

From Adam to Us

Part 1: Creation to Cathedrals

Ray and Charlene Notgrass

Activities by Bethany Poore

Maps by Nate McCurdy



From Adam to Us Part 1
Ray and Charlene Notgrass
Activities by Bethany Poore
Maps by Nate McCurdy

ISBN 978-1-60999-084-8

Copyright © 2016 Notgrass Company. All rights reserved.
No part of this material may be reproduced without permission from the publisher.

Cover Photo Credits

Front Cover: Camel (Pixabay), Aswan, Egypt (Certe/Shutterstock.com),
Petra, Jordan (Pixabay), Chartres Cathedral, France (jorisvo/Shutterstock.com),
Maya Ruin in Tikal, Guatemala (Rafal Cichawa/Shutterstock.com),
Great Wall of China (Zhao jian kang/Shutterstock.com),
Back Cover: Sphinx, Egypt (Arch_Sam / Flickr / CC-BY-2.0), Author Photo (Mev McCurdy)

All product names, brands, and other trademarks mentioned or pictured
in this book are used for educational purposes only.
No association with or endorsement by the owners of the trademarks is intended.
Each trademark remains the property of its respective owner.

Unless otherwise noted, Scripture quotations taken from the
New American Standard Bible, Copyright 1960, 1962, 1963, 1971, 1972, 1973, 1975, 1977, 1995
by the Lockman Foundation. Used by permission.

Cover design by Mary Evelyn McCurdy
Interior design by Charlene Notgrass

Printed in the United States of America

Notgrass Company • 975 Roaring River Road • Gainesboro, TN 38562
1-800-211-8793 • www.notgrass.com

Table of Contents

Introduction	v
How to Use This Curriculum	vii
Unit 1 – In the Beginning God	1
Lesson 1 – Our World Story: The First Week of History	3
Lesson 2 – World Biography: Our Father God Who Is In Heaven	11
Lesson 3 – World Landmark: The Garden of Eden.....	18
Lesson 4 – Daily Life: The First People on Earth	26
Lesson 5 – God’s Wonder: The Amazing World God Made	32
Unit 2 – A Fresh Start for Mankind	41
Lesson 6 – Our World Story: The Great Flood and the Tower of Babel.....	43
Lesson 7 – God’s Wonder: God Created the Nile River	50
Lesson 8 – World Landmark: The Pyramids of Egypt	56
Lesson 9 – World Biography: Emperor Sargon of Akkad	62
Lesson 10 – Daily Life: Sumerian Writing on Clay	67
Unit 3 – The Fertile Crescent and Beyond.....	73
Lesson 11 – Daily Life: The Family of Abraham in Canaan.....	75
Lesson 12 – World Biography: Hattusilis I and the Hittites.....	83
Lesson 13 – God’s Wonder: God Created the Indus Valley	88
Lesson 14 – World Landmark: The City of Caral in Peru	93
Lesson 15 – Our World Story: The Rise of the Minoans on the Island of Crete.....	98

Unit 4 – Civilizations Across the Globe.....	103
Lesson 16 – World Landmark: Stonehenge on the Salisbury Plain	105
Lesson 17 – Daily Life: The Shang Dynasty in China	111
Lesson 18 – Our World Story: God Leads the Israelites Out of Egypt.....	117
Lesson 19 – World Biography: Pharaoh Ramses II, Ruler of Egypt	125
Lesson 20 – God’s Wonder: God Created the Peloponnese Peninsula	130
Unit 5 – Kingdoms Along the Mediterranean	135
Lesson 21 – Our World Story: God’s Chosen People Ask for a King	137
Lesson 22 – World Biography: Kings David and Solomon.....	143
Lesson 23 – God’s Wonder: God Created the Mediterranean Sea.....	150
Lesson 24 – Daily Life: The Kingdom of Carthage in Africa	159
Lesson 25 – World Landmark: Olympia, Greece.....	163
Unit 6 – Great Empires Rise and Fall	167
Lesson 26 – Our World Story: The Battle of Carchemish	169
Lesson 27 – World Biography: King Josiah of Judah.....	176
Lesson 28 – World Landmark: The City of Babylon	183
Lesson 29 – Daily Life: Rulers and Clans in the Persian Empire	190
Lesson 30 – God’s Wonder: God Created the Persian Gulf	198
Unit 7 – The Spread of Ideas.....	203
Lesson 31 – Daily Life: The Teachings of Confucius.....	205
Lesson 32 – God’s Wonder: God Created Greece and Its Islands.....	212
Lesson 33 – World Landmark: The Golden Age of Athens, Greece.....	218
Lesson 34 – World Biography: Socrates, Plato, and Aristotle.....	224
Lesson 35 – Our World Story: The Reign of Alexander the Great	229
Unit 8 – The Beginning of the Roman Empire.....	235
Lesson 36 – Daily Life: Learning in Alexandria, Egypt	237
Lesson 37 – World Landmark: The Great Wall of China.....	243
Lesson 38 – World Biography: Judas Maccabeus.....	249
Lesson 39 – Our World Story: Julius Caesar and the Roman Empire	254
Lesson 40 – God’s Wonder: Petra and the Spice Road	261

Unit 9 – God Sends Jesus to Save the World	269
Lesson 41 – World Biography: Jesus the Christ.....	271
Lesson 42 – God’s Wonder: God Created the Sea of Galilee, the Jordan River, and the Dead Sea..	278
Lesson 43 – Daily Life: A Roman Centurion	287
Lesson 44 – World Landmark: Jerusalem.....	291
Lesson 45 – Our World Story: Jesus Lives Again	300
Unit 10 – The Gospel Spreads After Pentecost.....	307
Lesson 46 – Our World Story: The Church Begins.....	309
Lesson 47 – World Biography: The Apostle Peter	317
Lesson 48 – Daily Life: First-Century Ephesus	323
Lesson 49 – World Landmark: Masada	329
Lesson 50 – God’s Wonder: Bath, England	334
Unit 11 – From Persecution to Acceptance	339
Lesson 51 – World Biography: Bishop Polycarp	341
Lesson 52 – World Landmark: The Necropolis of Sopiana, Pannonia	346
Lesson 53 – God’s Wonder: Spalatum, Dalmatia	351
Lesson 54 – Our World Story: Roman Emperor Constantine Puts His Faith in Jesus	357
Lesson 55 – Daily Life: The Kingdom of Aksum	363
Unit 12 – Beyond the Roman Empire	371
Lesson 56 – World Landmark: The Silk Road.....	373
Lesson 57 – World Biography: Augustine	380
Lesson 58 – Daily Life: The Huns	386
Lesson 59 – God’s Wonder: God Created Patrick’s Ireland.....	392
Lesson 60 – Our World Story: The Fall of Rome	398
Unit 13 – Early Middle Ages Around the World.....	403
Lesson 61 – World Biography: Justinian I, Ruler of the Byzantine Empire.....	405
Lesson 62 – God’s Wonder: God Created Japan.....	412
Lesson 63 – Our World Story: Muhammad and the Spread of Islam	419
Lesson 64 – World Landmark: Palenque of the Maya	424
Lesson 65 – Daily Life: The Holy Island of Lindisfarne	429

Unit 14 – Medieval Europe	437
Lesson 66 – World Biography: Charlemagne of the Franks	439
Lesson 67 – God’s Wonder: God Created Iceland.....	446
Lesson 68 – World Landmark: Kiev	453
Lesson 69 – Daily Life: Methodius and Cyril, Missionaries to the Slavs	458
Lesson 70 – Our World Story: England and the Norman Conquest	462
Unit 15 – Crusaders and Conquerors	469
Lesson 71 – Our World Story: The Crusades	471
Lesson 72 – World Biography: Francis of Assisi, a Preacher from Italy.....	480
Lesson 73 – World Landmark: Chartres Cathedral.....	487
Lesson 74 – God’s Wonder: God Created the Gobi Desert	494
Lesson 75 – Daily Life: China in the Days of Marco Polo	502
Family Activities	FA-1
Credits and Sources	CS-1

Table of Contents

Unit 16 – Chivalry, Trade, and New Freedoms	509
Lesson 76 – World Biography: Mansa Musa of the Mali Empire	511
Lesson 77 – Our World Story: The Hundred Years War	516
Lesson 78 – God’s Wonder: God Created the Salzkammergut	525
Lesson 79 – World Landmark: Lubeck and the Hanseatic League.....	530
Lesson 80 – Daily Life: Beginnings of Change in Church and Government.....	536
Unit 17 – The Early Renaissance	541
Lesson 81 – God’s Wonder: The Voyages of Zheng He	543
Lesson 82 – World Landmark : The Forbidden City.....	551
Lesson 83 – World Biography: Prince Henry the Navigator	556
Lesson 84 – Our World Story: The Fall of Constantinople	562
Lesson 85 – Daily Life: The Italian Renaissance	568
Unit 18 – The Late 1400s.....	575
Lesson 86 – God’s Wonder: Venice, Italy.....	577
Lesson 87 – World Biography: Ivan the Great	583
Lesson 88 – Our World Story: Printing in Renaissance Europe.....	589
Lesson 89 – World Landmark: Machu Picchu of the Inca.....	596
Lesson 90 – Daily Life: Making Porcelain in the Ming Dynasty	603

Unit 19 – The Early 1500s	609
Lesson 91 – World Landmark: Florence, Italy	611
Lesson 92 – God’s Wonder: Columbus Discovers the Caribbean and the New World.....	619
Lesson 93 – Daily Life: Sailing with Brave Explorers	627
Lesson 94 – World Biography: Nicolaus Copernicus	633
Lesson 95 – Our World Story: Martin Luther and the Reformation.....	638
Unit 20 – The Late 1500s	643
Lesson 96 – Our World Story: Kings and Queens of England	645
Lesson 97 – World Landmark: The Jewish Community in Lublin, Poland.....	652
Lesson 98 – God’s Wonder: Potosi Silver Mine in the Andes Mountains	658
Lesson 99 – World Biography: Suleyman I and the Ottoman Empire	665
Lesson 100 – Daily Life: The People of Southeast Asia.....	669
Unit 21 – The Early 1600s	679
Lesson 101 – Our World Story: The Beginnings of the British Empire	681
Lesson 102 – World Biography: William Shakespeare	690
Lesson 103 – God’s Wonder: God Created the Food Grown Around the World.....	695
Lesson 104 – World Landmark: Sweden and the Thirty Years War	704
Lesson 105 – Daily Life: The Rule of the Shoguns in Japan	710
Unit 22 – The Late 1600s	715
Lesson 106 – Our World Story: The Dutch Golden Age.....	717
Lesson 107 – Daily Life: The Mughal Empire	723
Lesson 108 – World Biography: Louis XIV of France	730
Lesson 109 – God’s Wonder: God Created Tibet.....	737
Lesson 110 – World Landmark: London, England.....	743
Unit 23 – The Early 1700s	749
Lesson 111 – God’s Wonder: God Created the Island of Mauritius	751
Lesson 112 – Our World Story: The Reign of Peter the Great of Russia	757
Lesson 113 – World Biography: Johann Sebastian Bach.....	763
Lesson 114 – World Landmark: Easter Island	769
Lesson 115 – Daily Life: The Moravians	775

Unit 24 – Age of Revolutions	781
Lesson 116 – World Biography: Frederick the Great of Prussia.....	783
Lesson 117 – Daily Life: The Industrial Revolution	790
Lesson 118 – World Landmark: Paris, France.....	799
Lesson 119 – Our World Story: The American and French Revolutions	805
Lesson 120 – God’s Wonder: God Created the Cape of Good Hope.....	813
Unit 25 – Quest for Freedom	819
Lesson 121 – Our World Story: Napoleon and the Congress of Vienna	821
Lesson 122 – World Landmark: Singapore	827
Lesson 123 – Daily Life: Independence in Haiti and South America	834
Lesson 124 – God’s Wonder: All Things Are Possible with God	842
Lesson 125 – World Biography: Hans Christian Andersen	849
Unit 26 – The Victorian Era	855
Lesson 126 – World Biography: Queen Victoria.....	857
Lesson 127 – Our World Story: The Crimean War	866
Lesson 128 – Daily Life: Japan’s Open Door	871
Lesson 129 – World Landmark: The Eiffel Tower.....	877
Lesson 130 – God’s Wonder: God Created Gold.....	883
Unit 27 – The Early 1900s.....	889
Lesson 131 – World Biography: Sun Yat-sen.....	891
Lesson 132 – God’s Wonder: God Created the North and South Poles.....	898
Lesson 133 – Daily Life: Inventions Around the World	904
Lesson 134 – Our World Story: The Great War.....	911
Lesson 135 – World Landmark: Christ the Redeemer, Rio de Janeiro	918
Unit 28 – The Mid-Twentieth Century.....	923
Lesson 136 – Our World Story: World War II.....	925
Lesson 137 – World Landmark: Berlin and the Cold War.....	938
Lesson 138 – God’s Wonder: God Created the Land of India	949
Lesson 139 – Daily Life: Television Around the World.....	957
Lesson 140 – World Biography: C. S. Lewis.....	965

Unit 29 – The End of the Twentieth Century	971
Lesson 141 – World Biography: Douglas Nicholls, an Aboriginal Australian	973
Lesson 142 – God’s Wonder: God Created Space	980
Lesson 143 – Our World Story: Nikolaikirche and the End of Communism in Europe ...	988
Lesson 144 – World Landmark: Building Up	995
Lesson 145 – Daily Life: People Groups Around the World.....	1001
Unit 30 – Us	1009
Lesson 146 – World Biography: Queen Elizabeth II	1011
Lesson 147 – Our World Story: Turmoil in the Middle East.....	1019
Lesson 148 – World Landmark: Sports Bring Us Together.....	1026
Lesson 149 – God’s Wonder: God’s World Still Supports Human Life	1033
Lesson 150 – Daily Life: Our Interconnected World.....	1040
Family Activities	FA-33
Credits and Sources	CS-15
Index.....	I-1

Introduction

To the Student

History is one big story made of many stories. History is the life stories of billions of individuals: men, women, girls, and boys, all made and loved by God. We know some of their names, like Abraham, Genghis Khan, and Simón Bolívar. We don't know the name of the servant girl that drew water for Abraham's family; the frightened mother who watched from the door of her tent for the approach of a conquering army; or the weary mine worker whose heart was stirred by whispers of independence. Famous or not, the story of every person in history is important.

History is about people like you. History is about people who sought the Lord and people who didn't. Above all else, history is the story of our faithful God. All those true stories help us to live better and wiser in our own story.

World history has many threads that all eventually overlap. At the same time in history, life looked very different in different parts of the world. The Inca civilization built the mountain stronghold of Machu Picchu around the same time that Gutenberg worked on his printing press in Germany and Chinese artists perfected blue and white porcelain. We chose stories from history for *From Adam to Us* to give you the picture of what was happening, what was changing, and what was staying the same throughout history in many different corners of the world. We wrote this book with the goal of giving you an understanding of world history that is true, meaningful, and helpful for making sense of the present. We pray that this curriculum helps you know God better.

As you read *From Adam to Us*, enjoy the stories. Look at God's wonders and praise Him for his power and generosity to all mankind. See what creative people made in God's image have built. Learn about imperfect people who made a mark on history. Read the stories of tragedy and of celebration. Praise God for His blessings and mercies in our world. Give Him thanks for the place in history He created especially for you.

To the Parent

Thank you for choosing *From Adam to Us* from Notgrass History as your student's guide for learning the story of world history. Please read the important information on the following pages titled "How to Use This Curriculum" so that you can make the most of your student's learning experience. We designed this curriculum to be rich in meaningful content while flexible and easy to use. We hope that *From Adam to Us* will be a blessing to your student and your family and bring glory to God as you learn about His faithfulness in history.

How to Use This Curriculum

From Adam to Us is a one-year world history and literature course designed for students in grades five through eight. The daily lessons are written in a narrative style and richly illustrated with color photographs and maps. Primary sources, literature, and hands-on activities help the student connect with the history in a personal way. With parental help and supervision, younger children can participate in many activities and can benefit from hearing the lessons read aloud.

All of the instructions for what to do each week and each day are included in the main lesson text. The curriculum has thirty chronological units of five lessons each. Each weekly unit has one lesson from each of five categories.

- **Our World Story:** We use major events to provide a framework for understanding the chronology of world history. Examples include the Tower of Babel, the conquests of Alexander the Great, the early church, the invention of the printing press, and the fall of Communism in Europe.
- **God's Wonders:** We explore the world's created wonders and show how they have influenced history and culture. These lessons include the Mediterranean Sea, the Indus Valley, the Potosi Silver Mine of the Andes, the Gobi Desert, and the Cape of Good Hope.
- **World Landmark:** These lessons explore places that demonstrate the amazing abilities of people made in the image of God and their place in history, including the Pyramids of Egypt, the Great Wall of China, the moai statues of Easter Island, Macchu Piccu, and modern skyscrapers.
- **World Biography:** These lessons relate the life and times of some of history most influential personalities including Ramses II, Judas Maccabeus, Johann Sebastian Bach, Queen Victoria, and C. S. Lewis.
- **Daily Life:** We give an inside-view of everyday life from the beginning of history to modern times, exploring how new ideas and inventions make a difference for ordinary people. These lessons include early writing, Chinese porcelain production, the missionary work of Methodius and Cyril, the Industrial Revolution, and globalization.

From Adam to Us Curriculum Package

The basic curriculum package for *From Adam to Us* includes:

- ***From Adam to Us Part 1: Creation to Cathedrals*** — This book has seventy-five lessons, designed to be completed in one semester, which begin in the week of Creation and continue through the time of the cathedrals of the Middle Ages.
- ***From Adam to Us Part 2: Castles to Computers*** — This book has another seventy-five lessons, also designed to be completed in one semester, which explore history from the days of castles to modern times.
- ***Our Creative World*** — This collection of historic documents from around the world includes short stories, poems, songs, letters, diary entries, and speeches. It also features images of art and architecture.
- ***From Adam to Us Map Book*** — This collection of maps was created especially to accompany this curriculum. At the end of many lessons, your student will do activities using the maps.
- ***From Adam to Us Timeline Book*** — This timeline of history from Creation to the present is designed specifically to accompany this curriculum. After most lessons, your child will add one or more events to the timeline.
- ***From Adam to Us Answer Key*** — This book has all of the answers needed for the assignments included at the end of the lessons, the activities and tests in the *Student Workbook*, and the questions and tests in the *Lesson Review*. The *Student Workbook* and *Lesson Review* are described on page vii.

From Adam to Us Literature Package

This is a selection of ten literature titles that complement the lessons in *From Adam to Us*. These books can be purchased from Notgrass Company as a package or individually. You can also obtain them from another source such as the library, a bookstore, or an online source. You can use any unabridged edition of these books.

- *The Golden Goblet* by Eloise McGraw (Units 3-5)
- *The Fables of Aesop* by Joseph Jacobs, editor (Units 6-7)
- *The Bronze Bow* by Elizabeth George Speare (Units 9-11)
- *A Single Shard* by Linda Sue Park (Units 13-14)
- *Otto of the Silver Hand* by Howard Pyle (Units 15-16)
- *The King's Fifth* by Scott O'Dell (Units 18-21)
- *Madeleine Takes Command* by Ethel C. Brill (Units 22-23)
- *The Switherby Pilgrims* by Eleanor Spence (Units 24-25)
- *The Chestry Oak* by Kate Seredy (Units 26-28)
- *Children of the Storm* by Natasha Vins (Units 29-30)

Notes for Parents on the Literature Selections

After careful consideration, we chose ten books to accompany the history lessons in *From Adam to Us*. We selected books that are well written and provide an educational look at a certain time period and place in world history. Some of the books have plot elements or dialogue that we want you to be aware of in advance. You can find our notes and comments at the back of your *Answer Key*. You are the best one to decide what your child is ready to hear or to read on his own.

Optional Resources – *Student Workbook* or *Lesson Review*

We offer these books as a supplement to the curriculum for parents who wish to have their student do workbook activities or answer questions after reading the lessons and take tests over the lessons and literature. We recommend that you choose either the *Student Workbook* or the *Lesson Review*, but your student can complete both if you prefer.

- *From Adam to Us Student Workbook* — This collection of crosswords, word searches, matching, and other handwork activities reviews and reinforces information learned in the daily lessons. It also includes literature review questions and unit tests.
- *From Adam to Us Lesson Review* — This features daily lesson review questions, literature review questions, and unit tests.

How to Use *From Adam to Us Part 1* and *Part 2*

These two volumes are the core of the curriculum. They give you and your child all of the information you need in order to use *From Adam to Us* on a daily basis.

These two volumes contain fifteen units each for a total of thirty units. Your child can study *Part 1* during the first half of the school year and *Part 2* during the second half. Each unit has five lessons.

At the beginning of each unit, an introductory page gives a list of the lessons in that unit, a reminder of the literature title that goes with that unit, and a short introduction to the unit. The world map on this page has push pins with lesson numbers on them. These pins show the primary location (or locations) associated with each lesson.

Following the introductory page are the daily lessons. Students can read these on their own, or you can read the lessons aloud. The lessons are richly illustrated. The student's learning experience will be greatly enhanced if you encourage him or her to examine the illustrations closely. We have carefully selected them to be an integral part of the learning experience. You will notice that we have included many stamps from around the world. These were chosen to show students that many countries thought the people and events illustrated were worth remembering. Many lessons show wildlife that live in various places around the world. When possible, the photos show animals in their native habitat. However, a small number of these photos were taken at zoos.

Many of the lessons have maps showing the locations of historic places and regions. The light brown dotted lines on some of these maps show modern country borders for reference.

To help children review what they have learned in previous lessons, we often refer to an earlier page or lesson. Please let your children know that they don't have to turn back to those pages. They are simply there to help with review when needed.

At the end of each lesson is a list of several assignments. Students are not necessarily expected to complete all of these assignments. You may choose which assignments you wish to assign. Subjects of the assignments vary from day to day, but they come from the following list.

- Reading assignments from *Our Creative World*
- *Map Book* assignments
- *Timeline Book* assignments
- Assignments in the *Student Workbook* and the *Lesson Review*
- Thinking Biblically assignments
- Vocabulary assignments
- Creative writing assignments
- Reading assignments from the literature

In the lessons that have vocabulary assignments, the five vocabulary words are printed in bold text in the lesson.

How to Use *Our Creative World* and Literature

At the end of many of the daily lessons, the student will be given a reading assignment. Some of the assignments are taken from *Our Creative World* and others are taken from the literature we recommend to go along with the course. The list of assignments at the end of each lesson will tell your child exactly what to read each day.

Since the selections in *Our Creative World* are original source documents from different time periods and many parts of the world, they use vocabulary and sentence structure that may be unfamiliar to your student. We have provided footnotes and updated the spelling in some of the documents, but your child may still need a little help understanding them. These documents provide a first-hand look at life in the past, so we encourage you to spend the time necessary to get the most out of them.

How to Use the *Map Book*

Many lessons in *From Adam to Us* have a corresponding map in the *Map Book*. At the end of each lesson that includes a map assignment, you will be instructed to turn to a certain map and complete the activities for that lesson. You should use colored pencils to complete each assignment. Regular crayons will be too thick. We highly recommend a quality colored pencil such as Prismacolor®.

How to Use the *Timeline Book*

A timeline assignment is listed at the end of most lessons in *From Adam to Us*. Each assignment will tell you the page to turn to in the *Timeline Book*. Find the box on that page that has the matching lesson number and copy the assigned statement on the blank lines. The timeline also includes other events from world history. Across the top of each page are black bars showing the life spans of key people mentioned in the lessons.

How to Use the *Student Workbook*

Students using the *Student Workbook* will complete the page for Lesson 1 after reading Lesson 1 and so on after each lesson. At the end of each unit, there is a test for that unit found at the back of the book. When the student has finished reading each of the literature titles, the Student Workbook has questions over the book.

How to Use the *Lesson Review*

Students using the *Lesson Review* will complete the questions for Lesson 1 after reading Lesson 1 and so on after each lesson. At the end of each unit, there is a test for that unit found at the back of the book. When the student has finished reading each of the literature titles, the Lesson Review has questions over the book.

Enjoying the Weekly Family Activities

At the end of one lesson in each unit, we give an idea for a Family Activity. Projects include arts and crafts, recipes, and games. The instructions for the Family Activities are found in the back of *From Adam to Us Part 1* and *Part 2*. We recommend reading the instructions and gathering the supplies early each week. Then you can complete the activity on the day it is assigned or on another day that is convenient for your family.

When our children were growing up, our family enjoyed a family night once each week. You could do the Family Activity on a family night so that more family members can take part in the fun and learning. Like all components of *From Adam to Us*, the Family Activities are optional. We offer them as extra learning experiences. You, the parent, are the best one to decide if you are able to schedule time to complete them.

Parental Supervision Required

The Family Activities are designed for parental involvement. Please review the activity and discuss with your child what he or she may do alone and what he or she needs your supervision to do. The Family Activities in this book include the use of sharp objects, the oven and stove, and a few Internet research suggestions. Some children may be allergic to recipe ingredients or craft supplies. Notgrass Company cannot accept responsibility for the safety of your child in completing these activities. You are responsible for your child's safety.

How Much Time Does It Take to Complete Each Lesson?

Depending on how many assignments you choose to complete, most students will need forty-five minutes to an hour and a half to complete one lesson. You will need more time on the day you do the Family Activity. This curriculum has 150 lessons and is designed to be completed in one school year. Since a typical school year has about 180 days, the student completes one lesson on most school days. However, some families may choose to spread the curriculum out over a longer period of time.

What Supplies Will My Student Need?

Students will need blank paper, lined paper, a pencil, colored pencils, and a three-ring binder, plus the materials needed to complete the Family Activities. These materials are listed on the individual Family Activity instruction pages.

We recommend that each student have a three-ring binder notebook to use only for *From Adam to Us*. He or she will keep in this notebook the Thinking Biblically, Vocabulary, and Creative Writing activities completed as part of the end-of-lesson assignments.

How Many Assignments Should My Student Complete?

Parents know best what their children are capable of accomplishing. *From Adam to Us* is designed to be flexible. A variety of activities is included in each lesson. A parent may require an eighth grader who is academically gifted to read the daily lessons and complete every assignment at the end of each lesson independently. On the other hand, the parent of a fifth grader with learning challenges may decide to read aloud each lesson in *From Adam to Us* and the selections in *Our Creative World*, and help the student be successful in the *Map Book* and *Timeline Book* assignments. The variety of assignments is intended to make it easy for you to create a positive, rich, engaging learning experience for your student. You should not feel pressured to complete every assignment.

Expanding *From Adam to Us* to Make Your Homeschool Experience Easier

As you look ahead to your school year or evaluate midway, consider how you might make your child's education less complicated and educationally richer by using *From Adam to Us* as a large part of his or her learning for this year. *From Adam to Us* is much more than history. You can use *From Adam to Us* as all or part of your literature, writing, vocabulary, art, handwriting practice, and Bible learning. For example, you do not necessarily need a separate language arts curriculum. You may find that eliminating busywork in an entirely separate subject and allowing that subject to be incorporated into this study makes for a less stressful, more engaging, more memorable school year!

Helping Struggling Students and Using *From Adam to Us* with Multiple Ages

For students who struggle with reading and/or writing, please feel free to make adjustments to help them be successful and not frustrated with *From Adam to Us*. Any of the lessons and reading assignments can be read aloud. Most writing assignments can be easily altered, shortened, or completed orally. Answering questions in the Lesson Review and completing tests can be done orally as well if that works better for your student. *From Adam to Us* was designed to be very flexible to meet the needs of individual families and students.

If you have more than one child in grades five through eight, you may enjoy reading the lessons aloud as a family. Afterward, you can give each child different assignments, depending on his or her age and skill level. If you have carefully observed your child and prayed about the direction to take, then you can look back at the end of the school year and know you have accomplished the goal of completing *From Adam to Us*.

Some Reminders So You Will Not Feel Overwhelmed

Remember that God gave you your children and your daily responsibilities. A homeschooling mother who has one child can complete more *From Adam to Us* activities than a homeschooling mother who has seven children and an elderly grandparent living in her home. God will use the efforts of both of these mothers. God does not expect you to do more than you can do. Be kind to yourself. He knows exactly what you and your children need this year. Remember that out of all the parents in the world to whom He could have given your children, He chose you. He is the one who put your family together. He knows what He is doing. Trust in His choice. God created you. He created your children. Relax and remember that this is the day that the Lord has made. Rejoice and be glad in it (Psalm 118:24)!

We are here to help you. If you have more questions or simply need some encouragement, send us an email (help@notgrass.com) or give us a call (1-800-211-8793).

Acknowledgements and Dedication

We are grateful to God for the opportunity to develop this curriculum and share it with you. Our prayer is that your walk with God and your understanding of history will be stronger as a result of using it.

It has been a joy to complete this project not only as a team but as a family, with our daughters Bethany Poore and Mary Evelyn McCurdy, our son John Notgrass, and our son-in-law Nate McCurdy. Thanks also to Ethan Reynolds and Michelle Sullivan for their invaluable assistance. This has been a team project from start to finish.

Everyone we mention here has been a vital part of the process. The by-lines you see in the curriculum package tell you that Bethany Poore wrote and developed the end-of-lesson assignments and the Family Activities, Nate McCurdy drew the maps especially for this curriculum, and Mary Evelyn McCurdy wrote the *Student Workbook* and *Lesson Review* and designed the covers. In addition, John Notgrass helped with the overall curriculum development and served as project manager.

With love we dedicate this curriculum to our grandchildren. It is our prayer that you and your parents and we your grandparents live faithfully to God while in the world and that we will all live together with God in the eternity that He will give after He writes the final page of the history of the world.

Ray and Charlene Notgrass



1

In the Beginning God

Chichester, England, United Kingdom

- Lessons**
- 1 - Our World Story: The First Week of History
 - 2 - World Biography: Our Father God Who Is In Heaven
 - 3 - World Landmark: The Garden of Eden
 - 4 - Daily Life: The First People on Earth
 - 5 - God's Wonder: The Amazing World God Made

Creation to Noah's Family

In the book of Genesis, God told us exactly what happened at the beginning of world history. In our first lesson this week, we learn about what God did during the very first week of history. In the second lesson, we study God Himself, our Father in heaven. Then we learn about the first place where people lived, the beautiful Garden of Eden. In Lesson 4, we find out about the first families on Earth. We finish the week exploring the amazing Earth God created. Be sure to examine the photographs and captions in this week's lessons. They illustrate God's creations around the world.



The First Week of History

Lesson 1

Our World Story

*In the beginning God created the heavens and the earth.
The earth was **formless** and **void**,
and darkness was over the surface of the deep,
and the Spirit of God was moving over the surface of the waters. Genesis 1:1-2*

God began to say words. When He said words, amazing things happened. The first words that Genesis tells us God spoke were these:
“Let there be light.”

When God spoke, there was light!

God saw that the light was good, and He separated the light from the darkness.

God called the light day. He called the darkness night.

There was evening and there was morning. That was the first day of the history of the world.



Aurora Borealis over Ostronland, Greenland

Today we usually think of a day as morning, noon, and night. The Old Testament speaks of days beginning at sundown and continuing until the next sundown. So, there was evening and there was morning—one day, the first day of world history.

Then God spoke about an expanse in the midst of the waters.

He said, “Let it separate the waters from the waters.”

God made the expanse. He separated the waters which were below it from the waters which were above it.

God named the expanse. Bible translations express its name different ways—**firmament** or heaven or sky.

There was evening. There was morning. That was the second day.



Sky over the Gulf of Mexico, North America



Gozo Island, Part of the Country of Malta

Then God said:

“Let the waters below the heavens be gathered into one place.”

He said:

“Let the dry land appear.”

It happened.

God named the dry land Earth.

He named the gathered waters seas.

God saw that it was good.

God spoke again:

“Let the earth sprout vegetation.”

He spoke of plants that yield seed and of fruit trees bearing fruit with seeds.

He spoke of plants and trees with seeds that could grow into more of the same kinds of plants and trees.

When God told the Earth to sprout vegetation, it happened.

God saw that it was good.

There was evening. There was morning.

That was the third day.



*Apple Blossom
in Kolomenskoye,
Moscow, Russia*

God spoke again:

“Let there be lights in the expanse of the heavens to separate the day from the night.”

God said:

“Let them be for signs and for seasons and for days and for years.”

He said:

“Let them be for lights in the expanse of the heavens to give light on the Earth.”

It happened.

God made a great light to govern the day.

He made a lesser light to govern the night. He made the stars, too.

God put them in the expanse of the heavens.

God saw that it was good.

There was evening. There was morning.

That was the fourth day.



The sun rises over the country of Jordan, as seen from Egypt across the Gulf of Aqaba in the Red Sea.



