

EXPLORING WORLD HISTORY  
**STUDENT REVIEW**

*Exploring World History Student Review*  
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Pictured on the cover (courtesy Library of Congress unless otherwise noted): Iona III, builder of the Rostov Kremlin and the Belaia Palata, Jewish Woman by Tancred R. Dumas, Portrait of an African Gentleman by Jan Mostaert (Web Gallery of Art), Portrait of a Chinese man by Keibun Matsumura, Rose and Silver: The Princess from the Land of Porcelain by James Abbot McNeill Whistler (Web Gallery of Art), Québec by Francois Xaver Habermann, Evening glow at Koganei Bridge by Hiroshige Ando

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# A Note to Parents

The *Exploring World History Student Review Pack* is a tool to measure your student's progress as they study *Exploring World History*. It includes three books: the *Student Review*, the *Quiz and Exam Book*, and an *Answer Key*. This material is intended to enhance your student's study of world history. Please do not let it become a burden. Students should focus on learning about the issues, the people, and the scope of world history, as they enjoy the literature and the primary documents and grow in their understanding of God's Word. We pray you and your student have a successful journey through the history of the world!

## Student Review

The *Student Review* includes review questions, commentary on Bible readings, and literary analysis of the twelve literature titles we suggest students read as they study *Exploring World History*. The material in the *Student Review* is arranged in the order in which a student will come to it as they study the course. The assignment box at the end of each lesson in *Exploring World History Part 1* and *Part 2* prompts your student to refer to the questions, commentary, and literary analysis at the appropriate time.

**Review Questions.** The *Student Review* includes review questions on each lesson, questions on selected readings from *In Their Words*, and questions on each of the twelve literature titles. Many parents require their students to write out answers to these questions on paper or on a computer; however, that is certainly not required. Other parents and students discuss the questions orally, and some parents use them for family discussion.

**Bible Commentary.** We encourage students to approach Scripture with a heart and mind open to God's Word. When there is a Bible reading assignment, we recommend that the student read the Biblical text first and then read the commentary included in this *Student Review*. This commentary is intended to help students gain a greater understanding of the message of the passages. It is not our intention to push any kind of particular doctrine, but simply to present information that is true to the message of God's Word.

**Literary Analysis.** We love good books. We have carefully selected the literature titles that are assigned with this course. If you want your student to simply read and enjoy the books, we think that is wonderful. If you would like them to dig a little deeper and analyze the literature, the tools for that are included in this book. As we said above, please do not let any of this material become a burden.

After this Note to Parents, we have included "Who, What, How, Why, and Why Not: A Primer for Literary Analysis of Fiction" (to be read after Lesson 25) and "What Do You Think About What He Thinks? A Primer for Analysis of Non-Fiction" (to be read after Lesson 40). Your student will be given a reminder when it is time for him or her to read these sections.

## Quiz and Exam Book

The *Quiz and Exam Book* contains history quizzes and also periodic comprehensive exams in history, English, and Bible. The assignment box at the end of each lesson in *Exploring World History Parts 1* and *Part 2* prompts your student to take a quiz at the end of each unit and to take the comprehensive exams six times throughout the course. Each of these exams includes material from five units. The quizzes and exams have been designed so that you can tear out one at a time and have your student write directly on that piece of paper.

**Preparing for Quizzes.** To prepare for a unit quiz, the student should look back over the review questions for the first four lessons from that unit.

**Preparing for Exams.** To prepare for the comprehensive exams in history, English, and Bible, the student should review the following material:

History: Students should study the review questions and answers from the first four lessons of each of the previous five units.

Bible: Students should study the review questions and answers from the Bible lesson of each of the previous five units (the last lesson in each unit).

English: Students should review the questions that were asked from the selected *In Their Words* readings during the previous five units and the questions asked about the literature titles that were assigned during those five units. They should also review the titles, authors, and settings of those readings.

## Answer Key

The *Answer Key* contains the answers to the review questions, quizzes, and exams, as well as the answers to questions posed in the literary analysis. The number in parentheses after an answer indicates the page number on which that answer is found in *Exploring World History Part 1* and *Part 2*.

# Who, What, How, Why, and Why Not: A Primer for Literary Analysis of Fiction

People read books. Some books (think Shakespeare, Charles Dickens, and Jane Austen) are still widely read decades and even centuries after they were written. Many, many books (think of the highly forgettable ones you see in used book sales--over and over) are a flash in the pan or are even less noticeable. What's the difference? Is it just that most people like this book and most people dislike that one? Sort of, but it is more nuanced than that.

**Literary analysis** is studying the parts of a work of literature (such as plot, setting, characters, and narration) to see how the author uses them to create the overall meaning of the work as a whole. Professors, teachers, students, critics, and everyday people analyze works of literature: novels, short stories, poems, and non-fiction. They think about the story or plot of the book, how it develops, the characters in the book, the words and structure that the author uses, and other elements of the work.

People who analyze literature have developed standard methods. Primarily, this involves looking for elements that are found in most literary works. The purpose of literary analysis is to understand how a piece of literature works: how the writer constructs his or her story, and why the work affects readers the way it does.

Did you ever see yourself doing literary analysis? Does the phrase "literary analysis" make washing dishes or chopping firewood seem exciting? I understand. But it is more interesting than it might sound. Think of it as finding the answers to some big questions: "What makes a story good?" "What are the building blocks of great writing?" "Why do I keep thinking about that book and want to read it again?" "What is the difference between a book you stay up late to read and one that should be repurposed as a fire starter?" Even if you don't want to make a lifelong habit of literary analysis, as an educated person you should know the basics of how it works. It can also be kind of fun.

Literary analysis can help you appreciate the power of a work of literature. It can provide you with insights for a deeper appreciation of the next novel (or poem or history) you read. On a practical level, literary analysis is often what a classroom teacher wants students to do in order to understand a book. So literary analysis is good as long as it is a means to a good end and achieves a worthy goal. However, if literary analysis becomes an end in itself, or a way to show how much someone knows or thinks he knows about literature, or something that gets in the way of enjoying a work of literature, it no longer serves a good purpose. In other words, literary analysis has its place; but it is not the purpose of literature.

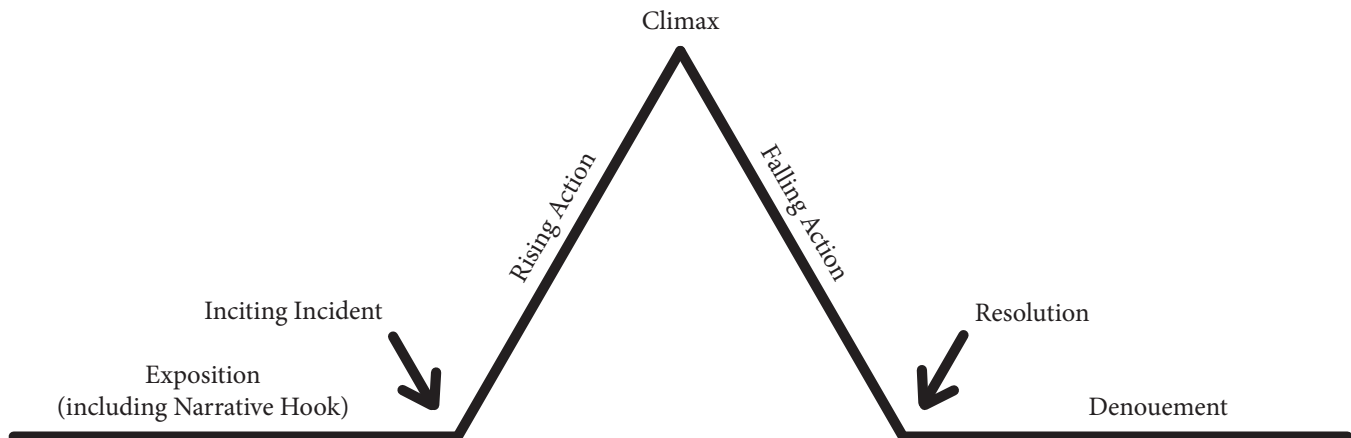
Writers do not write in order to have their work subjected to literary analysis. Nathaniel Hawthorne did not write *The Scarlet Letter*, nor did Charles Dickens write *A Tale of Two Cities*, for English teachers to analyze them to death or so that professors would have material for exams. They wrote because they had stories to tell; they wanted to connect on an emotional level with readers. These authors were successful because they did that well, and this is why their books are considered classic works of literature.

