image of God in man. Intelligence was one feature of every ancient civilization that causes historians to marvel. Ancient peoples designed impressive structures, developed languages, and wrote beautiful poetry. People can do creative, intelligent things because an intelligent God created them to be like Him. In early civilizations, people also had a sense of right and wrong. They organized

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## Discussion

page 391

- 💡 Some of God's first words to man were "Be fruitful and multiply." How do we know this command is being fulfilled? *People continue to have children and to spread out all over the earth.*
- What is dominion? *the authority to rule*
- 💡 What does it mean to exercise dominion over the earth? *to actively use authority over the earth*
- 💡 How does God want man to exercise dominion over the earth? *possible answer: by using the things of the earth*
- 💡 How should man use the things of the earth? *Elicit that man should use things wisely.*

- How did the Egyptians exercise dominion over the earth? *They harnessed the Nile and built pyramids.*
- How did the Romans exercise dominion? *They built roads, new cities, and a system of government.*
- How did the Greeks exercise dominion? *They developed philosophies that were adopted by conquering nations.*
- 💡 How do you exercise dominion over the earth? *possible answers: mastering the subjects you are learning in school, building something, taking care of a pet, helping with chores*
- 💡 In what ways has God's image been displayed throughout history in the people He created? *through people's creativity, intelligence, and sense of right and wrong*

- How do we know that people in early civilizations were intelligent? *They designed impressive buildings, developed languages, and wrote beautiful poetry.*

- Conduct the Inventions activity as time allows.



**Dominion and the Creation Mandate of Genesis 1:28**—God's purpose for man is to be fruitful and multiply, bringing divine rule and order to every area of life on this earth. This dominion includes the world of nature, science, education, law, government, and business. All is to be brought into submission under the divine will of God.



**Inventions**—Direct the student to write "Thank You, God, for . . ." at the top of a piece of paper and list inventions and discoveries for which he is thankful. Provide time for the student to share the list and thank God for those who have demonstrated dominion. [BAT 7c: Praise] The activity may be extended by allowing the student to choose an item on the list and research and write a report on its history.



**Dominion**—Challenge the student to write an essay explaining how he exercises dominion over the earth.

**Discussion**

page 392

► How do we know that people in early civilizations had a sense of right and wrong? *They organized governments to protect people and made rules of conduct.*

BOOK Why should we give praise to God for the greatness of civilizations? *because He gave man the abilities to accomplish great things [BAT: 7c Praise]*

► How can we view all of history since the Fall? *as a struggle between Eve's seed (God's people) and the serpent's seed (Satan's people)*

IDEA What are some ways God's mercy has been displayed since the time of Noah? *possible answers: God has kept His promise to never send another universal flood. God brought down the power of civilizations as their wickedness increased. God preserved Israel as the people through whom His Messiah would come. God has been preparing the world for the Redeemer.*

BOOK You may want to use this opportunity to share a testimony of how God has shown His mercy to you or someone in your family. Provide time for the student to share as well.



A scene from the handscroll of *The Tale of Genji*

**GOD'S MERCY ON DISPLAY**

After the fall of man, God told Eve He would put hatred between her offspring and Satan's offspring. We can look at all history as a struggle between Eve's seed (God's people) and the serpent's seed (Satan's people). The book of Genesis records that the descendants of Adam and Eve's son Cain rebelled against God. The godly descendants of Seth, Cain's brother, worshiped God for a while but soon also turned to wickedness. God had to destroy the world's first civilization with a universal flood. Only Noah and his family received grace from God and survived the destruction.

In the rise and fall of civilizations, we have seen God's mercy in keeping the human race from complete self-destruction. God has kept His promise to never again send another universal flood. At the tower of Babel, God divided the people into different language groups that forced them to scatter over the earth. As civilizations formed around the world, He brought down their power as their wickedness increased. God also preserved the Israelites as His chosen people through whom the Messiah would come. Throughout ancient history, God was gradually preparing the world for the Redeemer.

governments to protect people and to establish rules of conduct. People desire a justice system because they are made in the image of God, Who is a God of justice and is the perfect Lawgiver. God deserves praise and glory for the greatness and contributions of civilizations.

**The Fall**

Each civilization you have studied this year also had a dark side. The Egyptians built their magnificent buildings on the backs of slaves.

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WRITING

**Short story**—Challenge the student to write a short, fictional story about a person who has a choice to make. Instruct the student to develop the plot by telling about the struggle of the person's conscience to make the correct choice. Explain that a good story will show the consequences of the characters' choices and the lessons the characters learned.



BIBLE

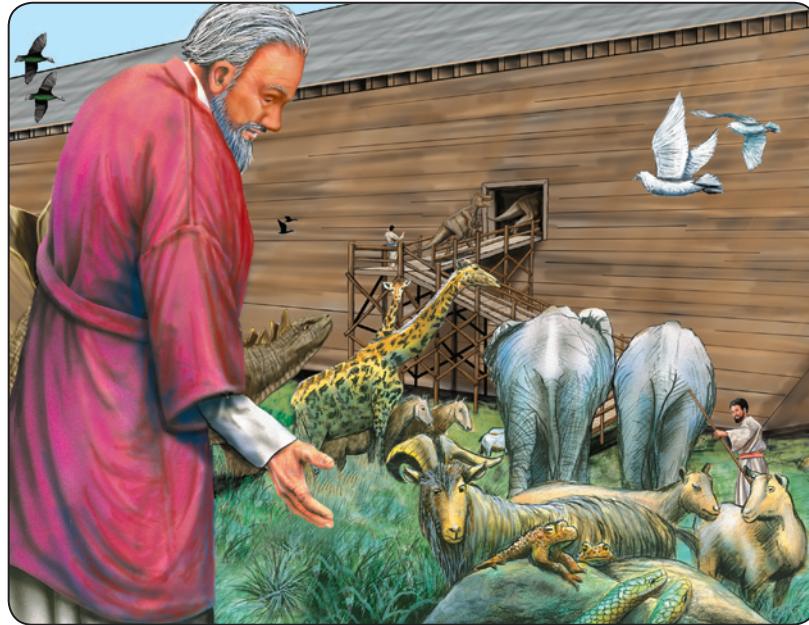
**God's mercy**—Challenge the student to tell of a biblical account or a personal instance where God demonstrated His mercy.

The Japanese developed fine literature, including the first novel, but some of their stories praised behavior that God condemns. Mesoamericans developed advanced civilizations, but these civilizations were drenched in the blood of human sacrifices.

People used the very abilities God gave them as bearers of His image to rebel against Him. This is most clearly seen in the religions of each culture.

If you look at the world's religions, you might see elements of worth in them. Religious myths often contain creative stories. Religious structures such as

Noah and the ark



pyramids or cathedrals are some of the most impressive ever built.

Philosophies may also contain some elements of worth. Philosophers have tackled difficult problems and beliefs. Sometimes their thoughts have been studied for hundreds of years by people from many other cultures.

Yet every one of the world's religions and philosophies formed because people rejected God's truth. Often people had a concept of God, but they accepted only the features of His character that they liked or feared. They then used this flawed knowledge to create their own religious systems. Many beliefs came from people's sinful imaginations.

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## Discussion

page 393

- 💡 Why do civilizations do things that displease God? *because of fallen human nature*
- How does some of the literature of ancient Japan reveal people's fallen nature? *The stories praised behavior that God condemned.*
- In what area is human rebellion seen most clearly? *man-made religions*
- How can we see the abilities God gave man used in ancient religions? *through creative myths and impressive structures*
- 💡 What are some practices in religions, both in the past and the present, that show man's sinful nature? *possible answers: human sacrifices, the worship of more than one god, the worship of idols,*

*traditions elevated to the importance of Scripture*

- What shows that the ideas and beliefs of some ancient philosophers have worth? *Their thoughts have been studied for hundreds of years.*
- Why have different religions and philosophies formed? *possible answers: People rejected God's truth. Many beliefs came from people's imaginations.*
- 💡 How do many people determine what they believe about God? *They accept only those features of God that they like or fear rather than finding out what He is truly like. People base their ideas of God on their own sinful imaginations.*



**Greek philosophy**—Ancient Greek philosophy developed in the sixth century and continued through the Hellenistic period. This period was a time of material prosperity and interest in a wide variety of subjects, including political philosophy, ethics, metaphysics, ontology, logic, biology, rhetoric, and aesthetics. Many philosophers today maintain that Greek philosophy has influenced much of Western thought since its inception.



**Civilization fair**—Direct a civilization fair highlighting the various modern and ancient civilizations presented in this course. Allow each student to choose a place and make decorations, display a flag, bring music and food to share, and wear clothes native to that culture. Provide time for each student to tell about what he enjoyed learning about a specific civilization. Consider expanding the event to include the families of students.