Moon and Stars over Entreprenas, Castille la Mancha, Spain



Jellyfish in the waters of the Federated States of Micronesia

God spoke again:

“Let the waters **teem** with swarms of living creatures.”

God said:

“Let birds fly above the Earth in the open expanse of the heavens.”

God made great sea monsters and every living creature that moves in the waters.

He made every winged bird.

God made these creatures so that they could have babies that would be like their parents.

God saw that it was good.

He blessed the creatures of the sea and sky.

God told them:

“Be fruitful and multiply, and fill the waters in the seas, and let birds multiply on the Earth.”

There was evening. There was morning.

That was the fifth day.



Madagascar Pygmy Kingfisher in Mantadia National Park, Toamasina, Madagascar

God spoke again:

“Let the Earth bring forth living creatures.”

And it happened.

God made the beasts.

He made the cattle.

He made everything that creeps on the ground.

God made all of them so that they could have babies that would be like their parents.

God saw that it was good.



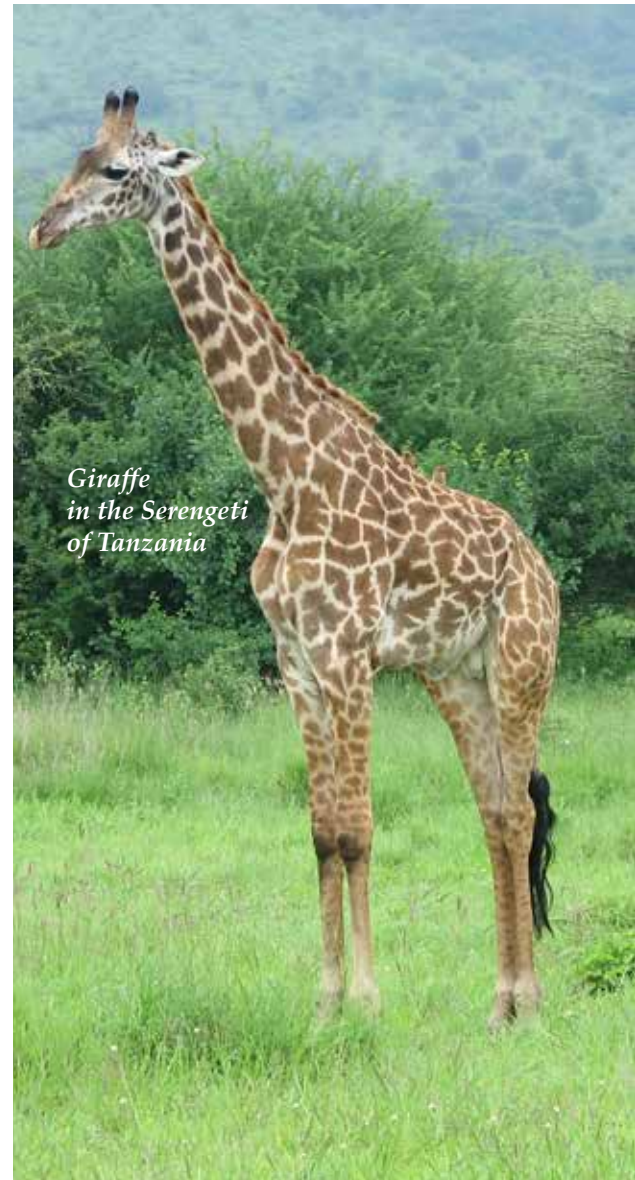
*Llama
at Machu
Picchu,
Peru*



*Chinese Water Dragon,
Native to Asia*



Cattle in the Lake District, Cumbria, England, United Kingdom



*Giraffe
in the Serengeti
of Tanzania*



God spoke again:

“Let Us make man in Our image, according to Our likeness.”

God created man in His own image.

He created male and female.

God blessed the people He made.

He told them to have children and He gave them work to do.

God saw all that He had made.

It was very good.

There was evening. There was morning.

That was the sixth day.

By the seventh day of the history of the world, God completed His work.

He rested on the seventh day.



Thus the heavens and the earth were completed, and all their hosts.

*By the seventh day God completed His work which He had done,
and He rested on the seventh day from all His work which He had done.
Then God blessed the seventh day and sanctified it, because in it He rested
from all His work which God had created and made.*

Genesis 2:1-3

Assignments for Lesson 1

We recommend using a 3-ring binder to create a *From Adam to Us* notebook to store your Thinking Biblically, Vocabulary, and Creative Writing assignments.

Our Creative World — Read “Of the Father’s Love Begotten” on pages 1-2.

Timeline Book — In the box for Lesson 1 on page 1, write “God creates the heavens and the Earth.”

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 1.

Thinking Biblically — Draw a picture of something God created on each of the six days of Creation.

Vocabulary — Write the following vocabulary words and the letter of the definition below that goes with each word. The numbers tell you the page where each word is used in the lesson: formless (3), void (3), firmament (4), teem (7), sanctified (10).

a. having no form, shapeless

d. containing nothing

b. made holy

e. sky

c. to abound, overflow with

Our Father God Who Is In Heaven

Lesson 2

World Biography

Our first **biography** is about the Creator of the Universe. He is our Father God, who is in heaven. He has always existed and He always will.

*Lord, You have been our dwelling place in all generations.
Before the mountains were born
Or You gave birth to the earth and the world,
Even from everlasting to everlasting, You are God. Psalm 90:1-2*

Before God created the world, He made plans for people He would create to live on it.
*Blessed be the God and Father of our Lord Jesus Christ, who has blessed us with every spiritual blessing
in the heavenly places in Christ, just as He chose us in Him before the foundation of the world,
that we would be holy and **blameless** before Him. Ephesians 1:3-4*

Hubbard Glacier in Alaska



What God Is Like

God is everywhere.

*Oh Lord, You have searched me and known me.
You know when I sit down and when I rise up;*

You understand my thought from afar . . .

Where can I go from Your Spirit?

Or where can I flee from Your presence?

If I ascend to heaven, You are there;

If I make my bed in Sheol, behold You are there.

If I take the wings of the dawn,

*If I dwell in the **remotest** part of the sea,*

Even there Your hand will lead me,

And Your right hand will lay hold of me.

Psalm 139:1-2, 7-10

God used wisdom, power, understanding, and knowledge to create the universe.

*The Lord by wisdom founded the earth,
By understanding He established the heavens.
By His knowledge the deeps were broken up
And the skies drip with dew. Proverbs 3:19-20*

*It is He who made the earth by His power,
Who established the world by His wisdom;*

And by His understanding

He has stretched out the heavens. Jeremiah 10:12

Sometimes God's Word helps us understand more about our Father by using human **characteristics** to describe Him. The Bible uses words like fingers, hands, and arms in talking about God.

*When I consider Your heavens,
the work of Your fingers,
The moon and the stars,
which You have ordained . . . Psalm 8:3*



Moon over Turkey



Delaware River Sunrise, New Jersey



Pelicans above the Pacific Ocean near Guatemala

Lesson 2 - Our Father God Who Is In Heaven

*I have made the earth, the men and the beasts
which are on the face of the earth by My great
power and by My outstretched arm . . .*

Jeremiah 27:5

*Surely My hand founded the earth,
And My right hand spread out the heavens;
When I call to them, they stand together.*

Isaiah 48:13

Our Creator Is Our Father

When some people talk about the seasons changing or a pretty meadow of flowers or a newborn fawn, they give credit to “Mother Nature” or to “Mother Earth,” but those are false ideas. Actually, we have no “Mother Nature,” but rather a loving Father God who created the world and continues to take care of it.

While Jesus was on Earth, He called God His own Father, but He also talked about God being our Father. He mentioned this again and again in the Sermon on the Mount. In the following verses Jesus calls God our Father while also speaking of God’s continuing care for His Creation:

*But I say to you, love your enemies
and pray for those who persecute you,
so that you may be sons
of your Father who is in heaven;
for He causes His sun to rise
on the evil and the good,
and sends rain on the righteous
and the unrighteous. Matthew 5:44-45*

God continues to care for His Creation and to teach us spiritual lessons using things He made. For example, when God cleanses us, He declares us to be as white as the snow.



Tiger near Magalore, Karnataka, India



Snow at Äkäslompolo in Lapland in Finland



Fall Rain in Tokyo, Japan

Our Father God Is the Only God

Our Father in Heaven is just. He punishes sin and honors righteousness, and yet He is loving, patient, and forgiving. Throughout world history, people have worshiped false gods, but God's Word teaches us that God is the only God.

I am the Lord, and there is no other;

Besides Me there is no God.

I will gird you, though you have not known Me;

That men may know from the rising to the setting of the sun

That there is no one besides Me.

I am the Lord, and there is no other

It is I who made the earth, and created man upon it.

I stretched out the heavens with My hands

And I ordained all their host. . . .

Gather yourselves and come;

Draw near together, you fugitives of the nations;

They have no knowledge,

Who carry about their wooden idol

And pray to a god who cannot save.

Declare and set forth your case;

Indeed, let them consult together.

Who has announced this from of old?

Who has long since declared it?

Is it not I, the Lord?

And there is no other God besides Me,

A righteous God and a Savior;

There is none except Me.

Turn to Me and be saved, all the ends of the earth;

For I am God, and there is no other.

I have sworn by Myself,

The word has gone forth from My mouth in righteousness

And will not turn back,

*That to Me every knee will bow,
every tongue will swear allegiance.*

Isaiah 45:5-6, 12, 20-23



Jamaican Woodpecker in the John Crow Mountains, Jamaica



Snow Bunting on Grimsey Island, Iceland



Turtle Dove in Israel

Jesus Is God's Only Son

God exists in three Persons: the Father, the Son, and the Holy Spirit. Many generations after Creation, our Father God sent His Son to Earth.

*By this the love of God was manifested in us,
that God has sent His only begotten Son into the world
so that we might live through Him. 1 John 4:9*

When Jesus came to Earth, He came as the Word of God. He came as God's message to the people God had made. Jesus was a message that people could hear and see and touch.

*And the Word became flesh, and dwelt among us,
and we saw His glory,
glory as of the only begotten from the Father,
full of grace and truth. John 1:14*

Jesus had been with His Father since before the creation of the world. He talked about this in an upper room in Jerusalem while He shared the Last Supper with His apostles on the night before He was crucified. During the evening, Jesus prayed:

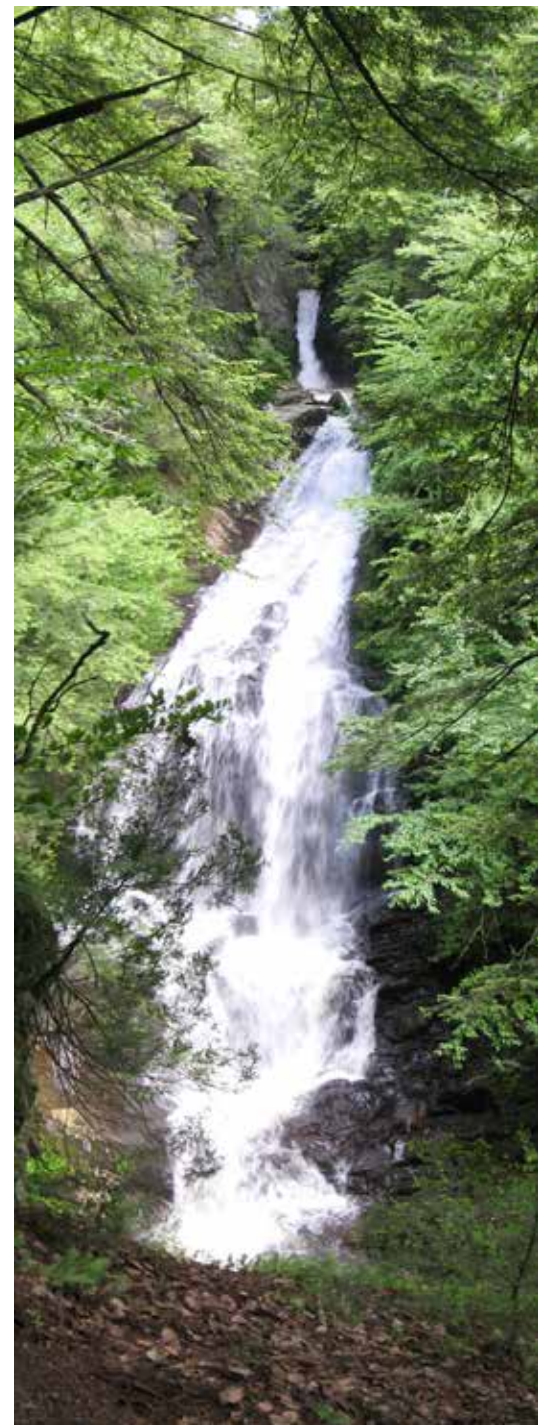
*Now, Father, glorify Me together with Yourself, with the glory which I had with You before the world was. . . . Father, I desire that they also, whom You have given Me, be with Me where I am, so that they may see My glory which You have given Me, for You loved Me before the **foundation** of the world. John 17:5,24*

God's Son had a role in Creation. The apostle John wrote:

*In the beginning was the Word, and the Word was with God,
and the Word was God. He was in the beginning with God.
All things came into being through Him, and
apart from Him nothing came into being that has come into being.
John 1:1-3*

The apostle Paul wrote this about Jesus:

*For by Him all things were created,
both in the heavens and on earth, visible and invisible,
whether thrones or dominions or rulers or authorities—
all things have been created through Him and for Him. Colossians 1:16*



Moss Glen Falls, Stowe, Vermont

The Holy Spirit Is the Spirit of Our Creator

God's Holy Spirit also had a role in Creation. Before God spoke, "Let there be light," the Spirit of God was moving over the surface of the waters. Psalm 104 is a beautiful description of God's Creation and of His continuing care for what He made. While describing the creatures of the sea, the psalm tells us:

*You send forth Your Spirit, they are created;
And You renew the face of the ground.
Psalm 104:30*

Sometimes God's Spirit gave people His words to share with others. This was true of King David, who said this in his last song:



Great Barrier Reef, Australia

*The Spirit of the Lord spoke by me,
And His word was on my tongue. 2 Samuel 23:2*

Shortly before Jesus went back to heaven, He told His apostles:

*These things I have spoken to you
while abiding with you.
But the Helper, the Holy Spirit,
whom the Father will send in My name,
He will teach you all things, and bring
to your remembrance all that I said to you.
John 14:25-26*

The Spirit of God gives understanding, knowledge, and wisdom. In Exodus God commanded that a tabernacle be built. God gave specific gifts to certain people so that they could build it. Speaking of one of these craftsmen, whose name was Bezalel, God said:



Weaving in San Juan Chamula, Mexico

*I have filled him with the Spirit of God in wisdom, in understanding,
in knowledge, and in all kinds of craftsmanship. Exodus 31:3*

God's Spirit fills Christians and helps them to become what God wants them to be.

But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control . . . Galatians 5:22-23

God Is Eternal

God has always existed and He always will exist. The book of Revelation was originally written in the Greek language. The first letter in the Greek alphabet is *alpha*. The last letter in the Greek alphabet is *omega*. The phrase "Alpha and Omega" means the beginning and the end. It is like saying "from A to Z" in English. Our Father God in Heaven is the beginning and the end.



Father and Son Fishing in Belarus

*"I am the Alpha and the Omega," says the Lord God,
"who is and who was and who is to come, the Almighty."
Revelation 1:8*

Assignments for Lesson 2

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 2.

Vocabulary — Write five sentences using one of these words in each. Check in a dictionary if you need help with their definitions: biography (11), blameless (11), remotest (12), characteristics (12), foundation (15).

Creative Writing — Write a paragraph of at least five sentences describing in your own words who God is.

Special Note

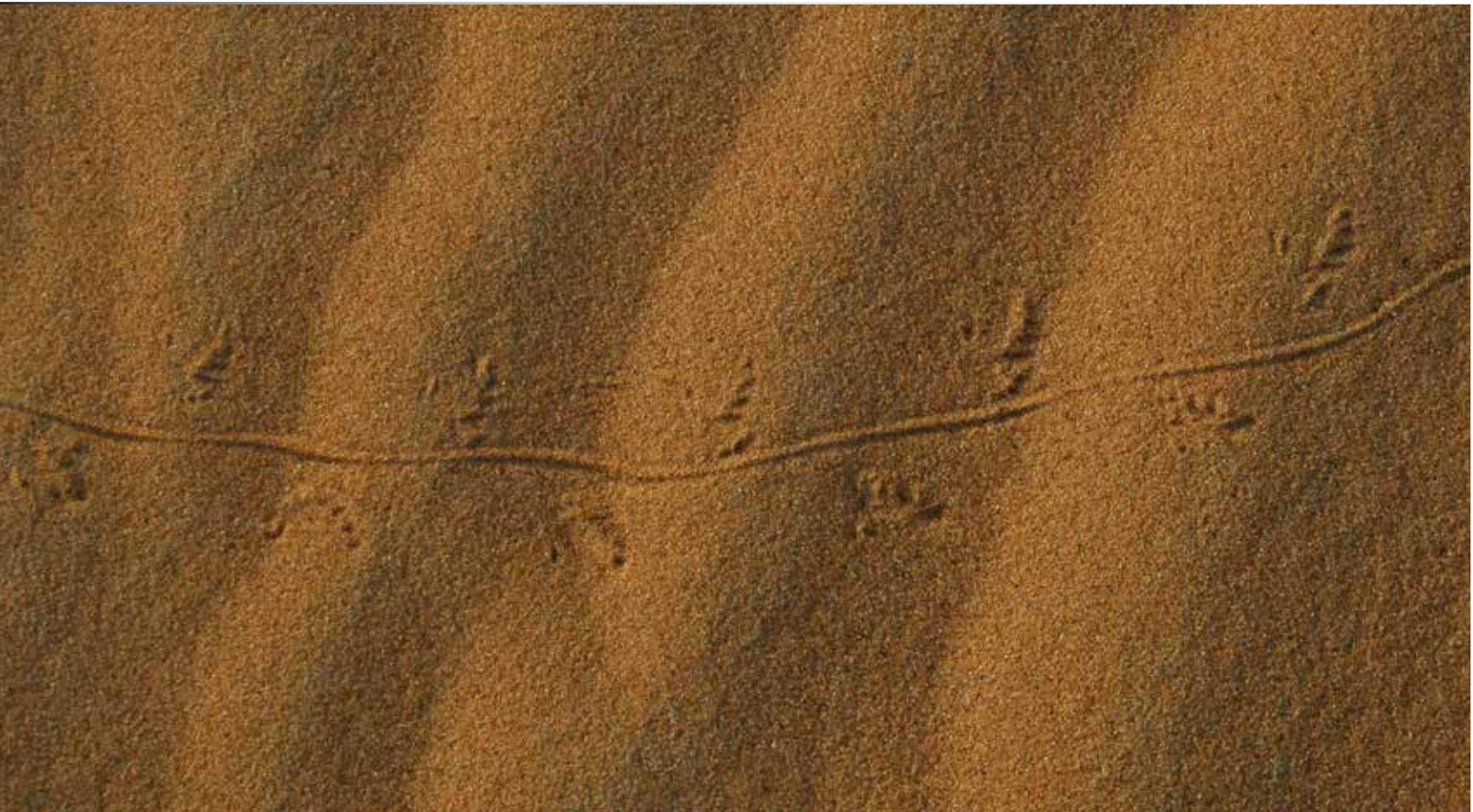
Throughout world history, many people have worshiped false gods. When we talk about these false gods in From Adam to Us, we always use a lowercase "g" for god. When we are talking about our Father God who is in heaven, we always use a capital "G" for God.

The Garden of Eden

Lesson 3

World Landmark

The first chapter of Genesis and the first few verses of chapter 2 tell the story of the first week in the history of the world. Genesis 2:4 relates the details of how God created the first two people. The story begins before any plants of the field had grown. These plants had not grown because God had not yet sent rain and there was no man to **cultivate** the ground. God took care of both situations. He sent a mist to rise from the Earth to water the ground, and He created man out of the dust of the ground. When God breathed into the man's nostrils the breath of life, the man became a living soul.



A salamander has left tracks in the dust in the Erg Chebbi area of the Sahara Desert in Morocco.

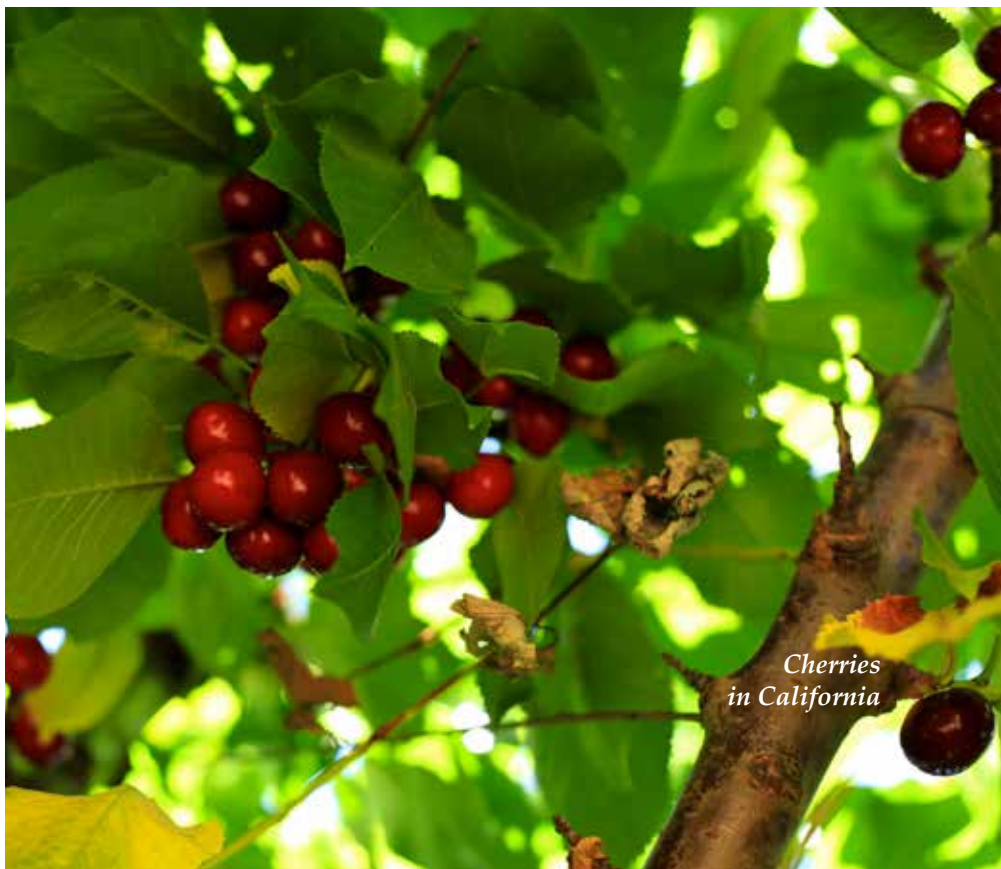


These clouds rising above the Cies Islands of Spain remind us of the mist in the garden.

God Plants a Garden

The Lord God planted a garden. He placed the man he had formed in the garden, which was named Eden. God caused trees to grow there. He made every tree that is pleasing to see and every tree that is good for food. He also created two special trees, the tree of life and the tree of the knowledge of good and evil.

We can only guess what the Garden of Eden was like,



*Cherries
in California*



Left Column (Top to Bottom): Coconut, Almond, and Orange; Right Column: Coffee Bean, Olive, and Mango

*Soursop**Apricots**Noni*

but look at the fruit-bearing trees from around the world on these two pages. In the left column on page 20 are a coconut palm from India, almond blossoms from France, and an orange tree from Spain. In the right column are a coffee bean tree from Colombia, an olive tree from Italy, and a mango tree from Baja California Sur in Mexico. In the row above are a soursop from Hawaii; apricots from near Lake Issyk Kul, Kyrgyzstan; and a noni tree from Hawaii. Imagine that you are Adam, lying on the soft ground in the Garden of Eden and looking up at beautiful trees and thinking about the tastes of their fruit.

The Garden of Eden received water from a river that flowed out of the garden. The river divided there into four rivers: the Pishon, the Gihon, the Tigris, and the Euphrates. The Euphrates is pictured below and the Tigris on page 22.

*Euphrates River*



Tigris River



Bdellium



Onyx Beads from Pakistan



Flecks of Gold in Quartz, Discovered in Yukon Territory, Canada

The Pishon River flowed around the land of Havilah, where there was gold, bdellium, and onyx. See the examples pictured on this page. Gold is a metal that has been considered valuable throughout the history of the world. It has been used for jewelry, for art, as money, and to decorate buildings. Bdellium is a resin similar to myrrh. Myrrh is mentioned in the Bible several times, including Matthew 2 when it is listed as one of the gifts the magi gave to Jesus. Onyx is a valuable stone used for jewelry.

Our heavenly Father put the man into the Garden of Eden so that he could cultivate it and take care of it. The Bible tells us the command that God gave to the man about the Garden:

*From any tree of the garden you may eat freely;
but from the tree of the knowledge of good and evil you shall not eat,
for in the day that you eat from it you will surely die. Genesis 2:16-17*

God Creates a Helper for the Man

God said that it was not good for the man to be alone. He said:

*I will make him a helper
suitable for him. Genesis 2:18*

God formed every beast of the field and every bird of the sky out of the dry ground. He brought them to the man to see what the man would call each creature. Thus the first man named the cattle, birds, and beasts. None of the animals was a suitable helper for the man, who is first called Adam in Genesis 2:20.

God caused the man to go into a deep sleep. God then performed the first surgery. He took out one of the man's ribs and then closed up the man's flesh. God made the rib into a woman and took her to the man.



Sheep in the Toronto Islands, Ontario, Canada



Eurasian Eagle-Owl

When the man saw the woman, he said:

*This is now bone of my bones,
And flesh of my flesh;
She shall be called Woman,
Because she was taken out of Man. Genesis 2:23*

This first man and first woman became husband and wife. When Jesus was on Earth, He quoted from the next verse of Genesis 2:

*For this reason a man shall leave his father and his mother,
and be joined to his wife; and they shall become one flesh. Genesis 2:24*

Genesis 2 ends with the statement that “the man and his wife were both naked and they were not **ashamed**.”

The First Sin

One day, while the man and his wife were living in the Garden of Eden, a **crafty** serpent asked the woman a question concerning God’s command about what they could eat. She told him that they could eat fruit from any tree except the tree in the middle of the garden. She told the serpent that God had said that if they ate from it or touched it, they would die.

The serpent contradicted what God said and lied to the woman, telling her that she would not die. He criticized God, saying that God knew that when she ate of the fruit her eyes would be opened and she would be like God because she would know about good and evil.

The woman looked at the tree and saw that it was good for food and that it was beautiful. She took fruit from the tree and ate it. She gave some to her husband and he ate some, too.

After their sin, the eyes of this first husband and wife were opened. They knew they were naked, so they sewed fig leaves together and covered part of their bodies. See fig leaves above.

God Walks in the Garden

The man and his wife heard God walking in the garden in the cool of the day. They hid from God among the trees of the garden. God called to the man asking him where he was. The man replied that he heard God, was afraid because he was naked, and hid himself. God asked the man who had told him that he was naked. He also asked if the man had eaten from the tree God had forbidden. The man blamed his wife. When God spoke to her, she blamed the serpent.

God Disciplines Adam and Eve

God punished the serpent and the man and his wife. God told the serpent that he would have to crawl on his belly and eat dust. God told the woman that she would have pain when she



Fig Leaves

gave birth to children. God told the man that the ground would be **cursed** and that the work of growing crops would be difficult.

God made clothing out of animal skins for the first man and woman, and He dressed them. God sent Adam and Eve out of the garden so that they would not also eat from the tree of life. God placed cherubim and a flaming sword at the east of the Garden of Eden.

Adam and Eve are our ancient ancestors—the ancestors of every person alive today and every person who has lived in the history of the world!

*Now the man called
his wife's name Eve,
because she was the mother
of all the living.
Genesis 3:20*

God's Plan of Redemption

Adam and Eve sinned against God when they chose their own way instead of obeying the Lord. Each one of us sins as Adam and Eve did on that sad day in the garden. From the very beginning, God planned for a way to rescue us from our sin. The Bible is made up of many books that tell one great story: the way God provided to save us from our sin so that we could be back in fellowship with Him. God told the serpent in Genesis 3:15 that the woman's offspring would "bruise you on the head." This was the first thrilling promise that God would send a Savior to achieve the victory over sin.

Assignments for Lesson 3

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 3.

Thinking Biblically — Make a list of the key events in this lesson in the order they happened. Begin with the creation of the first man. Your list should have at least seven key events.

Vocabulary — Find each of these words in a dictionary, then find the definition that corresponds to the way the word is used in this lesson. Copy the words and definitions: cultivate (18), suitable (23), ashamed (24), crafty (24), cursed (25).

The First People on Earth

Lesson 4

Daily Life

Man holds a unique place among all of God's creations. Only man was made in His very own image.

*Thus says God the Lord,
Who created the heavens
and stretched them out,
Who spread out the earth
and its offspring,
Who gives breath
to the people on it
And spirit to those
who walk in it*

Isaiah 42:5

Earlier in the Creation week God had seen that what He created was good. The light was good. The separation of dry ground and water was good. Plants were good. The sun, moon, and stars were good. The creatures of the sea and the birds were good. The animals were good. After creating people, God saw all that He had made "and behold, it was very good" (Genesis 1:31).



Stars and the Aurora Borealis over Iceland

Even though Adam and Eve sinned and had to leave the Garden of Eden, they were still made in His image. He still loved them. He continued to bless them and to interact with them. Genesis 1:27-28 says that God gave people certain responsibilities. When Adam and Eve left the garden, they spent their days fulfilling them. This is what God had told them to do:

- Be **fruitful** and multiply.
- Fill the Earth.
- **Subdue** it.
- Rule over the fish of the sea and over the birds of the sky and over every living thing that moves on the Earth.



Fisherman in Senegal

The First Family

Eve gave birth to a son, Cain. Later she gave birth to another boy, Abel. Adam and Eve were the first married couple and the first parents. Cain and Abel were the first **offspring**, the first sons, and the first brothers. Together they were the first family.

In God's perfect plan, a man and a woman marry for life. When Jesus quoted Genesis 2:24 about a man leaving his father and mother to marry a wife, He added these words:

*So they are no longer two, but one flesh.
What therefore God has joined together, let no man separate.
Matthew 19:6*



Farmer in Nepal

The First Farmers

Many world history books teach that the first people were hunters and gatherers and that farming began thousands of years after the first people lived on Earth. However, before Adam left the Garden of Eden, God told him that he would eat bread by "the sweat of his face" (Genesis 3:19). Adam became a farmer. Cain was a "tiller of the ground" like his father; Abel was a "keeper of flocks" (Genesis 4:2).

The First Worshipers

The first people who lived on Earth recognized that God cared for them, and they **acknowledged** His blessings. After Eve gave birth to her first son, Cain, she said, "I have gotten a manchild with the help of the Lord" (Genesis 4:1).

The first people also worshiped God. Genesis 4 teaches that Cain and Abel brought sacrifices to Him.



Sheep in the Country of Jordan

The First Sinners

We discussed in the previous lesson that Adam and Eve disobeyed God and became the first sinners. Their son Cain also committed a grievous sin against the Lord. When Cain and Abel offered sacrifices, God preferred Abel's sacrifice. Cain became angry and acted out his anger by killing his brother. After Cain killed his brother, God asked him where his brother was. Cain responded with a lie, "I do not know," and added, "Am I my brother's keeper?" God punished Cain, but He also showed him mercy. After Cain murdered his brother, he went "out from the presence of the Lord" (Genesis 4:3-15).

The First Grandchild

The first grandchild mentioned in the Bible is Enoch. Sometime after Cain murdered Abel and left the presence of the Lord, Cain became the father of a baby boy, Enoch.

The First City

Cain built a city, naming it Enoch after his son.

The First Man with Two Wives

When God spoke of marriage in Genesis 2, He spoke of one man and one woman. However, throughout world history, many men have had more than one wife. The first man we know who did that was Lamech. He married Adah and Zillah.

The First Person to Live in Tents

Lamech's wife Adah gave birth to a son, Jabal. He was the father of people who dwelt in tents and who kept livestock.

The First Musician

God created people with senses. They could see, hear, taste, touch, and smell the other creations God had made; and they began to use them. God is **creative**. Therefore, people made in His image are creative, too. The first people began to invent new things using things God had made. Their descendants have continued to do that until the present.