Here are some standard elements of literary analysis.

## Plot

The **plot** is the story of a piece of **fiction**. Fiction is a work of imagined narrated prose, usually either a novel or a short story. The plot is what happens to make it a story.

Gustav Freytag was a nineteenth-century German novelist who found a typical pattern of plot development in Greek and Shakespearean dramas. The same pattern is found in most fictional literature. Freytag depicted it as a pyramid.



The examples below refer to *The Lion, the Witch, and the Wardrobe*.

**Exposition:** *laying out the situation and background, introducing the characters. (Within this element will often be a **narrative hook**, an event or description that gets you interested in the story and wanting to read more.)* Four children come to stay in a professor's country home. The narrative hook is when Lucy finds a magic wardrobe in a back room and visits Narnia: what will happen next?

**Inciting incident:** something that gets the story moving.

*Lucy meets the faun, who expresses inner conflict over what he is doing.*

**Rising action:** building drama; each significant event is called a complication.

*All four children go to Narnia, they meet the Beavers, Edmund betrays his siblings to the White Witch, and so forth.*

**Climax:** the single key event or turning point; the moment of greatest tension.

*Aslan sacrifices his life on behalf of Edmund.*

**Falling action:** events that occur as a result of the climax.

*The good and evil creatures in Narnia have a battle.*

**Resolution:** the event in which the main issue is resolved.

*Aslan's side wins. The four children are established as kings and queens.*

**Denouement** (day-new-maw): the finishing out and tying up of the details of the story.

*The four children grow up, rule Narnia, and then return to their own world.*

Freytag's Pyramid is only a typical plot development. It accurately describes the plots of many pieces of fiction, but there are many variations and exceptions. Writers do not necessarily write to the Freytag Pyramid. Don't try to force a work into the pyramid if it doesn't seem to fit. In addition, people will sometimes have different ideas about what is the narrative hook, inciting incident, resolution, or even the climax in a really dramatic story.

The key question to ask about the plot of a piece of literature is, "What is the **conflict**?" What is the issue that the main character needs to resolve? Is it conflict within himself, perhaps between what he wants and what he actually has? Is it a conflict between himself and another character, or between himself and the expectations of others? Is it the conflict of wanting to reach a goal but being unable to do so? What keeps or moves the character out of stability and causes tension? The tension between Pip and Estella is one conflict in *Great Expectations*. The quest for the ring is a continuing conflict in *The Hobbit* and *The Lord of the Rings* trilogy. A skillful writer

might have several lines of conflict in a work and interweave them into a gripping **narrative**. Conflict and struggle are how we grow as persons, so the conflict in a story is an important way for us to identify with the characters in the story.

The time, place, and social environment of a story is the **setting**. The plot unfolds in these surroundings. Is the story set among the working class of early nineteenth-century England, among fishermen of first-century Israel, among slaves in the southern United States just before the Civil War, or among homeschooling families of twenty-first century America? The setting will affect what characters know, their assumptions and aspirations, and how they act and speak. The geographical setting always impacts the development of the story: isolated mountain villagers will act and speak differently from urban dwellers. The rural and urban settings--and the conflict between them—in *Cry, the Beloved Country* are crucial to the story.

Another key element of the plot is the **structure** of the story, how it is told. A straight **chronological narrative** is simplest, but an author might want to use **flashbacks** (descriptions of events that happened earlier, out of chronological order) and **foreshadowings** (hints at things that will come later) to convey attributes of characters or particular feelings to the story.

**Archetypes** (ARK-eh-types) are typical or standard plot elements, such as a character on a quest, the pursuit of an elusive goal, the loss of innocence, or an initiation into a new situation. Many of the world's most famous works of literature include one or more of these elements because these situations make for a good story. Everyone goes through these times or has these dreams.

## Characters and Characterization

- The **characters** are the people in a story.
- The **protagonist** is the main character of the story (Jo in *Little Women*).
- The **antagonist** is the character who works against the protagonist and provides some degree of conflict (the White Witch in *The Lion, the Witch, and the Wardrobe*).
- The **confidant** is someone to whom a character reveals his thoughts and motives (Margaret plays this role for Bessy and Mr. Bell plays this role for Margaret in *North and South*).
- The mentor teaches another character about life (Marmee in *Little Women*).
- A **foil** is often a minor character who by being a contrast illuminates another character (for instance, the slick operator who serves to highlight the integrity of the protagonist).
- Other typical characters are the **hero** (Sir Percy Blakeney, the Scarlet Pimpernel), the **scapegoat** (Tom Robinson in *To Kill a Mockingbird*), and the **buddy pair** (Don Quixote and Sancho Panza).
- A **round character** is three-dimensional, one whose personality is well-developed and who has some internal struggles expressed. In other words, he is believable and realistic. David Copperfield is a round character. A **flat character** is not developed in the story (Jethro in *The Cat of Bubastes*). A **stock character** portrays a stereotypical role, such as the cruel stepmother in *Cinderella*, the slow and dimwitted policeman, or the unemotional accountant. A stock character might be round or flat. A **dynamic character** changes during the story (matures or regresses, as Margaret Hale does in *North and South*), while a **static character** does not change (Fanny in *North and South*). A good author uses each character to advance the story in some way, not just to clutter the pages.

**Characterization** is the way that the author reveals the nature and personality of the characters. This is how the author makes a character real. What do you learn about a character in the course of the story? How do you learn about him or her? The narrator might tell the reader about a character (**direct characterization**), or the author might reveal a character's attributes by what the character says or does (**indirect characterization**). Typical methods of indirect characterization include a character's actions and his effect on others, a character's dress and appearance, how he talks and what he says, and the thoughts he reveals. The author might convey information about a character through his interactions with others, by what others say about the character, or by discrepancies between the character's reputation and his real actions or between what he says and what he does. A narrator (and through the narrator the author) might express an evaluation of a character by comments he or she makes. If a character grows or changes, how does the author show this: insights that she gains, experiences that teach her lessons, or by demonstrating different ways of acting or speaking over the course of the story?

Conflict within a character or between characters can be distinct from conflict in the story. In *A Tale of Two Cities*, for example, the conflict between the Defarges and the other French revolutionaries on one hand and the French aristocracy on the other is different from the conflict within Sydney Carton himself. What does a character do about conflict? Does he try to escape it, does he repress it, or does he address it?

## Narrative

**The Narrator.** Who is telling the story? One key element of the narrative is the point of view of the narrator. The narrator might be **first person**, a character in the story. A first person narrator might be a major or a minor character in the story. The character David Copperfield is the first person narrator of the Charles Dickens novel by that name; the first-person narrator Ishmael in *Moby Dick* is a relatively minor character in that book. A narrator might be **third person**, one who is not a character in the story. The narrator might be **omniscient**, meaning that he or she knows the thoughts and motives of each character, or he might be **limited omniscient**, knowing the thoughts and motives of just one person. A narrator might be **objective**, not knowing anything about the inner thoughts of the characters except what the characters themselves reveal. One way to describe an objective narrator is that he knows and conveys only what a camera sees. A rare form of narration is **second person**, by which the author describes the reader himself going through the events of the story. Another rare form of narration is the **stream of consciousness** approach, in which the narrator relates the jumble of his own (or one character's own) thoughts as they occur to him. William Faulkner's *The Sound and the Fury* is told in a stream of consciousness approach.

An author chooses the narrative approach for a reason. In *Great Expectations*, the reader has much more sympathy for Pip, the main character and first person narrator, than he would if the story were told by a third person narrator, although Dickens used third person narrators in many of his works.