**Discussion**

page 394

- BOOK What does man need redemption from? *sin*
- BOOK What was God's original intention for man on earth? *to rule the world wisely*
- > Why is mankind unable to perfectly exercise righteous dominion over the earth? *because of Adam's sin*
- 💡 What are some ways that people can rule wisely? *possible answers: taking good care of the things God gives, taking opportunities to learn and grow in the knowledge of God's world*
- > How did Adam's sin affect even the Israelites? *They were unable to rule their small country according to God's law.*
- > What did God continue to promise the Israelites? *that He would send a Savior and King Who would rule over the entire world*
- BOOK Why is Jesus able to be the Redeemer of the world? *He is the Son of God, lived a sinless life, and died to pay for the sins of the world.*
- > How does a person receive God's righteousness? *by turning from sin to trust in Jesus as his Savior*
- BOOK You may want to use this opportunity to share your testimony. Provide time for the student to share his testimony of salvation.
- > How is Christ's kingdom different from ancient empires? *His kingdom spreads as more and more people enter it by placing their faith in Him.*

**Activity Manual**

Study Skill—pages 227–30

This organizer is an outline to help the student study the information for this chapter.

Reinforcement—page 231

**Redemption**

God's plan has always been to redeem mankind from sin and its effects in the world. History is very important to God's plan of redemption.

From the beginning God intended for man to rule the world wisely. But by giving in to temptation, Adam failed to rule wisely, and all his descendants were unable to perfectly exercise righteous dominion over the earth. Even the Israelites, whom God had chosen to be His special people, were unable to rule their small nation according to God's law.

Yet God's plan of redemption was underway in the Israelites' history. God had given them His law, and He continued to give them promises of a Savior and King. This King would rule over Israel and over the entire world. He would save Israel as well as people from every nation in the world.

That King is Jesus, the Son of God. Jesus came as both a man and a king to redeem the world. Jesus lived a perfect life as a man. When He died He paid the penalty for sinful people in all times and in all places. Those who turn from their sin to trust Christ for salvation receive His righteousness. Another way of saying this is that they are brought out of the kingdom of darkness and placed into the kingdom of His light (Col. 1:12–14).

When Jesus rose from the dead and ascended to heaven, He rose as a king. All authority was given to Him in heaven and on earth. His kingdom is not like the empires of Persia or Rome. Today, as in the past, Jesus' kingdom spreads as more and more people enter it by placing their faith in Him.

*The Ascension* by Gustave Doré, From the Bob Jones University Collection



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**Christ as King**—Challenge the student to use an online search tool or Bible software to find passages that tell about Christ's authority to be King (e.g., 1 Tim. 6:15; Matt. 28:18; Rom. 1:4; Acts 2:29–33; and Luke 19:14, 27).

## Exploring Together

### Making Inferences

An *inference* is a conclusion drawn from the facts given about a topic. An inference is not something that has been directly stated. It is an idea that seems reasonable based on the facts.

1. Read the paragraphs indicated on the Activity Manual page.
2. Identify the stated facts and ideas from each paragraph and record them. Write a summary of the information you identified.
3. Apply any other information you already know about the topic. Make inferences based on all the information you have, including the summary you wrote.
4. Discuss the inferences you made.



### ◆ Lesson 159 ◆

#### Objectives

- Identify and explain what is not directly stated in the text by making inferences
- Draw conclusions based on the text

#### Vocabulary

There are no vocabulary words to introduce.

#### Materials

❸ *Inferences*, IA 15.1

#### Introduction

- The morning weather forecast says there is a 60 percent chance of rain today. At noon dark clouds are gathering on the horizon.

💡 What do you think will happen based on these facts? *possible answer: It will rain.*

#### Teach for Understanding

#### Discussion

page 395

- Read the page.
- You are helping in the kitchen. The back door slams as your little brother enters, and you notice muddy footprints on the floor as he leaves the room.
- 💡 Where do you think your little brother has been playing? *possible answers: in a creek, in the yard with the water hose, in a place with mud puddles*

- When you decide something based on available facts, you are making an inference.
- You make inferences about information you read or hear every day. Making inferences is a little like being a detective.
- Not all inferences are easy to make. You need to examine facts from several points of view and decide what conclusions you can draw.

Display the *Inferences* worksheet. Complete the worksheet as the student answers these questions.

- Turn to page 408 and read the first paragraph.
- What topic is the writer describing? *Robert Morrison*
- What facts are given in the first paragraph? *Robert Morrison wanted to be a missionary to China, which was closed to missions. He sailed to China. He dressed like the Chinese, sought to avoid attention, and did not openly evangelize. He learned Chinese and translated the entire Bible. The Chinese Bible had a tremendous influence on the evangelization of China.*
- What can you infer about Robert Morrison or the Chinese ministry from the information? *possible answers: Morrison was able to talk about Christ without openly evangelizing. He became fluent in Chinese. The Chinese Bible was used by other missionaries that came to China.*
- What conclusions can you draw about Robert Morrison or the Chinese ministry? *possible answers: He was fluent in Chinese and was able to translate the Bible. The Chinese Bible was used to lead some Chinese people to the Lord.*

Direct the student to follow the Exploring Together steps on Student Text page 395 and complete Activity Manual pages 232–33.

#### Activity Manual

Social Studies Skill—pages 232–33

#### Assessment

❸ Rubric—pages R 2–5

Select one of the prepared rubrics or design a rubric to include your chosen criteria. You may choose to grade Activity Manual pages 232–33 in place of using a rubric.

**◆ Lesson 160 ◆****Objectives**

- Trace the spread of the gospel to Egypt after Christ's death
- Explain how the Persian Empire was used by God to aid the Israelites
- Trace the establishment of churches in the Mesopotamian region
- Evaluate Persian influence on the growth of the early church
- Evaluate Constantine's influence on the growth of the church in Rome
- Contrast the influence of the early church in eastern nations with current Christian churches

**Vocabulary**

gospel

**Materials**

🕒 Chapter 15 Organizer from Lesson 158

**Preview**

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

**Introduction**

**💡** In 2005 at least 1,800 people lost their lives in Hurricane Katrina. Many of the people who perished had enough warning to leave the area. Why do you think some people chose not to leave? *possible answers: They did not believe the hurricane would hit their area. They thought they would be safe because they had survived other hurricanes. They wanted to stay and protect their belongings from looters. Some people did not have the means to escape.*

► Early Christians traveled to many different nations, spreading the gospel and warning people to flee from God's coming judgment. Just as in the hurricane, some people responded in faith and were saved while others rejected the truth.

**Teach for Understanding****Discussion**

page 396

Guide the student in completing the appropriate sections of the *Chapter 15 Organizer*.

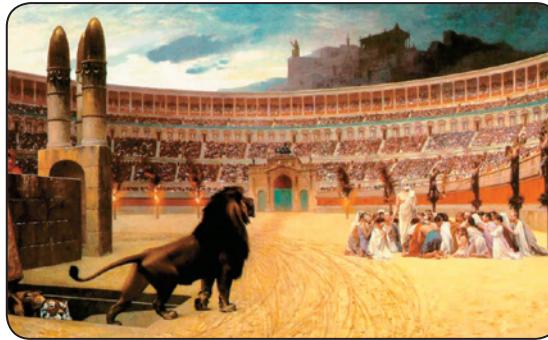
► Why did early Christians spread throughout the world? *to carry the gospel and to escape persecution*

► How did persecution affect the spread of the gospel in some places? *As Christians fled, they spread the gospel to other areas.*

- FOCUS**
1. What warning and what promise did Jesus give about His kingdom?
  2. What is one reason that Persians have persecuted Christians?

**The Spread of Christ's Kingdom**

For each nation or culture in this book, you have learned about its religious beliefs. During the first three hundred years after Christ lived, His followers carried the gospel to many parts of the world. Often the early Christians faced persecution, but this difficulty did not stop Christianity from spreading. Sometimes persecution had the opposite effect. As believers fled to other parts of the world to escape imprisonment, torture, or death, they carried the gospel along with them. By the Middle Ages, forms of Christianity had been embraced in nations such as Egypt, Israel, Greece, Rome, and Byzantium.



*The Christian Martyrs' Last Prayer* by Jean-Léon Gérôme

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- What were some nations that had forms of Christianity by the Middle Ages?  
*Egypt, Israel, Greece, Rome, and Byzantium*
- 💡 Do you think the spread of the gospel was intended by those who persecuted Christians? *No, they were trying to get rid of Christianity.*
- What are some areas where Christianity is rapidly growing?  
*Mesoamerica, China, and Africa*
- Are all the nations that were strongly Christian still so today? *no*
- Why have many places declined in Christian influence?  
*The believers in these places did not continue to be faithful.*
- To what did Jesus compare the growth of His kingdom?  
*yeast gradually spreading throughout dough*

After the period of history covered in this book, the world continued to change. Christianity is rapidly growing today in many regions that used to have little Christian influence. Some of these regions include Mesoamerica, China, and Africa. However, there are also regions that were once strongly Christian that are no longer so. Such countries include Egypt, Turkey, and parts of Europe.

The spread of Christ's kingdom is not always consistent in all places and at all times. In the book of Revelation, Jesus warned believers that if they were not faithful, their churches would be removed. Yet He also promised that His kingdom would continue to grow, just as yeast gradually spreads through every part of a piece of dough (Matt. 13:33).