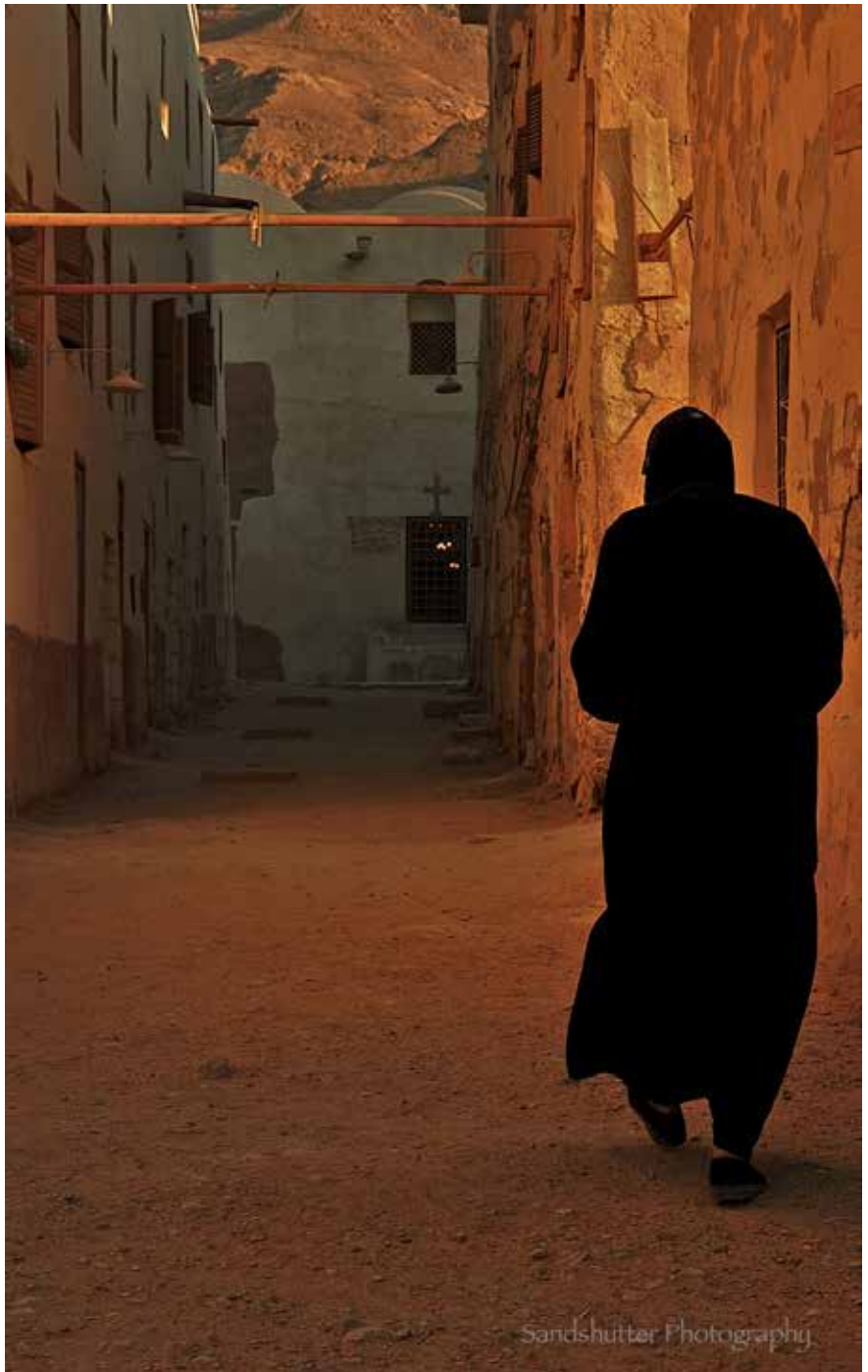
Musical instruments are among the first inventions mentioned in the Bible. Lamech and his wife Adah had another son; his name was Jubal. He was the father of all those who play the lyre and pipe.

The First Metal Forger

Lamech's other wife Zillah had a son named Tubal-cain. He worked with metal, making tools out of bronze and iron.

The First People Who Called on the Name of the Lord

Adam and Eve had a third son when Adam was 130 years old. They named him Seth. When he was born, Eve said, "God has



Middle Eastern City



Bronze Tool Found in North Yorkshire, England

appointed me another offspring in the place of Abel, for Cain killed him” (Genesis 4:25). Seth grew up and had a son named Enosh. After this men began to call on the name of the Lord.

The First Elderly People

Adam lived for 800 years after Seth was born. Adam had other sons and also had daughters. He died when he was 930 years old.

Adam’s son Seth lived 912 years. Seth’s son Enosh lived 905 years. Enosh’s son Kenan lived 910 years. Kenan’s son Mahalalel lived 895 years. Mahalalel’s son Jared lived 962 years.

Jared’s son Enoch became the father of Methuselah when Enoch was sixty-five years old. Enoch walked with God for three hundred years after the birth of Methuselah. Evidently Enoch did not die, because the Bible tells us in Genesis 5:24 that “Enoch walked with God; and he was not, for God took him.”

Enoch’s son Methuselah lived for 969 years and has been famous for centuries because, as far as we know, he lived longer than anyone else in world history.

Methuselah’s son Lamech lived 777 years. When he was 182 years old, he became the father of Noah. About Noah, Lamech said: “This one will give us rest from our work and from the toil of our hands arising from the ground which the Lord has cursed” (Genesis 5:29). Noah had three sons: Shem, Ham, and Japheth.

The population of the world grew rapidly in the generations from Adam to Noah because each of the men mentioned in Genesis 5 also had other sons and daughters.



*When I consider Your heavens,
the work of Your fingers,
The moon and the stars,
which You have ordained;
What is man that You take thought of him,
And the son of man that You care for him?
Yet You have made him a little lower than God,
And You crown him with glory and majesty!
You make him to rule
over the works of Your hands;
You have put all things under his feet,
All sheep and oxen,
And also the beasts of the field,
The birds of the heavens and the fish of the sea,
Whatever passes through the paths of the seas.
Psalm 8:3-8*



Mountains in Tibet

Assignments for Lesson 4

Timeline Book — In the box for Lesson 4 on page 1, write “People invent musical instruments.”

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 4.

Thinking Biblically — Make a chart of the generations from Adam to Noah and the number of years each one lived. See Genesis chapter 5 and also Genesis 9:29 for details.

Vocabulary — Write which of the following words belongs in each sentence: fruitful (27), subdue (27), offspring (27), acknowledge (28), creative (29).

1. Granny and Grandpa have a lot of _____, so they often have a house full of visitors.
2. I am writing to _____ the receipt of your returned items.
3. People use their _____ ability to compose music.
4. Mr. Peters tried to _____ the rebellious students with a cold glare.
5. We had a _____ meeting to discuss ideas for next year’s production.

Creative Writing — Make a list of fifteen different ways that people are creative.

The Amazing World God Made

Lesson 5

God's Wonder

Each unit of *From Adam to Us* includes a lesson about one amazing place God created. We call these places God's Wonders. Because this first unit is about the Creation week and the very earliest history of the world, in today's lesson we take the opportunity to learn about the planet called Earth, God's wonder which is home to other wonders we study in *From Adam to Us*.

When you look out your window, you see only a small portion of the whole Earth that God made. If you live on a street with other houses, you may only be able to see a few houses and a little of the dry ground that God made. Even if you live atop a high mountain and look out on a clear day, you still can only see a small percentage of the entire surface of the Earth.

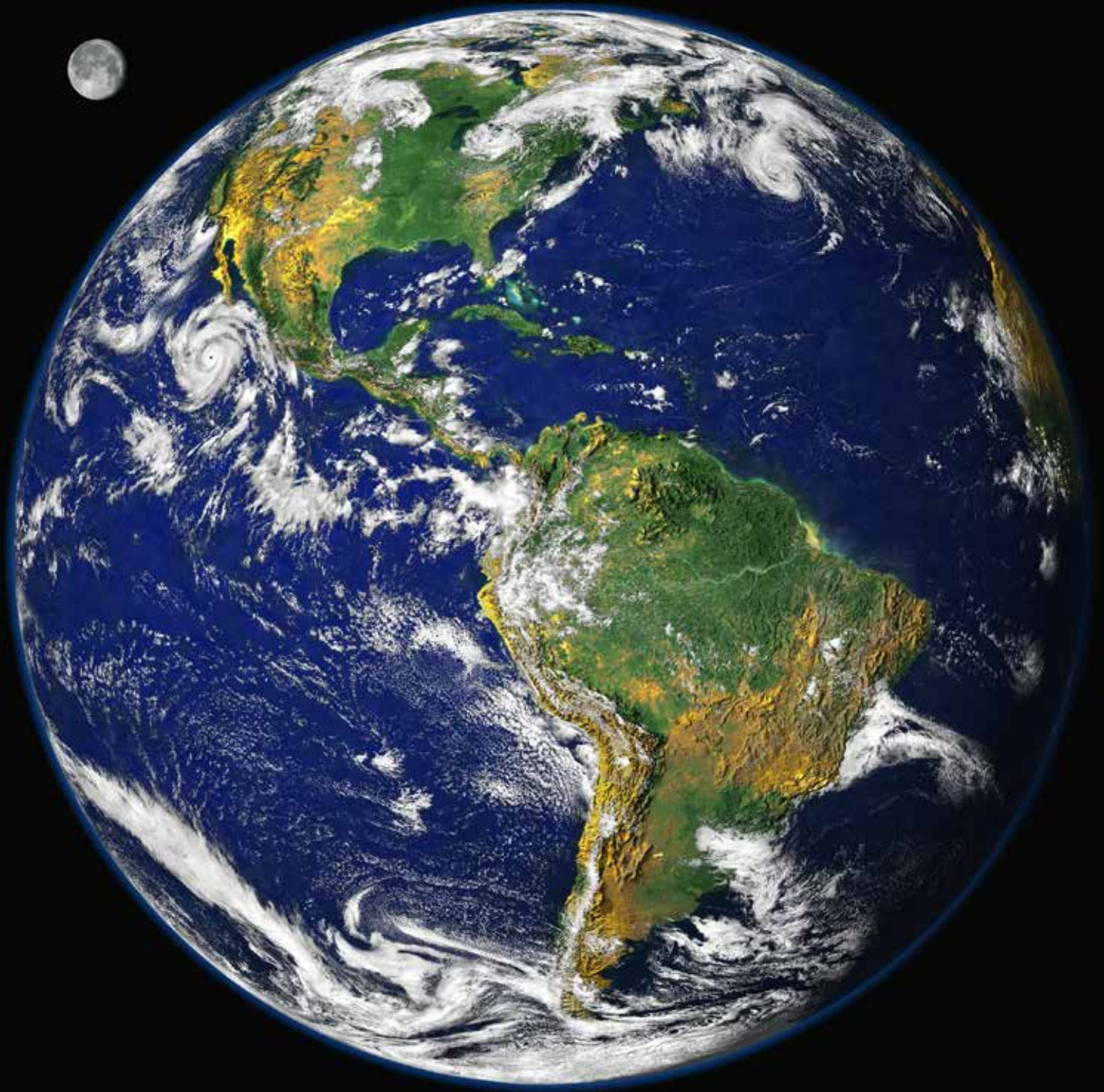
The Earth in Space

This image from the United States National Aeronautics and Space Administration (NASA) illustrates that the planet Earth is a beautiful blue ball that travels through space. Earth orbits the sun, which God created on the fourth day. Each journey takes one year. Earth's distance from the sun varies, but the average distance is 92,900,000 miles.

Earth's nearest neighbor is the moon, which God also made on the fourth day. The amount of time it takes for the moon to orbit Earth is called a lunar month. The moon's distance from Earth also varies, but the average distance is 238,855 miles. The moon is visible at top left in the image at right.

Oceans, Continents, and Islands

Water covered Earth before God made dry ground appear. Water in the form of oceans, seas, lakes, and rivers still covers most of the surface of the Earth. God has created seven continents and many islands. This image shows the side of Earth that is home to the continents of North America and South America. To the far right, you can see a portion of the continent of Africa. At the bottom is a portion of Antarctica. On the opposite side of the planet are Europe, Asia, Australia, and the rest of Africa.



A Place to Call Home

God created Earth to be home to plants, animals, and people. He made everything just right to make this possible. One of the things God created to make Earth a home was the atmosphere. In this image, the atmosphere looks like a thin blue line surrounding our planet.

*For thus says the Lord, who created the heavens (He is the God who formed the earth and made it,
He established it and did not create it a waste place, but formed it to be inhabited),
“I am the Lord, and there is none else.” Isaiah 45:18*

The book of Isaiah tells us that God “sits above the circle of the Earth.”

*Do you not know?
Have you not heard?
Has it not been declared to you
from the beginning?
Have you not understood
from the foundations
of the earth?
It is He who sits above
the circle of the earth,
And its inhabitants
are like grasshoppers,
Who stretches out the heavens
like a curtain
And spreads them out
like a tent to dwell in.
Isaiah 40:21-22*



This view of Earth was taken above the Arctic on May 26, 2012.

Saariselkä, Finland, lies inside the Arctic Circle.





Iceberg in a Greenland Fjord



Polar Bears

The image at the top of page 34 shows the top of the world, including the North Pole and the Arctic region. This part of the Earth is home to wonderful creations, such as icebergs, polar bears, and snowshoe hares. At the bottom of the world is frigid Antarctica, home to the South Pole, with creations as diverse as moss and penguins. Antarctica has some of the coldest temperatures on Earth.

*He gives snow like wool;
He scatters the frost like ashes.
He casts forth His ice
as fragments;
Who can stand
before His cold?
He sends forth His word
and melts them;
He causes His wind to blow
and the waters to flow.
Psalm 147:16-18*



Penguins in Antarctica

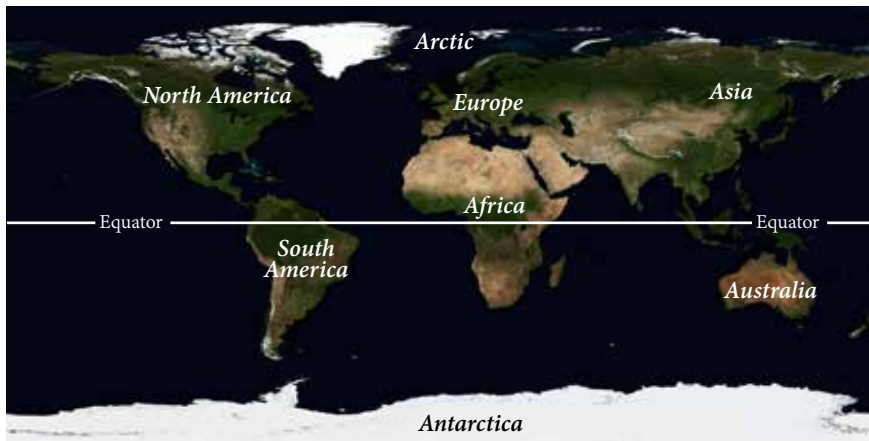


Snowshoe Hare in Denali National Park, Alaska



Moss on Deception Island, Antarctica





God made cold places and hot places; high places and low places; dry places and wet places; places with many plants and places with very few.

Because God created seasons, some places are cold part of the year and hot at other times. Some places

that are dry part of the year are wet at other times. NASA produced the image above. It is a composite of images taken during the month of July in 2004. The white areas are covered with snow and the green areas with plants. The tan areas are dry and have many fewer plants growing there.

The equator circles Earth like a belt around its midsection (see white line on NASA image above). Some of Earth's wettest places are along or near this imaginary line. In these wet places, God created numberless varieties of life, like these found in Ecuador.



Clockwise from Top Left: Monkey Grasshopper, Butterflies, Mushrooms, Beryl-Spangled Tanager, Spiny Katydid



A climb to the top of Ecuador’s Mount Chimborazo in the Andes Mountains shows how God placed cold, hot, high, low, dry, and wet places close to each other. At the base of the mountain is a lush forest, but the environment changes dramatically from forest to grasslands to a dry terrain called a páramo before reaching the snowy peak. A climber might spot an Andean rabbit or a vicuña in the páramo.

*For the Lord is a great God
And a great King above all gods,
In whose hand are the depths of the earth
The peaks of the mountains are His also.
The sea is His, for it was He who made it,
And His hands formed the dry land.
Come, let us worship and bow down,
Let us kneel before the Lord our Maker.
For He is our God,
And we are the people of His pasture
and the sheep of His hand.
Psalm 95:3-7*



Andean rabbits and vicuñas live in the grasslands near Mount Chimborazo.



Peak of Mount Chimborazo above the Clouds



The Páramo is home to these plants: Hypochaeris sonchoides, Astragalus geminiflorus, and Azorella pedunculata.



Dry land below the peak of Mount Chimborazo is visible on a clear day.



*Above: Rainbow Colors of Death Valley;
At Right (Top to Bottom): Zebra-Tailed Lizard, Desert Five Spot, Great Roadrunner, Notch-Leaved Phacelia, Evening Primrose, Desert Gold*



Death Valley is in the states of California and Nevada in the western United States. Though it is one of the hottest, lowest, and driest places on Earth, Death Valley is also home to beautiful plants, birds, and animals God made to thrive in a desert environment. See examples at right.

God used His wisdom to create the great round Earth that travels through space and the amazing life that lives in its nooks and crannies.

Dry Ground Beneath Our Feet

When God created the dry ground, He filled it with a wealth of resources living creatures could use. He placed nourishing minerals in the soil. He created diamonds in Zimbabwe and gold in Ghana, both in Africa. He created iron in Brazil and copper in Peru, both in South America. He hid silver underground in Mexico and nickel in Canada. He placed coal underground in Wales on the island of Great Britain.

God created rubies in China and sapphires in the USA. He made topaz in Madagascar off the coast of Africa and emeralds in Colombia, South America.

As illustrated in the photos at the top of page 39, God placed salt deposits in Dallol, Ethiopia; marble on the Greek island of Naxos; and chalk in the White Cliffs of Dover in England.



Salt Flats in Dallol, Ethiopia



Marble Quarry on the Island of Naxos in Greece



Chalky White Cliffs of Dover, England

Where Dry Ground and Water Meet

God has placed water below ground. Some water bubbles out of the ground or comes out as steam. God has put land beside water at the river's edge, the lakeside, and the ocean's shore, as seen below and at right.

God is constantly changing the Earth He made. He carves rocky precipices with wind, pounds beaches with ocean waves, and softens soil with showers.



Long Lake in Jiuzhaigou, China



Sunset over the Blue Danube in Croatia



Blue Lagoon in Iceland



Puffins on the Cliffs of Dyrhólaey, Iceland

Throughout the history of the world, families and individuals have lived their lives in the varied places God made. They have used the things He made and the wisdom He gave to His most wonderful creation, people like you and me whom He created in His image.

*O Lord, how many are Your works!
In wisdom You have made them all;
The earth is full of Your possessions.
Psalm 104:24*

Assignments for Lesson 5

Our Creative World — Read the ancient Hawaiian poetry on page 3.

Map Book — Complete the assignments for Lesson 5 on Map 1 “The World.”

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 5 and take the test for Unit 1. Tests are located at the back of the *Student Workbook* and *Lesson Review*.

Creative Writing — Write two or three paragraphs describing some of the wonders God made, which you would most like to see if you were taking a trip around the world.

Family Activity — Have a “Worldwide Dinner.” Instructions begin on page FA-1 at the back of this book.



2

A Fresh Start for Mankind

Rainbow over South Island, New Zealand

- Lessons**
- 6 - Our World Story: The Great Flood and the Tower of Babel
 - 7 - God's Wonder: God Created the Nile River
 - 8 - World Landmark: The Pyramids of Egypt
 - 9 - World Biography: Emperor Sargon of Akkad
 - 10 - Daily Life: Sumerian Writing on Clay

The Flood to Civilizations of the Fertile Crescent

This week we study two of the earliest recorded events in human history, the Flood and the Tower of Babel. We also learn about early civilizations in Egypt and Mesopotamia. The Egyptian civilization grew up along the Nile River, which is our God's Wonder for this unit. Our World Landmark lesson tells the story of some of the best-known structures from the ancient world: the amazing pyramids of Egypt. We chose Sargon of Akkad in Mesopotamia for the World Biography since he was perhaps the first ruler of an empire. We learn about the Sumerian civilization, also in Mesopotamia, which made a great advance in human communication with the invention of cuneiform writing.

The pins on the map show the primary location associated with each lesson.



The Great Flood and the Tower of Babel

Lesson 6

Our World Story

The fifth chapter of Genesis tells about the generations of Adam beginning with his third son, Seth. It ends with the births of Lamech's son Noah and of Noah's three sons: Shem, Ham, and Japheth. Noah was the great-great-great-great-great-great-grandson of Adam.

One Righteous Person

During the lives of Noah, Shem, Ham, and Japheth, people lived very wicked lives. **Violence** was everywhere. God saw that people wanted to do evil all the time. God's heart was so sad about the hearts and lives of the people He had made in His own image that He said:

I am sorry that I have made them. Genesis 6:7

Among all the people on Earth at that time, Noah was the only righteous person. He was blameless. He walked with God. He was a preacher of righteousness (see 2 Peter 2:5). Noah found favor in the eyes of the Lord.

God Tells Noah to Build an Ark

God decided to send a flood to destroy all people on Earth except for Noah and his family. God told Noah about His plans. He also instructed Noah to build a giant ark so that he and his family could float on top of the flood and be safe.

God told Noah exactly how to build the ark. He also told Noah who and what to take into the ark with him. Noah obeyed every detail of God's instructions. Those instructions are listed



at right. The ark was approximately as long as 150 people standing hand in hand, as illustrated below. Artists have portrayed the ark for many centuries, as seen in the stained glass window and the mosaic on page 47. However, most artists have not depicted the actual **dimensions** of the ark.

One Week Before the Flood

After Noah finished building the ark, God gave him more details about the animals he was to take. He said to take one male and one female of each unclean animal and seven pairs of each clean animal. The Bible does not tell us which animals were considered clean and unclean at this time, but God had obviously revealed this information to Noah and perhaps even to people in the generations before Noah.

Many years after the flood, God gave instructions to the Israelites about clean and unclean animals in the books of Leviticus and Numbers. Still later, while Jesus was on Earth, He declared all foods clean (Mark 7:19).

God praised Noah, saying:

“ . . . for you alone I have seen to be righteous before Me in this time.” Genesis 7:1

God told Noah that after seven days, He would send rain on the Earth.

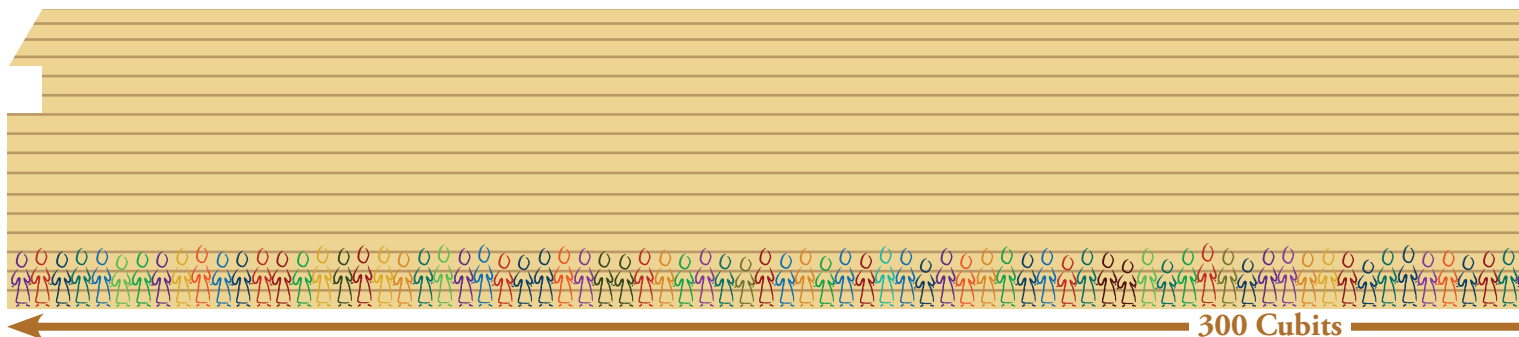
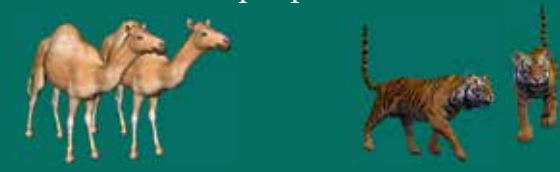


- Build the ark out of gopher wood.
- Build rooms in the ark.
- Build the ark with three decks. A deck on a boat is similar to a floor or story in a building.
- Build a window one cubit from the top of the ark.
- Build a door in the side of the ark.
- Make the ark three hundred cubits long, fifty cubits wide, and thirty cubits tall. A cubit is the length between a man's elbow and the tip of his longest finger.
- Cover the entire ark with pitch. Pitch is a sticky substance that can be made from pine trees or from coal. It helps to make wood waterproof.



God's Instructions About Who and What to Carry in the Ark

- Noah's wife, his three sons, and his sons' wives.
- Male and female birds, animals, and creeping things of the ground.
- Food for the people and animals.



The Worldwide Flood Begins

Again Noah did everything God told him to do. Seven days later, on the seventeenth day of the second month of Noah's six hundredth year, rain began to fall on the Earth. Fountains in the sea burst open, and the rain was like **floodgates** opening from the sky.

On that very day, Noah, Shem, Ham, Japheth, and their wives went inside the ark.

Two by two every kind of beast, every kind of cattle, every kind of creeping thing that crawls on the ground, and every kind of bird also entered the ark. Then God closed the door.

Water began to cover the land. It got so deep that the ark rose from the ground and floated on top of the water. The rain kept falling for forty days and forty nights, until the water rose so high that it covered every mountain on Earth.

Every living creature on Earth died, except Noah and his family and the creatures with them on the ark.



The mountains of Ararat are in Turkey, near its border with Armenia.

The Rain Ends

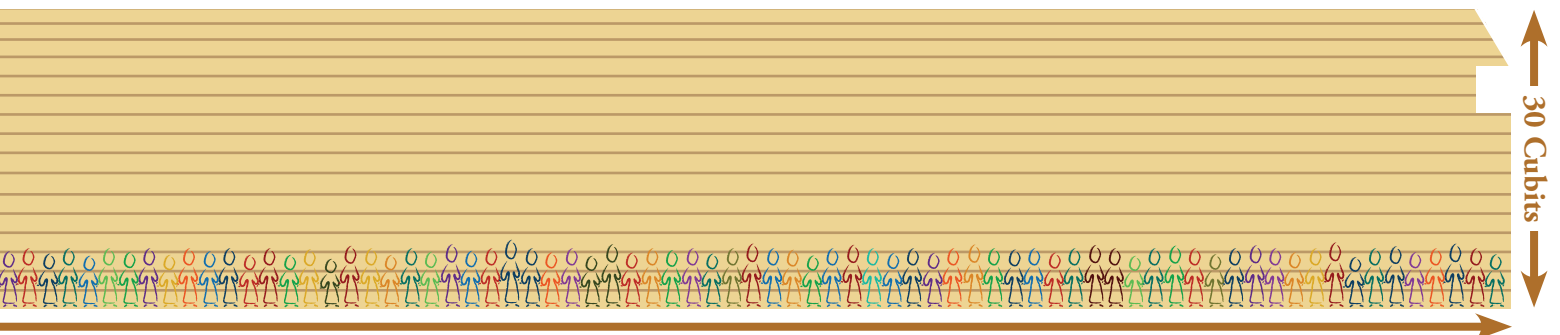
As the ark and its **occupants** floated on top of the deep water, God sent a wind across the Earth. He closed up the fountains of the sea and caused the rain to stop.

The depth of the water began to decrease. One hundred and fifty days after the people and animals entered the ark, the water had gone down so much that the ark stopped floating. On the seventeenth day of the seventh month of Noah's six hundredth year, the ark came to rest on the mountains of Ararat, pictured above.

As the people and animals in the ark waited on top of the mountains, the water continued to go down. On the first day of the tenth month, the tops of the mountains became visible.

An Open Window

Forty days later, Noah opened the window of the ark. He sent out a raven, which flew around until the Earth was dry. Then Noah sent out a dove. It flew around, but when it could find no place to rest its feet because of the water, it returned to Noah. Noah put out his hand



and brought the dove back into the ark. Noah waited for seven days and sent the dove out again. When it was almost evening, the dove came back. This time she was carrying a freshly-picked olive leaf in her beak! See olive leaves at right. Seven



Olive Leaves

days later, Noah sent her out again. This time she did not come back.

On Dry Ground

In the first month of Noah's six hundred and first year, the water was gone from the surface of the Earth. Noah took off the ark's covering and looked out.

On the twenty-seventh day of the second month of Noah's six hundred and first year, the Earth was dry. God spoke to Noah. He told him to go out of the ark, along with his wife, his sons, and his sons' wives. God told Noah to bring out the animals, too, so that they could have many babies and begin to fill the Earth again. Noah went out with his family, and the animals also went out by families.

An Altar and a Promise

Noah built an altar and sacrificed clean animals and clean birds as burnt offerings to God. God smelled the sweet aroma of the sacrifice. He said to Himself that He would never again curse the ground because of man and would never again destroy every living thing in this way. He said:

*While the earth remains,
Seedtime and harvest,
And cold and heat,
And summer and winter,
And day and night
Shall not cease.
Genesis 8:22*



Wheat in Romania



Gibbons



Elephants



Family of Canada Geese



This floor mosaic illustration of Noah's Ark and the rainbow are in the Armenian Chapel of St. Helena in the Church of the Holy Sepulchre in Jerusalem, Israel. The Church of the Holy Sepulchre honors the site that many people believe is the place where Jesus was buried. Most of the church was built in 1144.

God's Instructions

God blessed Noah and his sons. He taught them about the importance of people. God said:

*Whoever sheds man's blood,
By man his blood shall be shed,
For in the image of God
He made man. Genesis 9:6*



This stained glass illustration of the ark, c. 1201-1235, is in Lincoln Cathedral in Lincolnshire, England.

God repeated the instructions He had given the first people: "As for you, be fruitful and multiply." He also added these words: "Populate the earth abundantly and multiply in it."

God also made a change in what people could eat. In the beginning, God had given man only green plants to eat, but now He told Noah that they could eat any kind of meat for food. However, they were not to eat the blood of an animal because the blood was its life.

The Rainbow

God made a covenant with Noah, his sons, their descendants, and all the animals. A covenant is a promise. God promised that He would never again kill every living thing with a flood. God made a sign that would remind people of His promise. He put a rainbow in the sky. God told Noah and his sons that when He brings a cloud on the Earth and the rainbow is seen in the cloud, He will remember His covenant between Himself and every living creature.

Rainbows in Mongolia, Switzerland, South Africa, and the United States



Top Left: Mongolia; Center Column: Switzerland, South Africa; Top Right: Illinois; Bottom: Grand Canyon

When people today see a rainbow, they can remember His promise, too. See rainbows around the world above and on page 41.

Noah's Descendants

Noah lived for 350 years after the flood. He died when he was 950 years old. Noah's sons followed God's command to be fruitful and multiply.

The Tower of Babel

Some of Ham's descendants settled in a land called Shinar in the Bible. Historians usually refer to the area as Sumer. Ham's descendants decided to build a city and a tower in Shinar for the purpose of making a name for themselves. They made bricks and then laid them using tar for mortar.

God was not pleased with what the people living in Shinar were doing because they were doing it pridefully. At the time, the Hamites and everyone else on Earth (namely the descendants of Shem and Japheth) all spoke the same language. God decided to confuse the language of the whole Earth so that they could not understand one another. He also scattered them over the entire Earth. Construction stopped on the city, but what they had built so far was named Babel, which means **confusion**.

*Therefore its name was called Babel,
because there the Lord confused
the language of the whole earth;
and from there the Lord
scattered them abroad
over the face of the whole earth.*

Genesis 11:9

Assignments for Lesson 6

Timeline Book — In the box for Lesson 6 on page 1, write "Noah builds an ark to save his family."

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 6.

Thinking Biblically — Draw a picture or write a paragraph about a scene inside the ark.

Vocabulary — Make a drawing for each of these words that illustrates what it means: violence (43), dimensions (44), floodgates (45), occupants (45), confusion (49). Write the word under the drawing. Check in a dictionary if you need help with their definitions.

Family Activity — Complete the activity "A Really Big Boat." See page FA-3 for instructions.



The Tower of Babel may have been similar to this ancient ziggurat at Choga Zambil in Iran.

God's Plan of Redemption

The story of the flood tells us again about the seriousness of sin and about God's mercy. The Lord saw an abundance of wickedness on the Earth. He dealt with the situation by sending a flood to destroy everything that was living on the Earth. But God was merciful in the midst of judgment; He saved righteous Noah and his family as well as representatives of all animals. Genesis 10 contains one of the Bible's many detailed records of generations. Together these genealogies tell us that Noah, the man whose life God saved on the ark, was an ancestor of the Savior of the world, Jesus.