**Narrative Mood.** What is the **mood** or **tone** of the narration? Is the narrator light-hearted, angry, skeptical, condescending, or sad and defeated? The mood of the characters might be different from the tone the author conveys. The characters might be harsh and judgmental, but the narrator could be sympathetic to the victims of the harshness. Simon Legree is a harsh character in *Uncle Tom's Cabin*; but the author/narrator Harriet Beecher Stowe is sympathetic to Tom, the target of Simon's harshness. The author might have an agenda or cause he is trying to get across through the way the book is narrated. A rare approach is the unreliable narrator



who is so prejudiced that the reader cannot trust what the narrator says and has to filter what the narrator says to determine the truth. It is possible for an author to have a tone or agenda that is different from the tone or agenda of the narrator. For instance, the author might want to condemn the lifestyle of the rich and famous. To do so he makes the narrator so fawning toward and accepting of the rich and famous that it turns the reader off. This is a subtle form of sarcasm as a tone.

**Narrative Style.** An author will use a particular **style**, such as formal or colloquial language, or take a logical or emotional approach to the story. Does the author use **dialog**, which is the recording of direct quotes of conversations between characters, to advance the story?

**Literary Techniques.** How does the author use words to tell his story? He has several tools at his disposal.

- **Imagery** is using descriptive language to convey appearance or other attributes. It is painting pictures with words. Compare “We walked between two large rocks and came to a big field” to “The narrow passage between the towering cliffs opened into a meadow lush with wildflowers.”
- **Simile** is a comparison using like or as. “His encouragement was like a breath of fresh air to me.”
- **Metaphor** is a comparison in which one thing is said to be another. “You are a rock of stability to me.”
- **Symbolism** is the use of one thing to represent another. Literature often uses **archetypical symbols** to convey certain ideas: night often portrays mystery or evil; a mountain can represent an obstacle to overcome; winter and spring can represent death and rebirth.
- **Allegory** is an extended comparison, in which every or almost every character or event represents something else. *Animal Farm* is an allegory of the Russian Revolution.
- **Apostrophe** is addressing someone who is not present or something that is not human. “Caesar, thou art revenged” (from *Julius Caesar*, spoken after Caesar was dead).
- **Synecdoche** (sih-NEK-doh-key) is using a part for the whole. “Ten thousand feet marched down the street to an endless beat of drums” (people marched, not just feet).
- **Metonymy** (meh-TONN-eh-mi) is substituting one term for another because of the close association between the two. “The White House announced a new economic stimulus package today” (meaning the President or an administration official did so, not the physical structure at 1600 Pennsylvania Avenue in Washington, D.C.).
- **Hyperbole** is intentional overstatement. “I think of you a million times a day.”
- **Litotes** (LIH-tuh-teez) is intentional understatement. “His donation to the charity was not insignificant” (meaning it was significant).
- **Irony** is a contrast between appearance and reality. Irony can be situational (a man proposing marriage to a woman in a comical setting such as being stuck in a elevator, or characters trying to keep from laughing out loud in a quiet museum), verbal (one character doing something foolish and another character saying the opposite, such as, “That was an intelligent thing to do!”), or dramatic (the reader knows more than the character does, so the reader knows that it is ironic that the character is doing this because it is fruitless or dangerous).

- **Oxymoron** (ox-ee-MORE-on) is a contradiction in terms. “The silence was deafening.”
- **Paradox** is a phrase or statement that appears to be contradictory but in fact might convey a deep truth. “I know that I know nothing at all.”
- **Antithesis** is putting together two opposite ideas to achieve the effect of a contrast. “It was the best of times, it was the worst of times.”
- **Personification** is the giving of human traits to non-human things. “The trees waited eagerly for the rising of the sun.”
- **Alliteration** is the repetition of the same initial verbal sound. “Billy bounced a ball by the backyard barbecue.” To be more specific: assonance is the repetition of the same vowel sound; consonance is the repetition of the same consonant sound. Alliteration gives rhythm to a statement or phrase that can increase its emotional impact. “And the raven, never flitting, still is sitting, still is sitting/On the pallid bust of Pallas just above my chamber door.”

**Topic and Theme.** A book will usually have a topic and a theme. These are two different attributes even though they sound similar. A **topic** is a brief description of the book, such as, “The French Revolution,” “How Lenin’s Communist Russia operated,” or “Life in a nineteenth-century English factory town.” A **theme** can usually be stated in one sentence and often expresses a universal idea that the story conveys. *Cry, the Beloved Country* is about redemption, making something good out of something bad. The theme of *North and South* is prejudice.

How does the author deal with the conflict and the theme? The author might convey his belief that the conflict is a result of the protagonist’s outdated or irrational mindset; if the character would be more open-minded, he would not have this conflict. The theme might be the privilege of the wealthy, which the author approaches with sarcasm because he thinks the wealthy ought not to have such privilege.

## Your Response to the Story

As you read a work of literature, whether fiction, poetry, or non-fiction, interact with the text. Even more, interact with what the text is saying about life, or history, or whatever the topic is, and what the text says to you and about you. Are the plot and characters realistic and plausible? If they are unreal, does the author intend for them to be unreal and does this approach work? How are the characters products of their time and place and social setting and how do they transcend their setting? What is especially meaningful to you in terms of particular scenes, characters, dialog, or overall impact? How does the story make you feel, which is different from what you think about it? How does it make a difference for you?

Literary analysis is helpful when it clarifies how the author constructed the work. You can more deeply appreciate what he or she did and how the work conveys the intended message and mood. However, literary analysis can sometimes be emphasized to the point of making it seem more important than the work itself; and an analyst can come up with ideas about a work that the author never had in mind. Much of literary analysis is and should be subconscious on the part of the reader, the way we enjoy a good meal without over-analyzing all of the individual ingredients (although you should compliment the cook, and, if you are interested, ask how he or she prepared it). As you give thought to literary analysis, you can better appreciate the mental feast offered to you by what you read.

# What Do You Think About What He Thinks?

## A Primer for Analysis of Non-Fiction

A non-fiction article, essay, or book has a different approach from a work of fiction. It will likely make an argument, teach, or convey information. Of course, a work of fiction might also be an attempt to make an argument, teach, or convey information; but non-fiction presents the information and the author's perspective in a straightforward manner. The non-fiction piece might be in the form of a story; but it is a story from real life, as in a biography.

Part of education is considering perspectives other than your own and developing your response to them. In a persuasive work, a writer has something to say that he hopes others will at least consider and perhaps agree with. Even the author of a biography writes for a purpose, not only to inform but perhaps also to convince readers about something regarding his subject: that he was instrumental in a war, or influential in Congress, or had some other significant impact.

By reading a work of non-fiction, you might be confirmed in what you believe about something or you might be convinced that you need to change your opinion. You might obtain more information that helps you have a more realistic perspective on an issue. You shouldn't fear this process. You don't want to cast aside basic truth and fall for every new idea you hear, but part of growing and maturing is gaining a more complete understanding of truth. No one has a grasp of all truth or the perfect application of that truth in every situation. Everyone can grow in some areas of life, whether that means learning more truth or learning the application of the truth you know to more situations. This process is part of growing in what the Bible calls discernment (see Hebrews 5:13-14).

A text can be any written material. We analyze every text that we read, whether it is an encyclopedia article, a book of political commentary, or an advertisement, even if only briefly and subconsciously. As with the analysis of fiction, we don't want to lose the joy of reading by over-analyzing, but it is good to do serious and conscious analysis for several reasons. Analysis will help you understand the meaning and purpose of a text; you might even discern a meaning beneath the surface. It can help you connect the text with its background, such as the time in which it was written or something about the author. You can profitably compare the text with other texts to see which are more consistent and believable. Analyzing a text can help you prove a thesis. A summary of a text is a report of its content, but an analysis of a text is an evaluation of its meaning and significance.

In analyzing a work of non-fiction, you want to ask questions of the text. You probably won't answer every question below about every text, but here are things to consider when analyzing non-fiction:

- What is the author's point or purpose?
- What is the argument he is making?
- What is the motivation for the piece? What problem does it address?
- What evidence or logic does he use to support his thesis?
- What is the context from which the author writes (time, place, point of view, background and experience)?