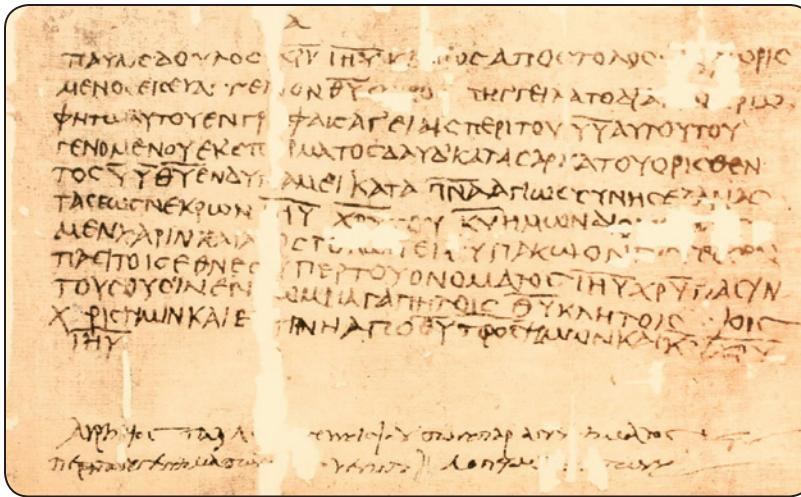
**Egypt**

Think about what the ancient civilization of Egypt was like. They believed that Ra, the sun god, created and ruled the world. They believed that, after burial, a dead person traveled by boat to Osiris, the god of the underworld, for judgment. The Egyptians treated their pharaohs as gods and counted on priests to tell them how to worship. The pharaohs often ruled harshly and took the people's wealth to support their own lavish living. They also cruelly enslaved the Israelites

**💡** What do you think will happen to a country when its believers are unfaithful? *possible answers: God will remove His blessing on that country. People will turn away from God.* [BAT: 4a Sowing and reaping]

**FOCUS Answers**

1. He warns believers that, if they are not faithful, their churches will be removed. He promised that His kingdom would continue to grow.
2. Political fears—Persians feared that Christians would side with Rome to fight the Persians.



for four hundred years until God delivered His people.

In spite of all that was wrong in ancient Egypt, the prophet Isaiah made a surprising prediction. He foretold that one day Egyptians would be considered God's people, just as Israel was in Old Testament times.

The gospel, the message of God's redemption for man, may have been taken to Egypt shortly after Christ's resurrection. Some historians believe that Mark, who wrote the book of Mark, was the first missionary to that land. The Egyptian city of Alexandria grew to be one of the most important places for early Christianity. Some of the church's most influential teachers came from Egypt.

A page of the Egyptian Oxyrhynchus Papyri with the text of Romans 1:1–7

Over time the church in Egypt developed errors. Some followers of Christianity embraced false views held by the Eastern Orthodox Church and the

### ATHANASIUS

Athanasius was an important Christian leader in the early church in Egypt. He defended the deity of Christ against false teachers who believed that Jesus was not equal with God the Father. Sometimes the Roman emperors sided with these false teachers. Persecuted for his beliefs, Athanasius had to hide in the Egyptian desert, sometimes for years on end, to carry on his fight for truth.

Athanasius probably felt as if he were the only one standing for truth with the whole world opposed to him. But in the end, true Christians embraced the right teaching that he had spent his life defending.

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### Discussion

pages 396–97

- Why did it seem unlikely that Egypt would become a place where Christianity would be accepted? *The ancient Egyptians had worshiped gods of their own imaginations. They had treated pharaohs as gods and relied on priests. They had enslaved the Israelites.*
- How do some historians believe the gospel was taken to Egypt? *by Mark (author of the book of Mark)*
- What Egyptian city became an important place for early Christianity? *Alexandria*
- Why do you think Christians should be hopeful in presenting the gospel, even to people who seem unlikely to receive the message? *The Holy Spirit can work*

*in the heart of any person. The Bible says that Jesus ransomed people from every tribe, language, people, and nation for God (Rev. 5:9).*

- What issue did Athanasius defend? *the deity of Christ*
- Why is the deity of Christ an important issue? *The Bible teaches that Christ is equal with God the Father. If Jesus is not fully God and fully man, He cannot save people from their sin. (See Background information.)*
- Why did Athanasius have to hide out in the Egyptian desert? *to avoid persecution for his teachings*
- What was the result of Athanasius's fight for truth? *True Christians embraced the right teaching.*

- Why did the church in Egypt lose its strength? *The church developed errors. Muslims conquered Egypt and persecuted Christians.*

### Background

**The deity of Christ**—These passages teach Christ's equality with God the Father: John 1:1; Philippians 2:6–8; Colossians 2:9; and Hebrews 1:3.



**Athanasius**—Challenge the student to research the life of Athanasius. Give the student an opportunity to dress up as Athanasius and to tell about "his" life.

**Discussion**

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**How can Christians today avoid false teaching?** *possible answers: Read and study Scripture. Listen carefully to godly teachers and preachers. Examine every idea against Scripture.* [BAT: 6a Bible study]

► **How did Muslims restrict the lives of Egyptian Christians?** *The Muslims seized church property and threatened death to Christians who did not convert to Islam.*

► **Early Christians were restrained and restricted by Muslims, but not harshly treated. Death threats to Christians by Muslims began in the fourteenth century.**

► **How do we know that Egypt will once again be blessed by God?** *Isaiah 19:25 prophesies that the Egyptians will be God's people and will be blessed.*

► **Why was Mesopotamia an unlikely place for Christianity to spread?** *The empires that rose from that region were known for cruelty, wicked lifestyles, and false religions.*

► **What three major empires have you studied that rose to power in this region?** *the Assyrian, Chaldean, and Persian empires*

► **How did God use the Assyrians and the Chaldeans despite their wickedness?** *He used them to carry out His judgment on sinful nations, including His own people.*

► **How did the Persians play an important part in God's plan?** *They protected and provided for His people to return to their own land and rebuild their nation.*

Roman Catholic Church. Later, Muslims conquered Egypt and placed great restrictions on the Christians. Muslim leaders seized church property and threatened death to Christians who did not convert to Islam.

Today Christianity does not have the same strength in Egypt as it once had. However, we can be sure that Isaiah's prophecy will still come to pass. One day the Lord will say, "Blessed be Egypt my people" (Isa. 19:25).

**Mesopotamia and Persia**

What do you remember about Mesopotamia? Did it seem like a likely place for Christ's kingdom to spread? Both the Assyrian Empire and the Chaldean Empire rose out of the region of Mesopotamia. The Assyrians were known for their fierceness and cruelty. God used them to judge many sinful nations, including His own people. Even though the Assyrian people repented and turned to God for a while in the days of Jonah,

they later returned to their evil ways. The Chaldean Empire, which conquered the Assyrians, was also used as God's tool of judgment on His people. One Chaldean king, Nebuchadnezzar, humbled himself and acknowledged God, but later rulers continued living wickedly.

The mighty Persian Empire rose to power after the fall of the Chaldean Empire. The Persians introduced the false religion of Zoroastrianism to the world, and their rulers tolerated many other religions. However, God used several pagan Persian kings to protect and provide for His people. These rulers were an important part in God's plan for the Israelites to return to their land and rebuild their nation.

As early Christians traveled east of the Roman Empire, they established churches. Christ's kingdom spread into the regions of Mesopotamia and Persia and beyond. Archaeologists have discovered an ancient Christian hymnal in the Mesopotamian city of Edessa,



Cylinder seal and impression



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**Spread of Christianity**—Direct attention to *The Spread of Christianity* map on Student Text page 254 (or display M 9.7). Review the key. Note: *The Spread of Christianity* map is also discussed in Lesson 161. This activity may be included as part of that lesson.

✳ **Where is the largest area of yellow?** *Asia Minor*

✳ **Why do you think Asia Minor was the largest area to hear the gospel in the first two hundred years of Christianity?** *possible answer: It is near Jerusalem, where Christianity started.*

Identify and discuss the locations of other areas reached by AD 200.

The percentages given are estimates based on the colored areas of the map. You may choose to use fractions or an-

other method to describe the sizes of the areas.

Explain that some historians estimate the Roman Empire's population in AD 200 to have been approximately 56 million.

► **According to the map, about 20% of the Roman Empire had been exposed to the gospel in 200. If there were 56 million people in the Roman Empire at that time, about how many were not exposed to the gospel?** *56 million × 0.20 = 11.2 million people exposed to the gospel; 56 million – 11.2 million = 44.8 million people not exposed to the gospel*

✳ **Approximately what percentage of the Roman Empire was exposed to the gospel by the year 400?** *possible answer: almost 100%*

located in modern Turkey. A few other works of Christian writers have also been found.

Christians profited from the tolerance of Persian rulers at the time of the early church. Some Christians fled to Persia to escape Roman persecution. Later, after the Roman emperor Constantine converted to Christianity, the Persians

feared that the Christians would side with Rome and fight against them. Since that time, Persian Christians have suffered persecution during various periods of history. Many Persian Christians today have connected themselves with the Roman Catholic Church. There are some independent churches in Iran, but their numbers are quite small.

## CONSTANTINE AND THE CHURCH

In AD 313 Constantine declared that Christianity would be tolerated in the Roman Empire. This decision had both disadvantages and benefits. The new freedom for Christians encouraged a decline in the purity of the church. Many people claimed to be Christians even though they had never been truly saved and transformed by Christ. The seeds of errors that the Protestant



A portion of a sermon by Ephrem the Syrian

Reformation would deal with much later were already being planted.

On the other hand, the freedoms and privileges resulted in rapid growth for the church in the Roman Empire. It increased both in members and in material prosperity. Although some members were not genuine Christians, there were still true believers who defended the truth. Many scholars believe Constantine's protection of the church at a crucial time in its history kept it from being stamped out by persecution.