God Created The Nile River

Lesson 7

God's Wonder

When people spread out across the world from the Tower of Babel, some descendants of Noah's son Ham migrated toward the southwest. Leaving the continent of Asia, they entered northeastern Africa. There they discovered the Nile River, pictured below. At 4,132 miles long, it is the longest river God created in the world. The Nile is different from most rivers. Instead of flowing north to south, east to west, or west to east, as most rivers do, the Nile River flows from south to north.

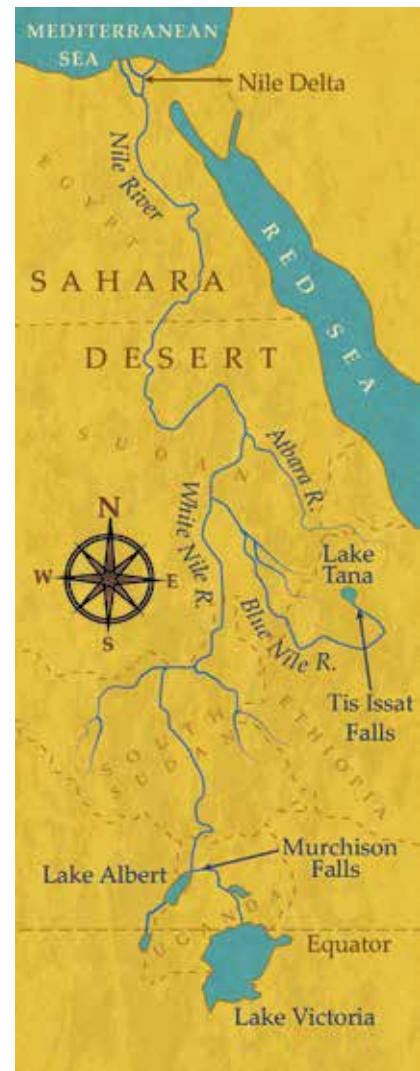
Rivers

A river is a natural channel of water that flows between banks. Rivers receive water from various sources, such as springs, melting water from glaciers, and rain and melting snow flowing down from land that is higher than the rivers'



The Nile River in Egypt

NILE RIVER



banks. In some places rain and snow that fall directly onto a river also add to its volume of water. Other sources of a river's water are creeks and other rivers. These are called tributaries. The waters of the Nile come mainly from three tributaries: the White Nile, the Blue Nile, and the Atbara Rivers. Find these on the map at left below.



Vitelline Masked Weaver



Egret



Malachite Kingfisher

Where a river's tributaries begin is called its headwaters. The Nile's headwaters are in jungles south of the Equator. A river's mouth is where it empties into a sea or ocean. The mouth of the Nile is at the Mediterranean Sea.

The White Nile, the Blue Nile, and the Atbara

Lake Victoria, pictured below, lies along the Equator, far to the south of the Mediterranean. It is Africa's largest lake and the second largest lake in the world. Only Lake Superior in North America is larger. Birds God created to live along its banks are pictured at left.



Lake Victoria Sunset



Hippopotami in Murchison Falls National Park

The White Nile flows from Lake Victoria. It passes through many rapids before falling 400 feet at Murchison Falls, at right. Animals living nearby are pictured above and below.

In Uganda, the White Nile enters Lake Albert, seen at lower right.



Murchison Falls in Uganda



Shoebill in Murchison Falls National Park



Fish Eagles in Murchison Falls National Park



Rainbow over Murchison Falls



Warthog in Murchison Falls National Park



Lake Albert in Uganda

The Blue Nile, shown at right, begins in the high mountains of modern Ethiopia. It flows out of Lake Tana and then enters deep canyons. Finally it merges with the White Nile in central Sudan to form the Nile River. See photo below. The Atbara River also begins near Lake Tana. It flows into the Nile almost 200 miles north of where the Blue Nile and the White Nile merge.

The Fertile Nile River Valley

After the White and Blue Nile Rivers converge, the Nile River flows northward into and through the Sahara Desert. Near the Mediterranean Sea, the Nile divides into smaller rivers before its waters flow into the Mediterranean Sea. The fertile soil along these smaller rivers forms the triangular Nile Delta region seen in the satellite image on page 54.

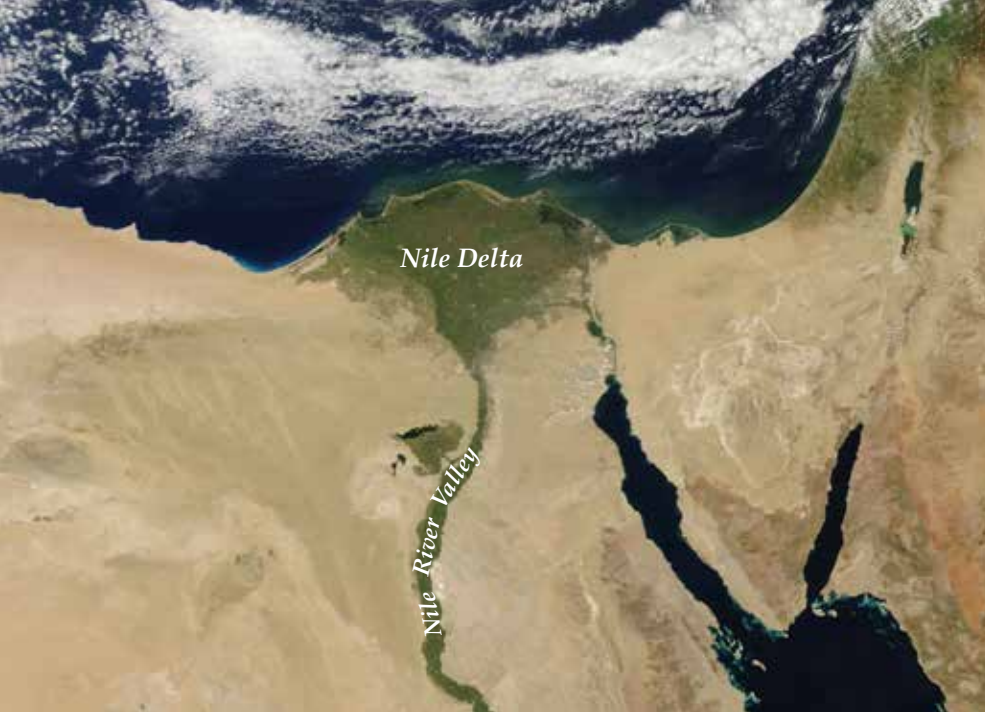
When Ham's descendants discovered the Nile River, they also found the rich black soil the river leaves along its banks during annual floods which last from mid-July to mid-October each



Tis Issat Falls on the Blue Nile in Ethiopia

The Nile River in South Sudan





Desert surrounds the fertile Nile River Valley and the Nile Delta.

year. Temperatures in the Nile River Valley often reach more than 100 degrees. Unlike many other rivers in hot climates, the waters of the Nile never dry up. The combination of fertile soil, high temperatures, and year-round water make it possible for people to grow abundant crops. Early settlers in the Nile Valley grew spelt, millet, barley, lentils, and chickpeas. The rich valley also provided pasture for their livestock.

The Papyrus of the Nile

These ancient settlers also fished, hunted water birds, and gathered wild plants God provided in the fertile valley. They found many uses for the papyrus plant, seen on page 55. It grew up to fifteen feet tall along the banks of the Nile and in nearby marshes. They bundled papyrus stalks to make boats; they wove the inner bark into sails. They wove papyrus into chests, baskets, floor mats, roll-up curtains, and sandals. They used parts of the plant for food and medicine. They used it in floral decorations. They used papyrus to build fires. They learned how to make a type of paper out of papyrus and began to write on it. The paper was also called papyrus.



Cows and Donkey along the Nile

Can the papyrus grow up without a marsh?

Can the rushes grow without water?

Job 8:11



A man rows a papyrus boat on Lake Tana in Ethiopia.

Assignments for Lesson 7

Map Book — Complete the assignments for Lesson 7 on Map 2 “Nile River.”

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 7.

Creative Writing — Write a paragraph describing one of the photographs in this lesson. Your paragraph should be at least six sentences.



The papyrus stalk is topped with an umbel of thin shoots; each shoot is topped with a small flower.



Papyrus Leaves

The Pyramids of Egypt

Lesson 8

World Landmark

A civilization is a well-organized group of people who live in a certain region and who share the same customs. The first civilizations grew up in a region called the Fertile Crescent. As illustrated on the map below, the Fertile Crescent includes the lands between and around the Tigris and Euphrates Rivers, called Mesopotamia; the eastern shore of the Mediterranean Sea, extending east beyond the Jordan River; and the Nile River Valley.

Egyptian **civilization** developed in the Nile River Valley. According to stories passed down in ancient Egypt, Egyptians lived in two separate areas before Menes, a leader from Upper Egypt, conquered Lower Egypt and united them into one kingdom. Menes chose Memphis in Lower Egypt as his capital city. Though Egyptians did not use the term pharaoh as the formal title for their kings, the Bible and historians use this term, and it is the term we will use in *From Adam to Us*.

FERTILE CRESCENT



Life After Death

Egyptians thought a great deal about what happened after death. They believed they would enter a life that was similar to this life. A common idea was that those who died would need food and other things in the other world just as they had needed them here. Since pharaohs expected to continue living a wealthy **lifestyle**, valuable objects were buried with them.

Egyptians believed they needed to **preserve** a person's body so that his spirit could properly enjoy the **afterlife**. This is why the Egyptians embalmed or mummified the bodies of their rulers. They also built large burial structures, not only to honor their dead pharaohs but also to provide a place to store what they thought the departed rulers would need.

Mastabas and Step Pyramids

Historians believe that early Egyptians carved tombs for pharaohs into rock and covered them with large, rectangular structures, made of mud brick, called mastabas (from the Arabic word for bench).

The architect Imhotep designed and erected a new kind of structure over the burial site of Pharaoh Djoser at Saqqara, near Memphis. This structure, seen below, was a step pyramid. It has six mastabas built on top of each other, with each mastaba smaller than the one beneath it. Its builders used limestone instead of bricks. The pyramid includes a small room called a serdab. Inside is a cast of the original statue of Djoser, which is now in a museum.



Djoser's Step Pyramid near Memphis, Egypt



Statue of Pharaoh Djoser in a Serdab

The Bent Pyramid

A short time later, Pharaoh Snefru (or Sneferu) oversaw the building of the pyramid at right. This pyramid, built of limestone blocks, has smooth sides. The angle at the bottom is 52 degrees. Evidently when the lower two-thirds of the pyramid was complete, builders realized that this angle would make the pyramid unstable, so they decreased the angle of the walls to 43.5 degrees the rest of the way. As a result, the structure has a bent shape at the top and is often called the Blunted or Bent Pyramid.



The Blunted or Bent Pyramid



Above: The Red Pyramid

Right: Plaster Cast of Original Statue of Pharaoh Khafre from Giza, Egypt



The Egyptians built smaller structures near the larger ones and used them as tombs for relatives, officials, and priests. A few years after building the step pyramid, Snefru had builders construct the Red Pyramid above. With its straight angle and smooth sides, it is considered the first true pyramid.

The Pyramids of Giza

The art and science of pyramid construction improved over time. Egypt contains dozens of pyramids. The three most famous ones, pictured on page 59, are on a plateau on the west bank of the Nile River at Giza. Giza is outside of modern-day Cairo in northern Egypt. They honor Pharaoh Snefru's son, Pharaoh Khufu (sometimes called by his Greek name Cheops), Khufu's son Pharaoh Khafre, and Khafre's son Pharaoh Menkaure. Construction of these pyramids lasted for more than a century.

The largest is the Great Pyramid, built as a tomb for Pharaoh Khufu. The four sides face to the north, south, east, and west points of the compass. Each side is 755.5 feet long at the base. Experts estimate that the original height of the structure to have been 481 feet. Workers

Great Pyramid Size Comparisons



Soldier Field in Chicago, Illinois, fits into the amount of land taken up by the base of the Great Pyramid.

Just one of the largest stones in the Great Pyramid weighs about the same as twelve adult male African elephants.



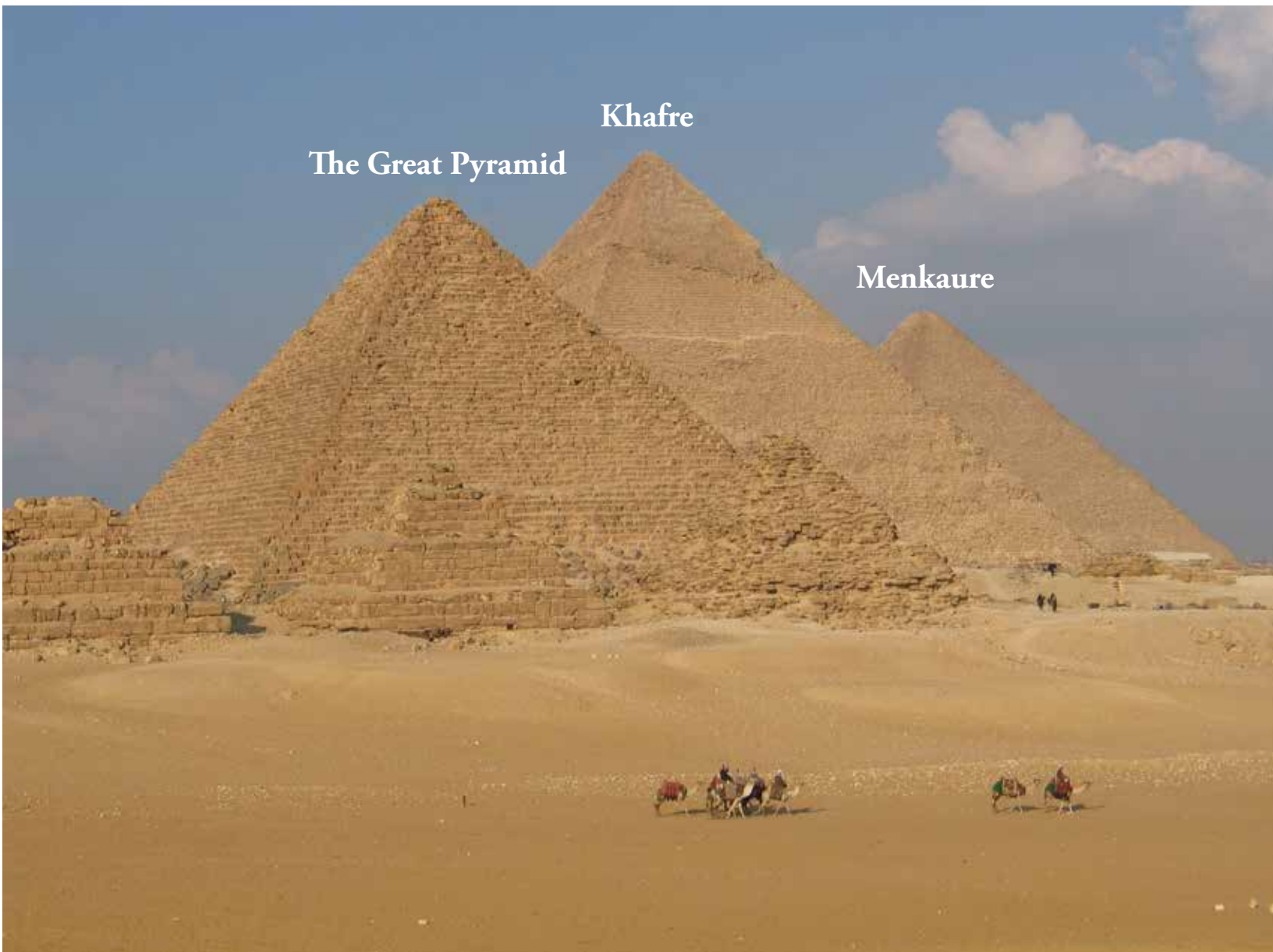
Each of the four sides of the Great Pyramid is about the same width as the United States Capitol in Washington, D.C.

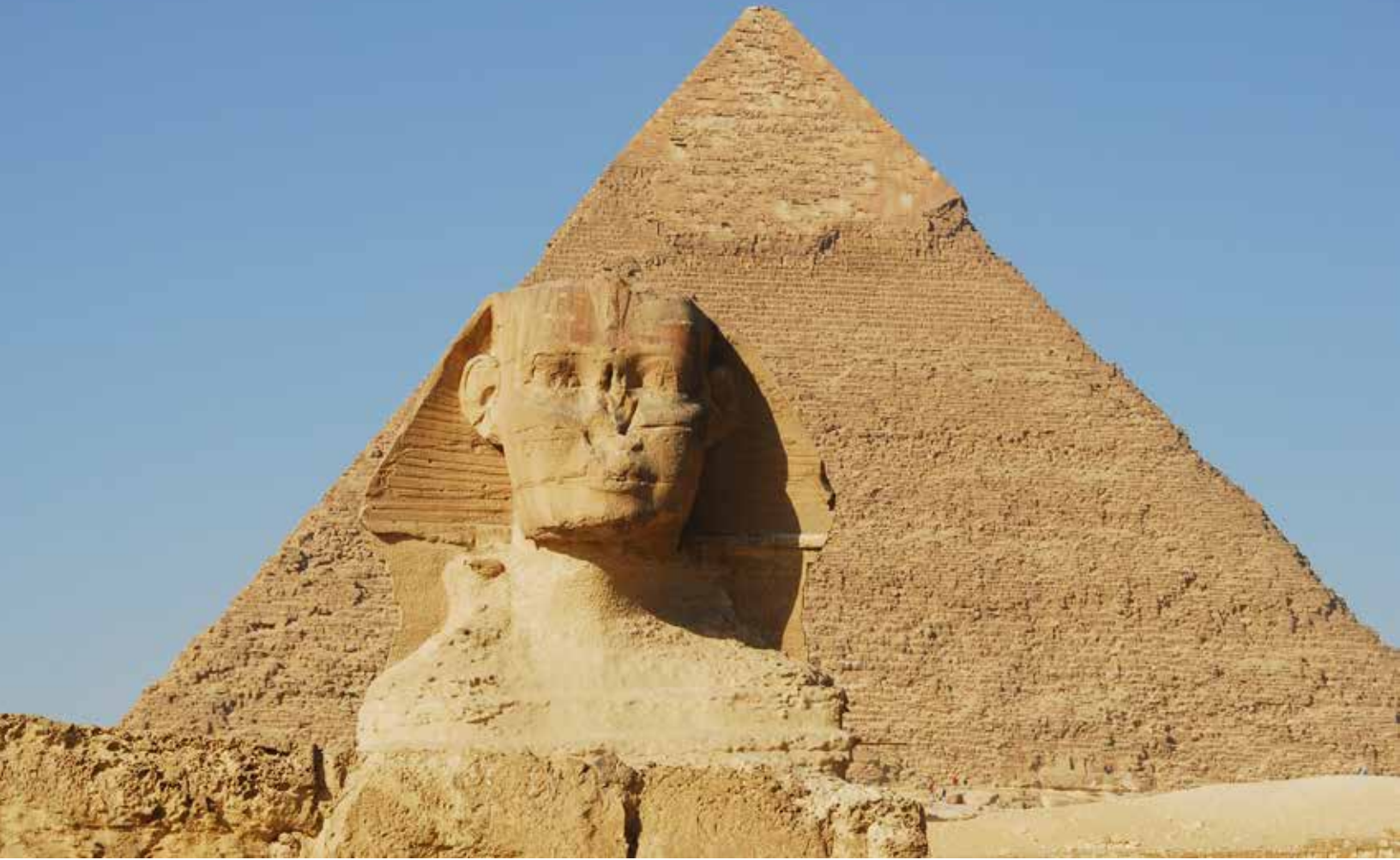
used 2.3 million blocks of stone, which weigh an average of 2.5 tons each. The total weight of the Great Pyramid is estimated to be almost six million tons. See comparisons on page 58.

When Egyptians finished the Great Pyramid, it was the largest stone building in the world. It still is! Three smaller pyramids nearby were burial places for Khufu's queens. The Egyptians also built tombs for his mother, Queen Hetepheres, and for other family members. Still other structures in the complex were temples, walls, and mastabas. Not far away are the ruins of what some historians believe were living areas for workers.

The center pyramid honors Pharaoh Khafre, whose statue is on page 58. It is somewhat smaller than Khufu's pyramid, but it looks taller because it was built on a low hill. The third pyramid, honoring Pharaoh Khafre's son Menkaure, is made of granite rather than limestone. At 218 feet tall, it is the shortest of the three.

The Khafre and Menkaure pyramids had more structures near them than did the Great Pyramid. The Khafre pyramid had an entrance hall, a courtyard with columns, storage chambers, and niches for statues of which there were many.





The Great Sphinx and the Pyramid of Khafre

The largest and most famous statue built for Khafre is the Great Sphinx, which stands near the pyramid. A sphinx is a mythological creature often used in Egyptian art. It has the head of a man and the body of a lion. The Great Sphinx, shown above, is the oldest known image of a sphinx. Artists carved its head to represent Pharaoh Khafre himself. At 240 feet long (imagine a ten-story building lying on its side) and 66 feet tall (imagine twelve men standing on each others' shoulders), the Sphinx was the largest statue in the ancient world.

Builders made the interiors of the Giza pyramids of both granite and a lighter-colored limestone. These interiors contain passageways and chambers for the burial of the pharaoh and for storage of the objects and supplies that Egyptians believed he would need in the afterlife.

Throughout world history, people have wondered how the ancient Egyptians constructed the pyramids. Experts have proposed many theories. However, no one knows for certain how they were built or how many people worked on their construction. The Greek historian Herodotus was born c. 484 BC (the symbol c. stands for *circa*, which means approximately). He wrote that he had learned from Egyptians of his day that a force of 100,000 men worked on the Great Pyramid for twenty years.

Though workers constructed pyramids for the pharaohs of some later Egyptian dynasties, they are smaller and not built as well. However, the structures around these later pyramids are more elaborate than those at Giza. The interior walls of some of these feature written accounts

of the ruler's reign. These inscriptions are the source of much of our information about Egyptian religious beliefs.

People in the ancient world had many ideas about the afterlife, but the Bible tells us that the world to come will be glorious for people who have trusted and followed God on Earth. It also tells us that it will be different from the world we know now.

*Now I say this, brethren,
that flesh and blood cannot inherit the kingdom of God;
nor does the perishable inherit the imperishable.*

1 Corinthians 15:50

Assignments for Lesson 8

Our Creative World — Read “An Account of Egypt” on page 4.

Timeline Book — In the box for Lesson 8 on page 2, write “Pyramids are built in Egypt.”

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 8.

Vocabulary — Write your own definition for each of these words: civilization (56), lifestyle (56), preserve (57), afterlife (57), circa (60). Look in the lesson for clues for the meaning of the words. When you are finished writing your definitions, look in a dictionary for comparison.

Creative Writing — Imagine that you are one of the people working on the pyramids of Giza. Write a journal entry of at least three paragraphs describing a day on the job: either an average day or a remarkable day.

Emperor Sargon of Akkad

Lesson 9

World Biography

Genesis 10 tells about Nimrod, a descendant of Noah through his son Ham. In 1 Chronicles 1:10, we read that Nimrod “began to be a mighty one in the earth.” Nimrod ruled four cities in the land of Shinar (also called Sumer): Babel (discussed on page 49), Erech, Akkad (also spelled Accad), and Calneh. From Shinar Nimrod went north where he built Nineveh, Calah, Resen, and Rehoboth-Ir. All of these cities were along or near the Tigris and Euphrates Rivers in the eastern arm of the Fertile Crescent, shown on the map on page 56.

Ancient rulers like Nimrod were sometimes known for their physical abilities and strength. Ancient Mesopotamian monuments have carvings of rulers killing lions and other wild beasts. The Bible quotes a saying people used: “Like Nimrod, a mighty hunter before the Lord” (Genesis 10:9).



Village and Reflection in the Region Near the Euphrates River in Turkey

Many writers of other ancient literature wrote about Nimrod. Many considered him the leader of the people who built the Tower of Babel. Nimrod's fame has continued throughout world history. Pieter Bruegel the Elder created the painting at right in 1563. In Bruegel's imagination, the Tower of Babel sat on a riverbank. Bruegel depicted Nimrod as the ruler and painted him in the lower left corner. Find the man wearing a pale blue-gray robe.



Painting of the Tower of Babel
by Pieter Bruegel the Elder, 1563

Kings, Emperors, and Empires

Almost from the beginning of the world, some people have tried to gain power over others. These individuals have many times used weapons (or the threat of them) to make other people do what they wanted them to do. In most ancient civilizations, a powerful person first gained control of the people who lived in a certain city and those who lived in the land around it. Historians refer to these small areas as **city-states**. Each city-state had its own king. When a king gained control over many city-states in a large area, he became an emperor over an empire.

Sargon, the World's First Emperor

In 1867 English archaeologist Sir Henry Rawlinson was working in the ruins of Nineveh when he discovered a document called *The Legend of Sargon* in its ancient library. It tells the story of a man who rose to power first in Akkad, one of the cities ruled by Nimrod, and later throughout most of the eastern portion of the Fertile Crescent. *The Legend of Sargon* tells of his birth, his growing up, and his eventual rise to power as the leader of an empire. The document claims to have been written by Sargon himself. This document and other archaeological discoveries have led many historians to believe that Sargon of the city of Akkad was one of the first, if not the first, ruler in the history of the world to rule his own people as well as other peoples. Emperor Sargon, pictured at right, ruled the Akkadian Empire.

Sargon's life began in **humble** circumstances. A drawer of water, named Akki, found Sargon and reared him as his son. When Sargon grew up, he worked first as a gardener but later he became a trusted **adviser** to the king of the city of Akkad.



This bronze head of a king, found in the ruins of ancient Nineveh, is most likely Sargon of Akkad. It is now in the Iraqi Museum in Baghdad, Iraq.

Sargon became an effective military leader and won numerous battles. He became the ruler himself and gained control over a wide territory. His empire stretched to what is now Syria and Turkey, perhaps to the Mediterranean Sea, and south to Sumer. Sargon's rise from a humble beginning to holding the position of leader of a large empire is remarkable. Locate the Egyptian, Sumerian, and Akkadian Empires on the map at right.

The name Sargon means "true king," so it is probably a title and not an actual name. Sargon is a Semitic word, which suggests that Sargon was a descendant of Shem. Shem's descendants are called Semites.

The Akkadians built a road system, **irrigated** crops, and worked to control floods. They studied science and created art. The conquered Sumerians had a major influence on how the Akkadians thought.



Elamite Baboon

Sargon oversaw a **stable** empire which traded goods with other peoples, perhaps as far away as India. Notice the seated baboon statuette at left. The baboon is made of gypsum and its eyes are made from steatite. This four-inch-tall baboon is from the region of Elam, part of which was conquered by the Akkadians (the Akkadian word for Elam means "highland"). Scholars believe that the baboon came to Elam through trade.

Sargon apparently ruled for fifty-six years and died peacefully in his old age. For centuries the Babylonians, whom we will study in Unit 6, told stories of the "golden age of the Akkadians." These stories were both accurate historical accounts and legends that were nothing more than noble-sounding myths.

ANCIENT CIVILIZATIONS IN EGYPT AND MESOPOTAMIA



Sargon's two sons each ruled for several years after he died, but his grandson Naram-Sin was a better ruler than Sargon's sons. A relief sculpture of Naram-Sin is pictured on page 66. He is depicted as having pursued and defeated an enemy in the mountains.

Not everyone in the Akkadian Empire was content to live under the rule of Sargon and his descendants. People resent being ruled by force; so from time to time, leaders in certain areas tried to revolt. The Akkadians stopped these rebellions, but eventually the empire became weak because it was too large to keep under control. Around 2125 BC, Sumerian leaders of the city-states in Sumer worked together to rebel against the rule of the Akkadians. The Sumerians defeated the Akkadians and regained control over their own land.

Sargon gained great power and exercised widespread control over many peoples and many lands, but like every military and political leader he eventually died. The power he gained passed into the hands of others.

*He has brought down rulers from their thrones,
And has exalted those who were humble.*

Luke 1:52

Assignments for Lesson 9

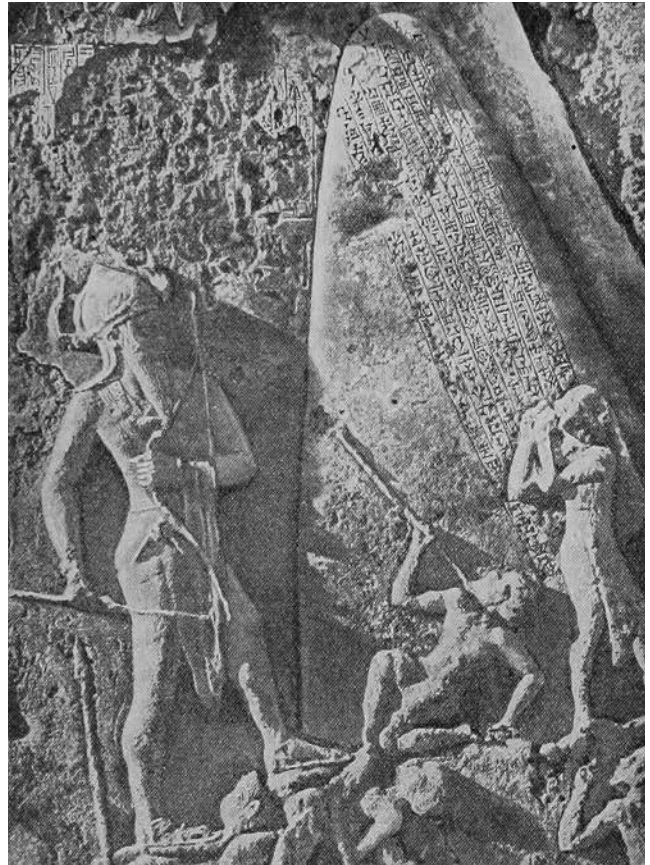
Our Creative World — Read the “Chronicle of the Reign of Sargon” on page 5.

Map Book — Complete the assignments for Lesson 9 on Map 3 “Ancient Civilizations in Egypt and Mesopotamia.”

Timeline Book — In the box for Lesson 9 on page 1, write “Sumerians regain control from the Akkadians.”

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 9.

Vocabulary — Copy these words, each on a separate line: city-state (63), humble (63), adviser (63), irrigate (64), stable (64). Look up each word in the dictionary. Next to each word, write what part of speech it is according to the way the word is used in the lesson.



In this relief sculpture, King Naram-Sin of Akkad has pursued an enemy into the mountains and defeated him.

Sumerian Writing on Clay

Lesson 10

Daily Life

The words of our heavenly Father are powerful. When He said, “Let there be light,” there was light. Over the next week, He spoke all the universe into existence.

By faith we understand that the worlds were prepared by the word of God, so that what is seen was not made out of things which are visible. Hebrews 11:3

God gave instructions to Noah about building the ark and about what He wanted Noah to do when the rains stopped. God inspired the Bible so that each of us could know what He wants us to do.

*Listen, O my people, to my instruction;
Incline your ears to the words of my mouth.*

Psalm 78:1

The Bible teaches that God’s Son Jesus is His ultimate message to people. The Bible even calls Jesus the Word (John 1:1, 14). God gave people the ability to communicate. First we used words, and then we began finding ways to communicate by putting symbols on objects, such as wood, stone, papyrus, and clay. The Sumerians were among the earliest civilizations to develop a written language.

Why Written Communication Is Important

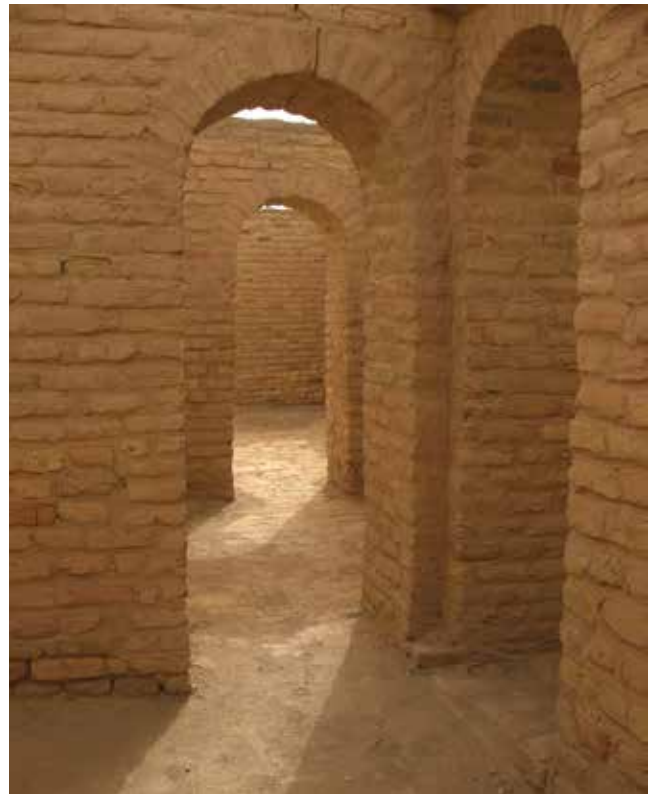
Communicating through spoken words, called oral communication, is important, but it can be unreliable. Some groups of people have taken great care to pass down history and stories in oral form so that the content does not change from generation to generation. However, accurate



Cuneiform Tablet from Mesopotamia, c. 2052 BC

oral communication depends on the memory and honesty of everyone involved.