- What assumptions does the author bring to writing this piece?
- What words or ideas are repeated? These will often be clues to the author's point.
- What word choices seem significant? Does the author use any figures of speech to make his argument more persuasive?
- What is the structure of the text? For instance, *The Art of War* is a series of pithy observations and bits of advice, *Here I Stand* is a scholarly biography, *Bridge to the Sun* is a memoir, and *The Abolition of Man* is based on a series of lectures. How does the author build his argument through the work? How does the structure help make the author's point?
- What are the key passages in the work, and why are they important?
- What is surprising, odd, or troubling in the text? (These parts are likely challenging your current understanding.)
- What contradictions and inconsistencies do you find in the text?
- What assumptions do *you* bring to the text?
- Is the text convincing to you? Why or why not? (It is entirely likely that you will agree with some things and disagree with others.)
- What questions do you have after reading it? What further study do you need to do?

When you write an analysis of a non-fiction work, gather your information, impressions, and answers to these questions, then write a coherent essay that responds to the piece. Depending on the length of your essay, you will probably want to summarize the author's purpose and argument, emphasize the central points as you see them, note where you think the author is correct and where he is mistaken, and where he is effective and where he could have expressed his ideas differently. Keep in mind the nature of your assignment, what the teacher expects from you, and what the reader of your analysis needs to understand about the work you are analyzing and about your response to it.

The author whose work you have read wants you to think. Show that you have thought. Expressing your thoughts on paper indicates how well you understand what he has said and, more importantly, how well you understand your own thoughts about the subject.

## Analysis of Poetry

You cannot read poetry the way you read a novel, a newspaper, a textbook, or other non-fiction writing. Poetry aims for the heart, for an emotional response, as well as for the mind. Poetry is concentrated language, so how the poem expresses thoughts is extremely important. Don't be afraid to read a poem aloud and slowly. You will probably have to read it more than once to grasp its message fully.

As you read a poem, ask these questions:

- Who is speaking? Is the poem first-person, or is it a third-person speaker?
- What is the occasion?
- Is it a monologue of one person speaking to another? Is it an elegy or a remembrance honoring the dead? Is it a lyric or an ode that meditates on a particular subject? Is it a narrative poem that tells a story?

- What is the tone, the mood, the atmosphere that the poem expresses? Does it suggest floating through the air? Is it a dirge or lament? Does it have a military beat? Does it express longing or joyful praise?
- Is the language of the poem stately, colloquial, humorous, or mysterious, or can you characterize it in another way?
- What literary techniques does the poet use (see the list in the analysis of fiction)?
- Are there important thoughts that are unexpressed in the poem, such as any background information that it assumes?
- Is it effective in generating the desired emotion, attitude, or memory in you?

Poetry traditionally utilizes the rhythm of words, called meter. The determination of meter is called scansion or scanning the lines. Traditional poetry also uses rhyme to produce a particular emotion. Rhyming can occur at the end of lines (end rhyme) or within lines (internal rhyme). Approximate rhyme uses words that sound similar but do not rhyme exactly. Blank verse has a defined rhythm but does not rhyme. Free verse does not use consistent rhyme or meter. At this point, simply take note of how the poem's use of words, rhyme, and rhythm affect you.

When you are called upon to analyze a poem, use your responses to these questions to write an essay that addresses the main points of the poem. Analysis tends to focus on the mind, but remember to include your heart-response to the poem as well.



# Unit 1

## Lesson 1

1. List some specific characteristics of God.
2. What is the most important part of human history?
3. What great quest began when man first rebelled against God?
4. Why do you think most of mankind has resisted knowing and submitting to God?
5. What connections do you have with every other human being who has ever lived?
6. Why should we study world history?
7. Name five people who lived one hundred or more years ago who continue to influence what happens in the world.
8. Name four events in the history of the world that directly affect your life.
9. Why do we have a responsibility to fulfill God's purposes for us?
10. Name three reasons you think it is important to know world history.

### Commentary on John 1:1-18

The goal of these comments about the Bible reading assignments is to help you understand what you are reading and to put each section in the context of the overall story of the Bible. I hope that you will be encouraged to read the Bible more and to continue learning from it.

As you begin your study of world history, it is appropriate to read the opening of the Gospel of John, since it conveys the world-wide significance of Jesus. The Gospel of John is the only one of the four gospel accounts that begins by telling how Jesus existed with God from the beginning, how He was involved in the creation of the world, and how He then became flesh and lived with humans on earth. Jesus offers salvation to all who live in the world that God created.

"Word" (logos in Greek) was a term in Greek philosophical thought that meant wisdom, teaching, basic understanding, or the central concept of the universe. John uses this term to say that Jesus was God's central, essential thought or message. This Word was the agent of God's Creation. Jesus had life and light to give to the world He made, but those who lived in the world were in darkness and did not grasp what He had to offer. John the Baptist was a witness to the light, but Jesus was the light. The person who receives Jesus as this light and believes in His identity as revealed in the gospel is enabled to become a child of God.

The dramatic development in this profound passage is that God's central message became a human being. God's wisdom became a person, through whom we see God's glory, grace, and truth personified. John conveys the importance of Jesus by contrasting Him with Moses. Moses, important as he was, was only God's messenger. He gave Israel the Law that God gave to him. Jesus, however, actually was the Message Himself, whom God sent as the message of salvation for all mankind. Jesus brought grace and truth into existence. No one has ever seen God, but seeing Jesus (as we are about to do in the gospel account) is how we see who God really is. Jesus as God's Message made God known to the world.

This passage reminds us that our study of world history is primarily a spiritual quest, a story that above all else concerns the souls of mankind.

## Lesson 2

1. How does the lifestyle of the fictional boy Pedro differ from yours? In what ways are your lives similar?

2. Name three ways that different cultures interacted and thus influenced each other in history.
3. Name three ways that different cultures interact and thus influence each other in today's world.
4. What is one tendency Americans have when studying world history?
5. When did the United States of America become a major player on the world stage?
6. When did the United States of America come to be seen as a superpower?
7. Persons from how many countries other than America died in the September 11, 2001, terrorist attacks?
8. Describe one principle held by you or your family that is the opposite of a principle held by others.
9. What "lenses" do we need to look through to see right and wrong?
10. What cultures have an influence on daily life in your family?

### **Commentary on John 3:1-21**

This passage begins with a conversation between Jesus and a seeker, Nicodemus. Nicodemus knows that Jesus is from God, but his understanding ends there. Jesus then challenges Nicodemus by telling him that a person must be born again to see the kingdom of God. Nicodemus is dumbfounded: how can a person be born when he is old? Jesus explains by saying that a person must be born of water and the Spirit to enter the kingdom of God; in other words, it is a spiritual rebirth. Nicodemus is still not able to grasp what Jesus is saying. Jesus chides him for being a teacher of Israel who does not understand the things of God.

Students of the Bible have suggested many interpretations of the phrase "born of water and the Spirit." Jesus apparently uses the phrase as a parallel or equivalent to "born again." It seems plausible to see it as a reference to baptism, through which God's Spirit regenerates a person. Acts 2:38 and Titus 3:5 are other passages that connect water and the Spirit. See also Romans 6:4.

Jesus then spends the rest of the passage telling about Himself and His mission. Jesus is opening the way to heaven. Just as Moses lifted up a serpent in the wilderness to save people who had been bitten by poisonous snakes (Numbers 21:6-9), so Jesus would be lifted up on a cross to save those who looked to Him. This is God's plan, that whoever believes in Jesus should have eternal life. God did not send His Son on a mission to condemn the world; people in the world already stood condemned by their actions. The Light of God came into the darkness of the world, but for the most part people preferred the darkness. Those who are open to the Light, however, find new life in Christ.

God loves the world so much that He was not willing for the world to remain hopeless and in the dark. He sent Jesus to redeem the world from the darkness into which it had descended. As you study the story of world history and read about man's accomplishments and failings, always remember that God loves people so much that through Christ He brought salvation.