Ephrem the Syrian lived during the fourth century. The lack of persecution gave him the freedom to write sermons, poetry, and a hymnal, which have been found by archaeologists. The following is one of his hymns.

The One who said that by light darkness was defeated, and death by life, taught that envy is conquered by love, and by his scripture deceit is transformed into wisdom.  
Blessed is the one who arms the tongue with Your word,  
who quotes from what is Yours to Your adversary.  
Our Lord, let us gaze upon You,  
Who from Moses quoted to the evil one in Your temptation.

(tr. by Kathleen E. McVey, *Ephrem the Syrian: Hymns*, Hymn 14)

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## Discussion

page 399

- What evidence have archeologists found to show that Christ's kingdom spread to the regions of Mesopotamia and Persia and beyond? *An ancient Christian hymnal and other works of Christian writers have been discovered there.*
- What modern country is the city of Edessa located in? *Turkey*
- Why was Persia an important place for Christians? *Persian rulers were tolerant toward Christians and allowed the early church many freedoms.*
- Why did the Persian rulers turn against the Christians? *The Persians thought that the Christians would side with Roman emperors and fight against the Persians after Constantine converted to Christianity.*

- Why are so few Christians in Iran (former Persia) members of independent churches? *Many Persian Christians identify themselves as Roman Catholics.*

Explain that the term *Persian* is used to describe the people of modern Iran, the region of ancient Persia.

- What were some disadvantages in Constantine's toleration of Christianity in the Roman Empire? *The new freedom made it easy for people to claim to be Christians, even those who had never been transformed by Christ. It encouraged a decline in the purity of the church.*
- What later event in church history would deal with some of the errors that entered the church? *the Protestant Reformation*

- What advantages were there for the church in Constantine's toleration? *The church was protected, so it was able to grow. The church had many true believers who defended the truth.*

- What does the page in the photo show? *a portion of a sermon by Ephrem*

Direct the student to read aloud the hymn by Ephrem.

- According to the hymn, how did Christ teach us to conquer envy? *by love*
- How does the hymn say that we should fight against temptation to sin? *Arm the tongue with God's Word, gaze upon Christ, and follow His example.*

## Activity Manual

**Study Skill**—pages 227–30

**Review**—page 234

This Study Guide reviews Lessons 158 and 160.

## Assessment

### Quiz 15

The quiz may be given anytime after completing this lesson.



**Current events**—Encourage the student to read Isaiah's prophecy in Isaiah 19 and challenge him to find a news article about Egypt and give a report on it.



**Hymns**—Challenge the student to research Ephrem the Syrian to learn about the number of hymns Ephrem is credited for writing, what other kinds of works he wrote, what sources he used, and what language he wrote in. Encourage the student to write a hymn using a familiar tune.

**◆ Lesson 161 ◆****Objectives**

- Explain why the ideas and philosophies of Greece and Rome were unsatisfying
- Evaluate the influence of Paul's ministry on the culture and the spread of the gospel
- Describe the influence of the Reformation on the nation of England
- Analyze the impact of Hinduism, Catholicism, and Christianity on India
- Trace the spread of the gospel on the continent of Africa

**Vocabulary**

There are no vocabulary words to introduce.

**Materials**

- Chapter 15 Organizer from Lesson 158
- The Spread of Christianity, M 9.7
- copy of World: Political map (Resource Treasury) for each student

**Preview**

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

**Introduction**

- You have read that Christianity has spread in places that seemed unlikely for the gospel to take hold. This was possible only by the power of the Holy Spirit.
- Even though the gospel has reached many nations, its influence has lessened because of false teaching that has crept into the churches.
- Why is it important for Christians to hold fast to the truth of the Bible? *so they will not be drawn into false beliefs*

**Teach for Understanding****Discussion**

page 400

Guide the student in completing the appropriate sections of the *Chapter 15 Organizer*.

► Why were the philosophies and religions of Greece and Rome unsatisfying to the people? *The gods were unholy and spiteful. The philosophies could not deal with man's sin.*

⊕ Direct the student's attention to the map on Student Text page 254. Display *The Spread of Christianity* map.

1. What missionary was influential in bringing the true gospel to India?

2. Who first brought the gospel to southern Africa?

**Greece, Rome, and Europe**

You have read that both Greece and Rome were cultures that worshiped many different gods. They were also cultures that brought many new ideas and philosophies to the world. Yet these religions and ideas were unsatisfying to the people. The gods they worshiped were unholy and spiteful, and human philosophies could not deal with the problem of man's sin.

It was during the period of the Roman Empire that the apostle Paul traveled throughout Asia Minor and Greece, sharing the gospel and planting churches. He led many people to Christ. Eventually the Romans arrested him and sent him to Rome to await trial. There, as a prisoner, he continued to write letters and encourage churches. Many of his letters are part of the New Testament.

Emperors and officials in the Roman Empire persecuted Christians for hundreds of years. But the persecutions were unable to stop the church. Christians multiplied, and as the empire spread north, Christianity also spread. Under Constantine's protection in the fourth century, the number of those who called themselves Christians grew tremendously.

As you have read, many errors in doctrine and practice had crept into the church by the Middle Ages. Neverthe-

less, the Bible and Christian books were copied in monasteries. By the beginning of the 1500s, many priests and monks studied and taught the Bible and theology. Some of these men understood Scripture better than others. It was in one of these monasteries in Germany that the monk **Martin Luther** grasped the truth of how a person can be right with God—a truth that had not been clearly expressed for many years. Luther realized that a person is justified, or declared righteous, simply by putting his faith in Jesus' life and His death on the cross.

Luther and many others wanted the Roman Catholic Church to reform its teachings. The movement known as the **Protestant Reformation** resulted from their efforts. During the Reformation many citizens of European nations separated from the Roman Catholic Church and placed their trust in Christ alone



Martin Luther  
What does this painting tell about life in a monastery?

Martin Luther Discovering Justification by Faith, Edward Matthew Ward, From the Bob Jones University Collection

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- ⊕ Locate Asia Minor and Greece. By what year had the gospel reached most of these two areas—200 or 400? *200*
- Why were Paul's travels throughout Asia Minor and Greece important to Christianity? *He led many to Christ and planted many churches.*
- Where was Paul imprisoned? *Rome*
- ⊕ Is Rome to the east or to the west of Asia Minor and Greece? *west*
- What was the positive result of Paul's imprisonment? *He wrote many of the New Testament letters.*
- Did the persecution of Christians hinder their growth? *no*
- What was the positive influence of monasteries in the Middle Ages? *The Bible and many Christian books were copied. Some*

*priests and monks understood and taught the Bible.*

► Caption answer: *A monastery was secluded, cold and damp, quiet and lonely, and had poor lighting.*

► What truth did Martin Luther grasp as a monk? *He grasped the truth that a person is justified simply by putting his faith in Jesus' life and His death on the cross.*

**FOCUS** Answers

1. William Carey (Also accept Thomas or Pantaenus.)
2. Robert Moffat

**BIOGRAPHY****Who:** Martin Luther**What:** a key leader of the Reformation**When:** 1483–1546**Where:** Europe

While studying the Bible as a monk in a German monastery, Martin Luther discovered that no amount of good works could justify a sinner before God. Luther's teaching on justification by faith alone began the Reformation in Europe.

for the forgiveness of their sins. One of these European nations was England. The English planted colonies in North



America that later became the United States. Eventually, missionaries from Europe and the United States spread the gospel all across the globe.

The Reformation is still viewed today as one of the most important events in history for spreading Christ's kingdom in this world. Sadly, many Europeans today have rejected Christ. There are still some faithful churches in Europe, but not as many as there were one hundred years ago. Many old church buildings where believers once gathered stand empty. Some have even been turned into apartments, bars, or mosques. Because many European churches did not remain faithful to Christ, God removed them just as He had warned.

**India**

Ancient India was the birthplace of two major world religions. Hinduism, India's earliest major religion, held people captive in the caste system. A person's behavior, relationships, and practices were carefully controlled by this religion. One young Indian man, Siddhartha

Gautama, saw his people suffering under the Hindu caste system. He responded by forming a new religion called Buddhism. This religion gave people the false

Today France has the largest Muslim population of any Western European country. The Grand Mosque in Paris is one of more than one thousand Islamic centers of worship in France.

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**Discussion**

pages 400–401

💡 Why was the truth of the gospel not understood by many people at the time?

*The Roman Catholic Church had not expressed it clearly for years. Many could not read the Bible for themselves and relied on the church to teach them the truth.*

➤ How did Martin Luther come to realize that no amount of good works would save a person? *by studying the Word of God* [BAT: 6a Bible study]

💡 Why do you think some people want to add works as a requirement for salvation? *possible answers: They think they ought to do something themselves. They want to compare their good works against their bad works. They have not realized that man has no ability to do anything righteous apart from the power of the Holy Spirit.*

➤ On what continent did the Reformation begin? *Europe*

➤ Why were England and the United States particularly important to the Reformation movement? *Missionaries went from these countries to spread the true gospel all across the globe.*

➤ Why is the Reformation regarded as one of the most important events in history? *It spread Christ's kingdom around the world.*

➤ Why do many churches in Europe stand empty today? *Many Christian churches did not remain faithful to Christ, and Christ removed them just as He had warned.*

💡 Why was it difficult for people in India to know about the truth of the gospel? *They were heavily influenced by the religions of Hinduism and Buddhism.*

➤ Why did Hinduism have such a strong hold on the people of India? *It affected all aspects of life; Hinduism carefully controlled a person's behavior, relationships, and practices.*

➤ Why did Siddhartha Gautama's religion of Buddhism not help the people of India find salvation? *It gave people false hope based on their good works. It could not save them.*



**Martin Luther**—Direct the student to research the life of Martin Luther. Allow the student to dress up as Martin Luther and tell about "his" life.