Suppose a resident of ancient Egypt or the Akkadian or Sumerian civilizations in Mesopotamia was required to pay four measures of barley for his taxes. He took his four measures to a government building, but a week later a soldier came to his door and told him, "You only paid three measures; you still owe the king one measure." How could he prove that he had paid all of his taxes? Or suppose the king made a law that every male had to work two days per month on the roads in the kingdom. Then imagine one day the king saying, "I said every male had to work three days per month on the roads." How could anyone know what the law really said?



Brickwork at the Restored Ziggurat on the Site of Ancient Ur in Modern Tall Al-Lahm, Dhi Qar, Iraq

Ancient Sumer

As seen on the map on page 65, Sumer lay mostly between the Tigris and Euphrates Rivers, just north of the Persian Gulf. Sumerians lived in at least twelve city-states. A city-state often included a walled city within its territory. Ur was the leading city in Sumer. Sumerians farmed in drained marshland. They bought and sold goods. They wove cloth, worked in leather, created objects from metal, made pottery, and built structures with brick and mortar, such as the one above. The Sumerians created art. An example is the beautiful mosaic below discovered in one of the largest graves in the Royal Cemetery at Ur.



Ancient Mosaic Known as the Standard of Ur

Writing in Ancient Sumer

The Sumerians developed a way to write called cuneiform. The word comes from the Latin word *cuneus*, meaning wedge. Sumerians used a stick called a stylus, which had a wedge-shaped point, to make characters on wet clay shaped into a tablet or a round cylinder, as seen in the examples below. When the tablet or cylinder hardened, the record was permanent.

As best we can tell, Sumerians developed this writing system to create business records. This helped them keep track of things bought and sold in the marketplace (“Did the trader bring twelve or fifteen measures of spices? Did the shepherd trade six or eight sheep for his supplies?”). They also kept government records.

Here is how they kept these records. A man brought four measures of barley to the temple. A temple scribe pressed a picture of the barley plant into a wet clay tablet. At first a scribe might have made four barley pictures to show how much each person brought. However, if every citizen brought four measures of barley, it would take a long time to make all those pictures on blocks of clay. At some point, someone decided to make the process quicker by drawing one barley plant and making four lines next to it to show four measures of barley. Perhaps the idea of lines came from the shape of our fingers.

Better Cuneiform

This system worked pretty well for record-keeping, but what if the king wanted to write down a decree such as, “The king requires obedience and sacrifice from every citizen”? A scribe might draw a crown to represent the king, but how could he draw a picture for obedience, sacrifice, require, or citizen? Perhaps certain pictures came to be accepted as having certain

Cuneiform from Sumer



Left Column: Letter Concerning the Return of a Donkey; List of Women Mill Workers, c. 2047 BC; Right: Cone Commemorating the Reign of a Sumerian King, c. 2004-1792 BC.

meanings, such as a soldier for obedience or a hand for require. This system might work for some words, but what if you wanted to write down symbols for truthfulness, righteousness, love, and repentance? Obviously this would require the invention of many symbols.

The Sumerians later developed the practice of using images to represent particular sounds. For instance, the Sumerian word for barley was pronounced “she.” The symbol for barley became the symbol for the sound “she” that they used in other words. The word for figcake, for example, included the sounds “she-er-ku.”

Still later the Sumerians developed a way to use a combination of simplified marks and symbols to represent sounds and words. Writing was still relatively complicated, so probably only a few people learned to write. Most of these people worked as scribes. However, a few, mostly from the upper classes, produced literature and kept journals.

While Sumer was part of the Akkadian Empire, the Akkadians developed a secure postal system. They used wet clay to make envelopes and pressed the name and address of the person receiving the letter and the seal of the sender into the clay. When the envelope hardened with this information on it, the message inside was safe because a broken envelope would indicate that someone other than the intended receiver had opened the letter.

In ancient times, many people used seals to identify ownership of an object or the author or sender of a document. They often used a seal in place of a signature. Artisans made seals by carving pictures into a hard object, such as a stone. The rock crystal seal on the left side of the photo below measures just one inch tall and one half-inch wide. A craftsman carved three figures into it. One wears Sumerian clothing. The rectangle of beige clay beside it shows the impression made when the seal is rolled across wet clay.

Alphabets

The ancient Egyptians developed a form of writing called hieroglyphics. An example is pictured on page 71. Hieroglyphics used pictures or symbols to represent sounds. Egyptians later developed an alphabet. They used fewer than thirty symbols to represent letters. The letters



Seal from Mesopotamia, c. 2000 BC



Art and Hieroglyphics at Luxor, Egypt

might have been simplified pictures representing sounds. For instance, some scholars think that the letter A developed from a picture of an ox head. Imagine a letter A lying on its side with the top pointing left. The top of the A was the ox's nose and the two legs of the A were his horns.

The development of writing was a great advancement in human civilization. It made possible accurate record-keeping, long-distance communication, and the recording of men's thoughts. God used written language to communicate His will to man in the Scriptures. He used the act of writing to illustrate how He wants us to keep His words in our hearts.

*Do not let kindness and truth leave you;
Bind them around your neck,
Write them on the tablet of your heart.
Proverbs 3:3*

Assignments for Lesson 10

Our Creative World — Learn about and examine the ancient board games described on page 6.

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 10 and take the test for Unit 2.

Thinking Biblically — Write the words of Proverbs 3:3 on a piece of paper and decorate around the words.

Creative Writing — Write two or three paragraphs about how God has used written communication to help people know and obey Him from Biblical times to today.



This Mesopotamian terra-cotta musician is playing a tamborine, c. 1000s BC.



This terra-cotta male figure from Mesopotamia, c. 2000-1600 BC, is wearing a wide-banded hat and a long beard. These often indicated that the person was a king.



3

The Fertile Crescent and Beyond

- Lessons**
- 11 - Daily Life: The Family of Abraham in Canaan
 - 12 - World Biography: Hattusilis I and the Hittites
 - 13 - God's Wonder: God Created the Indus Valley
 - 14 - World Landmark: The City of Caral in Peru
 - 15 - Our World Story: The Rise of the Minoans on the Island of Crete

Literature *The Golden Goblet* by Eloise Jarvis McGraw takes the reader into the streets of Thebes in ancient Egypt. (See “Notes to Parents on the Literature” in the back of the *Answer Key*.)

Before 1400 BC

Civilizations existed in other parts of the world at the same time as the Egyptian and Mesopotamian civilizations we learned about in the last unit. The Caral civilization in South America, the Hittites in what is now Turkey, the Indus Valley civilization in modern Pakistan, and the Minoan civilization on the island of Crete in the Mediterranean Sea have all left artifacts that display remarkable abilities. At the same time, God called Abram (whom He later named Abraham) out of the Mesopotamian city of Ur and told him to go to the land of Canaan. Abraham responded to God in faith and God promised to bless all nations through Abraham's family.



The Family of Abraham

in Canaan

Lesson 11

Daily Life

Noah's great-great-great-great-great-great-grandson Terah lived in Mesopotamia around 2000 BC. Mesopotamia means "between the rivers." This refers to the Tigris and Euphrates Rivers. Terah lived in the city of Ur in the land of Sumer at the southeastern end of the Fertile Crescent. The area was also called the land of the Chaldeans (Genesis 11:28).



Seal Impression and Record of Wages Paid in Silver from Ur, c. 2050 BC

Find the Fertile Crescent on the map on page 56 and Ur on the map below.

Ur was an advanced civilization in many ways. Its residents constructed elaborate brick structures. Scribes and bookkeepers kept records. Artisans made crafts and works of art. Merchants sold the goods of the artisans. Farmers raised crops. People wrote poetry and played instruments. They used wheels, sailboats, and other inventions. However, the citizens of Ur worshiped gods they made up and imagined in their minds, especially a "moon god" they called Sin. Terah also worshiped false gods.

Terah had three sons: Abram, Nahor, and Haran. God chose Abram for a special purpose. He appeared to Abram, telling him to leave his country and his relatives and come to the land that God would show him.

Abram left his home in Mesopotamia to go to Canaan, a part of the Fertile Crescent much farther west. By this time Abram's brother Haran had died, leaving a son named Lot. When Abram set out from Ur, he took three relatives along: his wife Sarai who was also his half-sister, his nephew Lot, and his father Terah.

THE LANDS OF ABRAHAM, ISAAC, AND JACOB



When the travelers arrived in the region of Paddan-aram, they settled there in the city of Haran, labeled on the map on page 75. The modern city of Harran is pictured below. The people of Haran lived similarly to the people of Ur and even worshiped the same “moon god.” Terah died in Haran. In Haran God spoke to Abram again, saying:



Archaeologists have found “beehive” houses in ancient art from Mesopotamia. Some residents of Harran, Turkey, continue to live in beehive houses like these. Modern Harran is in the same area as ancient Haran and is possibly in the exact location.

*Go forth from your country,
And from your relatives
And from your father’s house,
To the land
which I will show you;
And I will make you
a great nation,
And I will bless you,
And make your name great;
And so you shall be
a blessing
And in you all the families
of the earth will be blessed.
Genesis 12:1-3*

Abram Goes to Canaan

Abram obeyed God. When he was 75 years old, Abram, Sarai, and Lot left Haran and traveled to Canaan, along with their possessions and servants. Descendants of Noah’s grandson Canaan, the son of Ham, lived there. They had become a wicked people.

At Shechem, pictured below, God appeared to Abram again and promised:

To your descendants I will give this land. Genesis 12:7

Abram built an altar to the Lord there. He then traveled on to the mountain east of Bethel and pitched his tent. He built an altar there, too, and called upon the name of the Lord. As Abram continued his journey in Canaan, the land experienced a famine, so he decided to go to Egypt.

Abram Goes to Egypt

When they came near to Egypt, Abram became afraid that the Egyptians might kill him so that they could have his beautiful wife



Hand-Colored Lantern Slide of Shechem, c. 1900

Sarai. He told her to tell a half-truth by saying she was his sister (and not mentioning that she was his wife). The Egyptians did notice that Sarai was beautiful, and she went to live in Pharaoh's house to be his wife. Pharaoh was good to Abram because Sarai was his sister. He gave Abram gifts of sheep, oxen, donkeys, camels, male servants, and female servants. Notice pictures of camels in Egypt on page 73. When Pharaoh learned that Sarai was really Abram's wife, he condemned Abram for what he had done and had his men escort Abram and Sarai away.

Abram and Lot Return to Canaan and Then Separate

Abram and those traveling with him returned to Bethel, pictured below, where he had previously pitched his tent. Abram was a wealthy man who owned many flocks, herds, and tents, and also much silver and gold. His nephew Lot had also become wealthy. Both men had herdsmen who took care of their animals. These herdsmen began to quarrel because the area around Bethel did not have enough grazing land and water to support both men's livestock. Abram did not want strife between kinsmen, so he told Lot to choose which land he wanted. Lot chose the well-watered valley of the Jordan and moved to one of its cities called Sodom. Though Lot chose good land, he chose a city where the people were wicked sinners.

God spoke to Abram again:

*Now lift up your eyes
and look from the place where you are,
northward and southward
and eastward and westward;
for all the land which you see,
I will give it to you
and to your descendants forever.
Genesis 13:14-15*

Abram moved his tent again, this time to Hebron near the oaks of Mamre. There he built an altar to the Lord.

Kings from Mesopotamia attacked the area where Lot lived and captured him and his possessions. When Abram learned of this, he led out 318 trained men who had been born in his house. They pursued the captors and rescued Lot and all his possessions.



Hand-Colored Lantern Slide of Bethel, c. 1880-1900

God Tells Abram About the Future

After this victory, Melchizedek, whom the Bible describes as both a king of Salem and a priest of God Most High, came to Abram and blessed him. Abram gave him a tenth of all he had. After the encounter, Abram had a vision. The word of the Lord came to him, saying:

*Do not fear, Abram, I am a shield to you;
Your reward shall be very great. Genesis 15:1*

Abram asked God what He would give him since he was childless and a man born in his house was his heir. God told Abram that his heir would be his own child. He took Abram outside and said:

*Now look toward the heavens, and count the stars, if you are able to count them.
So shall your descendants be. Genesis 15:5*

Abram believed God's promise. As the sun was going down, a deep sleep fell on Abram. God told Abram that he would be buried at a good old age and that his descendants would be strangers in a land that did not belong to them. They would be slaves for four hundred years. Then they would leave that place with many possessions and return to Canaan one day.

Abram Becomes Abraham and Becomes the Father of Ishmael

Sarai was impatient for a child, so she gave her Egyptian maid Hagar to Abram for a second wife. Hagar had a baby boy when Abram was 86 years old. He named his son Ishmael.

Thirteen years later, when Abram was 99 years old and Sarai was 90, God changed Abram's name to Abraham and Sarai's name to Sarah. God surprised them by telling them Sarah herself was to have a baby! When Abraham heard it, he fell on his face and laughed.

Abraham asked God if His blessings could come through Ishmael, but God told him no. He would bless Ishmael, but He would establish a special covenant with Sarah's child who would be named Isaac. When Sarah heard the news that she would have a baby in her old age, she laughed, too. The name Isaac means "he laughs."



Sunset in Israel

Abraham's Son Isaac

Sarah gave birth to Isaac. When Isaac was still a boy, Ishmael mocked him. Afterward, Sarah told Abraham to send Hagar and Ishmael away so that Ishmael would not share Isaac's inheritance. Abraham was grieved about sending his older son away, but God again told him that He would bless Ishmael. God said that He would make Ishmael a nation, too. Abraham sent Hagar and Ishmael away,

but God was with Ishmael. When Ishmael grew up, Hagar got him a wife from Egypt.

Later God told Abraham to offer Isaac as a burnt offering. Abraham got up early in the morning, saddled his donkey, split some wood for the offering, and went to the place God had chosen. He took two young servants along. Abraham trusted God to the point of actually tying Isaac on the altar. Abraham took his knife to kill his son, but God called to him from heaven, telling him to stop. God said:



Donkey in Israel

Now I know that you fear God, since you have not withheld your son, your only son, from Me. Genesis 22:12

God provided a ram for Abraham to sacrifice in the place of Isaac. Abraham trusted God. Abraham had told the two young servants that they would return. We learn in Hebrews 11:19 that Abraham trusted that God could raise Isaac from the dead. God blessed Abraham for his faith and obedience, telling him:

. . . indeed I will greatly bless you, and I will greatly multiply your seed as the stars of the heavens and as the sand which is on the seashore In your seed all the nations of the earth shall be blessed, because you have obeyed My voice. Genesis 22:17-18

Even though they were old when Isaac was born, Abraham and Sarah lived to see Isaac grow up and become a man. Sarah died when Isaac was thirty-seven, and Abraham and Isaac mourned over their loss. Abraham paid a Hittite man named Ephron 400 shekels of silver for a piece of land so that Abraham could bury Sarah in a cave on the property.

Abraham had learned earlier that his brother Nahor had children. Three years after Sarah died, Abraham sent one of his servants back to Paddan-aram so that the servant could find a wife for Isaac among his relatives.

Abraham's servant, leading ten camels, arrived at a well on the edge of the city where Nahor lived. The servant arrived in the evening, when women came to draw water. He made the camels kneel down and then prayed that the woman who helped him water his camels would be the one Isaac should marry. While he was still praying, a beautiful girl named Rebekah came with a jar on her shoulder and watered his camels. Abraham's servant gave her a gold ring and two

bracelets and asked her whose daughter she was. When the servant learned that the girl was Abraham's great-niece, the granddaughter of Nahor, he bowed low and worshiped God.

Rebekah's father and brother understood that God had blessed the servant's search for a wife for Isaac. They agreed for Rebekah to return to Canaan and become Isaac's wife. She and her maids got on the camels and traveled back home with the servant.

When Isaac and Rebekah first saw each other, she covered herself with a veil. The servant told Isaac what had happened in Paddan-aram. Isaac took Rebekah into his mother's tent and loved his new wife. She comforted him after his mother's death.

Abraham's Grandsons Jacob and Esau

Abraham died when he was 175 years old. Isaac and Ishmael buried him in the cave of Machpelah which Abraham had purchased from Ephron the Hittite.

God blessed Isaac, but at first Rebekah had no children. Isaac prayed to God about this. After they had been married twenty years, Rebekah gave birth to twin boys whom they named Esau and Jacob. Esau was a skillful hunter, but Jacob stayed close to home. Isaac loved Esau more and Rebekah loved Jacob more.

One day when Esau had been away from home, he told Jacob to give him a swallow of the red stew Jacob had made. Jacob told him, "First sell me your birthright." Esau did not think through what he was doing and sold his birthright to Jacob. As the firstborn of the twins, Esau had a birthright to the special inheritance given to the firstborn son, but he foolishly sold it to his younger brother Jacob for the low price of some bread and a bowl of lentil soup!

When Isaac was old and could no longer see well, he asked his favorite son, Esau, to take his bow and quiver of arrows out to the field to hunt game and to prepare him a dish of the game. Isaac told Esau that afterward he would give Esau a blessing.

Rebekah overheard the conversation and told Jacob how to trick his father so that Jacob would get the blessing instead. She told Jacob to get two young goats so that she could prepare a dish his father liked. She put one of Esau's robes on



Sheep in Harran, Turkey

Lesson 11 - The Family of Abraham in Canaan

Jacob covered his hands and neck with skins from the young goats so that he would feel hairy like his brother.

Jacob went to his father and lied to him, saying, "I am Esau, your firstborn." Isaac asked him to come close. He felt his hands and said that he had the voice of Jacob but the hands of Esau. When Isaac smelled the clothes Jacob was wearing, he finally believed it was really Esau. Isaac gave Jacob the special blessing he had intended for Esau.

When Esau returned and took his own special dish to his father, Isaac and Esau found out what had happened and were very angry. Esau wanted to kill his brother. When Rebekah found out, she told Jacob that he should go to her family in Paddan-aram. By this time, Esau had married two Hittite women, who brought grief to Isaac and Rebekah. She told Isaac that she wanted Jacob to go to her family so he could find a wife there. When Esau learned that Isaac had sent Jacob away to get a wife from Paddan-aram and had told him not to marry a wife from Canaan, Esau realized that his own Canaanite wives displeased his father. Therefore Esau married one of Ishmael's daughters, too.

God blessed Jacob as he traveled to his mother's homeland. One night when Jacob slept on the ground with a stone as his pillow, he had a dream about a ladder to heaven with angels going up and down it. God stood at the top of the ladder and told him:

*I am the Lord, the God of your father Abraham and the God of Isaac; the land on which you lie, I will give it to you and to your descendants. Your descendants will also be like the dust of the earth . . . and in you and in your descendants shall all the families of the earth be blessed.
Behold, I am with you and will keep you wherever you go Genesis 28:13-15*

After Jacob came to his mother's family, he began to love his mother's niece Rachel. Jacob worked for his Uncle Laban for seven years for the privilege of marrying her. However, his uncle tricked him and gave him his daughter Leah instead. A week later, Laban gave Jacob Rachel, too, but required him to work for him seven more years.



Starry Night in Israel

Abraham's Twelve Great-Grandsons

Jacob became wealthy while working for his father-in-law in Paddan-aram. Leah, Rachel's maid Bilhah, and Leah's maid Zilpah bore Jacob a total of ten sons and one daughter. Then his beloved Rachel finally had her firstborn child, whom she named Joseph.

Jacob decided to take his family back to the land of his father in Canaan. As they traveled, they came near to his brother, Esau. Jacob was afraid and asked God to deliver him from his brother's hand. When the two brothers met, Esau treated Jacob kindly.

Jacob and his large family settled first in Shechem where his grandfather Abraham had settled so long ago. He built an altar there. Then God told him to move to Bethel and to build an altar there. Jacob obeyed. While he lived in Bethel, God appeared to Jacob and changed his name to Israel. He promised to give Jacob the land He had given to his father and grandfather.

Jacob and his family left Bethel. As they traveled, Rachel gave birth to her second son, Benjamin; but she died in childbirth. Finally Jacob came back to his father Isaac. When Isaac died at 180 years old, his sons Esau and Jacob buried him in the cave of Machpelah.

*“... and Abraham believed God, and it was reckoned to him as righteousness,” and he was called the friend of God.
James 2:23*

Assignments for Lesson 11

Our Creative World—Read “Babylonian Herding Contract” on page 7.

Timeline Book — In the box for Lesson 11 on page 2, write “God calls Abram to move to Canaan.”

Map Book — Complete the assignments for Lesson 11 on Map 4 “The Lands of Abraham, Isaac, and Jacob.”

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 11.

Thinking Biblically — Write a one-sentence description of each of these people: Abraham, Sarah, Ishmael, Isaac, Rebekah, Jacob, Esau, Leah, Rachel, and Joseph.

Literature — Read Chapter I in *The Golden Goblet*.

God's Plan of Redemption

God told Abram (later called Abraham) that through him, “all families on the earth would be blessed” (Genesis 12:3). God's call to Abram was not just a call and a promise for one man. God chose a man who would have a family, and that family would become a nation. This nation would be God's chosen people to receive His special care and to be entrusted with the promise of the Savior. From this family the Savior would come. God chose Abram to lead this special family when he had no children! The birth of Abraham's son was a miracle. It was part of a long line of God's merciful miracles that brought the Savior, Jesus Christ, into Abraham's family. Jesus Christ is how every family on Earth is blessed through Abraham.

Hattusilis I and the Hittites

Lesson 12

World Biography

When Abraham moved to Canaan, the Hittite people were living north of the Fertile Crescent on the Anatolian Peninsula. They created art, wrote down historical records, and around 1650 BC began to build an empire. See map below.

The Anatolian Peninsula lies between the Black Sea to the north and the Mediterranean Sea to the south. The peninsula is also called Asia Minor. It is at the western edge of the continent of Asia. This region, where Europe and Asia meet, became important when people began to migrate away from Mesopotamia after the Tower of Babel. It has continued to be an important **crossroads** throughout world history. Many empires have risen and fallen on the Anatolian Peninsula. The first that we know about was the Hittite Empire.

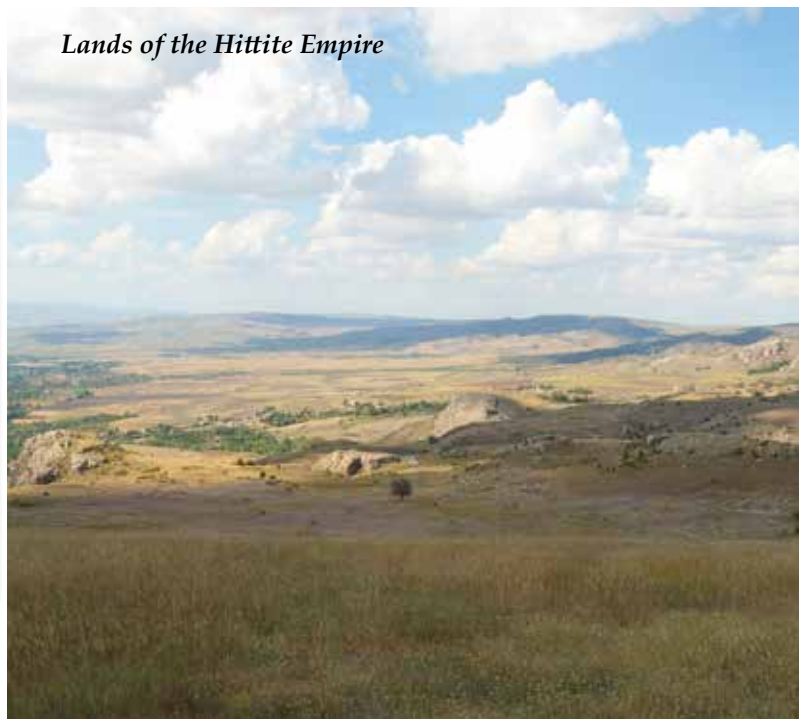
Labarnas I and Labarnas II

Labarnas I was an early Hittite king. His wife was Tawannannas. During his reign, the Hittite capital was in Kusura in west-central Anatolia. Labarnas I expanded his kingdom to the Mediterranean Sea and made his sons governors over several of the cities he conquered. His son Labarnas II became king after him.

HITTITE EMPIRE



Lands of the Hittite Empire



The New Hittite Capital of Hattusha

In 1650 BC Labarnas II established a new capital at Hattusha, pictured at left. At that point he began to be known as Hattusilis, “the one from Hattusha.” Since later Hittite kings also used the name Hattusilis, we will refer to him as Hattusilis I in this lesson.

Hattusha sat on a high fertile plain to the northeast of Kusura. It grew into a large and complex city with royal palaces, extensive fortifications, and underground passageways. The Hittites built a double wall around the city to defend it. They also built gateways to enter and exit.

Hattusha is near the modern village of Boğazköy, Turkey. German and Turkish archaeologists have studied the site extensively.

Hattusha was a major trade center for the region. It was a site of **pagan** worship. It had four temples to pagan deities, including ones to their god of storms and their goddess of the sun.

Archaeologists have identified a Royal Gate, where the king likely



City Gate at Hattusha



Above and Below: Ruins of Hattusha with Reconstructed Wall



Lesson 12 - Hattusilis I and the Hittites

entered, and also a Lion Gate, which has a sculpted lion on each side of the opening. See photos at right and below.

Expanding the Hittite Empire

Hattusilis I invaded the northern part of Syria, which was to the south of the Hittite Kingdom. He also led his army across the Euphrates River. Under his reign the Hittite Kingdom became the Hittite Empire.

Hattusilis I had difficulty finding a **successor** whom he trusted. He rejected his three sons as heirs to the throne and chose his grandson Musilis I instead. Archaeologists have discovered ancient documents in the Hittite language that record the reign of Hattusilis I. One of these documents is a farewell address by Hattusilis I, which he delivered to his family and an assembly of his people. In the speech he announced that



Above and Below: Lion Gate



his grandson would become king in his place. He also asked that his family and all the people practice **virtue** and **moderation**. Hattusilis I ruled until about 1620 BC.

Hittite Writing and Art

The Hittites wrote historical records, laws, proclamations, and treaties in cuneiform. Archaeologists have found thousands of cuneiform clay tablets at Hattusha. The Hittites also wrote in Hieroglyphic Hittite. See example below. Hittite writings reveal that they had contact with the Egyptians and with the Sumerians and other residents of Mesopotamia.

The Hittite art on page 87 was found at the archaeological site near Boğazköy, Turkey.

The Hittites of Canaan

The Bible mentions Hittites almost fifty times, including two times during the lifetimes of Abraham, Isaac, and Jacob. Some lived in Canaan when Abraham moved there. Among them was Ephron the Hittite, who sold the cave of Machpelah to Abraham as a burial place for Sarah. Before speaking directly to Ephron about the purchase, Abraham spoke first to the “sons of Heth.” Heth is described in Genesis 10:15 as the son of Canaan. As we learned in Lesson 11, Canaan was the son of Ham who was the son of Noah. Historians believe that the Hittites are descendants of Heth.



Hieroglyphic Hittite

The first two women that Esau married were Judith the daughter of Beerli the Hittite and Basemath the daughter of Elon the Hittite (Genesis 26:34-35). As stated in Lesson 11, Isaac and Rebekah were disappointed in Esau's choice of wives and did not want Jacob to make the same mistake.

Both in Anatolia and in Canaan, the Hittites turned to idols instead of serving the true and living God. The Hittite Empire lasted for several centuries, but it eventually crumbled.

*For all the gods
of the peoples are idols,
But the Lord made the heavens.
Psalm 96:5*

Assignments for Lesson 12

Our Creative World — Look at the Hittite Seal of Tarkummuwa on page 8.

Timeline Book — In the box for Lesson 12 on page 2, write "Labarnas II establishes his capital at Hattusha."

Thinking Biblically — Read Genesis 23 about Abraham's purchase of the cave at Machpelah from Ephron the Hittite.

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 12.

Vocabulary — Write the vocabulary words and the letter of the definition that goes with each word: crossroads (83), pagan (84), successor (85), virtue (86), moderation (86).

- | | |
|--|--|
| a. avoiding extremes of behavior | c. worship of gods other than the true God |
| b. where two or more roads cross; often used metaphorically to mean a place where many people come into contact with one another | d. good moral character |
| | e. one who follows another in a position of leadership |

Literature — Read Chapter II in *The Golden Goblet*.



Hittite Art Found at Boğazköy, Turkey



Pottery Found at Hattusha

God Created the Indus Valley

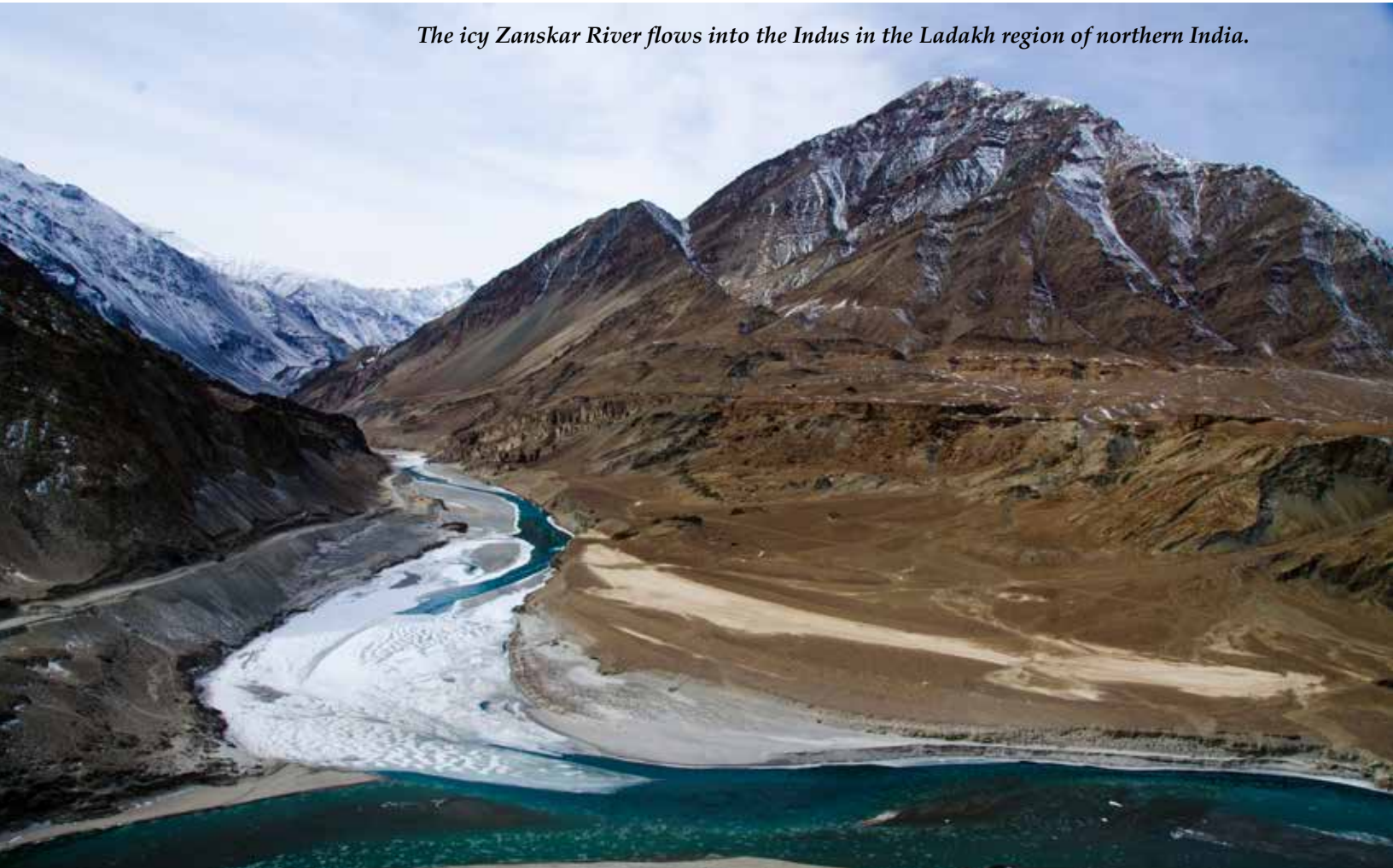
Lesson 13

God's Wonder

The headwaters of the Indus River are in the Tibetan Plateau to the north of the tallest mountain chain God created on Earth, the Himalayas. The runoff from **glaciers** and melting snow adds water to the river. The Indus flows through Kashmir, which is part of India. Smaller rivers, such as the Zaskar below, empty into it along its path. Past Kashmir the Indus turns south and flows through Pakistan.