### **Lesson 3**

1. Briefly describe your role in the daily life of your family.
2. How does your family make the money it needs for clothing, food, and shelter?
3. What is the history of the Christian faith in your family?
4. Why do you live in the place where you live? Who made the decision? When was it made?
5. Describe the geographic features that affect your daily life.
6. What do you know about the countries your ancestors were from?
7. Was anyone in your extended family or ancestry involved in a war?



8. List a few of the fundamental principles held by Western Civilization as a whole.
9. What culture or cultures other than the American culture especially interest you?
10. Give three motivations for knowing what has happened and what is happening outside of your own community.

### **Commentary on John 17 and John 19:17-20**

These are two more passages that convey the international significance of Jesus. The first is the prayer of Jesus in the Garden before He was arrested. Jesus prays for Himself, then for His disciples, and finally for those who would believe in Him through the disciples' preaching of the gospel. In other words, He is praying for us and for all the other believers in the world. Jesus knew God's plan, that the men He trained would take the gospel to the world; and He prays for that plan. Jesus specifically prays that those who believe in Him will be one, as He and the Father are one. In this way the world will be encouraged to believe that God sent Jesus. When Christians are divided and do not get along, it hurts the spread of the gospel. People have enough conflict and division in their lives. They see plenty of it around them in the world in which they live. When Christians do not get along, unbelievers have little motivation to take the gospel seriously. However, when unbelievers can see Christians from various backgrounds and nationalities getting along because of their unity in Christ, it tells them that there is something exceptional about Jesus and that He offers a better way to live. Unity among believers can draw people to Jesus.

The second passage describes the crucifixion of Jesus. Pilate has a sign made to put on the cross that says, "Jesus the Nazarene, the king of the Jews." Pilate intends this to be his last mocking insult of Jesus and the Jews. He was saying, "See what happened to your king?" It was also a warning: here is what happens when you don't play by Rome's rules. Pilate wants the insult and the warning to be proclaimed as widely as possible, so he has the message written in three languages: Hebrew (the language of the Jews), Latin (the language of the Romans), and Greek (the language of international relations in that day). However, God uses Pilate's insult to proclaim the gospel. Jesus was indeed the king of the Jews, and as such He was the Savior of the world. The sign on the cross in three languages is a precursor of the gospel message being taken to every nation and language around the world. Pilate thought that he had defeated Christ and snuffed out the budding movement of His followers. Instead, the cross provided the way of salvation; and the message about it would go into all the world, even beyond the borders of the mighty Roman Empire.

### **Lesson 4**

1. Why has religion dominated world history?
2. How did Israel become a nation?
3. What are some of the worldly motivations that have been veiled by supposed religious motivation?
4. What theory concerning government was challenged by philosophers such as John Locke?
5. In what way was the choice to make America's government representative motivated by religion?
6. What do you think the writers of the Constitution meant when they wrote: "Congress shall make no law respecting an establishment of religion"?
7. What problems surface when a religion is recognized and forced onto people by the government?

8. What are some of the problems that arise when governments actively oppose religion?
9. What are some of the beliefs of secularism?
10. In what ways does religion motivate what you do?

### **Commentary on Genesis 1-4**

The Bible begins with the majestic story of Creation, culminating in the creation of man. The second chapter of Genesis tells the story differently by focusing on the creation of man first and then describing his environment, culminating in the creation of woman and the establishment of the man-woman relationship of marriage. Chapter 3 relates how sin entered the world and the consequences of the sin of Adam and Eve. In Chapter 4 we rejoice with the birth of children to Adam and Eve, but then we witness the tragedy of hatred and killing. The story continues as people move away, establish cities, and begin to develop various aspects of human life.

### **Lesson 5**

1. What is the First Cause?
2. What are the three manifestations of God?
3. Define time and eternity and how they relate to each other.
4. List some of the ways Satan works to oppose God.
5. What did God plan and provide for before He created the first human?
6. Whom did God choose before the foundation of the world to be holy and blameless before Him?
7. How can a person know his or her name is written in the book of life?
8. How can one view all of world history through the reality of Christ?
9. Who is the ultimate expression of God's wisdom?
10. How is the earth described in Genesis 1:2?

### **Commentary on Genesis 5-7**

This passage tells about the generations from Adam to Noah, God's grief at the sin of man, and the flood He sent to give the earth a new start. Chapter 5 provides one of many genealogies in the Bible. Israel placed great importance on family lines. Who your father and grandfather were played a big part in your identity in a community. This recognizes the importance of family in a person's life. The passage is also an example of obedience to the commandment to honor one's father and mother.

In one sense, each person has the obligation and the opportunity to live his or her own life as it should be lived. In another sense, however, everyone lives under the influence of his or her forebears. You have an obligation to maintain your family's reputation, or to rebuild it if previous generations have not lived well. You should want to live well to make a smoother path for those who come after you.

The flood that God sent upon all the earth shows His judgment on sin but also His mercy in preserving a few people as well as the animals in the ark.

# Unit 2

## Lesson 6

1. At what point does the history of mankind begin?
2. How does man differ from the other aspects of creation?
3. What does the phrase “body and soul” describe?
4. What are the different purposes of the creation accounts in Genesis 1 and 2?
5. Why do you think God created man to be in families?
6. In what modern-day country is the Garden of Eden thought to have existed?
7. According to Genesis 2, what did God provide for man in the Garden?
8. Why did God give limits to Adam and Eve?
9. What are some of the problems with regarding Genesis 1 as poetic and not literal?
10. How does the Biblical account of creation differ from the Enuma Elish?

### Questions on Ko Nga Tama a Rangi

1. This is a traditional story of what people group in what country?
2. Who do Rangi and Papa represent?
3. What was discovered after Rangi and Papa were rent apart?

### Commentary on Genesis 8:1-11:10

This section completes the flood story. It gives God’s promises about the earth and His covenant that is symbolized by the rainbow. The narrative of human history continues with the story of Noah’s family, their sins, and Noah’s blessings on Shem and Japheth and his curse on Canaan, the son of Ham. The latter is significant with regard to the Canaanite people, since their residence in the land of Canaan and their practice of idolatry with have a significant impact on the nation of Israel.

## Lesson 7

1. Why is recognizing sin important in understanding world history?
2. What are the consequences of sin?
3. What sinful motivations were behind Adam and Eve’s sinful actions?
4. What second sin, committed by Adam, Eve, and Cain, do people often commit who are unwilling to confess their original sin?
5. Whom did God curse for the sin in the garden?
6. Give some examples of God’s mastery over Satan.
7. What was the reason for the flood in which Noah and his family were saved?
8. What was the sinful motivation behind construction of the tower and city on the plain of Shinar?
9. What did God do that made it hard for men to work together?
10. What is the origin of the name Babylon?

### Questions on the Australian Aboriginal Flood Story

1. Who was Dumbi and what was the complaint he presented to the Supreme One?
2. What animal did Gajara’s wife put in the oven that pleased the Supreme One?
3. Why do you think the story uses Australian animals?

## **Commentary on Genesis 11:11-15:21**

From the descendants of Shem, God calls Abram to go to a land where He will make Abram's descendants a great nation, the nation of Israel. God enables Abram to become wealthy there. We also learn of Abram's sojourn in Egypt and his war with the kings of nearby city-states during which he rescues his nephew Lot.

At the end of Chapter 14, we read of Abram's being blessed by Melchizedek, king of Salem and priest of God. Abram gives a tenth of his spoils to Melchizedek. This is all we learn about Melchizedek in the Bible, but he became the subject of much speculation in later Israelite thought. He came to be seen as a foreshadowing of the Messiah, since in the Bible he has no earthly parents and no birth or death. See the reference to him in Psalm 110, which was understood to be a psalm about the Messiah. Hebrews 6:19-7:28 connects Melchizedek with Christ. Jesus did not have typical earthly parentage, He has always been alive, and He lives forever. The writer of Hebrews is trying to convince Christians not to return to Judaism by showing that Christ is superior to Judaism. Abraham paid tithes to Melchizedek, which meant that Melchizedek was superior to Abraham. Jesus is of the order of Melchizedek, so Jesus is superior to Abraham and to the old covenant.