**Justification by faith alone**—These verses present the importance of faith alone for salvation: Romans 3:28–30; 5:9; Ephesians 2:8; Galatians 2:16; and Philippians 3:9.

**Comparison of beliefs**—Review the beliefs held by the Roman Catholic Church and the Bible. (See Student Text page 368.) Display the *Comparison of Beliefs* table (IA 15.2) to point out the differences. Discuss why these differences caused an upheaval in Christianity.

	Roman Catholic beliefs	Biblical truth
Christ's resurrection	X	X
The Trinity	X	X
Statues in worship	X	
Salvation received at baptism	X	
Justification by faith alone		X
Bible's authority over church tradition, not equal with church tradition		X

**Discussion**

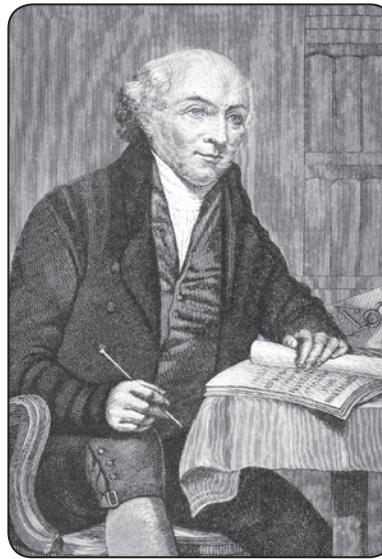
page 402

- How did Buddhism become a major religion in Asia? *It spread from India to many other Asian countries through Buddhist missionaries.*
- According to tradition, who is believed to have first taken the gospel to India? *the apostle Thomas*
- What made it easy for Thomas to get to India? *Travel between the Roman Empire and India was common in the first century.*
- What did Pantaenus, another missionary to India, find when he arrived? *He found there were already some Christians there.*
- 💡 How did Pantaenus know someone else had reached the Indian Christians with the gospel? *The Indian Christians had copies of the Gospel of Matthew.*
- What connection formed between Christians in India and those in Persia? *Indians sent their church leaders to Persian schools.*
- How did the arrival of Roman Catholic priests cause confusion among the Indian believers? *The priests tried to force the Indian Christians to adopt Catholic traditions.*
- Why did the trading companies from Protestant countries prevent missionaries from going to India? *Trading companies thought the missionaries would upset the Hindus and hinder trade.*
- 💡 Why do you think the trading companies were unable to keep Protestant missionaries from going to India? *Missionaries obeyed God rather than men.*
- Why did William Carey and other missionaries train Indian evangelists? *They realized that for the gospel to spread throughout India, they needed to train Indians to evangelize their own people.*
- ❖ Distribute the *World: Political* map and give the following instructions. Provide time for the student to mark his map. Direct him to keep the map to continue the activity in later lessons.
- ❖ Identify and draw a colored line beginning in the country each missionary came from and ending in the country where he ministered.
- ❖ Be sure to include a key to identify the mark for each missionary.
- ❖ What country did William Carey come from? *England*
- ❖ What country did Carey minister in? *India*
- What English law helped the missionary work in India? *the law that required the British East India Company to permit missionary work in the areas the company controlled*
- 💡 Why do you think Christian work lasted and continued to grow in India? *possible answer: Indian pastors and evangelists were trained to reach their own people.*
- How many people of India claim to be Christians today? *millions*

hope that they could end their suffering by following a path of good works. These works would lead to a state called nirvana.

For centuries Indians lived under these religious beliefs with no knowledge of the true and living God. Even though Buddhism never became the dominant religion of India, it has spread throughout Asia by Buddhist missionary efforts.

According to tradition, the apostle Thomas first brought the gospel to India. Travel between the Roman Empire and India was common in the first century. The church historian Eusebius (yoo SEE bee us) recorded that an early believer named Pantaenus traveled as a mission-



William Carey  
What event in American and English history occurred about a decade before Carey went to India?

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- Why are there still many non-Christians in India? *Many still follow the practices of Hinduism, India's dominant religion.*
- 📍 Caption answer: *American Revolution, or War for Independence*

ary to India. When he arrived he found Christians there already, and they had copies of the Gospel of Matthew. By the fourth century Persian Christians had made contact with Christians in India. The Indians sent their church leaders to schools in Persia until the Muslims conquered Persia.

Scattered communities of Christians still existed in India when Portuguese traders arrived there in the 1600s. The Portuguese brought Roman Catholic priests with them. The priests tried to force the Indian Christians to adopt some Catholic traditions, and confusion developed in the church in India.

By the end of the 1700s, Protestants arrived in India through two trading companies, the Dutch East India Company and the British East India Company. These companies were more concerned with making money than they were with the eternal future of the Indians. The Dutch and the English forbade evangelism of the Indians for fear of upsetting the Hindus and hindering trade.

Despite the opposition from the trading companies, missionaries still came to India. William Carey, a Baptist from England, went to India in 1792. He and his coworkers knew that they needed Indian evangelists if the gospel were ever to spread throughout the vast region. However, it took many years for them to lead only a handful of Indians to Christ.

In 1813, England passed a law that required the British East India Company to permit missionary work in the areas the company controlled. This opened the way for more missionaries. More and more Indians became Christians. Eventually Carey and the other missionaries



**Christianity in India**—On the southwestern coast of India is a state called Kerala (KEHR uh luh). Christianity came to Kerala along the trade routes. About a fifth of Kerala's population call themselves Saint Thomas Christians, named after the apostle Thomas, who many believe arrived in India in AD 52. Parts of some liturgies are sung in Syriac, an ancient Aramaic language.



**William Carey**—Provide the student with an atlas and a copy of *William Carey* (IA 15.3) to give him practice with map skills while learning more about William Carey. *William Carey (Key)* (IA 15.4) contains the answers.

were able to train Indian pastors and evangelists to serve their own people.

By the mid-1850s, England had gained complete governmental control of India. This changed in 1947 when India gained its independence from the British. Hinduism remained the dominant religion of India. Today Christians in some parts of India are persecuted. Despite this, the number of Christians there has grown from a handful to millions. Although this is a large number, it represents only a small percentage of India's vast population.

### Africa

The continent of Africa contains many different countries and geographic regions. Much of ancient Africa was dominated by traditional beliefs involving the spirit world. Christianity entered different parts of the continent at different times.

One of Africa's neighboring countries is Israel. After Christ's time on earth, the gospel quickly spread from Israel to Egypt and other parts of northern Africa. At the time of the apostles, northern Africa was part of the Roman Empire. Some of Africa's greatest Christian teachers, such as Tertullian and Augustine, greatly influenced European Christianity. Christianity in northern Africa continued strongly until the Muslim conquest in the seventh century.

Before the Muslims arrived, Christianity had spread south into Nubia, which is now Sudan and Ethiopia. In ancient times this area was home to the official that the apostle Philip evangelized in Acts 8. No doubt the official shared the gospel with others in Nubia. But it was not until

Byzantine missionaries came in the sixth century that Christianity really took hold in Nubia. The Nubians fought the Muslims, and their victory stopped the spread of Islam in Nubia and Aksum for several centuries.

You have already read how the gospel came to Aksum, present-day Ethiopia, in the fourth century. After the young Aksum king converted to Christianity, his kingdom followed. Aksum was never conquered by the Muslims, but its influence of Christianity was weakened through false teaching.

Portuguese explorers attempted missionary work among the people of Africa's interior. The king of the Congo was their first significant convert. He asked that priests come to teach his people. However, the priests who came did not



Illuminated Augustine manuscript



**Church history**—The gospel of Jesus Christ was first received by the North Africans. Many significant leaders of the faith emerged from the early African church. These early churches in North Africa went through harsh persecutions. In Egypt the persecutions sent the Christians scattering to the innermost regions of Egypt. These churches spread the gospel in the Coptic (Egyptian) language and planted churches throughout the interior of Egypt. However, Christianity was weakened by theological and doctrinal controversies.

During the Middle Ages an influx of Muslims into the continent of Africa resulted in an increase in Islamic converts, forcing many African Christians to flee to Europe. Missionary efforts by various forms of Christianity have reclaimed some of the African continent for Christ. Christians compose over 40 percent of the African population; however, Islam remains a prevalent religion.

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### Discussion

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- What religious beliefs dominated most of ancient Africa? *traditional beliefs involving the spirit world*
- Why did Christianity spread quickly to Egypt and other parts of northern Africa? *Africa is a neighbor to Israel, from where the gospel began spreading.*
- How was northern Africa influential in European Christianity? *The teachings of great African Christians, such as Tertullian and Augustine, spread into Europe.*
- Why did Christianity in Africa decline in strength? *Muslims invaded the continent in the seventh century.*

- Why is Philip of Acts 8 given some credit for the introduction of Christianity in Nubia? *Philip witnessed to an official who most likely spread the gospel to others.*

Book icon: Direct the student to read Acts 8:26–40.