As the Indus enters areas with more rainfall than in the mountains, the river grows wider. During **monsoon** season (July through September), the river can flood to become several miles wide. In times of flooding, the Indus sometimes changes its course.

The icy Zaskar River flows into the Indus in the Ladakh region of northern India.



The lower Indus then passes through the Punjab Plain, a flat, semidesert region in central Pakistan that only receives between five and twenty inches of rain per year. At the coast of the Arabian Sea, the slow-moving river deposits **silt** in a delta that is about 130 miles wide. See map below.

The Indus River is the origin for the name of the country of India. At 1,800 miles in length, the Indus River is one of the longest rivers in the world. The annual flow of water in the Indus is twice as great as that of the Nile and three times as much as the Tigris and Euphrates combined. Photos of the Indus River Valley and one of the many birds native to the valley are pictured at right.

INDUS RIVER VALLEY



Brahminy Kite



Indus River Valley in Pakistan





Indus River



Ancient Ruins in the Indus Valley

Discovery of an Ancient Civilization

Ancient people used the resources God created in the Indus Valley to build a great civilization that covered an area larger than either the Egyptian or Sumerian civilizations. In the mid-1800s, when British workers were building rail lines through the Indus River area and looking for rock to lay under the tracks, they found mounds of old bricks. Natives of the region told them about an ancient city there. Researchers and archaeologists did major work in the area in the 1920s and found evidence of hundreds of cities and villages that lay both along the river and also farther away. All of the settlements of this civilization are remarkably similar to each other in their layout and in the materials used. The types of pottery are also similar throughout the Indus Valley settlements. Archaeologists call this civilization the Indus Valley, Mohenjo-daro, or Harappa civilization. Notice photos of ruins at left.

The largest ancient Indus Valley city which has been discovered is Mohenjo-daro, pictured at top right. Many believe that it was the capital of this well-developed civilization that began about the same time as the Sumerian and Egyptian civilizations. The second largest Indus city is Harappa.

Mohenjo-daro is about one mile square. Its residents obviously planned their city, because they built wide, straight streets in a **grid** with city blocks of approximately equal size. They constructed most of the buildings along the streets using the same size brick. Some structures are three stories tall.

Residents laid a mound of brick and mud in one of the city blocks and built several large



Mohenjo-daro

structures on top of it. One may have been a public bath and one a **granary**. Two were possibly assembly halls with aisles. The mound also had square brick towers likely used for defense against enemies.

Some of the excavated homes have courtyards. Most homes have bathrooms and toilets with drains connected to a city-wide sewer system.

Daily Life in the Indus Valley

The people of the Indus Valley built an irrigation system and grew wheat, barley, rice, field peas, cotton, mustard, sesame, and dates. They kept chickens and herded sheep, goats, and cattle. There is evidence that they kept dogs and cats and used camels, buffalo, and elephants.

Archaeologists have unearthed tools, stone pottery, combs, soaps, and medicines. They have found terra-cotta (clay) artifacts, including objects that appear to be games and toys. The terra-cotta container at right below was decorated with black paint. Archaeologists have found sculptures in the Indus Valley. One is a group of male figures. Another appears to be a priest or king. Residents made cloth from cotton and created objects from teak wood and ivory. They also created objects from minerals God placed in the dry ground, including gold, silver, copper, lapis lazuli, and turquoise. See photos on page 92.



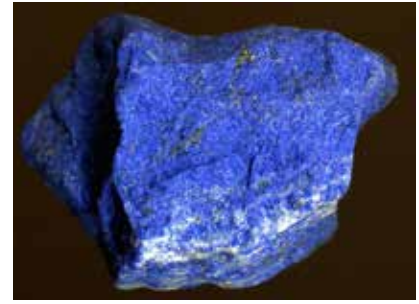
Pottery Fragments from Harappa



Indus Valley Jar

Evidence indicates that the Indus people may have done business with people as far away as Mesopotamia. Some of the buildings in their cities apparently were shops. Archaeologists have found thousands of seals made of soapstone and decorated with animals. These could have been used to indicate who owned a particular object.

The evidence we have indicates that the Indus Valley people were skilled in ways that were similar to the skills of people in Egypt and Sumer. However, the Indus Valley civilization appears to have begun to fall apart about 1700 BC. We can only guess why this may have happened.



Lapis Lazuli



Copper

*... and He made from one man every nation
of mankind to live on all the face of the earth,
having determined their appointed times
and the boundaries of their habitation*

Acts 17:26

Assignments for Lesson 13

Timeline Book — In the box for Lesson 13 on page 2, write “The Indus Valley civilization flourishes.”

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 13.

Vocabulary — Make a drawing for each of these words that illustrates what it means: glacier (88), monsoon (88), silt (89), grid (90), granary (91). Write the word under the drawing. Check in a dictionary if you need help with their definitions.

Creative Writing — Imagine that you live in a small village in the Indus Valley during this time period and you are visiting Mohenjo-daro for the first time. Write a letter to your family describing what you see and do there. Use information from the lesson and your own imagination.

Literature — Read Chapter III in *The Golden Goblet*.



Turquoise

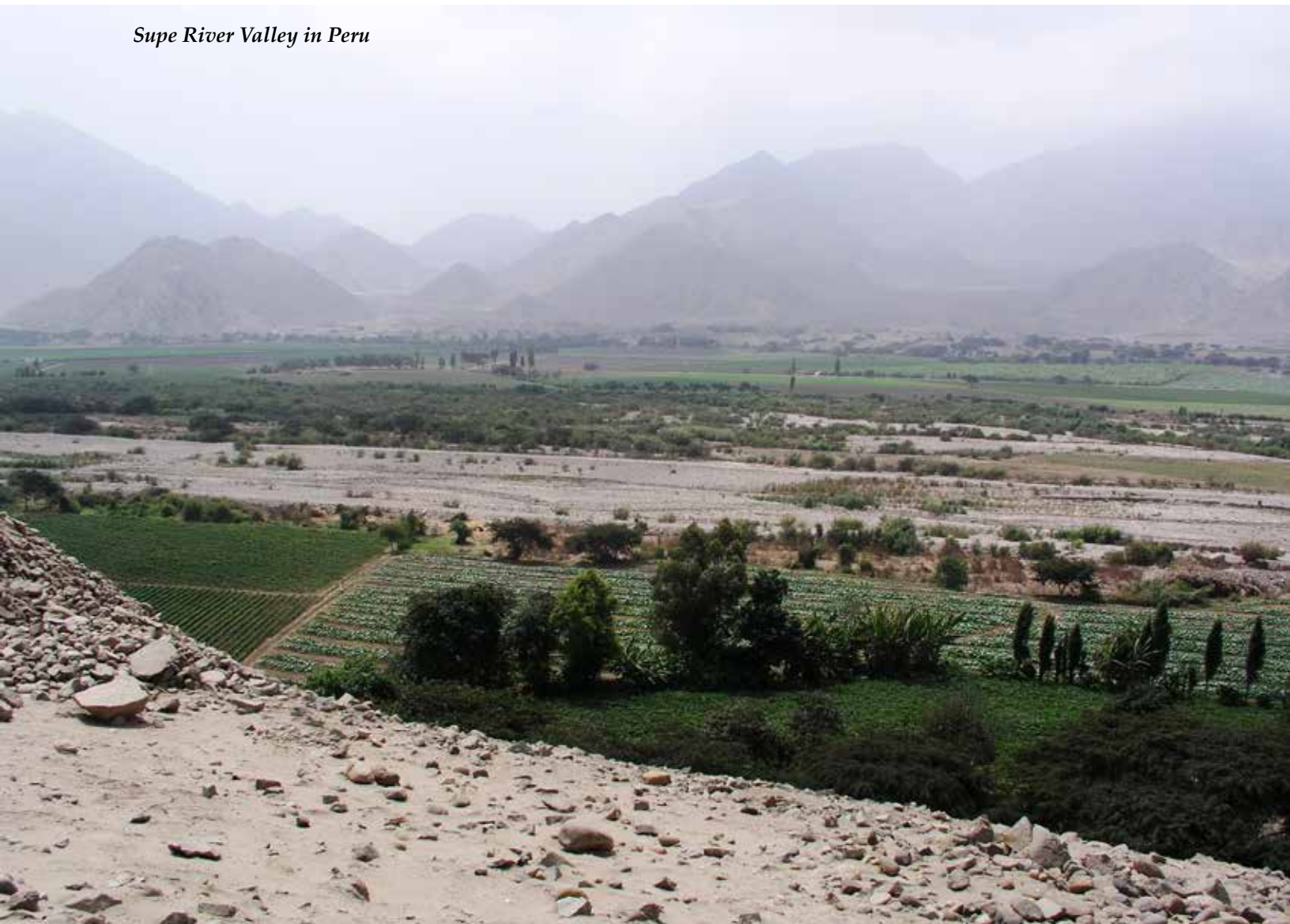
The City of Caral in Peru

Lesson 14

World Landmark

People continued to spread out across the world after God confused their language. We have learned about civilizations people built along the Fertile Crescent in Egypt, Akkad, and Sumer, and also in the Indus Valley. A recent archaeological discovery in the Supe River Valley of Peru shown below has revealed that people might have spread as far away as South America during the same period of time. The green Supe River Valley lies in the midst of a desert with the Andes Mountains to the east and the Pacific Ocean to the west.

Supe River Valley in Peru



Though archaeologists have known about ruins in the Supe River Valley for a century, they did not **excavate** there until 1994, when Peruvian **anthropologist** Dr. Ruth Shady traveled to the valley north of Lima. An anthropologist is a scientist who studies people and their civilizations. Looking out across the valley, she examined what had long been thought to be natural hills. Her trained eye saw the outline of something else. She began to see the outline of a pyramid. Then she saw another and another in what is now known as Caral, Caral-Supe, or Norte Chico.

The Caral Pyramids

Here amidst a great city with stone platforms, sunken circular courts, and many homes were six large pyramids, believed to have been constructed around the same time as the Egyptian Pyramids of Giza. The largest pyramid at Caral is sometimes called the Pirámide Mayor. It is sixty feet tall and measures 500 feet by 450 feet at the base (about two-thirds of the base of the Great Pyramid in Egypt).

Over the many centuries since people left Caral, tons of sand and rocks had built up on top of the city. The site was so large and the task of excavation so **monumental** that the Peruvian army was recruited to help. They and a team of archaeologists and students began to remove **debris** one bucketful at a time to prevent damage to the structures.

What they found was a construction method quite different from the Pyramids of Giza. In Caral workers first cut stone and then used it to build retaining walls. Then they gathered river rocks. They placed these and **rubble** left from cutting the retaining wall stones into woven reed bags. They laid these rock-filled bags behind the walls. Finally, they covered the retaining walls with colored plaster.

The woven reed bags, called shicra bags, helped archaeologists guess when the ancient residents of Caral built the city. See pyramid ruins at the center of the photo below.



Pyramid Ruins at Caral

Other Structures

The Caral pyramids surround a large plaza. Near each pyramid are groups of buildings believed to have been homes for its residents. Some of the homes appear to have been for people of high status, others for people of the lowest status, and still others for a middle class. One of Caral's sunken circular courts is pictured on page 95.



Sunken Circular Court at Caral

The Quipu

Dr. Shady found a quipu at Caral. It was made of brown cotton string, which was wrapped around thin sticks. A quipu is a collection of cords used to keep numerical records. In a later South American civilization, people kept records by tying knots in cords to indicate ones, tens, and hundreds. Notice the photo of a later quipu below.

Food and Clothing

Plant and animal remains at Caral give us ideas about the daily lives of the people who lived there. Most of the animal remains found at Caral, such as clams, anchovies, and sardines, are from the ocean, which is twelve miles to the west of the city.



Quipu

Evidence at the site indicates that residents of Caral built a canal from the Supe River and practiced irrigation to grow a variety of crops. Plant remains found at Caral reveal the fruits and vegetables that they grew and gathered. Among those are beans, squash, lucuma, guava, pacay, camote, sweet potatoes, and chili peppers (see photos below). There is no evidence that residents of Caral used clay to make pots. It appears that they roasted all of their food over a fire or cooked it on heated stones.



Cotton



Pacay



Guava



Cumote



Rocoto Chili Peppers

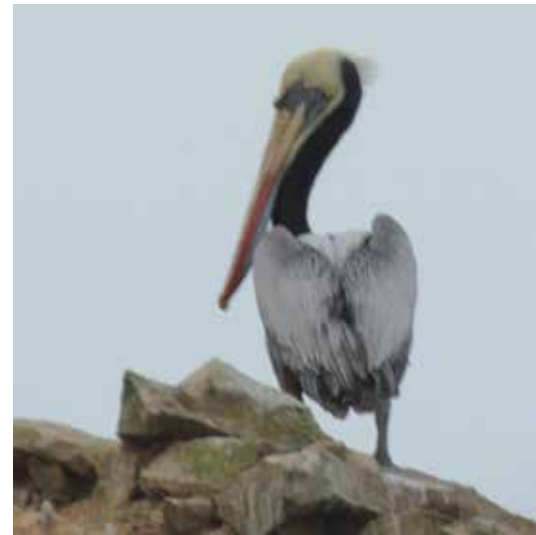
Residents grew cotton, using some for clothing and some for fishing nets. Dr. Shady found reed baskets, piles of raw cotton, and a ball of cotton thread at Caral.

Art and Music

Caral buildings have almost no decorations, and only a small amount of art has been found there. However, residents of Caral did play musical instruments. They left horns made from llama and alpaca bones and also flutes made from the bones of pelicans and condors (see photos of these birds at right). Caral citizens used cacti, yucca trees, and cacao. They may have traded with residents of inland jungles to obtain these.

Archaeologists have found no evidence of violence or war at Caral. Evidently the people lived peacefully with one another and with their neighbors.

*Do not envy a man of violence
And do not choose any of his ways.
Proverbs 3:31*



Pelican



Andean Condor

Assignments for Lesson 14

Timeline Book — In the box for Lesson 14 on page 2, write “Civilization develops in Caral.”

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 14.

Vocabulary — Write a paragraph that uses all of these words: excavate (94), anthropologist (94), monumental (94), debris (94), rubble (94). Consult a dictionary if you need help with their definitions.

Creative Writing — Imagine that you are a member of the Peruvian army helping with the excavation at Caral. Write a letter of at least two paragraphs to your family telling about what you’re doing.

Literature — Read Chapter IV in *The Golden Goblet*.

Family Activity — Create a “Family Artifacts Album.” Instructions begin on page FA-4.

The Rise of the Minoans on the Island of Crete

Lesson 15

Our World Story



Above: Near Malia on the Island of Crete; Below: Near Zakros



God created Crete to be the fifth largest island in the Mediterranean Sea. See map at right. It is 160 miles long from east to west. At its widest point, Crete is thirty-seven miles from north to south. Its total area is about one-third the size of the state of Vermont. Lying about one hundred miles south of the mainland of Greece, Crete is the largest of the Greek islands. God created tall mountains, rolling hills, and fertile plateaus on Crete. Its weather is mild.

Discovering the Minoans

In the late 1800s, Sir Arthur Evans worked as curator of a museum at Oxford University in Oxford, England. Evans was an archaeologist who was particularly interested in ancient seals from Crete. As the son of a wealthy

Englishman, Evans was able to purchase a tract of land on Crete where other archaeologists had worked before him. Evans oversaw a crew of local laborers who began to dig. After working for a year, Evans found ruins of an enormous palace, covering 5.5 acres. In his continued work there over the next several years, he found evidence of a complex civilization.

Other archaeologists have discovered and studied the ruins of the Cretan cities of Phaistos, Malia, and Zakros (see photos at left and right). We do not know what the people who built these cities and this complex civilization called themselves, but Evans called them Minoans, after King Minos, who was a famous character in Greek legends.

Rebuilding After a Disaster

Archaeological evidence indicates that the Minoan civilization existed on Crete before 2000 BC. At that time, they created objects out of gold and bronze. They made pottery and treated it with a glaze that made it waterproof.

CRETE AND THE EASTERN MEDITERRANEAN



Ruins at Phaistos



Ruins at Malia



Ruins at Knossos

We don't know for certain what happened, but the Minoans evidently endured a disaster around 2000 BC. The island may have experienced an earthquake or a volcano, or perhaps people from another place invaded. Minoan civilization survived, and its people began to build an even more advanced civilization.

Trade with Other Peoples

For centuries the Minoans played a prominent role among the civilizations of the Mediterranean world. They traded goods with peoples around them, including residents of Egypt, Asia Minor, and Syria. A few Minoans became wealthy and lived in large palaces, some of which were two or three stories tall.

Writing

Minoans created two types of writing. In one period of their history, they wrote in hieroglyphics. Later they wrote lines of symbols. Scholars have not yet been able to translate what they wrote. We do not know of any Minoan stories or poetry. Perhaps their writings were simply records of what people bought and sold.

Sports

One activity portrayed in Minoan paintings is bull-leaping, in which a person did a forward somersault over a charging bull. You will see one of these paintings and learn more about this practice in the *Our Creative World* assignment for this lesson.

Art

Archaeologists have discovered a number of intricate fresco wall paintings with designs of dancing, sports, dolphins, monkeys, wild goats, and snakes. Minoans also created finely-crafted ivory statues, alabaster jars, and gold rings. After the disaster around 2000 BC, Minoans made beautiful pottery with white, red, orange, and yellow designs on a black background. They made cups, large storage jars, and round jars with spouts.

Knossos

Knossos, pictured on these two pages, was the largest Minoan city. It stood on a small hill where two streams came together. The grandest palace on Crete is at Knossos. Archaeologists do not know for certain if this indicates that the city served as the capital of the Minoan civilization or if Knossos was simply the hometown of the richest and most powerful person in the area.

When a second disaster occurred on Crete around 1720 BC, the Knossos palace was badly damaged. However, Minoans restored it and made it even grander. In the center is a courtyard. Buildings with colonnades and flights of stairs surround it. Archaeologists call one room the throne room. Inside is a chair or throne made of gypsum. Below ground is a basement with storage rooms.

Knossos had an intricate sewer system with drains and pipes. Paved roads connected it to other Minoan cities.

Sir Arthur Evans oversaw a restoration of the ruins of Knossos, making them safe to excavate and to visit. He also hired artists to restore some of its frescoes.



Ruins at Knossos



Tholos Tomb Near Kamilari, Crete

Tholos Tombs

The Minoans built many tholos tombs. One is pictured at left. A tholos tomb is a large, round room shaped like a beehive. The Minoans often built them into hillsides. Apparently an entire community used these tombs to bury their dead.

The End of Minoan Civilization

Minoan culture spread to other islands and to the Greek Peninsula in the 1500s BC, but its grand palaces began to decline around 1400 BC.

*The Lord reigns, let the earth rejoice;
Let the many islands be glad.
Psalm 97:1*

Assignments for Lesson 15

Our Creative World — Look at the example of Minoan art on page 9.

Map Book — Complete the assignments for Lesson 15 on Map 5 “Crete and The Eastern Mediterranean.”

Timeline Book — In the box for Lesson 15 on page 3, write “Minoan civilization declines on Crete.”

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 15 and take the test for Unit 3.

Creative Writing — Answer this question: How can a group of people turn a disaster into a positive thing for their civilization? Your answer should be at least three sentences long.

Literature — Read Chapter V in *The Golden Goblet*.

Worldwide Dinner

Supplies

- 3 or 4 pieces of white cardstock taped together (for a table runner)
- markers, crayons, and/or colored pencils
- groceries for dinner
- index cards

Instructions

1. On the paper table runner, write the words of Psalm 95:3-7 as shown on page 37. Fill up the rest of the paper with drawings of God's creations. See example at right.
2. Shop together for foods for the dinner. The easiest way to coordinate a menu would be to make it a finger foods buffet dinner. Purchase at least five foods that you have never tried before and foods from at least five different countries (these can overlap). You can also include some of your family's favorite foods.
3. Fold an index card in half to make a sign for each of the foods included in the dinner. Write on each card:
 - The name of the food
 - The day of Creation when God created it (or its main ingredient)
 - The country and continent it comes from



Example:

Beldi Olives

Created by God on Day 3

From Morocco in Africa



4. Arrange the dishes creatively surrounding your table runner.
5. Enjoy your Worldwide Dinner with your family or invite friends to join you.



A Really Big Boat

The ark that Noah built was approximately 450 feet long, 75 feet wide, and 45 feet high in today's measurements. How big is that? Take a family field trip to get the image in your mind.

Instructions

1. Drive to a long, straight, quiet road. Choose a landmark at one end, such as a tree or sign. Starting at your chosen landmark, drive at 10 miles per hour for 30 seconds (have one person in the family use a timer to count the time), then stop and park in the closest available parking place. In 30 seconds at 10 miles per hour, you will travel approximately 450 feet. Look back at the landmark. That is the length of the ark! If it is safe to do so, take a walk to the landmark and back to your car. **Buckle up while driving and be very careful of passing cars!**
2. Next, go to a park or field. Starting at one landmark, use a tape measure to determine 75 feet from the landmark. That is the width of the ark!
3. Next, drive around your town until you find a four-story building (or the closest you can find), which will be around 45 feet tall. That is the height of the ark!



Detail from a mosaic of Noah and the Ark in the Basilica of Saint Mark, Venice, Italy (c. 1200)

Family Artifacts Album

Imagine thousands of years into the future. Your home is under excavation by archaeologists and an anthropologist is studying your family's daily life. What would they need to know to accurately understand your family? Work together to create a Family Artifacts Album.

Part 1: Photos

1. Take a photo of each member of the family in one of their favorite spots in your home or yard.
2. Take a photo of each of your pets.
3. Take one or more photos of the outside of your home.
4. Take a photo of each room in your house. In each photograph, show a family member doing a normal activity in the room.
5. Have each family member gather at least three objects that they use every day. Take photos of the people with the objects.
6. Take a photo of each of your meals during the course of a day.
7. Take photos of family members at work: work done for pay and not for pay, in the home and outside the home, schoolwork, and chores.
8. Take photos of play and recreational activities your family participates in.
9. Have your photos printed.

Part 2: The Album

Gather around a table to work on the album together. Use nice 8-1/2 x 11" paper and have good pens, pencils, and/or colored pencils available. You will also need adhesive (preferably photo safe).

1. Title a page "Our Faith and Our Family Values." Work together to compose a paragraph explaining what you believe. Include information about the church you are part of. Underneath the paragraph, make a list of at least ten things that are important to your family (such as, "We love to spend time together as a family." or "We enjoy playing sports together." or "We eat at least one meal a day together.").
2. Title a page "Our Family." Adhere the individual family photos to that page, adding as many additional pages as needed. Underneath each person's photo, write his full name, birth date, and birthplace, and have him sign his own name under the information.
3. Title a page "Our Pets." Adhere photos of your pets to that page, adding as many additional pages as needed. Under the photos, write the names and ages of your pets and anything else important about them.
4. Title a page "Our Home." Adhere one or more photos of the outside of your home. Write your home address, the date or year you moved into your home, and a description of your home's setting. Adhere the photos of the rooms in your home on additional pages to follow the "Our Home" page. Write a description of each room and how you use it under the photos.
5. Title a page "Everyday Living." Adhere the photos of members with the objects they use in everyday life, adding as many additional pages as needed. Caption each photo with the person's name and what the objects are.
6. Title a page "Our Food." Adhere the photos of your meals to this page, adding as many additional pages as needed. Caption each photo with the names of the foods shown.
7. Title a page "Our Family at Work." Adhere photos of your family at work to that page, adding as many additional pages as needed. Write a description under each photo.
8. Title a page "Our Family at Play." Adhere photos of your family at play to that page, adding as many additional pages as needed. Write a description under each photo.
9. Title a page "Family Favorites." On the page, write one or more of your family favorites (things everyone enjoys) in the following categories: book, movie, game, recording artist, sport, meal, vacation spot, store, park, and restaurant. Add any other categories you can think of.
10. Title the last page "Created By." Have each family member write his or her name and age. Write the date that you created the album at the bottom of the page.
11. Create a cover page for your album with the title "(Your Last Name) Family Artifacts Album." It can be simply those words, or you can decorate it more elaborately.
12. Bind the pages of the album together. You can use a 3-hole punch and place the pages in a 3-ring binder. You can alternately take the pages to a print shop and have them spiral-bound.

Credits

All photographs of places in *From Adam to Us* are actually the places identified to the best of our knowledge. The photos of animals and plants are also identified correctly to the best of our ability. However, many of these were not photographed in the location they are illustrating. Some animals were photographed in zoos far from their native habitat. We decided that students would receive more benefit if they were able to see a photo of an animal than not see one. When we were able to find a high-quality photo actually taken in the correct location, we used that photo. When we couldn't do that we substituted a photo of an animal in a different location so that students would see the beauty of the animal.

Historical maps by Nate McCurdy. The push pins on the unit intro world maps are © Angela Jones/Shutterstock.com. Images marked with one of these codes are used with the permission of a Creative Commons Attribution or Attribution-Share Alike License. See the websites listed for details.

CC-BY-2.0 creativecommons.org/licenses/by/2.0/

CC-BY-SA-2.0 creativecommons.org/licenses/by-sa/2.0/

CC-BY-SA-3.0 creativecommons.org/licenses/by-sa/3.0/

1	@sage_solar / Flickr / CC-BY-2.0	18	Maureen / Flickr / CC-BY-2.0
3	Nick Russill / Flickr / CC-BY-2.0	19t	feans / Flickr / CC-BY-2.0
4	Alex / Flickr / CC-BY-2.0	19b	Yinghai / Flickr / CC-BY-2.0
5t	Berit Watkin / Flickr / CC-BY-2.0	20tl	Swaminathan / Flickr / CC-BY-2.0
5b	MZPlus / Flickr / CC-BY-2.0	20ml	Philip Haslett / Flickr / CC-BY-2.0
6t	Steven Straiton / Flickr / CC-BY-2.0	20bl	Ronnie Macdonald / Flickr / CC-BY-2.0
6b	K^13 / Flickr / CC-BY-2.0	20tr	McKay Savage / Flickr / CC-BY-2.0
7t	Dr. Dwayne Meadows, NOAA NMFS OPR / NOAA Photo Library Flickr / CC-BY-2.0	20mr	Thomas Quine / Flickr / CC-BY-2.0
7b	Frank Vassen / Flickr / CC-BY-2.0	20br	Ana Rodríguez Carrington / Flickr / CC-BY-2.0
8tl	Thomas Quine / Flickr / CC-BY-2.0	21tl	Malcolm Manners / Flickr / CC-BY-2.0
8ml	Iain A Wanless / Flickr / CC-BY-2.0	21tm	Malcolm Manners / Flickr / CC-BY-2.0
8bl	Weldon Kennedy / Flickr / CC-BY-2.0	21tr	keith roper / Flickr / CC-BY-2.0
8r	NH53 / Flickr / CC-BY-2.0	21b	SaraYeomans / Flickr / CC-BY-2.0
9	Josep Ma. Rosell / Flickr / CC-BY-2.0	22t	Verity Cridland / Flickr / CC-BY-2.0
10	Peggy2012CREATIVELENZ / Flickr / CC-BY-2.0	22ml	User:Jacopo188 / Wikimedia Commons / CC-BY-SA-3.0
11	Charlene Notgrass	22mr	William Ng / Flickr / CC-BY-2.0
12t	Chris_Parfitt / Flickr / CC-BY-2.0	22b	Mike Beauregard / Flickr / CC-BY-2.0
12m	Bob Jagendorf / Flickr / CC-BY-2.0	23t	spDuchamp / Flickr / CC-BY-2.0
12b	David Amsler / Flickr / CC-BY-2.0	23b	Chris Paul / Flickr / CC-BY-2.0
13t	Karunakar Rayker / Flickr / CC-BY-2.0	24	RichardBH / Flickr / CC-BY-2.0
13m	edweerd / Flickr / CC-BY-2.0	26	Ben Husmann / Flickr / CC-BY-2.0
13b	Takuya ASADA / Flickr / CC-BY-2.0	27t	Tobias Mandt / Flickr / CC-BY-2.0
14t	Ron Knight / Flickr / CC-BY-2.0	27b	Rick McCharles / Flickr / CC-BY-2.0
14m	biologyfishman / Flickr / CC-BY-2.0	28	amanderson2 / Flickr / CC-BY-2.0
14b	David King / Flickr / CC-BY-2.0	29t	Karen Flowers / Sandshutter Photography
15	Geoff C. / Flickr / CC-BY-2.0	29b	Portable Antiquities Scheme / Flickr / CC-BY-2.0
16t	Brian Gratwicke / Flickr / CC-BY-2.0	30	Karen Flowers / Sandshutter Photography
16b	Rob Young / Flickr / CC-BY-2.0	31	Christopher Michel / Flickr / CC-BY-2.0
17	Guðmundur D. Haraldsson / Flickr / CC-BY-2.0	33	NASA

- 34t Image by Norman Kuring, NASA/GSFC/
Suomi NPP. Caption by Michael Carlowicz.
Suomi NPP is the result of a partnership
between NASA, NOAA and the Department
of Defense.
- 34b Carol Walker / Flickr / CC-BY-2.0
- 35tl Rita Willaert / Flickr / CC-BY-2.0
- 35tr sheilapic76 / Flickr / CC-BY-2.0
- 35m/br Christopher Michel / Flickr / CC-BY-2.0
- 35bl NPS Photo, Tim Rains / Flickr / CC-BY-2.0
- 35bm McKay Savage / Flickr / CC-BY-2.0
- 36t Reto Stöckli / NASA Earth Observatory
- 36m Geoff Gallice / Flickr / CC-BY-2.0
- 36bl Ben Tavener / Flickr / CC-BY-2.0
- 36br Catrin Austin / Flickr / CC-BY-2.0
- 37tl Jo Simon / Flickr / CC-BY-2.0
- 37bl Rodrigo Prieto / Flickr / CC-BY-2.0
- 37r2 (vicuña) Julia Rubinic / Flickr / CC-BY-2.0
- 37r (others) Dick Culbert / Flickr / CC-BY-2.0
- 38tl Jason Hickey / Flickr / CC-BY-2.0
- 38r1 Brent Myers / Flickr / CC-BY-2.0
- 38r2 Ben Clark / Flickr / CC-BY-2.0
- 38r3 Dawn Beattie / Flickr / CC-BY-2.0
- 38r4 Tom Hilton / Flickr / CC-BY-2.0
- 38r5 USFWS, Erin Nordin / Flickr / CC-BY-2.0
- 38r6 Tom Hilton / Flickr / CC-BY-2.0
- 39tl Achilli Family | Journeys / Flickr / CC-BY-2.0
- 39tr Graeme Churchard / Flickr / CC-BY-2.0
- 39m1 Jan Bommers / Flickr / CC-BY-2.0
- 39m2 Kenneth Lu / Flickr / CC-BY-2.0
- 39bl Rudolf Getel / Flickr / CC-BY-2.0
- 39br Kyle Taylor / Flickr / CC-BY-2.0
- 40 Marco Bellucci / Flickr / CC-BY-2.0
- 41 Flying Kiwi Tours, Megan Simpson / Flickr /
CC-BY-2.0
- 45t H A / Flickr / CC-BY-2.0
- 46tl Mark Dumont / Flickr / CC-BY-2.0
- 46tr Charles Dyer / Flickr / CC-BY-2.0
- 46ml Malcolm Cerfonteyn / Flickr / CC-BY-2.0
- 46bl Charlene Notgrass
- 46br simistef / Flickr / CC-BY-2.0
- 47t DL Duncan / Flickr / CC-BY-2.0
- 47b J Guffogg / Flickr / CC-BY-2.0
- 48tl Francois Philipp / Flickr / CC-BY-2.0
- 48tm Guillaume Baviere / Flickr / CC-BY-2.0
- 48tr Tom / Flickr / CC-BY-2.0
- 48m JONATHAN PLEDGER/Shutterstock.com
- 48b Grand Canyon National Park / Flickr / CC-BY-2.0
- 49 Arian Zwegers / Flickr / CC-BY-2.0 (edited)
- 50 Michael Gwyther-Jones / Flickr / CC-BY-2.0
- 51 William Warby / Flickr / CC-BY-2.0
- 52t epcp / Flickr / CC-BY-2.0
- 52ml1 Mark Jordahl / Flickr / CC-BY-2.0
- 52ml2 Mark Jordahl / Flickr / CC-BY-2.0
- 52bl Mark Jordahl / Flickr / CC-BY-2.0
- 52mr1 Ruth Harnup / Flickr / CC-BY-2.0
- 52mr2 Mark Jordahl / Flickr / CC-BY-2.0
- 52br Jocelyn Saurini / Flickr / CC-BY-2.0
- 53t ctsnow / Flickr / CC-BY-2.0
- 53b Flavio Alagia / Flickr / CC-BY-2.0
- 54tl NASA-GSFC-Jeff Schmaltz-MODIS Land
Rapid Response Team
- 54tr David Berkowitz / Flickr / CC-BY-2.0
- 54mr Michael Gwyther-Jones / Flickr / CC-BY-2.0
- 54br David Berkowitz / Flickr / CC-BY-2.0
- 55tl Katie Hunt / Flickr / CC-BY-2.0
- 55tr mauroguanandi / Flickr / CC-BY-2.0
- 55br Anthony Cramp / Flickr / CC-BY-2.0
- 57tl Arian Zwegers / Flickr / CC-BY-2.0
- 57tr Vincent Brown / Flickr / CC-BY-2.0
- 57br Jorge Láscar / Flickr / CC-BY-2.0
- 58tl Jorge Láscar / Flickr / CC-BY-2.0
- 58tr The Spurlock Museum, University of Illinois
at Urbana-Champaign
- 58br Soldier Field: NASA; Elephant: Pixabay;
Weight Lifter: Simon Q / Flickr / CC-BY-2.0;
Pyramid: kallerna / Wikimedia Commons
/ CC-BY-SA-3.0; Capitol: Architect of the
Capitol
- 59 gloria_euyoque / Flickr / CC-BY-2.0
- 60 Tinou Bao / Flickr / CC-BY-2.0
- 62 ali-riza / Flickr / CC-BY-2.0
- 63t Nuno Gavina Couto / Flickr / CC-BY-2.0
- 63b Wikimedia Commons
- 64 Los Angeles County Museum of Art (www.
lacma.org)
- 66 Internet Archive Book Images
- 67 Los Angeles County Museum of Art (www.
lacma.org)
- 68t smittie / Flickr / CC-BY-2.0
- 68b GoShows / Flickr / CC-BY-2.0
- 69 The Spurlock Museum, University of Illinois
at Urbana-Champaign
- 70 Los Angeles County Museum of Art (www.
lacma.org)
- 71 watchsmart / Flickr / CC-BY-2.0
- 72 The Spurlock Museum, University of Illinois
at Urbana-Champaign
- 73 Karl Schneider / Flickr / CC-BY-2.0 (edited)
- 75 The Spurlock Museum, University of Illinois
at Urbana-Champaign
- 76t Natalie Sayin / Flickr / CC-BY-2.0
- 76b Jennie King Mellon Library / Flickr / CC-
BY-2.0
- 77 Jennie King Mellon Library / Flickr / CC-
BY-2.0
- 78 Betty Nudler / Flickr / CC-BY-2.0
- 79 James Emery / Flickr / CC-BY-2.0
- 80 kevincure / Flickr / CC-BY-2.0
- 81 Basti Hansen/Shutterstock.com
- 83 Maarten / Flickr / CC-BY-2.0