## **Lesson 8**

1. Who built a city early in history and named it after his son?
2. For what is Jabal known?
3. Who was the originator of musical instruments?
4. What kind of work began with Tubal-cain?
5. What does the description of the lifestyle of the first people on earth reveal about their intelligence, talent, and ability?
6. Who was the third named child born to Adam and Eve?
7. What significant spiritual change or beginning does Genesis record after the first mention of Seth's son Enosh?
8. What two extraordinary statements are made in Genesis concerning Enoch?
9. From what son of Noah is Abraham descended?
10. Why are differences in skin color insignificant?

## **Commentary on Acts 17:24-28, Genesis 16-18**

Since this lesson deals with some of the nations of the ancient world, we look at Bible passages that tell how God created nations.

Acts 17:24-28 is part of Paul's message at the Areopagus in Athens. Paul was seeking to teach the Athenians the identity and nature of the unknown God to whom the Greeks had built an altar. The Creator God, Paul says, does not live in man-made temples. God doesn't need man, since He gives life and breath to man. Paul then gives God's perspective on man and nations. God made from one man (Adam) every nation of the earth. He determines the times and places when and where the nations live. God's purpose is for the nations of the earth to seek Him and find Him. This should not be difficult since God is not far from us and since we have our existence in Him. Paul quotes from two Greek poets, Epimenides and Aratus, to bridge the gap between his message and his audience. Even your own poets, Paul was saying, know something about this one true God. We learn from Paul's sermon that the coming of man on earth and the development and movement of the nations are not accidents of evolution but the result of God's plan and action.

Genesis 16-18 tells how two great nations came from Abraham. Abram listens to Sarai in her faithlessness and fathers a child by Sarai's handmaiden, Hagar. God does not forget or ignore Hagar and her child. He tells Hagar that her son will be the father of many descendants. Ishmael was indeed the father of the Arab nations. Thirteen years later, God again speaks to Abram. The Lord repeats His covenant promise to Abram and gives Abram the act of circumcision as the sign of that covenant. God also promises that Sarah will have a son. At this promise Abraham laughs.

Then three visitors come to Abraham, apparently the Lord and two angels. The Lord again announces that Sarah will have a son, and at this prediction Sarah laughs. God's actions are sometimes hard to believe, but He keeps His word.

God not only builds nations; He tears down the work of man when it becomes odious in His sight. He reveals to Abraham His plan to destroy Sodom and Gomorrah. Abraham tries to bargain with God to keep the cities from being destroyed.

### Lesson 9

1. What is the name for the idea that the processes we see in the physical world today have always taken place at roughly the same rate?
2. What year did James Ussher calculate the earth to have been created?
3. Who were some other men who calculated the age of the earth in thousands of years?
4. How many years did Methuselah live?
5. Give two theories for why men lived longer in the early years of the earth than they do today.
6. What is polygamy?
7. Name three men in the Bible who had more than one wife.
8. In what way did Lamech follow the example of his ancestor, Cain?
9. What was the other name for the "mighty men of old"?
10. Describe how you believe a godly marriage should look.

#### Questions on *The Annals of the World*

1. What does Ussher say of the attempt to give an exact astronomical table of time?
2. Do you think knowing the age of the earth is important? Why or why not?

#### Commentary on 2 Peter 3:1-9 and Genesis 19-21

The significance of 2 Peter 3:1-9 for this lesson is that it is a reference to Creation in the New Testament. Peter says that some people doubt that God will do anything because they only see things continuing just as they always have. They fail to see, Peter notes, that God created the world "out of water and by water" (perhaps a reference to "the deep" in Genesis 1:2) and that God destroyed the world with water in the flood. God has promised that He will not destroy the earth by water again. Now the world is being preserved for destruction by fire. The apparent delay in God's judgment (misunderstood by some as nothing happening) is actually a demonstration of God's patience. He does not want any to perish, but He wants all to come to repentance.

Genesis 19 describes the destruction of Sodom and Gomorrah. A poignant scene is described in Genesis 19:27-29 when Abraham looks out the next morning to see the destroyed cities, just as God had told him would happen. God showed mercy to Abraham by sending his nephew Lot out of Sodom. Sadly, Lot lets himself be manipulated by his daughters into lying with both

of them. The children born from these unions found the Moabite and the Ammonite nations. The name of Amman, the capital city of the modern-day country of Jordan, is derived from the Ammonites.

Abraham misleads Abimelech about Sarah in the same way he misled Pharaoh years before. When Isaac is born, Sarah has Hagar and Ishmael sent away; but God preserves them and promises that Ishmael will be the father of a great nation.

Finally, Abraham and Abimelech enter into a covenant of peace with each other. Abimelech ruled to the south of Canaan, in the region of the northern Negev Desert, the area that is still called by that name today. Since Abimelech is mentioned again with reference to Isaac, many believe that the name could have been a title for the king in that area. This would be a usage similar to the way the Bible uses the term Pharaoh.

### **Lesson 10**

1. What is the most fundamental question man can consider?
2. What does a relationship with God require beyond knowledge?
3. Who is one of the well-known proponents of the First Cause theory?
4. Give three examples not mentioned in the text of a thing in the universe and the thing or things that caused it.
5. Name three evidences of design you have noticed in the world.
6. Explain this statement: It takes more faith (trusting in the unseen and unproven) to believe that our world just happened than to believe that an Intelligence lies behind it and guides it all.
7. Where does the moral standard come from?
8. What is the Biblical definition of a fool?
9. Why do you think the theory of evolution has such wide acceptance?
10. Why are our individual choices and actions important?

### **Questions on *Summa Theologica***

1. According to Aquinas, how is it that a natural body that lacks intelligence is able to act for an end?
2. Why would God allow evil to exist?

### **Commentary on Romans 1:16-31, Genesis 22-24**

The Romans passage is an important New Testament teaching about Creation. Paul says that the gospel was revealed to men because God's wrath had been revealed against men. His wrath had been revealed because men suppress the truth about God in unrighteousness. Verse 20 says that God's invisible qualities, His eternal power and divine nature, are clearly seen in the created world, so men are without excuse when they reject Him. Because people rejected God, God gave mankind over to lives of sin. Paul then lists various degrading sins that characterize human life.

The Genesis passage describes the great test of faith that Abraham faced when God told him to sacrifice Isaac. Afterward, God renews His promise to multiply Abraham's descendants. Chapter 18 describes the death of Sarah and Abraham's negotiation for a burial place for her.

Abraham wants Isaac to find a wife among their own people. The Lord leads Abraham's servant to Rebekah. Rebekah's father Bethuel and brother Laban agree for her to go with Abraham's servant but only after a delay. Rebekah, however, says that she is ready to go. As Isaac receives her, Genesis 24:67 gives a beautiful description of the next generation of Abraham's family entering into marriage.

## Unit 3

### Lesson 11

1. What are the characteristics of a civilized society?
2. Why is the term "prehistoric" invalid?
3. Give some examples of behavior that could be considered primitive or barbaric that are practiced in today's world.
4. What are other names that have been given to the area called Sumer?
5. What are the two main rivers that run through the area once known as Sumer?
6. In what ways has the Fertile Crescent been culturally fertile for thousands of years?
7. What is a city-state?
8. What was the most important Sumerian city?
9. What is the name of the written language of the Sumerians?
10. What changes can take place in everyday life when one person rules several conquered peoples?

### Commentary on Genesis 25-27

Abraham remarries and has other children, but these are not the son of God's promise as Isaac was. Abraham lives to be 175 years old. Genesis then gives the genealogy of Ishmael. Even though Ishmael's descendants are not the line of the child of promise, these people are important.

While Rebekah is carrying twins, the Lord tells her that the older will serve the younger. Later events show how this took place. The younger son, Jacob, came into the world as a supplanter and never forsook that role. The parents in the family had favorites: Isaac's favorite son was Esau, and Rebekah's favorite was Jacob. Playing favorites in a family always causes problems. In a moment of Esau's weakness, Jacob uses stew to obtain his older brother's birthright. When Isaac is in Gerar, he uses the same deception about Rebekah that Abraham had used about Sarah. The apple does not fall far from the tree. Still, God renews His promise to Jacob to create a great nation through his descendants. Esau grieves his parents by marrying Hittite women.