- Why did Christianity become more widespread in Nubia during the sixth century? *Byzantine missionaries came into the area during that time.*
- Why were the Muslims held back from spreading Islam in Nubia for several centuries? *The Nubians fought them and were victorious.*
- How did the gospel come to Aksum? *The young king was converted, and his kingdom followed.*
- What weakened the influence of Christianity in Aksum? *false teaching*

**Discussion**

page 404

- What negative result came from the Congolese king's request for priests to come and teach his people? *Instead of caring for the people's souls, those who came played a part in enslaving the people and sending them off to foreign lands.*
- Why were British and German colonies important to the spread of the gospel in Africa? *Their presence opened the way for Protestant missionaries to come.*
- What missionary arrived in southern Africa in the nineteenth century? *Robert Moffat*
- What approach did Robert Moffat take as a missionary? *He set up a mission station, translated the Bible, and began a church.*
- What change occurred in the leadership of African churches around the mid-1900s? *More Africans pastored their own churches rather than having European missionaries lead them.*
- 💡 Why do you think Christians teaching their own people has been an effective approach to spreading the gospel? *People tend to respond to their own people more readily than to foreigners.*
- Why did Robert Moffat serve as a single missionary for three years? *He left behind the girl he hoped to marry because her parents refused to allow her to go to a foreign land.*
- 💡 How did the Lord bless Robert and Mary for honoring Mary's parents? *He worked in Mary's parents' hearts so that they changed their minds and allowed her and Robert to marry.*
- What hardships did the Moffats face during their early years in Africa? *little interest in the gospel, sickness, drought, and tribal warfare*
- How did Mary show her faith that God would save people and begin a church at their mission station? *She requested a Communion set saying that she knew they would need it someday.*
- How did God bless the Moffats' faithful service? *Eventually people did come to Christ. The Communion set arrived just in time for their first baptism.*
- ❖ Allow time for the student to mark on his *World: Political* map the countries Robert and Mary Moffat were from and the place they went to as missionaries.

**Activity Manual**

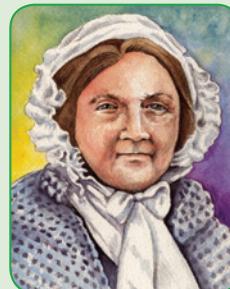
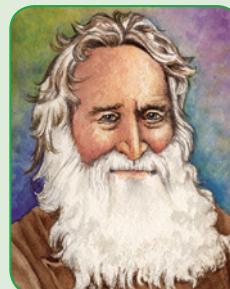
Study Skill—pages 227–30

care for the people's souls. Instead, the priests played a part in enslaving the people of the Congo and sending them off to work in foreign lands.

Great Britain and Germany established trade and built colonies in Africa. Their presence in Africa opened the way for Protestant missionaries to come. In the nineteenth century the missionary **Robert Moffat** arrived in southern Africa. He provided an example that many later missionaries followed. He set up a mission station, translated the Bible into the local language, and began

a church. Throughout the 1800s and early 1900s, many mission stations were established and churches were formed.

By the mid-1900s many Africans were seeking independence from their European colonial rulers. African Christians wished to provide the leadership of their churches rather than have foreign missionaries lead them. Today foreign missionaries still come to Africa, but many churches there are now led by African Christians. Christianity is now growing faster in Africa than it is in Europe and in North America.

**ROBERT AND MARY MOFFAT**

In 1817 the Scottish missionary Robert Moffat arrived in Cape Town, South Africa. He had left Mary Smith, the woman he hoped to marry, behind in England. Her parents refused to allow her to go away to a foreign land.

Robert Moffat worked in Africa alone for nearly three years before Mary's parents changed their minds. During this time he shared the gospel with a chief named Afrikaner, who eventually trusted Christ along with many of his people.

Robert and Mary were married in Cape Town. They set up mission stations, first in the village of Lattakoo, and later in the town of Kuruman. Progress in both stations was slow. Years went by with the African people showing little interest in the gospel. Mary became very sick and nearly died before the birth of their first child. A time of drought came, and the water supply ran low. In addition the mission station they lived at was threatened by tribal warfare.

A friend in England wrote to Mary and asked her if there was anything she needed. "Please send us a communion set," Mary wrote back, knowing that goods shipped from England could take months to arrive. "Some day we will need it."

The Lord rewarded Mary's faith. A few years later, the Moffats held a baptism for the first six African converts. Afterward they had a Communion service, using the Communion set that had arrived from England only the day before.

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**South Africa**—The region that is South Africa today was colonized by different European countries before it became an independent nation in 1910. At the time the Moffats were there, it was under British rule and was called Cape Colony.



**Robert and Mary Moffat**—Challenge the student to research the lives of Robert and Mary Moffat. Allow a boy to dress up as Robert Moffat or a girl to dress up as Mary Moffat and to tell about the missionaries' lives.

## Discovering How



Persian Immortal



Japanese samurai

### Writing a Compare-Contrast Essay

A compare-contrast essay tells how two things are alike and how they are different. Compare-contrast essays can be organized in various ways. Two common ways to organize this type of essay are by subject or by similarities and differences. You will write an essay that compares and contrasts the same topic from two different civilizations that you have studied in this book.

1. Choose a topic from two civilizations to compare and contrast. Gather information by reviewing the appropriate chapters in this book and taking notes. Use the Venn diagram in the Activity Manual to help you organize the information you have collected.
2. Write a brief outline to put your ideas in order. Remember that your essay should have an introduction and a conclusion.
3. Follow the writing process to draft, revise, and proofread your essay.
4. Share your completed essay.

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### ◆ Lesson 162 ◆

#### Objectives

- Compare two ancient civilizations in a compare-contrast essay
- Use a Venn diagram to organize ideas

#### Vocabulary

There are no vocabulary words to introduce.

#### Materials

- Compare-Contrast Resources, IA 15.5, half page for each student

#### Introduction

- Comparing two places, things, or ideas helps you to understand and evaluate them. You can see strengths and weak-

nesses that you might not have seen otherwise.

- You can sometimes make value judgments about which idea is better or which method works more effectively.
- You can almost always come to a better understanding of both subjects.

#### Teach for Understanding

#### Discussion

page 405

- Read the Discovering How steps.
- What topic is illustrated in the pictures on the page? *possible answers: soldiers or armor and weapons from two civilizations (Persia and Japan)*

Give a copy of *Compare-Contrast Resources* to each student.

- Write a sentence comparing and contrasting yesterday's and today's weather. Use one of the vocabulary words from the chart. *possible answers: Both today and yesterday were sunny and hot. Today is sunny and hot; however, yesterday was cloudy and warm.*

Review the proofreading checklist.

- Follow the steps on the page to complete your compare-contrast essay. Activity Manual page 235 will help you plan your essay.

Remind the student to complete each step of the writing process before moving on to the next one.

#### Activity Manual

Social Studies Skill—page 235

#### Assessment

- Rubric—pages R 2–5

Select one of the prepared rubrics or design a rubric to include your chosen criteria. You may choose to grade Activity Manual page 235 and the student's essay in place of using a rubric.



**Comparison topics**—Some possible comparison topics for the compare-contrast essay are family life, house styles, dress, food, art, social classes, or religious beliefs of two different civilizations.

**◆ Lesson 163 ◆****Objectives**

- Analyze the influence of the Spaniards on Mesoamerican religion
- Explain why Protestant Christianity was slow to influence Latin America
- Trace the growth of Protestant Christianity in Latin America and in China
- Evaluate the influence of Bible translation in Latin American languages
- Analyze Christianity in Latin America today

**Vocabulary**

*There are no vocabulary words to introduce.*

**Materials**

- Chapter 15 Organizer from Lesson 158
- World: Political map (Resource Treasury) from Lesson 161
- Boxer Rebellion—"The Fall of the Pekin Castle," V 15.1

**Preview**

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

**Introduction**

 Read Matthew 28:19–20. Discuss the verses with the student. You also may consider what some Bible commentaries say about the verses.

- **Missionaries have answered this call from the time of the death and resurrection of Jesus Christ to modern times.**
- **Wherever the gospel has been preached, there have usually been converts sooner or later. However, there has been a great battle between truth and error in churches throughout history in all nations.**
- **We know that true Christianity will ultimately prevail. Jesus said in Matthew 16:18 that He will build His church and that the gates of hell will not prevail against it.**

**Teach for Understanding****Discussion**

page 406

Guide the student in completing the appropriate sections of the *Chapter 15 Organizer*.

- **What was happening in Europe at the same time that Cortés was subduing the Aztecs in Mesoamerica? *The Protestant Reformation was taking place.***
- **Why was Roman Catholicism dominant in Mesoamerica rather than Protestant Christianity? *The***

1. What countries sent missionaries throughout Latin America?



2. What missionary translated the entire Bible into Chinese?

**Latin America**

At the same time that Martin Luther was launching the Reformation in Europe, Hernando Cortés was subduing the Aztec people in Mesoamerica. The Spaniards brought with them the Latin

languages of Spanish and Portuguese. They also brought Roman Catholicism. This religion soon had a strong grip on all Mesoamerica. Spanish and Portuguese exploration and colonization reached from Mexico through South America. These lands became known as Latin America. As leaders of the Roman Catholic Church saw many in Europe turning to Protestant Christianity, they were determined that Latin America remain Catholic.