- 84 Maarten / Flickr / CC-BY-2.0
- 85t Verity Cridland / Flickr / CC-BY-2.0
- 85b MCAD Library / Flickr / CC-BY-2.0
- 86 Paul (Traveling Runes) / Flickr / CC-BY-2.0
- 87t Maarten / Flickr / CC-BY-2.0
- 87b Sara Yeomans / Flickr / CC-BY-2.0
- 88 Pradeep Kumbhashi / Flickr / CC-BY-2.0
- 89t Shyam Menon / Flickr / CC-BY-2.0
- 89b Guilhem Vellut / Flickr / CC-BY-2.0
- 90t Mohammad Ibrahim Chhorbati / Flickr / CC-BY-2.0
- 90m/b Comroques / Flickr / CC-BY-2.0
- 91t Omair Anwer / Flickr / CC-BY-2.0
- 91bl Charlene Notgrass
- 91br Los Angeles County Museum of Art (www.lacma.org)
- 92t/m James St. John / Flickr / CC-BY-2.0
- 92b Mike Beauregard / Flickr / CC-BY-2.0
- 93 I, Xauxa / Wikimedia Commons / CC-BY-SA-3.0
- 94 glenn Gould / Flickr / CC-BY-2.0 / CC-BY-2.0
- 95t U.S. Navy / Daniel Barker
- 95b bobistraveling / Flickr / CC-BY-2.0 / CC-BY-2.0
- 96tl rrunaway / Flickr / CC-BY-2.0
- 96bl Zorka Ostojic Espinoza / Wikimedia Commons / CC-BY-2.0
- 96tr Kimberly Vardeman / Flickr / CC-BY-2.0
- 96mr Malcolm Manners / Flickr / CC-BY-2.0
- 96br McKay Savage / Flickr / CC-BY-2.0
- 97t Pete Cable / Flickr / CC-BY-2.0 / CC-BY-2.0
- 97b Geoff Gallice / Flickr / CC-BY-2.0 / CC-BY-2.0
- 98t Tim Schofield / Flickr / CC-BY-2.0 / CC-BY-2.0
- 98b Shadowgate / Flickr / CC-BY-2.0 / CC-BY-2.0
- 99t peuplier / Flickr / CC-BY-2.0 / CC-BY-2.0
- 99m1 Alexander Baranov / Flickr / CC-BY-2.0 / CC-BY-2.0
- 99m2 Tyler Bell / Flickr / CC-BY-2.0 / CC-BY-2.0
- 99b Tim Schofield / Flickr / CC-BY-2.0 / CC-BY-2.0
- 100t Steve Jurvestson / Flickr / CC-BY-2.0 / CC-BY-2.0
- 100m Tyler Bell / Flickr / CC-BY-2.0 / CC-BY-2.0
- 100b Jeremy Vandal / Flickr / CC-BY-2.0 / CC-BY-2.0
- 101t Shadowgate / Flickr / CC-BY-2.0 / CC-BY-2.0
- 101b Trine Juel / Flickr / CC-BY-2.0 / CC-BY-2.0
- 102 Schuppi / Wikimedia Commons / CC-BY-SA-3.0
- 103 Pixabay
- 105t thegarethwiscombe / Flickr / CC-BY-2.0
- 105b Jen Hunter / Flickr / CC-BY-2.0
- 106 Jim Bowen / Flickr / CC-BY-2.0
- 107t stephen jones / Flickr / CC-BY-2.0
- 107b tpholland / Flickr / CC-BY-2.0
- 108t Jen Hunter / Flickr / CC-BY-2.0
- 108b keith sellick / Flickr / CC-BY-2.0
- 109t Stonehenge Stone Circle / Flickr / CC-BY-2.0
- 109m/b Gordon Robertson / Flickr / CC-BY-2.0
- 110 Ben Cremin / Flickr / CC-BY-2.0
- 111 Ovchinnikova Irina / Shutterstock.com
- 112tl Tori Spinoso / Flickr / CC-BY-2.0
- 112tm William Warby / Flickr / CC-BY-2.0
- 112tr Xidong Luo / Shutterstock.com
- 112ml Charels Barilleaux / Flickr / CC-BY-2.0
- 112mr Ken Marshall / Flickr / CC-BY-2.0
- 112bl McKay Savage / Flickr / CC-BY-2.0
- 112br momo / Flickr / CC-BY-2.0
- 113 British Library
- 114 Los Angeles County Museum of Art (www.lacma.org)
- 115t Mlogic / Wikimedia Commons / CC-BY-SA-3.0
- 115m/b Los Angeles County Museum of Art (www.lacma.org)
- 116 Xuan Che / Flickr / CC-BY-2.0
- 117 yeowatzup / Flickr / CC-BY-2.0
- 118t Copyright 2006 NYU Excavations at Amheida / Institute for the Study of the Ancient World / Flickr / CC-BY-2.0
- 118b gloria_euyoque / Flickr / CC-BY-2.0
- 119 Los Angeles County Museum of Art (www.lacma.org)
- 120 Los Angeles County Museum of Art (www.lacma.org)
- 121 dierk schaefer / Flickr / CC-BY-2.0
- 122tl moses by michelangelo in Rome by Abir Anwar / Flickr / CC-BY-2.0
- 122tm Los Angeles County Museum of Art (www.lacma.org)
- 122tr Eden, Janine and Jim / Flickr / CC-BY-2.0
- 122br Sharon Mollerus / Flickr / CC-BY-2.0
- 124 jorisvo / Shutterstock.com
- 125l Copyright 2009 Kyera Giannini / Institute for the Study of the Ancient World / Flickr / CC-BY-2.0
- 125r Copyright 2009 Irene Soto / Institute for the Study of the Ancient World / Flickr / CC-BY-2.0
- 126t upyernoz / Flickr / CC-BY-2.0
- 127t Son of Groucho / Flickr / CC-BY-2.0
- 127m Jorge Láscar / Flickr / CC-BY-2.0
- 127b Egypt Greawt Hypostyle Hall at Karnak Vyacheslav Argenberg / Flickr / CC-BY-2.0
- 128tl Lucas / Flickr / CC-BY-2.0
- 128bl Son of Groucho / Flickr / CC-BY-2.0
- 128r Copyright 2010 Lisa Haney / Institute for the Study of the Ancient World / Flickr / CC-BY-2.0
- 129 Joanne and Matt / Flickr / CC-BY-2.0
- 130 Jeff Schmaltz, MODIS Rapid Response Team, NASA / GSFC
- 131t Oliver Clarke / Flickr / CC-BY-2.0
- 131ml1 stefg74 / Flickr / CC-BY-2.0
- 131ml2 Discover Peloponnese / Flickr / CC-BY-2.0
- 131mr karol m / Flickr / CC-BY-2.0
- 131bl Emmanuel Eragne / Flickr / CC-BY-2.0
- 131br Pavel69 / Flickr / CC-BY-2.0
- 132t Ronny Siegel (www.ploync.de/sparta-peloponnes/) / Flickr / CC-BY-2.0

- 132ml Juanma Pérez Rabasco / Flickr / CC-BY-2.0
- 132mr Serendignty / Flickr / CC-BY-2.0
- 132b Klearchos Kapoutsis / Flickr / CC-BY-2.0
- 133t Ronny Siegel (www.ploync.de/sparta-peloponnes/) / Flickr / CC-BY-2.0
- 133m Frank Kovalchek / Flickr / CC-BY-2.0
- 133b Los Angeles County Museum of Art (www.lacma.org)
- 134 Joseph Kranak / Flickr / CC-BY-2.0
- 135 Institute for the Study of the Ancient World / Flickr / CC-BY-2.0
- 137 Alvaro Bertelsen / Flickr / CC-BY-2.0
- 138t Internet Archive Bible Images / Flickr / CC-BY-2.0
- 138m Michele Benericetti / Flickr / CC-BY-2.0
- 138bl James Emery / Flickr / CC-BY-2.0
- 138bm Vladislav Bezrukov / Flickr / CC-BY-2.0
- 138br sunshinecity / Flickr / CC-BY-2.0
- 139l1 Flavio~ / Flickr / CC-BY-2.0
- 139l2 heatkernel / Flickr / CC-BY-2.0
- 139l3 RonAlmog / Flickr / CC-BY-2.0
- 139l4 Joe Goldberg / Flickr / CC-BY-2.0
- 139l5 StateofIsrael / Flickr / CC-BY-2.0
- 139m1 Greg Schechter / Flickr / CC-BY-2.0
- 139m2 Flavio~ / Flickr / CC-BY-2.0
- 139m3 David King / Flickr / CC-BY-2.0
- 139m4 David King / Flickr / CC-BY-2.0
- 139m5 Paul Asman and Jill Lenoble / Flickr / CC-BY-2.0
- 139r1 Flavio~ / Flickr / CC-BY-2.0
- 139r2 David King / Flickr / CC-BY-2.0
- 139r3 amir85 / Flickr / CC-BY-2.0
- 139r4 Mark Nakasone / Flickr / CC-BY-2.0
- 140 heatkernel / Flickr / CC-BY-2.0
- 141 tpholland / Flickr / CC-BY-2.0
- 143l Verity Cridland / Flickr / CC-BY-2.0
- 143r Justin Norris / Flickr / CC-BY-2.0
- 144 Boris Kasimov / Flickr / CC-BY-2.0
- 145t zeevveez / Flickr / CC-BY-2.0
- 145b RonBaxter / Flickr / CC-BY-2.0
- 146 Jules & Jenny / Flickr / CC-BY-2.0
- 147t Justin Norris / Flickr / CC-BY-2.0
- 147b Ron Borkin, israeltourism / Flickr / CC-BY-2.0
- 148 Rosemary Dukelow / Flickr / CC-BY-2.0
- 150 NASA/Goddard Space Flight Center Scientific Visualization Studio / Blue Marble Next Generation data courtesy Reto Stockli (NASA/GSFC)
- 151l SRTM Team, NASA / JPL
- 151r Logan Ingalls / Flickr / CC-BY-2.0
- 152tl Lori Branham / Flickr / CC-BY-2.0
- 152bl Phillip Capper / Flickr / CC-BY-2.0
- 152tr Pug Girl / Flickr / CC-BY-2.0
- 152m Petteri Sulonen / Flickr / CC-BY-2.0
- 152mr Dmitry Kalinin / Flickr / CC-BY-2.0
- 152br Leszek Kozlowski / Flickr / CC-BY-2.0
- 153l1 ole.Overgaard / Flickr / CC-BY-2.0
- 153l2 Marie Hale / Flickr / CC-BY-2.0
- 153l3 Live Zakyntos / Flickr / CC-BY-2.0
- 153m1 kanu101 / Flickr / CC-BY-2.0
- 153m2 Thomas Quine / Flickr / CC-BY-2.0
- 153m3 iluxave / Flickr / CC-BY-2.0
- 153r1 Brian Jeffery Beggerly / Flickr / CC-BY-2.0
- 153r2 Marie Hale / Flickr / CC-BY-2.0
- 153r3 Stephan Ridgway / Flickr / CC-BY-2.0
- 153r4 Steve Slater / Flickr / CC-BY-2.0
- 153r5 Lwp Kommunikáció / Flickr / CC-BY-2.0
- 154-155 All from Flickr / CC-BY-2.0 Background: Ozan Hatipoglu, Spain: bachmont, France: Arnaud Abadie, Monaco: Sudharsan. Narayanan, Italy: François Philipp, Slovenia: robertivanc, Croatia: glava 2005, Bosnia and Herzegovina: Alessandro Giangiulio, Montenegro: Pete, Albania: Artur Malinowski, Greece: someone10X, Turkey: Tim Lucas, Syria: irishmexi, Lebanon: Francisco Anzola, Israel: Shayan (USA), Egypt: ahmed essmat, Libya: bobrayner, Tunisia: Verity Cridland, Algeria: The Algerian, Morocco: julia Chapple, Sardinia: Mike Bean, Corsica: Lori Branham, Sicily: Travel via Italy, Crete: Miguel Virkkunen Carvalho, Cyprus: Santa Felkere.
- 156t Los Angeles County Museum of Art (www.lacma.org)
- 156b Shawn Zamechek / Flickr / CC-BY-2.0
- 157 Keith Yahl / Flickr / CC-BY-2.0
- 159 Rusty Clark / Flickr / CC-BY-2.0
- 160t Mohamed Amine ABASSI / Flickr / CC-BY-2.0
- 160b Los Angeles County Museum of Art (www.lacma.org)
- 161tl Rusty Clark / Flickr / CC-BY-2.0
- 161ml Dag Terje Filip Endresen / Flickr / CC-BY-2.0
- 161bl USFWS Mountain-Prairie Photo, Ivy Allen / USFWS / Flickr / CC-BY-2.0
- 161tr borshop / Flickr / CC-BY-2.0
- 161br Leandro Neumann Ciuffo / Flickr / CC-BY-2.0
- 162 Katina Rogers / Flickr / CC-BY-2.0
- 163 Tilemahos Efthimiadis / Flickr / CC-BY-2.0
- 164t Portum at en.wikipedia / Wikimedia Commons / CC-BY-SA-3.0
- 164b Erik Drost / Flickr / CC-BY-2.0
- 165t wiredtourist.com / Flickr / CC-BY-2.0
- 165b The Spurlock Museum, University of Illinois at Urbana-Champaign
- 166 Erik Drost / Flickr / CC-BY-2.0
- 167 Nick Taylor / Flickr / CC-BY-2.0
- 169l/m Los Angeles County Museum of Art (www.lacma.org)
- 169r Alan T. Kohl / Flickr / CC-BY-2.0
- 170 Charlene Notgrass
- 171 Charlene Notgrass
- 172 Charlene Notgrass
- 174 Los Angeles County Museum of Art (www.lacma.org)

- 176 Charlene Notgrass
 177 Charlene Notgrass
 178 Charlene Notgrass
 179 Charlene Notgrass
 180 Los Angeles County Museum of Art (www.lacma.org)
 181 Charlene Notgrass
 183 Carol M. Highsmith Archive, Library of Congress, Prints and Photographs Division
 184 American Colony / Library of Congress
 185 American Colony / Library of Congress
 186t babylon ishtar gate 2 berlin by Takahiro Kyono / Flickr / CC-BY-2.0
 186ml John Carkeet / Flickr / CC-BY-2.0
 186mr Helena / Flickr / CC-BY-2.0
 186bl Rictor Norton & David Allen / Flickr / CC-BY-2.0
 186bm amanderson2 / Flickr / CC-BY-2.0
 186br Antonio Campoy / Flickr / CC-BY-2.0
 187 Hussein Alazaat / Flickr / CC-BY-2.0
 188t The Spurlock Museum, University of Illinois at Urbana-Champaign
 188b Los Angeles County Museum of Art (www.lacma.org)
 189 American Colony / Library of Congress
 190t Nick Taylor / Flickr / CC-BY-2.0
 190b A.Davey / Flickr / CC-BY-2.0
 191t Julia Maudlin / Flickr / CC-BY-2.0
 191m/b by A. Davey / Flickr / CC-BY-2.0
 192t Francesc Genové / Flickr / CC-BY-2.0
 192ml persia relief from persepolis by Los Angeles County Museum of Art (www.lacma.org)
 192mr persia by Sorosh Tavakoli / Flickr / CC-BY-2.0
 192bl/br A.Davey / Flickr / CC-BY-2.0
 193 Julia Maudlin / Flickr / CC-BY-2.0
 196 Charlene Notgrass
 198t Reto Stöckli / NASA Earth Observatory
 198b Hamed Saber / Flickr / CC-BY-2.0
 199tl Hunny Alrohaif / Flickr / CC-BY-2.0
 199tm Jaideep Khemani / Flickr / CC-BY-2.0
 199tr Faris Algosaibi / Flickr / CC-BY-2.0
 199bl Christine und Hagen Graf / Flickr / CC-BY-2.0
 199bm Francisco Anzola / Flickr / CC-BY-2.0
 199br Juozas Šalna / Flickr / CC-BY-2.0
 200t Charles Sharp / Flickr / CC-BY-2.0 (bird, butterfly, gecko, dragonfly)
 200b ninara / Flickr / CC-BY-2.0
 201 Persian Gulf 5.pdf
 201tl ninara / Flickr / CC-BY-2.0
 201tr Hamed Saber / Flickr / CC-BY-2.0
 201bl/bm Hamed Saber / Flickr / CC-BY-2.0
 201br shansar s. / Flickr / CC-BY-2.0
 202tl/br ninara / Flickr / CC-BY-2.0
 202tr Hamed Saber / Flickr / CC-BY-2.0
 202bl Joi Ito / Flickr / CC-BY-2.0
 203 Los Angeles County Museum of Art (www.lacma.org)
 205 IvanWalsh.com / Flickr / CC-BY-2.0
 206tl kanegen / Flickr / CC-BY-2.0
 206tr Tristan Schmurr / Flickr / CC-BY-2.0
 206mr IvanWalsh.com / Flickr / CC-BY-2.0
 206b Los Angeles County Museum of Art (www.lacma.org)
 207tl f9photos/Shutterstock.com
 207tr Los Angeles County Museum of Art (www.lacma.org)
 208tl Unit 7 terra cotta warrior by AJancso Shutterstock.com
 208tr JULIAN MASON / Flickr / CC-BY-2.0
 208m Christopher, Tania and Isabelle Luna / Flickr / CC-BY-2.0
 208mr Lydia Liu / Flickr / CC-BY-2.0
 208bl Los Angeles County Museum of Art (www.lacma.org)
 208br DaveBleasdale / Flickr / CC-BY-2.0
 209 The Spurlock Museum, University of Illinois at Urbana-Champaign
 210 The Spurlock Museum, University of Illinois at Urbana-Champaign
 212tl Daniel Enchev / Flickr / CC-BY-2.0
 212tr Michael Kurz / Flickr / CC-BY-2.0
 212br Greg Schechter / Flickr / CC-BY-2.0
 213 NASA
 214t/br stefg74 / Flickr / CC-BY-2.0
 214bl Colin and Sarah northway / Flickr / CC-BY-2.0
 215tl Gary Bembridge / Flickr / CC-BY-2.0
 215tr Ben Salter / Flickr / CC-BY-2.0
 215ml Jay Gooby / Flickr / CC-BY-2.0
 215mr Marcus Povey / Flickr / CC-BY-2.0
 215b Alexandros Gabrielsen / Flickr / CC-BY-2.0
 216 waterfall - Ioannis Cherouvim / Flickr / CC-BY-2.0
 216 sunset - ashrafal kadir / Flickr / CC-BY-2.0
 216 donkeys - Klearchos Kapoutsis / Flickr / CC-BY-2.0
 216 birds, frog - Frank Vassen / Flickr / CC-BY-2.0
 216 snails - jjmusgrove / Flickr / CC-BY-2.0
 216 butterfly - Wim De Weerd / Flickr / CC-BY-2.0
 216 lizard - Simon / Flickr / CC-BY-2.0
 217 GanMed64 / Flickr / CC-BY-2.0
 218 The Spurlock Museum, University of Illinois at Urbana-Champaign
 219t Les Chatfield / Flickr / CC-BY-2.0
 219b Sébastien Bertrand / Flickr / CC-BY-2.0
 220t Nathan Hughes Hamilton / Flickr / CC-BY-2.0
 220b seligmanwaite / Flickr / CC-BY-2.0
 221tl Patrick Denker / Flickr / CC-BY-2.0
 221tr Servge Melki / Flickr / CC-BY-2.0
 221bl Reading Tom / Flickr / CC-BY-2.0
 221br Celeste Lindell / Flickr / CC-BY-2.0
 222 Los Angeles County Museum of Art (www.lacma.org)

- 224l/tm Los Angeles County Museum of Art (www.lacma.org)
- 224tr/br The Spurlock Museum, University of Illinois at Urbana-Champaign
- 225l The Spurlock Museum, University of Illinois at Urbana-Champaign
- 225r Carol M. Highsmith Archive, Library of Congress, Prints and Photographs Division
- 226t Sébastien Bertrand from Paris, France / Flickr / CC-BY-2.0
- 226b Dimitris Graffin / Flickr / CC-BY-2.0
- 227 Carol M. Highsmith Archive, Library of Congress, Prints and Photographs Division
- 229t/b Pero Kvrzica / Flickr / CC-BY-2.0
- 229m Prince Roy / Flickr / CC-BY-2.0
- 230t Robert S. Hughes / The Spurlock Museum, University of Illinois at Urbana-Champaign
- 230b miriam.mollerus / Flickr / CC-BY-2.0
- 231 The Spurlock Museum, University of Illinois at Urbana-Champaign
- 232 Klearchos Kapoutsis / Flickr / CC-BY-2.0
- 233 Xuan Che / Flickr / CC-BY-2.0
- 234l Bradley Howard / Flickr / CC-BY-2.0
- 234r Paul Pela / Flickr / CC-BY-2.0
- 235 Maarten Heerlien / Flickr / CC-BY-2.0
- 238l Los Angeles County Museum of Art (www.lacma.org)
- 238m/r The Spurlock Museum, University of Illinois at Urbana-Champaign
- 239tl/tr Los Angeles County Museum of Art (www.lacma.org)
- 239b ArtMari/Shutterstock.com
- 241t Library of Congress
- 241b David Lisbona / Flickr / CC-BY-2.0
- 243 Los Angeles County Museum of Art (www.lacma.org)
- 244l Kuruman / Flickr / CC-BY-2.0
- 244r Toon Bronselaer / Flickr / CC-BY-2.0
- 245l Satbir Singh / Flickr / CC-BY-2.0
- 245r Guifré Miquel / Flickr / CC-BY-2.0
- 246tl Jorge Láscar / Flickr / CC-BY-2.0
- 246tr Fabio Achilli / Flickr / CC-BY-2.0
- 246ml Arian Zwegers / Flickr / CC-BY-2.0
- 246mr Jeffrey / Flickr / CC-BY-2.0
- 246bl Matt Barber / Flickr / CC-BY-2.0
- 246br Keith Roper / Flickr / CC-BY-2.0
- 247 Anita Ritenour / Flickr / CC-BY-2.0
- 248l Tracy Hunter / Flickr / CC-BY-2.0
- 248r Joriz De Guzman / Flickr / CC-BY-2.0
- 249t benito roveran / Flickr / CC-BY-2.0
- 249b patrick brennan / Flickr / CC-BY-2.0
- 250t Charlene Notgrass
- 250b seler+seler / Flickr / CC-BY-2.0
- 251 Charlene Notgrass
- 252l Los Angeles County Museum of Art (www.lacma.org)
- 252r Andrew Ratto / Flickr / CC-BY-2.0
- 253 Zachy Evenor / Flickr / CC-BY-2.0
- 254t Los Angeles County Museum of Art (www.lacma.org)
- 254b RD_Elsie / Flickr / CC-BY-2.0
- 255t Los Angeles County Museum of Art (www.lacma.org)
- 255b Robert Lowe / Flickr / CC-BY-2.0
- 256 Justin Clements / Flickr / CC-BY-2.0
- 257t Dale Gillard / Flickr / CC-BY-2.0
- 257b Aaron Vowels / Flickr / CC-BY-2.0
- 258 Hans Ollermann / Flickr / CC-BY-2.0
- 259l The Spurlock Museum, University of Illinois at Urbana-Champaign
- 259tr/mr Lolinka / Flickr / CC-BY-2.0
- 259br Torpe / Flickr / CC-BY-2.0
- 260t Los Angeles County Museum of Art (www.lacma.org)
- 260b The Spurlock Museum, University of Illinois at Urbana-Champaign
- 261 Library of Congress
- 262 Boston Public Library / Flickr / CC-BY-2.0
- 263t Steenbergs / Flickr / CC-BY-2.0
- 263b Polina F / Flickr / CC-BY-2.0
- 264t Gerry and Bonni / Flickr / CC-BY-2.0
- 264b Vyacheslav Argenberg / Flickr / CC-BY-2.0
- 265t Xavier Allard / Flickr / CC-BY-2.0
- 265ml/mr pedronchi / Flickr / CC-BY-2.0
- 265b2 Maureen / Flickr / CC-BY-2.0
- 266tl Jorge Láscar / Flickr / CC-BY-2.0
- 266tr Karen Flowers / Sandshutter Photography
- 266b Gusjer / Flickr / CC-BY-2.0
- 267tl Karen Flowers / Sandshutter Photography
- 267tr L'amande / Flickr / CC-BY-2.0
- 267b Rhys Davenport / Flickr / CC-BY-2.0
- 268t young shanahan / Flickr / CC-BY-2.0
- 268mt Mary Madigan / Flickr / CC-BY-2.0
- 268mb pixabay
- 268b Jeremy Rover / Flickr / CC-BY-2.0
- 269 TaraPatta/Shutterstock.com
- 271 Zvonimir Athletic/Shutterstock.com
- 272l Israeltourism / Flickr / CC-BY-2.0
- 272r Bill Rice / Flickr / CC-BY-2.0
- 273 Los Angeles County Museum of Art (www.lacma.org)
- 275tl/tr American Colony / Library of Congress
- 275bl Kyle Taylor / Flickr / CC-BY-2.0
- 275br Los Angeles County Museum of Art (www.lacma.org)
- 276tl William Herman Rau / Library of Congress
- 276bl James Emery / Flickr / CC-BY-2.0
- 276m American Colony / Library of Congress
- 276tl/tr young shanahan / Flickr / CC-BY-2.0
- 278l Jacques Descloitres, MODIS Land Group, NASA GSFC
- 278r Rasmus Bøgeskov Larsen / Flickr / CC-BY-2.0

- 280l bachmont / Flickr / CC-BY-2.0
 280tm zeevveez / Flickr / CC-BY-2.0
 280tr PsJeremy - Asia Bound / Flickr / CC-BY-2.0
 280br Israeltourism / Flickr / CC-BY-2.0
 281t/m Israeltourism / Flickr / CC-BY-2.0
 281b Unit 9 Jordan River by Bill Rice / Flickr / CC-BY-2.0
 282l maxmacs/Shutterstock.com
 282r Michael MK Khor / Flickr / CC-BY-2.0
 283 fishing boats - American Colony / Library of Congress
 283l Miriam Mezzera / Flickr / CC-BY-2.0
 283m Ksenia Smirnova / Flickr / CC-BY-2.0
 283r Israeltourism / Flickr / CC-BY-2.0
 283b Zachi Evenor / Flickr / CC-BY-2.0
 284 PsJeremy - Asia Bound / Flickr / CC-BY-2.0
 285 Brantley Davidson / Flickr / CC-BY-2.0
 287 David / Flickr / CC-BY-2.0
 288 Los Angeles County Museum of Art (www.lacma.org)
 289t Thomas Quine / Flickr / CC-BY-2.0
 289b kellinahandbasket / Flickr / CC-BY-2.0
 291 Michael Kriegal / Flickr / CC-BY-2.0
 293t American Colony / Library of Congress
 293b Süleyman Argun / Flickr / CC-BY-2.0
 294tl Brian Jeffery Beggerly / Flickr / CC-BY-2.0
 294bl Emmanuel DYAN / Flickr / CC-BY-2.0
 294r StateofIsrael / Flickr / CC-BY-2.0
 295 Library of Congress
 296 James Emery / Flickr / CC-BY-2.0
 297 Sementer/Shutterstock.com
 298 American Colony / Library of Congress
 299 Greg Schechter / Flickr / CC-BY-2.0
 301 Library of Congress
 302t kellinahandbasket / Flickr / CC-BY-2.0
 302b Library of Congress
 304 upvernoz / Flickr / CC-BY-2.0
 306 Kyle Taylor / Flickr / CC-BY-2.0
 307 Sharon Mollerus / Flickr / CC-BY-2.0
 309 Bon Adrien / Flickr / CC-BY-2.0
 310 Jules & Jenny / Flickr / CC-BY-2.0
 311 Library of Congress
 312 Jules & Jenny / Flickr / CC-BY-2.0
 313 yeowatzup / Flickr / CC-BY-2.0
 314t Koshy Koshy / Flickr / CC-BY-2.0
 314b Charlene Notgrass
 315t The Spurlock Museum, University of Illinois at Urbana-Champaign
 315b summonedbyfells / Flickr / CC-BY-2.0
 317 Flavio~ / Flickr / CC-BY-2.0
 318 American Colony / Library of Congress
 319t Dance60/Shutterstock.com
 319b Yoni Lerner / Flickr / CC-BY-2.0
 320 Jules & Jenny / Flickr / CC-BY-2.0
 321 Jules & Jenny / Flickr / CC-BY-2.0
 323 Nic Trott / Flickr / CC-BY-2.0
 324t Ken and Nyetta / Flickr / CC-BY-2.0
 324m Harold Litwiler / Flickr / CC-BY-2.0
 324b Frank Kovalchek / Flickr / CC-BY-2.0
 325 Erik Cleves Kristensen / Flickr / CC-BY-2.0
 326t/b Ken and Nyetta / Flickr / CC-BY-2.0
 326m Ashlynn Pal / Flickr / CC-BY-2.0
 327 Frank Kovalchek / Flickr / CC-BY-2.0
 328t Lyn Gateley / Flickr / CC-BY-2.0
 328b Martin Hendrikx / Flickr / CC-BY-2.0
 329 Jay Galvin / Flickr / CC-BY-2.0
 330tl Jamie Davies / Flickr / CC-BY-2.0
 330tr Andy Hay / Flickr / CC-BY-2.0
 330b Kosala Bandara / Flickr / CC-BY-2.0
 331t Mikhail Markovskiy/Shutterstock.com
 331b James Emery / Flickr / CC-BY-2.0
 332tl/br Episcopal Diocese of South Florida / Flickr / CC-BY-2.0
 332b/m/tr James Emery / Flickr / CC-BY-2.0
 334l john shotland / Flickr / CC-BY-2.0
 334r Ale Liivet / Flickr / CC-BY-2.0
 335l quisnovus / Flickr / CC-BY-2.0
 335r Jim Linwood / Flickr / CC-BY-2.0
 336t Steve Slater / Flickr / CC-BY-2.0
 336b Elliott Brown / Flickr / CC-BY-2.0
 337tl mari / Flickr / CC-BY-2.0
 337bl Matt Brown / Flickr / CC-BY-2.0
 337r Doc Searls / Flickr / CC-BY-2.0
 339 Richie Chan/Shutterstock.com
 341 mls559 / Flickr / CC-BY-2.0
 342 Ken and Nyetta / Flickr / CC-BY-2.0
 343 Our Lady of Peace Geneva / Flickr / CC-BY-2.0
 344 Ken and Nyetta / Flickr / CC-BY-2.0
 345 Thomas Mercado / Flickr / CC-BY-2.0
 346 Chad K / Flickr / CC-BY-2.0
 347t Orosz György / Flickr / CC-BY-2.0
 347b Taki Steve / Flickr / CC-BY-2.0
 348t Thaler / Wikimedia Commons / CC-BY-SA-3.0
 348b Pecold/Shutterstock.com
 349 Pecold/Shutterstock.com
 351t ISS Crew Earth Observations / Image Science & Analysis Laboratory, Johnson Space Center.
 352t Jacques Descloitres, MODIS Land Rapid Response Team, NASA/GSFC
 352t Pixabay
 352ml Alistair Young / Flickr / CC-BY-2.0
 352mr sun / Flickr / CC-BY-2.0
 352bl sun / Flickr / CC-BY-2.0
 352br sun / Flickr / CC-BY-2.0
 353t Swallowtail Garden Seeds / Flickr / CC-BY-2.0
 353b The Visual Explorer/Shutterstock.com
 354l Los Angeles County Museum of Art (www.lacma.org)
 354m/r matt evans / Flickr / CC-BY-2.0
 355t RossHelen/Shutterstock.com