Chapter 27 describes how Jacob deceives his father to obtain Isaac's blessing. The blessing was given by a father to bestow the family birthright. The recipient of the blessing received a double portion of the father's inheritance. Esau had already sold his birthright to Jacob for a bowl of stew. Now Isaac offers to grant Esau the blessing anyway. With Rebekah's help, Jacob tricks Isaac and receives the blessing. As a result, the enmity between the brothers grows. Rebekah urges Jacob to go stay with her brother Laban, ostensibly until Esau cools off but also so that Jacob might find a wife there. To say that theirs was a complicated family situation is an understatement.

## Lesson 12

1. What is the central reality of Egypt?
2. Which of the two divisions of Egypt is close to the Mediterranean Sea?
3. What did God demonstrate to the Egyptians through the plagues?
4. Why were Egyptians buried with supplies such as food and furniture?
5. What do you think some of the benefits were of the absolute rule of the pharaoh? What do you think were some of the drawbacks?
6. What was the name of the position in Egyptian government probably held by Joseph?
7. What important discovery was made in Rosetta by troops of Napoleon in 1799?
8. In what ways does a written language help a country be and remain strong?
9. Where do we get the word paper?
10. Why do you think the Egyptian civilization lasted a long time compared to many other civilizations?

### Commentary on Genesis 28-30

Continuing the family pattern, Isaac tells Jacob to get a wife from the household of his uncle Laban. On his way, Jacob has a dream of a ladder or stairway to heaven with the Lord standing above it. God promises to give to Jacob and his descendants the land and a multitude of descendants. Jacob understands the place to be “the house of God” and “the gate of heaven.” The ladder symbolizes Jacob’s connection with God. Jacob raises a stone marker at the place to commemorate the event.

Jacob desires to marry Rachel, and Laban agrees for him to work seven years to be able to do so. But then Uncle Laban proves to be a trickster himself, as he gives Jacob his older daughter Leah instead. Jacob serves another seven years to win Rachel. As things develop, Jacob has children by Rachel, Leah, and their maids. As you read the narrative, remember that the events described took place over many years: seven years for Leah, seven years for Rachel, and then however long it took for Jacob to father all of his children and to breed his livestock.

Jacob wants to return to Canaan, and he makes a deal with Laban about how to divide the flocks that Jacob had tended. Apparently Jacob increased his flocks by prenatal conditioning; the text does not indicate that the breeding involved miraculous intervention although that might have been a factor also. God prospers Jacob in preparation for his return to Canaan.

## Lesson 13

1. Explain the saying, “Necessity is the mother of invention,” and give an example of it.
2. What are common motivations for advancing and inventing?
3. What important sailing invention is credited to the Sumerians?
4. What did the Sumerians create to make agriculture easier and more productive?
5. What two metals are the components of bronze?
6. Name a few ways your daily life is affected by the decision of the scholars of Sumer to divide each hour into sixty minutes and each minute into sixty seconds.
7. How did the Egyptians organize their calendar?
8. What originally covered the exterior of the Egyptian pyramids?
9. What shape, which was used for the Washington Monument, originated with the Egyptians?
10. Name some of the tools and machines that are utilized by today’s scientists, engineers, and mathematicians that, as far as we know, were not available to the Sumerian and Egyptian civilizations.



### **Commentary on Genesis 31-33**

Jacob makes plans to leave Laban. Rachel steals Laban's household gods and hides them in her camel's saddle (probably a basket-type device). If having household gods sounds pagan, that's because it was. Owning such teraphim was a common practice in that day and time, apparently even among people who believed in YHWH. They might have been seen as something like good-luck charms. Another suggested explanation is that the possessor of a man's household images would be considered that man's heir. This might explain why Rachel took them. If this is the case, then Rachel turns out to be a trickster also. We also see a recurring theme of how God used dreams to convey His revelation to people in that day. Dreams will be important in the story of Joseph a few years later.

Jacob and Laban come to a parting agreement, and they erect stones as a witness of their final discussion. Jacob hears that Esau is coming to meet him with a great show of force. This worries Jacob, who arranges his family and goods to provide the greatest safety for them. That night, Jacob wrestles with God, who had assumed the form of a man. Because of that incident, God changes Jacob's name to Israel, which means "striven with God." As a result of the incident, Jacob walked with a limp and Israelites did not eat meat from the socket of the thigh. People who want to walk closely with God will find that walk to have struggles and not just continual ease, but the struggles are worth it to get to where God wants to take you.

The meeting with Esau takes place without the conflict that Jacob feared. Esau is not still angry with his brother. Esau recognizes that God had provided him with great wealth. The brothers part in peace.

### **Lesson 14**

1. Name four of the boasts Hammurabi makes about his accomplishments in the Law Code of Hammurabi.
2. What region did Hammurabi rule?
3. Why did Hammurabi create his code of law?
4. What discovery related to Hammurabi was made in 1901?
5. What is depicted on the top of the object discovered in 1901?
6. How many specific provisions does Hammurabi's code contain?
7. Most of the provisions are presented as what kind of laws?
8. How many laws did God give the Israelites?
9. What do all law codes recognize?
10. What did Paul mean when he said that Gentiles who do by nature the things of the Law show that the work of the Law is written in their hearts?

### **Questions on the Code of Hammurabi**

1. What is one provision with which you agree. Explain your answer.
2. What is one provision with which you disagree. Explain your answer.

### **Commentary on Genesis 34-36**

Chapter 34 describes the incident of Dinah being taken advantage of by Shechem, a Canaanite lord or prince. Dinah's brothers, the sons of Israel, are furious at the shameful treatment of their sister and plot revenge. Hamor, the father of Shechem, wants his family and Jacob's family to intermarry. This sounds like an offer of reconciliation, but it would likely have resulted in the sons of Jacob going astray into idolatry. The sons of Israel insist that Shechem's men be

circumcised; but while they are healing from the procedure the sons of Israel attack and kill them. Jacob fears that he and his household will be destroyed by other Canaanites, but this does not happen. In fact, the next chapter says that the people of the land were in great terror of the sons of Jacob.

Chapter 35 tells of God's call to Jacob. Jacob rids his household of foreign gods, God appears to Jacob and confirms Jacob's name being changed to Israel, and Israel honors God there. A pattern in the Old Testament is that the names that people were given had great significance. Jacob has one more son, Benjamin, but Rachel dies during the childbirth. Then Isaac dies at the age of 180.

Chapter 36 provides the genealogy of Esau. As with Ishmael's descendants earlier, these people have significance in the story that God is writing.

### Lesson 15

1. The tower of Babel was on what plain?
2. From what Chaldean city did Abram and his family move?
3. The ancient city of Haran was located in what modern country?
4. Balaam lived near what river?
5. What judge of Israel defeated the Mesopotamians?
6. Susa, capital of the ancient Persian empire, was in the area of what modern country?
7. What is the probable background of the Jews from Mesopotamia who were present at the Day of Pentecost in Acts 2?
8. What is probably represented by the woman described in Revelation 17:3-5? What is the main clue to her identity?
9. When did followers of Islam become a major force in the region of Mesopotamia?
10. Why do you think this region has had such unrest since the beginning of the world?

### Commentary on Genesis 37-39

Chapter 37 begins the story of Joseph. Chapter 39 continues the story of Joseph.

Chapter 38 provides the narrative of a shameful event involving Judah and his daughter-in-law Tamar. Judah marries a Canaanite woman. Their firstborn son is evil, and their second son is rebellious; the Lord takes the lives of both of them. Judah then fails to carry out his responsibility to make sure that his third son fathers a child by Tamar to preserve the oldest son's name. Judah's wife then dies. Tamar realizes that Judah has failed in his responsibility to her, so she does what she believes she has to do to have a child. Apparently Tamar disguises herself as a pagan temple prostitute and makes herself available to Judah, who gives in to the temptation and has relations with her. When Judah finds out that Tamar is pregnant, he hypocritically demands that Tamar be put to death. Tamar proves that Judah is the father, and Judah admits that Tamar has been more righteous than he had been. As unrighteous as Tamar had been, she was more righteous than Judah. The union between them results in twins.