In the 1500s, missionaries from Geneva, Switzerland, were some of the first Protestant missionaries to come to

a French colony in Brazil. They hoped to preach the gospel to the people of that area. But the French colonists drove them away. Three hundred years later, Spanish and Portuguese rule in Latin America ended. After this Latin American nations became more open to Protestant missionaries and invited them to their lands.

Immigrants sometimes helped with the missionary efforts to Latin America. African Americans from the United States immigrated to Haiti and the Dominican Republic in the early 1800s. Many of them worked diligently to spread the gospel. Some immigrants from Europe and the United States started churches in Latin America. At first they used their own languages with little success. After living in the Latin American culture for a time, they learned to speak Spanish and Portuguese and were better able to minister to those around them.



Jesuit mission ruins in Argentina

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*Spaniards brought Catholicism into the region and determined to keep it strong.*

- **By what name did the land from Mexico through South America become known? *Latin America***

⊕ Direct attention to the student's copy of the *World: Political map*.

⊕ Identify Latin America as the region including Mexico, the Caribbean Islands, and all South America. Let the student locate Mexico, Brazil, Haiti, and the Dominican Republic.

- **Where were the first Protestant missionaries to Latin America from? *Switzerland***

➤ **Why were the missionaries from Switzerland unable to establish a Protestant work in Brazil? *The French colonists drove them out.***

- **Why were the Protestant missionaries finally able to enter Latin America after three hundred years? *Spanish and Portuguese rule in Latin America ended, lessening the control of Roman Catholicism.***

- **How did African Americans help spread the gospel in Latin America? *They moved there from the United States as immigrants and diligently evangelized.***

**FOCUS Answers**

1. Switzerland, United States, and Great Britain
2. Robert Morrison

The British Bible Society and the American Bible Society also sent missionaries to Latin America. Bibles in Portuguese, Spanish, and many national languages were distributed all over the continent. Church planters founded many churches that shaped Christianity in Latin America for much of the twentieth century.



Gethsemane Independent Baptist Church in Mexico

Just as in Africa, the leadership of these churches today has gradually shifted from missionaries to the Latin Americans themselves. Although some churches mix the gospel with false teaching, many preach the truth and continue the spread of Christ's kingdom.

## China

China's isolation seemed to have kept Christianity outside its borders for centuries. The earliest known instance of Christianity in China was in the 600s, during the Tang dynasty. This dynasty began almost four hundred years after the Han dynasty. One of the Tang emperors loved books and had a library with

thousands of volumes. When Christian missionaries from Persia arrived with a religion that centered on a holy book, the emperor was very interested. He asked them to translate the Bible into Chinese. Evidence found in 1908 shows that parts of the Bible were translated during that period.

By the 900s the Tang dynasty had ended. Foreign religions in China came under attack, and Christianity there was eliminated.

Under the Mongol rule in the thirteenth century, Persian Christians again brought the gospel into China for a time. But once again, with the rise of the Ming dynasty, foreign religions were no longer welcome.

After the Reformation, Protestant missionaries began to arrive in China. In 1642 Dutch Reformed missionaries arrived in Taiwan, an island off the coast of China. They lived in the villages among the people, learned their languages, taught them, and began to translate the Bible. Many were converted to Christ. However, after more than twenty years of missionary work, the Chinese drove them away.

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## Discussion

pages 406–7

- What did immigrants from the United States and Europe eventually begin doing to minister the gospel more effectively? *They learned Spanish and Portuguese and used these languages in Latin American churches.*
- What other agencies helped people in Latin America come to Christ and grow as Christians? *the British Bible Society and the American Bible Society*
- What gradual change took place in the churches planted in Latin America? *The leadership of these churches shifted from missionaries to Latin Americans themselves.*

- How effective are these churches today? *Some mix false teaching with the gospel, but many continue to preach the truth and continue to spread Christ's kingdom.*
- Why did it take so long for Christianity to reach China? *China was isolated from the rest of the world for centuries.*
- Why was one of the Tang emperors interested in the Persian Christian missionaries? *The emperor loved books and became interested in the missionaries' emphasis on a holy book (the Bible).*
- What did the emperor ask the missionaries to do with the Bible? *translate it into Chinese*
- What happened that eliminated Christianity in China by the 900s? *Foreign religion came under attack after the end of the Tang dynasty.*

- Under the rule of what dynasty were the Persian Christians able to bring the gospel once again to China? *the Mongol rule in the thirteenth century*
- Why were the Persian Christians forced out of China again after a short period? *The Ming dynasty would not permit foreign religions.*
- Where did the Dutch Reformed missionaries begin working in China? *the island of Taiwan*
- Why did the Dutch Reformed missionaries leave China after only twenty years? *The Chinese drove them away.*



**Guest missionary speaker**—Invite one or more missionaries to speak about their mission work and the culture of the people they minister to. Encourage the speakers to teach the student some common words in their foreign language, such as *amen, Bible, Jesus Christ, church, hello, goodbye, or phrases such as "Let us pray" and "We praise You."*



**Missions in Ecuador**—In 1956 five missionaries (Jim Elliot, Ed McCully, Roger Youderian, Pete Fleming, and their pilot, Nate Saint) went into the jungle of Ecuador. Although they carried guns, they agreed among themselves that they would not use them on people. Later all five missionaries were killed.

In the fall of 1958, Rachel Saint and Elisabeth Elliot, with her toddler, Valerie, went to live with the Auca. Rachel was the sister of Nate Saint, and Elisabeth was the widow of Jim. While Valerie played with the children of her father's murderers, Rachel and Elisabeth became acquainted with some of the murderers themselves: Gikita, Kimo, Nimonga, Dyuwi, Minkayi, and Tona. Many of these Auca eventually became Christians. One even became a missionary to his own people.

Encourage the student to read biographies about Jim and Elisabeth Elliot, Nate Saint, or any of the other missionaries from this group.

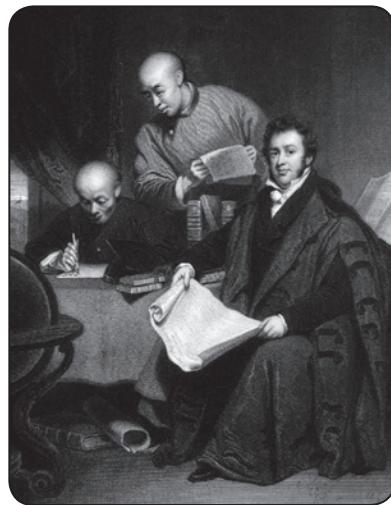
**Discussion**

page 408

- What was Robert Morrison's approach to mission work in the closed country of China? *He dressed like the people. He did not openly evangelize or call attention to himself. He spent his time learning Chinese and translating the Bible.*
- How was Morrison able to have a great influence on the evangelization of China without doing traditional "mission work"? *His Chinese Bible translation was widely used.*
- Why did Morrison counsel other missionaries to go to areas just outside China? *They could learn the language, evangelize, and prepare Chinese evangelists to travel through their own country with the gospel.*

Caption answer: *transcribers*

- ⊕ Allow time for the student to mark on his *World: Political* map the country Robert Morrison was from and where he went to as a missionary. This can be done either now or at the end of the lesson.
- How were missionaries able to enter China after 1858? *China began to open port cities to Europeans for trade, and missionaries moved to these port cities.*
- 📘 What did Hudson Taylor do about his desire to take the gospel to inland China? *He prayed for one thousand missionaries to spread the gospel.* [BAT: 6b Prayer]
- Did God answer his prayer? *yes*
- Why did Hudson Taylor insist that the converted Chinese workers support themselves? *so the Chinese church could stand on its own, even if the foreigners were driven out*



Robert Morrison working on the Chinese Bible  
*What job title would you give to the Chinese men helping Morrison?*

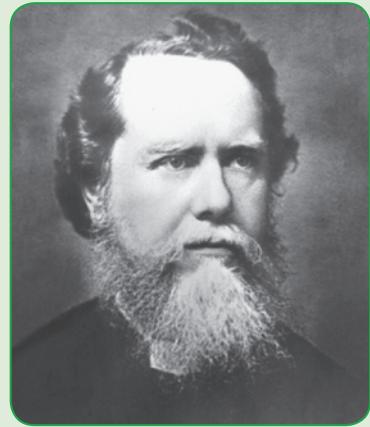
break through the barriers. In 1807 he sailed to China. Once there, he dressed like the Chinese and sought to avoid attention. He did not openly evangelize, knowing if caught he would be forced to leave China. Instead he spent his time learning Chinese and translating the entire Bible. His Chinese Bible had a tremendous impact on the evangelization of China that would follow.

Morrison counseled other missionaries to go to Chinese-speaking areas just outside China. There, on the borders of the country, they could learn Chinese, evangelize, and prepare Chinese evangelists to travel through their own country with the gospel. Missionaries followed this strategy until 1858, when China

**HUDSON TAYLOR**

A young English missionary named **Hudson Taylor** earnestly desired to take the gospel to the interior of China. He began to pray for laborers. At first he prayed for twenty-four, then for seventy more, then for a hundred more, then for a thousand more. God answered his prayers.