Judah's giving in to sexual temptation stands in stark contrast to Joseph's resisting the attempted seduction by Potiphar's wife in the next chapter. The patriarchs were not perfect, and the Bible does not hide that fact. Judah is the ancestor of the royal line of Israel, which is the earthly family line of Christ.

EXPLORING WORLD HISTORY  
**QUIZ AND EXAM  
BOOK**

*Exploring World History Quiz and Exam Book*  
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# Unit 1 Quiz

- \_\_\_\_\_ 1. What is the most important part of human history?
- a. the rise and fall of great civilizations
  - b. the realities of war
  - c. man's relationship with God
  - d. knowing the exact age of the earth
- \_\_\_\_\_ 2. When did man's quest for reconciliation with God begin?
- a. after man first rebelled against God
  - b. after the flood
  - c. after the Israelites left Egypt
  - d. after Israel's Babylonian captivity
- \_\_\_\_\_ 3. What connection do all humans share with each other?
- a. We all believe in God.
  - b. We were all created by God.
  - c. We all believe in heaven.
  - d. We all realize our need for Jesus.
- \_\_\_\_\_ 4. What lenses do we need to look through to see right and wrong?
- a. American lenses
  - b. lenses of God's Word
  - c. lenses of our cultural norms
  - d. multicultural lenses
- \_\_\_\_\_ 5. What nation did God call to Himself and designate as His chosen people?
- a. United States
  - b. China
  - c. Israel
  - d. Hittites
- \_\_\_\_\_ 6. What commonly-accepted theory was questioned by people such as John Locke?
- a. People evolved and are therefore not important.
  - b. Animals are as important as humans.
  - c. Kings were put in place by God and their authority should not be questioned.
  - d. No government leader can be trusted.
- \_\_\_\_\_ 7. The idea of the divine right of kings was replaced by:
- a. the divine right of the people
  - b. the secular right of kings
  - c. the reign of terror
  - d. socialism
- \_\_\_\_\_ 8. Which of these defines secularism?
- a. Divinity does not exist.
  - b. Religion hinders progress of society.
  - c. There are no moral absolutes.
  - d. All of the above.
- \_\_\_\_\_ 9. What tends to happen when a particular religion is recognized and forced onto people by the government?
- a. Faith can become a meaningless outward ritual.
  - b. Religion can become a hindrance to freedom.
  - c. When people are forced to believe something, they may not believe it at all.
  - d. All of the above.
- \_\_\_\_\_ 10. Which of the following has had the greatest impact on world history?
- a. religion
  - b. literature
  - c. science
  - d. art



# Unit 2 Quiz

- \_\_\_\_\_ 1. In what modern-day country is the Garden of Eden thought to have existed? a. Jubal
- \_\_\_\_\_ 2. God did not approve when people began to build a tower and city on what plain? b. Shem
- \_\_\_\_\_ 3. Who is remembered as the originator of musical instruments? c. Nephilim
- \_\_\_\_\_ 4. Who is named as Adam and Eve's third child? d. Shinar
- \_\_\_\_\_ 5. Who is remembered as a man who walked with God? e. Lamech
- \_\_\_\_\_ 6. Abraham was a descendant of which of Noah's sons? f. Iraq
- \_\_\_\_\_ 7. Who lived 969 years? g. Methuselah
- \_\_\_\_\_ 8. What was another name for the "mighty men of old"? h. Tubal-Cain
- \_\_\_\_\_ 9. Who was a murderer like Cain? i. Seth
- \_\_\_\_\_ 10. Who began working with bronze and iron? j. Enoch





# Unit 3 Quiz

- \_\_\_\_\_ 1. The area of Sumer has also been called:
- a. Syria
  - b. Mesopotamia
  - c. Palestine
  - d. All of the above
- \_\_\_\_\_ 2. The written language of the Sumerians is called:
- a. Hieroglyphics
  - b. Ottoman
  - c. Euphratean
  - d. Cuneiform
- \_\_\_\_\_ 3. What are the two main rivers that run through the area once known as Sumer?
- a. Put and Cush
  - b. Jordan and Yarmuk
  - c. Nile and Mendesian
  - d. Tigris and Euphrates
- \_\_\_\_\_ 4. The plagues that God brought on Egypt showed that:
- a. God was mightier than the Egyptian gods
  - b. the Sumerians would defeat the Egyptians in war
  - c. the sun god was more powerful than the god of the Nile
  - d. flies and frogs are unclean animals
- \_\_\_\_\_ 5. In 1799 Napoleon's troops discovered:
- a. the Egyptian pyramids
  - b. the Sphinx
  - c. the Rosetta Stone
  - d. the tomb of Tutankhamen
- \_\_\_\_\_ 6. The Sumerians frequently utilized the number:
- a. twenty
  - b. twelve
  - c. sixty
  - d. 144
- \_\_\_\_\_ 7. The Egyptian pyramids were originally covered with:
- a. marble
  - b. mud
  - c. limestone
  - d. slate
- \_\_\_\_\_ 8. Hammurabi ruled in the region of:
- a. Egypt
  - b. Canaan
  - c. Mesopotamia
  - d. Persia
- \_\_\_\_\_ 9. How many specific provisions are included in the Code of Hammurabi?
- a. ten
  - b. 282
  - c. 100
  - d. 500
- \_\_\_\_\_ 10. Ancient Mesopotamia is now largely modern:
- a. Iran
  - b. Iraq
  - c. Egypt
  - d. Palestine



# First History Exam (Units 1-5)

1. What nation did God call to Himself and designate as His chosen people?

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2. In what modern-day country is the Garden of Eden thought to have existed?

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3. Whom did God curse after the first sin in the Garden of Eden?

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4. What stone did Napoleon's troops discover in 1799?

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5. What kind of religious family background did Abraham have?

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6. What special feast commemorates God's deliverance of Israel in Egypt?

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7. To what land did Elimelech take his family?

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8. Boaz fulfilled for Ruth the role of what?

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*Matching.*

- |  |               |
|--|---------------|
| _____ 9. He built a city and named it after his son.         | a. Jubal      |
| _____ 10. He walked with God.                                | b. Hammurabi  |
| _____ 11. He was the originator of musical instruments.      | c. Terah      |
| _____ 12. He was the third named child born to Adam and Eve. | d. Cain       |
| _____ 13. He was Noah's son and Abraham's ancestor.          | e. Lot        |
| _____ 14. He lived 969 years.                                | f. Enoch      |
| _____ 15. He ruled in Mesopotamia.                           | g. Amram      |
| _____ 16. He was Abraham's father.                           | h. Obed       |
| _____ 17. He was Abraham's nephew.                           | i. Methuselah |
| _____ 18. He was the father of Moses.                        | j. Reuel      |
| _____ 19. He was the father-in-law of Moses.                 | k. Seth       |
| _____ 20. He was the son of Boaz.                            | l. Shem       |

# First English Exam (Units 1-5)

1. "Ko Nga Tama a Rangi" bears similarities to what Biblical account?

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2. "Ko Nga Tama a Rangi" is a story from what country? \_\_\_\_\_

3. The story of Gajara, Dumbi, and Ngadja comes from what people group in what country?

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4. What is significant about the animals mentioned in the story about Gajara?

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5. What is the meaning of the Hebrew word *Dayenu*? \_\_\_\_\_

6. When is "Dayenu" typically sung? \_\_\_\_\_

7. What story is expressed in "Dayenu"?

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8. Who wrote *The Cat of Bubastes*? \_\_\_\_\_

9. What is the name of Chebron's sister? \_\_\_\_\_

10. Tell who Ameres is and describe his faith.

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# First Bible Exam (Units 1-5)

1. Define eternity.

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2. What religion became a major force in Mesopotamia in the 7th century?

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3. What five books are included in the Pentateuch?

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4. Why are the sacrifices described in the Law of Moses no longer necessary?

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5. Write a paragraph describing the life of Joseph.

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