God also answered prayer in saving multitudes of Chinese people. Many of the new converts worked closely with Hudson Taylor's China Inland Mission. He insisted, however, that the workers support themselves rather than be paid with foreign funds. This way, the Chinese church could still stand on its own even if the foreigners were driven out.



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**Hudson Taylor**—Challenge the student to research the life of Hudson Taylor. Allow him to dress up as Hudson Taylor and share information about "his" life.

**Robert Morrison**—Challenge the student to research the life of Robert Morrison. Allow him to dress as Robert Morrison and share information about "his" life.

**Activity**

**Design a game**—Challenge the student to design a game based on the civilizations he learned about, using facts and information from the Student Text. Direct him to use cultural information as the basis for the board decoration and the playing pieces.

**BIOGRAPHY****Who:** Robert Morrison**What:** English missionary**When:** 1782–1834**Where:** China

As one of the first English missionaries to China, Robert Morrison was careful and discreet in the way he worked. He avoided attention from the Chinese government by dressing and living like the Chinese. He remained in China for twenty-seven years, long enough to learn Chinese and publish a translation of the Bible.

began opening certain port cities to the Europeans for trade. Missionaries moved to these port cities to establish missionary work in them.

As a result of the Boxer Rebellion (1899–1900), many foreigners were driven from the Chinese empire. Some missionaries as well as Chinese Christians were attacked and even killed. When the Communists took over China after World War II, all the missionaries were forced to leave. But because the Chinese church had long been self-supporting, it was able to stand on its own. Believers continued worshiping Christ and spreading the gospel.

Although Christians in China have experienced much persecution and often have to meet in secret, Christianity has not been stamped out. Researchers estimate that there are between twenty-five and eighty million Christians in China today.

**Japan**

Like China, Japan was closed to outside influences for many centuries. Shintoism and Buddhism held sway over its people. But in 1853 four American naval ships sailed into Tokyo Bay. The Americans asked for permission to use certain Japanese ports on a regular basis, and the Japanese government agreed. An American diplomat worked to negotiate



Gospel of Grace Christ Church in Japan

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**Discussion**

page 409

Display *Boxer Rebellion—“The Fall of the Pekin Castle”* visual.

Which building do you think is the Pekin Castle in the picture? *Answers may vary.*

The Japanese and the British armies are attacking the Chinese army. What color is each army wearing? *red—British, white—Japanese, and blue—Chinese*

The Japanese writing at the top of the picture says the same thing as the English writing at the bottom—“The Fall of the Pekin Castle, the Hostile Army Being Beaten Away from the Imperial Castle by the Allied Armies.”

The writing at the top right is roughly translated “Pictorial on War Disturbance of Qing Part 21.”

The picture's copyright information is written on the left side.

How did Hudson Taylor's idea to make the Chinese churches self-supporting turn out to be a blessing, especially following the Boxer Rebellion? *Many foreigners were driven out of China, and many Christians were killed. Communists eventually took over the country, but the Chinese church was able to stand on its own.*

Allow time for the student to mark on his *World: Political* map the countries Hudson Taylor came from and went to as a missionary.

Why do you think governments like the one in China were against the spread of Christianity? *possible answers: because of fear that Christians would rebel or fear of the freedoms the gospel would bring to the people*

- How has Christianity continued to grow in China even in the face of much persecution? *Believers have continued spreading the gospel, and Christians meet in secret.*
- How is China a good example of the Bible promise that the “gates of hell” will not prevail against the church? *Even though there has been much persecution, there are millions of Christians in China today.*
- Would it be right for Christians to stop witnessing to avoid persecution? *No, the Bible says to share the gospel with others.*
- Read Matthew 10:17–20; Luke 8:16; and Acts 4:19–20, 29 and discuss what the Bible says about trusting God for boldness to witness for Him.
- Why was Japan difficult to reach with Christianity? *Shintoism and Buddhism held sway over its people.*
- What happened that opened the doors of Japan to American missionaries in the mid-1800s? *A trade agreement between the United States and Japan allowed Americans to use certain ports and send missionaries into the country.*
- How has the spread of Christianity in Japan been different from in China? *Christianity has been slower to spread in Japan. Although Japanese believers are not persecuted, there are not many Christians in its population.*



**Boxer Rebellion**—Some Chinese came to resent Western influence in China. They did not like the new ways introduced by Westerners and blamed China's problems on foreigners and Christians. One large antiforeign group was known as the Boxers, named for the boxing-like exercise they did. In what was called the Boxer Rebellion, they persecuted and killed foreigners and Christians. The Chinese empress did nothing to intervene or help and even ordered and supported the attacks. In defense of their nationals, armies from England, Russia, Japan, Austria, Germany, Italy, and the United States stormed the capital, Peking (now Beijing), in 1900. The battle was swift and bitter, and after many lives were lost, the empress finally signed a peace treaty.

**Discussion**

page 410

- How has the growth of Christ's kingdom compared to the growth of a mustard seed? *Whereas there were once only a handful of Christians in the Roman provinces, there are now Christians all over the world.*
- What peoples of the earth will make up Christ's kingdom as prophesied in Revelation? *people from every tribe and nation*
- How does Christ's kingdom spread? *It spreads one person at a time as people place their faith in Christ individually.*
- In whose power do Christians spread the gospel? *the power of the Holy Spirit*
- 💡 What are some ways Christians are able to spread the gospel without being full-time missionaries?  
*Accept any reasonable answer.*

**Activity Manual**

Study Skill—pages 227–30

Review—pages 236–37

This Study Guide reviews Lessons 161 and 163.

a trade agreement with Japan, and he also helped open up Japan to missionary work. Christianity's spread in Japan has been slow, and today, Christians are still a very small part of the population. But God is still calling missionaries to spread His kingdom in Japan.

## Christ's Kingdom and You

In Matthew 13 Jesus described His kingdom as a tiny mustard seed that grows into a large plant. His kingdom started out small—only a handful of people in the Roman provinces on the eastern shore of the Mediterranean Sea. But this kingdom has now spread over the entire globe. The book of Revelation tells us that the kingdom of Christ will one day include people from every tribe and nation who will sing His praises continually before His throne.

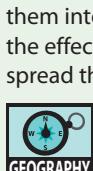
Christ's kingdom spreads one person at a time. Each person who places his faith in Christ becomes a member of His kingdom. Are you a part of that kingdom?

Part of God's plan for Christians is to carry the message of salvation to all the world. Christians can accomplish this through the power of the Holy Spirit, in any walk of life. How will you participate in the spread of Christ's kingdom while you live your life on this earth?



(Top to bottom) Present-day believers in Papua New Guinea, the Philippines, and Cambodia

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**Internet**—Direct the students to research how the Internet is being used to spread the gospel. Divide them into groups and allow them to discuss the effectiveness of using the Internet to spread the gospel.

**Modern missions**—Challenge the student to choose a country, such as India, South Africa, China, or Japan to research current mission efforts taking place there today. Encourage the student to read missionary letters from church or missionary blogs on the Internet to discover the progress being made.

## Chapter 15 Summary

Name \_\_\_\_\_

### Define these terms

dominion  
gospel  
worldview

### Locate these places

None

### Tell about these people

Hudson Taylor  
Martin Luther  
Robert Moffat  
Robert Morrison  
William Carey

### Explain what happened

Protestant Reformation

### Be able to . . .

- Compare the worldviews of a non-Christian and a Christian
- Identify the Bible verse that records God's first words to mankind
- Illustrate how man has had dominion over the earth
- Identify the source of man's intelligence and why he is able to do intelligent things
- Explain why the world's false religions and philosophies formed
- Explain God's plan of redemption
- Explain how persecution helped the spread of Christianity
- Explain the promise Jesus gave about His kingdom
- Identify what happened to Christianity in Egypt
- Describe Constantine's role in preserving Christianity
- Identify the empire that Paul shared the gospel and planted churches in
- Describe what opened the way for more missionaries in India
- Identify how Christianity entered northern Africa
- Explain who African Christians want for church leadership
- Describe what was happening in Latin America at the time of the Protestant Reformation
- Explain how missionaries and immigrants helped spread the gospel in Latin America
- Describe what kept Christianity out of China for so long
- Explain what happened in China as a result of the Boxer Rebellion
- Describe Christianity in China today
- Explain who the book of Revelation says will be included in the kingdom of Christ



Activity Manual page 238

Lessons

**164–65**

## ◆ Lesson 164 ◆

### Objective

- Recall concepts and terms from Chapter 15

### Introduction

Materials for the Chapter 15 Test will be taken from Activity Manual pages 234 and 236–38. You may review all the material during this lesson. The chapter organizer from Activity Manual pages 227–30 may help with review and study. You may choose to review Chapter 15 by playing “Conquer the World” or a game from the Game Bank (pp. G 1–2).

### Activity Manual

Chapter Review—page 238

### Activity

#### Conquer the World

Divide the class into two teams. Provide a copy of the *World: Physical map* (Resource Treasury) for each team. Display the maps. For each correct answer to a review question, the team places an X on a continent or an ocean on its map. The team with the most continents and oceans marked has conquered the world.

## ◆ Lesson 165 ◆

### Objective

- Demonstrate knowledge of concepts from Chapter 15 by taking the test

### Assessment

Tests—Chapter 15

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Chapter 15; Lesson 164; pp. 390–410  
Chapter Review

HERITAGE STUDIES 6 Activity Manual

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