- 355b Lenar Musin/Shutterstock.com
- 356 Pixabay
- 357 holdeneye/Shutterstock.com
- 358t Marbury/Shutterstock.com
- 358m Nicole Gordine/Shutterstock.com
- 358b Andrea Izzotti/Shutterstock.com
- 359t Birute Vijeikiene/Shutterstock.com
- 359b Rev Stan / Flickr / CC-BY-2.0
- 360 Oleg Senkov/Shutterstock.com
- 361t Jules & Jenny los/ Flickr / CC-BY-2.0
- 361b Larry Koester / Flickr / CC-BY-2.0
- 362 mountainpix/Shutterstock.com
- 363 Anton_Ivanov/Shutterstock.com
- 364tl Anton_Ivanov/Shutterstock.com
- 364tr A. Davey / Flickr / CC-BY-2.0
- 364m Bluerain/Shutterstock.com
- 364bl Fabio Lamanna/Shutterstock.com
- 364bm Vlad Karavaev/Shutterstock.com
- 364br Alberto Loyo/Shutterstock.com
- 366 A. Davey / Flickr / CC-BY-2.0
- 367t Endless Traveller/Shutterstock.com
- 367m Bluerain/Shutterstock.com
- 367b ArCaLu/Shutterstock.com
- 368 Dmitry Chulov/Shutterstock.com
- 369l Anton_Ivanov/Shutterstock.com
- 369r Karel Tupy/Shutterstock.com
- 370 Aleksandra H. Kossowska/Shutterstock.com
- 371 Kanuman/Shutterstock.com
- 373 Los Angeles County Museum of Art (www.lacma.org)
- 374 silkworm moth (top)- Nikita / Flickr / CC-BY-2.0
- 374 larva - Tom Thai / Flickr / CC-BY-2.0
- 374 cocoons - Mykola Ivashchenko/Shutterstock.com
- 374 silkworm moth (bottom) - Humannet/Shutterstock.com
- 375 Los Angeles County Museum of Art (www.lacma.org)
- 376tl Rat007/Shutterstock.com
- 376tm Martinez de la Varga/Shutterstock.com
- 376tr Vladimir Wrangel/Shutterstock.com
- 376b Daniel Prudek/Shutterstock.com
- 377t Oleg Golovnev/Shutterstock.com
- 377m lebedev/Shutterstock.com
- 377b PlusONE/Shutterstock.com
- 378t/m moonfish8/Shutterstock.com
- 378b asharkyu/Shutterstock.com
- 379 asharkyu/Shutterstock.com
- 380 jorisvo/Shutterstock.com
- 381t Marzolino/Shutterstock.com
- 381b Claudio Divizia/Shutterstock.com
- 382t Renata Sedmakova/Shutterstock.com
- 382b Joymsk140/Shutterstock.com
- 383t Tupungato/Shutterstock.com
- 383b Zvonimir Athletic/Shutterstock.com
- 384 Renata Sedmakova/Shutterstock.com
- 385l jorisvo/Shutterstock.com
- 385r Zoltan Katona/Shutterstock.com
- 386 tyrin/Shutterstock.com
- 387l Igor Shpilenok, U.S. Fish and Wildlife Service / Flickr / CC-BY-2.0
- 387t Andrey Ushakov/Shutterstock.com
- 388t/m hofhauser/Shutterstock.com
- 388b Maxim Petrichuk/Shutterstock.com
- 389 Walters Art Museum / CC-BY-SA-3.0
- 390 Peter Gudella/Shutterstock.com
- 392 stenic56/Shutterstock.com
- 393l ChiccoDodiFC/Shutterstock.com
- 393r Michelle Sullivan
- 394t NASA image courtesy Jeff Schmaltz, MODIS Rapid Response Team, Goddard Space Flight Center. Caption by Holli Riebeek.
- 394b Michelle Sullivan
- 395 Clockwise from top left:
Bartkowski/Shutterstock.com
Patrick Mangan/Shutterstock.com
Kevin George/Shutterstock.com
Greg Fellmann/Shutterstock.com
stephenkiernan/Shutterstock.com
SurangaSL/Shutterstock.com
Kellie Diane Stewart/Shutterstock.com
morrison/Shutterstock.com
- 396t walshphotos/Shutterstock.com
- 396b Jane McIlroy/Shutterstock.com
- 397tl/bl Michelle Sullivan
- 397r Ungor/Shutterstock.com
- 398 Walters Art Museum / CC-BY-SA-3.0
- 399 Walters Art Museum / CC-BY-SA-3.0
- 401t Alfonso de Tomas/Shutterstock.com
- 401bl/br Walters Art Museum / CC-BY-SA-3.0
- 402 Los Angeles County Museum of Art (www.lacma.org)
- 403 london road / Flickr / CC-BY-2.0
- 405 Carol M. Highsmith Archive, Library of Congress, Prints and Photographs Division
- 406 Los Angeles County Museum of Art (www.lacma.org)
- 407 Walters Art Museum / CC-BY-SA-3.0
- 408 Yale Law Library / Flickr / CC-BY-2.0
- 409 Serg Zastavkin/Shutterstock.com
- 410tl Igor V. Podkopaev/Shutterstock.com
- 410tr steve estvanik/Shutterstock.com
- 410bl Serg Zastavkin/Shutterstock.com
- 410br Tolga TEZCAN/Shutterstock.com
- 411 Walters Art Museum / CC-BY-SA-3.0
- 412tl prasert phoomiekasak/Shutterstock.com
- 412tm stock_shot/Shutterstock.com
- 412tr littlewormy/Shutterstock.com
- 412bl Boccaccio1 / Flickr / CC-BY-2.0
- 412bm Nao Iizuka / Flickr / CC-BY-2.0
- 412br feathercollector/Shutterstock.com

- 413t Provided by the SeaWiFS Project, NASA / Goddard Space Flight Center, and ORBIMAGE
- 413b apinunrin/Shutterstock.com
- 414tr seriykotik1970 / Flickr / CC-BY-2.0
- 414ml feathercollector/Shutterstock.com
- 414m Prachanart Viriyarak / Flickr / CC-BY-2.0
- 414mr Shin Okamoto/Shutterstock.com
- 414bl KPG_Payless/Shutterstock.com
- 414br Tristan Scholze/Shutterstock.com
- 415 **First Row:** gnoparus/Shutterstock.com; AndreAnita/Shutterstock.com (two photos)
Second Row: Toshihiro Gamo / Flickr / CC-BY-2.0; Norikazu/Shutterstock.com; Guilhem Vellut / Flickr / CC-BY-2.0
Third Row: SarahTz / Flickr / CC-BY-2.0; Vladimir Wrangel/Shutterstock.com; Tristan Ferne / Flickr / CC-BY-2.0
Fourth Row: coniferconifer / Flickr / CC-BY-2.0
- 416 ajari / Flickr / CC-BY-2.0
- 417 KPG Payless2/Shutterstock.com
- 418 Marika Bortolami / Flickr / CC-BY-2.0
- 419 American Colony / Library of Congress
- 420 Retlaw Snellac Photography / Flickr / CC-BY-2.0
- 421 American Colony / Library of Congress
- 422t Chadica / Flickr / CC-BY-2.0
- 422b Jean-Pierre Dalbéra / Flickr / CC-BY-2.0
- 423t/b Charlene Notgrass
- 423m Walters Art Museum / CC-BY-SA-3.0
- 424t Utilisateur:Olmec / Wikimedia Commons / CC-BY-SA-3.0
- 424b Los Angeles County Museum of Art (www.lacma.org)
- 425 Los Angeles County Museum of Art (www.lacma.org)
- 426t Graeme Churchard / Flickr / CC-BY-2.0
- 426b bareknuckleyellow / Flickr / CC-BY-2.0
- 427t Rob Young / Flickr / CC-BY-2.0
- 427b/m Arian Zwegers / Flickr / CC-BY-2.0
- 429l Walters Art Museum / CC-BY-SA-3.0
- 429r Los Angeles County Museum of Art (www.lacma.org)
- 430 Vyacheslav Argenberg / Flickr / CC-BY-2.0
- 431t irisphoto1/Shutterstock.com
- 431m Nick Hubbard / Flickr / CC-BY-2.0
- 431b Chris Combe / Flickr / CC-BY-2.0
- 432 British Library
- 433 British Library
- 434 British Library
- 435 Wikimedia Commons
- 436 British Library
- 437 Kiev.Victor/Shutterstock.com
- 440 jorisvo/Shutterstock.com
- 441 Kate Hopkins / Flickr / CC-BY-2.0
- 442 LaurPhil / Flickr / CC-BY-2.0
- 444 rook76/Shutterstock.com
- 445 matthi/Shutterstock.com
- 446 Andrzej Fryda/Shutterstock.com
- 447t Pigprox/Shutterstock.com
- 447m/b Image courtesy Jeff Schmaltz, MODIS Land Rapid Response Team at NASA GSFC
- 448tl dmitry_islentev/Shutterstock.com
- 448tr David Phan / Flickr / CC-BY-2.0
- 448mr David Phan / Flickr / CC-BY-2.0
- 448ml r h / Flickr / CC-BY-2.0
- 448b Sigurdur Jonsson / Flickr / CC-BY-2.0
- 449 **Top Row:** Noel Reynolds / Flickr / CC-BY-2.0; Sigurður Þ Sigurjónsson / Flickr / CC-BY-2.0; Tijn Vercaemer / Flickr / CC-BY-2.0
Second Row: Ómar Runólfsson / Flickr / CC-BY-2.0; Axel Kristinsson / Flickr / CC-BY-2.0; Brian Gratwicke / Flickr / CC-BY-2.0; LASZLO ILYES / Flickr / CC-BY-2.0; Nina B / Shutterstock.com
Third Row: Brian Gratwicke / Flickr / CC-BY-2.0
Bottom Row: Anita Ritenour / Flickr / CC-BY-2.0; Noel Reynolds / Flickr / CC-BY-2.0; Andrew Schaffer / Flickr / CC-BY-2.0; Vincent / Flickr / CC-BY-2.0
- 450t J. Helgason/Shutterstock.com
- 450b Neil D’Cruze / Flickr / CC-BY-2.0
- 451 Ph0neutria/Shutterstock.com
- 452 **Top to Bottom:** Brian Gratwicke / Flickr / CC-BY-2.0; Brian Gratwicke / Flickr / CC-BY-2.0; Eric Sonstroem / Flickr / CC-BY-2.0; Eric Sonstroem / Flickr / CC-BY-2.0; Andrew Schaffer / Flickr / CC-BY-2.0; Alessio Maffeis / Flickr / CC-BY-2.0
- 453 Ranaet / Flickr / CC-BY-2.0
- 454t flowcomm / Flickr / CC-BY-2.0
- 454b Tara Haze / Flickr / CC-BY-2.0
- 455l Karasev Victor/Shutterstock.com
- 455r Georgios Kollidas/Shutterstock.com
- 456t Valerii Iavtushenko/Shutterstock.com
- 456b Photobank gallery/Shutterstock.com
- 457 Roman Mikhailiuk/Shutterstock.com
- 458 Gennady Kudelya/Shutterstock.com
- 459t Henning Klokkeråsen / Flickr / CC-BY-2.0
- 459bl Zvonimir Athletic/Shutterstock.com
- 459br Charlene Notgrass
- 460t Viaceslav/Shutterstock.com 45706021
- 460m Jennifer Boyer / Flickr / CC-BY-2.0
- 460b Sipandra/Shutterstock.com
- 461t PHB.cz (Richard Semik)/Shutterstock.com
- 461m Jessmine/Shutterstock.com
- 461b Olga Popova/Shutterstock.com
- 463t British Library
- 463b tpholland / Flickr / CC-BY-2.0
- 465t Paul Cummings/Shutterstock.com
- 465b British Library
- 467t Pack-Shot/Shutterstock.com
- 467b Thomas Owen Jenkins/Shutterstock.com
- 468 Myrabella / Wikimedia Commons

- 469 George M. Groutas / Flickr / CC-BY-2.0
- 471 Walters Art Museum / CC-BY-SA-3.0
- 472 NH53 / Flickr / CC-BY-2.0
- 473t Johan Siegers / Flickr / CC-BY-2.0
- 473b Walters Art Museum / CC-BY-SA-3.0
- 474t Internet Archive Book Images / Flickr / CC-BY-2.0
- 474b Jessica Spengler / Flickr / CC-BY-2.0
- 475tl pokku/Shutterstock.com
- 475bl vblinov/Shutterstock.com
- 475r Martchan/Shutterstock.com
- 477t Aleksandar Todorovic/Shutterstock.com
- 477b cristapper/Shutterstock.com
- 478 Walters Art Museum / CC-BY-SA-3.0
- 479l Anton_Ivanov/Shutterstock.com
- 479r Bernstein Tsafreer/Shutterstock.com
- 480 AC Rider/Shutterstock.com
- 481t Kiev.Victor/Shutterstock.com
- 481b Walters Art Museum / CC-BY-SA-3.0
- 482 Italy 3.eps
- 483 canadastock/Shutterstock.com
- 484 Randy OHC / Flickr / CC-BY-2.0
- 485 MAMJODH / Flickr / CC-BY-2.0
- 486 BestPhotoStudio/Shutterstock.com
- 487 Andrei Nekrassov/Shutterstock.com
- 488t Walters Art Museum / CC-BY-SA-3.0
- 488b Sharon Mollerus / Flickr / CC-BY-2.0
- 489 Rainer Lesniewski/Shutterstock.com
- 490t Piotr Wawrzyniuk/Shutterstock.com
- 490b BigRoloImages/Shutterstock.com
- 491t Pyma/Shutterstock.com
- 491m EcOasis/Shutterstock.com
- 491b Jaime Pharr/Shutterstock.com
- 492 **Top Row:** Jose Ignacio Soto/Shutterstock.com; rodhan/Shutterstock.com; Tony Hisgett / Flickr / CC-BY-2.0
Middle Row: Tony Hisgett / Flickr / CC-BY-2.0; Elena Dijour/Shutterstock.com; turloughmor / Flickr / CC-BY-2.0
Bottom Row: Nathan Hughes Hamilton / Flickr / CC-BY-2.0; carpaumar/Shutterstock.com; Pack-Shot/Shutterstock.com; Valery Egorov/Shutterstock.com
- 493 Tony Hisgett / Flickr / CC-BY-2.0
- 494 European Space Agency
- 495tl v. apl/Shutterstock.com
- 495tr Totajla/Shutterstock.com
- 495ml Anton Petrus/Shutterstock.com
- 495mr hecke61/Shutterstock.com
- 495bl murosvur/Shutterstock.com
- 495br Anton Petrus/Shutterstock.com
- 496 Janelle Lugge/Shutterstock.com
- 497 **Clockwise from Top Left:** Abeselom Zerit/Shutterstock.com; Neil McIntosh / Flickr / CC-BY-2.0; t-mizo / Flickr / CC-BY-2.0; David Merrett / Flickr / CC-BY-2.0; Ron Knight / Flickr / CC-BY-2.0; Ron Knight / Flickr / CC-BY-2.0; m boloroo / Flickr / CC-BY-2.0; Honza Soukup / Flickr / CC-BY-2.0; David Berkowitz / Flickr / CC-BY-2.0; Charles Barilleaux / Flickr / CC-BY-2.0
- 498 Daniel Prudek/Shutterstock.com
- 499l hecke61/Shutterstock.com
- 499r alenvl/Shutterstock.com
- 500 AlexanderZam/Shutterstock.com
- 502 Los Angeles County Museum of Art (www.lacma.org)
- 503t Russ Bowling / Flickr / CC-BY-2.0
- 503bl photogolfer/Shutterstock.com
- 503br Valery Shanin/Shutterstock.com
- 504 Los Angeles County Museum of Art (www.lacma.org)
- 505 **Top Left:** Walters Art Museum / CC-BY-SA-3.0; **All Others:** Los Angeles County Museum of Art (www.lacma.org)
- 506 Attila JANDI/Shutterstock.com
- 507t alenvl/Shutterstock.com
- 507bl rook76/Shutterstock.com
- 507br Neftali/Shutterstock.com
- FA-1 Bethany Poore
- FA-2 Bethany Poore
- FA-3 Wikimedia Commons
- FA-6 Bethany Poore
- FA-10 Bethany Poore
- FA-12 JupiterImages
- FA-16 Bethany Poore
- FA-17 Bethany Poore
- FA-18 Bethany Poore
- FA-19t Mauro Pezzotta/Shutterstock.com
- FA-19m mountainpix/Shutterstock.com
- FA-19b Karol Kozlowski/Shutterstock.com
- FA-20 Bethany Poore
- FA-22 Bethany Poore
- FA-23 Bethany Poore
- FA-24 Bethany Poore
- FA-25 Bethany Poore
- FA-26 Bethany Poore
- FA-27 Bethany Poore
- FA-28 Bethany Poore
- FA-29 Bethany Poore
- FA-30 Bethany Poore
- FA-31 World Imaging / Wikimedia Commons / CC-BY-SA-30

Sources

Articles

- "988—Vladimir Adopts Christianity." *Christian History*. Issue 28: 100 Most Important Events in Church History, 1990.
- "The America's Oldest Pyramids, Cities." Northern Illinois University. <http://www.niu.edu/pubaffairs/presskits/wcjo/release.html>
- "Ancient Peruvian Metropolis Predates Other Known Cities." National Geographic News. http://news.nationalgeographic.com/news/2001/04/0426_perucity.html
- "Arctic Tern," National Wildlife Federation. <https://www.nwf.org/Wildlife/Wildlife-Library/Birds/Arctic-Tern.aspx>
- "Chartres Cathedral and its Stained Glass." *Athena Review*, Volume 4, Number 2. www.athenapub.com/14chartres.htm
- "China's Age of Invention," *Nova*. <http://www.pbs.org/wgbh/nova/ancient/song-dynasty.html>
- "The Establishment of the Ethiopian Church," by Professor Sergew Habele Selassie. The Ethiopian Orthodox Tewahedo Church Faith and Order. <http://www.ethiopianorthodox.org/english/ethiopian/prechristian.html>
- "Faithful Unto Death: What We Can Learn Today from St. Polycarp," by Timothy George. <http://www.firstthings.com/web-exclusives/2014/09/faithful-unto-death>
- "The Gates of Paradise" by Jonathan Shaw. *Harvard Magazine*, March-April 2007 Issue; <http://harvardmagazine.com/2007/03/the-gates-of-paradise.html>
- "The Geography of Palestine in New Testament Times," by Jimmy J. Roberts in *The World of the New Testament*, Abraham J. Malherbe, editor. Austin: R. B. Sweet, 1967.
- "The Geology of the Hot Springs at Bath Spa, Somerset," R. W. Gallois <http://www.bathnes.gov.uk/sites/default/files/usshersprings.pdf>
- "Glossary of Terms Used in Feudalism" <http://medieval.ucdavis.edu/20B/Feudalism.html>
- "Gobi Lakes Valley desert steppe." World Wildlife Fund. <http://www.eoearth.org/view/article/153049>
- "Lindisfarne Gospels: Why is this book so special?" by Flavia Di Consiglio. <http://www.bbc.co.uk/religion/0/21588667>
- "The Lost Pyramids of Caral." BBC Science & Nature. <http://www.bbc.co.uk/science/horizon/2001/caral.shtml>
- "Persian society in the time of Darius and Xerxes." http://hsc.csu.edu.au/ancient_history/societies/near_east/persian_soc/persiansociety.html
- "The Plataian Tripod and the Serpentine Column," by Brunilde S. Ridgway. Bryn Mawr College. Scholarship, Research, and Creative Work at Bryn Mawr College, 1977. http://repository.brynmawr.edu/cgi/viewcontent.cgi?article=1067&context=arch_pubs
- "The Roman Town of Corinium," Corinium Museum. <http://coriniummuseum.org/collections/the-roman-town-of-corinium/>
- "St. Simeon Stylites," Antiochian Syriac Orthodox Church. http://syrorthodoxchurch.com/english-Dateien/st-simeon_stylites.html
- "Tyne: The Lindisfarne Gospels." www.bbc.co.uk/tyne/features/gospels/gospels_tense_past.shtml
- "Understanding the Nabateans," by Avraham Negev. Biblical Archaeology Society Library.
- "Vernacular Domed Houses of Harran, Turkey" by M.B. Ozdeniz, A. Bekleyen, I.A. Gonul, H. Gonul, H. Sarigul, T. Ilter, N. Dalkilic, M. Yildirim. *Habitat International*, Vol. 22, No. 4, pp. 477-485, c. 1998 Elsevier Science Ltd.
- "Was St Patrick, patron saint of Ireland, a Welshman?" by Lucy Ballinger. <http://www.bbc.com/news/uk-wales-31912199>
- "Water Supply System of Diocletian's Palace in Split, Croatia." K. Marasović, S. Perojević, and J. Margeta.. March 2014, retrieved February 11, 2015. <https://bib.irb.hr/datoteka/693739>

Books

- Buttrick, George A, Editor. *The Interpreter's Dictionary of the Bible, Four Volumes*. Nashville: Abingdon Press, 1962.
- D'Amato, Raffaele. *Roman Centurions 31 BC-AD 500*. Oxford, United Kingdom: Osprey Publishing, 2012.
- Douglas, J. D., Organizing Editor. *The Illustrated Bible Dictionary, Three Volumes*. Wheaton: Tyndale, 1980.
- Drake, Jane. *City of Bath*. Stroud, England: Pitkin Guides, The History Press, 1993.

- Ferguson, Everett. *Backgrounds of Early Christianity*. Grand Rapids: Eerdmans, 2003.
- Fry, Plantagenet Somerset. *Kings & Queens of England & Scotland*. New York: DK Publishing, 1999.
- Gill, David and Conrad Gempf, editors. *The Book of Acts in its Graeco-Roman Setting*. Grand Rapids: Eerdmans, 1994.
- Hamm, Michael F. *Kiev: A Portrait 1800-1917*. Princeton: Princeton University Press, 1996.
- Jones, Floyd Nolen. *The Chronology of the Old Testament*. Green Forest, AR: Master Books, 2005.
- Lasor, William, David Allen Hubbard, and Frederick W. Bush. *Old Testament Survey*. Grand Rapids: Eerdmans, 1982.
- Macaulay, David. *Cathedral: The Story of Its Construction*. New York: Houghton Mifflin, 1973.
- Martin, Thomas R.. *An Overview of Classical Greek History from Mycenae to Alexander*. <http://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.04.0009>
- Morely, Sylvanus Griswold and George Valton Brainerd. *The Ancient Maya*. Stanford University Press, 1983.
- North, Wyatt. *Saint Francis of Assisi: A Life Inspired*. Boston: Wyatt North Publishing, 2014.
- Oster, Richard. *The Acts of the Apostles Part II, 13:1-28:31*. Austin: Sweet, 1979.
- Richardson, Cyril C., editor. *Early Christian Fathers*. New York: Macmillan, 1970.
- Schauf, Scott. *Theology as History, History as Theology: Paul in Ephesus in Acts 19*. Berlin: DeGruyter, 2005.
- Severy, Merle, ed. *Everyday Life in Bible Times*. Washington, D.C.: National Geographic Society, 1967.
- Sinor, Denis. *The Cambridge History of Early Inner Asia, Vol. 1*. Cambridge University Press, 1990.
- Stark, Rodney. *God's Battalions: The Case for the Crusades*. New York: HarperOne, 2009.
- Suskind, Richard. *The Barbarians: The Story of the European Tribes*. New York: W.W. Norton & Company, Inc., 1970.
- Swete, Henry Barclay, D.D., FBA. *The Apocalypse of St. John*. London: Macmillan, and Co. Ltd, 1907.
- Tenney, Merrill, *New Testament Times*. Grand Rapids: Eerdmans, 1965.
- Tenney, Merrill C., General Editor. *The Zondervan Pictorial Bible Dictionary*. Grand Rapids: Zondervan, 1967.
- Thompson, John Eric Sidney. *Maya Archaeologist*. University of Oklahoma Press, 1994.
- Wace, Henry and William Piercy. *Dictionary of Christian Biography and Literature to the End of the Sixth Century AD*. Boston: Little, Brown, 1911. (www.ccel.org)
- Weightman, M. Scott. *Holy Island*. Andover, England: Pitkin Pictorials Ltd., 1996.
- Weir, Sarah, ed. *Webster's 21st Century Concise Chronology of World History*. Nashville, TN: Thomas Nelson Publishers, 1993.
- Williams, Brenda. *History of Britain: The Saxons and Vikings, 406 to 1066*. Oxford, United Kingdom: Heinemann, 1997.
- Yonge, C.D., translator. *The Roman History of Ammianus Marcellinus During the Reigns of the Emperors Constantius, Julian, Jovianus, Valentinian, and Valens*. London: G. Belle and Sons, Ltd., 1911.

Websites

- Asia for Educators. <http://afe.easia.columbia.edu/>
- Avibase. <http://avibase.bsc-eoc.org/>
- Biblical Archaeology. <http://www.biblicalarchaeology.org>
- British Library. <http://www.bl.uk>
- British Museum. <http://www.britishmuseum.org>
- Encyclopædia Britannica. <http://www.britannica.com>
- Heilbrunn Timeline of Art History. <http://www.metmuseum.org/toah/>
- National Geographic. <http://www.nationalgeographic.com/>
- Saint Polycarp Parish. <http://www.stpolycarp.com/history/>
- Saint Patrick's Confessio. <http://www.confessio.ie>
- UNESCO. <http://en.unesco.org/>
- World Book Online. <http://worldbookonline.com>

**Visit our website for more exciting homeschool curriculum
that helps you teach the heart, soul, and mind.**

www.notgrass.com

Sources

Articles

- "Bloodlines: The Nicholls Family." <http://www.abc.net.au/tv/messagestick/stories/s3014566.htm>
- "A Brief History of Chocolate" by Amanda Fiegl. March 1, 2008. <http://www.smithsonianmag.com/arts-culture/a-brief-history-of-chocolate-21860917/>
- "Brief History of the Moravian Church." Moravian Theological Seminary. <http://www.moravianseminary.edu/moravian-studies/about-the-moravians/brief-history-of-the-moravian-church.html>
- "Cassava" <http://www.cgiar.org/our-strategy/crop-factsheets/cassava/>
- "Christian Führer Obituary." *The Telegraph*. <http://www.telegraph.co.uk/news/obituaries/10938435/Christian-Fuhrer-obituary.html>
- "The Fall of Constantinople" by Judith Herrin. *History Today* Volume 53, Issue 6, July 2003. <http://www.historytoday.com/judith-herrin/fall-constantinople>
- "Gold Rush" by David Williams. *New Georgia Encyclopedia*. <http://www.georgiaencyclopedia.org/articles/history-archaeology/gold-rush>
- "Growing Cocoa" by Queensland Government, Department of Agriculture and Fisheries. <https://www.daf.qld.gov.au/plants/fruit-and-vegetables/fruit-and-nuts/other-fruit-crops/growing-cocoa>
- "He Still Tumbles Walls" by Billy Ray Cox. *Church and Family Magazine*, Spring 2005, pp. 17-19.
- "History of AT&T and Television." <http://www.corp.att.com/history/television/>
- "History of Coffee" by National Coffee Association, USA. <http://www.ncausa.org/About-Coffee/History-of-Coffee>
- "How the Potato Changed the World" by Charles C. Mann. *Smithsonian Magazine*, November 2011.
- "Immigration and Ethnocultural Diversity in Canada," <https://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-010-x/99-010-x2011001-eng.cfm>
- "The Introduction of the Horse into the Western Hemisphere." *The Hispanic American Historical Review*, Vol. XXIII, November, 1943, No. 4.
- "Meet Mansa Musa I of Mali—the richest human being in all history" by John Hall. *The Independent*. October 17, 2012. <http://www.independent.co.uk/news/world/world-history/meet-mansa-musa-i-of-mali-the-richest-human-being-in-all-history-8213453.html>
- "Meeting the 'Christian' Hans Christian Andersen" by Jeanne Conte. *The Lutheran*. October 2005. http://www.thelutheran.org/article/article.cfm?article_id=5523
- "New Crop Fact Sheet: Cassava" by Stephen K. O'Hair, Tropical Research and Education Center, University of Florida. Purdue University Center for New Crops and Plant Products. <https://www.hort.purdue.edu/newcrop/CropFactSheets/cassava.html>
- "Nicholls, Sir Douglas Ralph (Doug) (1906–1988)" by Richard Broome. Australian Dictionary of Biography. <http://adb.anu.edu.au/biography/nicholls-sir-douglas-ralph-doug-14920>
- "NICHOLLS, Douglas Ralph (1906-1988)" by Mavis Thorpe Clark. Australian Dictionary of Evangelical Biography. <http://webjournals.ac.edu.au/ojs/index.php/ADEB/article/view/944/941>
- "On Six Legs" by Tom Turpin, Professor Entomology Purdue University, Purdue Extension, November 1999. <https://www.agriculture.purdue.edu/agcomm/newscolumns/archives/OSL/1999/November/111199OSL.html>
- "One Small Step" by Eric M. Jones. <https://www.hq.nasa.gov/alsj/a11/a11.step.html>
- "Origin, History, and Uses of Corn (Zea mays)" by Lance Gibson and Garren Benson, Iowa State University, Department of Agronomy. http://agron-www.agron.iastate.edu/Courses/agron212/readings/corn_history.htm
- "Origin, History, and Uses of Oats (Avena sativa) and Wheat (Triticum aestivum)" by Lance Gibson and Garren Benson, Iowa State University, Department of Agronomy, Revised January 2002. http://agron-www.agron.iastate.edu/Courses/agron212/Readings/Oat_wheat_history.htm
- "Potatoes," United States Department of Agriculture, Economic Research Service, <http://www.ers.usda.gov/topics/crops/vegetables-pulses/potatoes.aspx>
- "The Rise of the Turks and the Ottoman Empire," edited by Paul M. Pitman. *Turkey: A Country Study*. Washington, DC: Federal Research Division of the Library of Congress, 1987.
- "Sorghum—Forage," Alternative Field Crops Manual. University of Wisconsin Extension, Cooperative

- Extension and University of Minnesota: Center for Alternative Plant and Animal Products and the Minnesota Extension Service. <https://www.hort.purdue.edu/newcrop/afcm/forage.html>
- "A Sweet Potato History" by Jennifer Harbster. Inside Adams Science, Technology & Business, Library of Congress, November 24, 2010. http://blogs.loc.gov/inside_adams/2010/11/a-sweet-potato-history/
- "Tea—A Brief History of the Nation's Favourite Beverage" by UK Tea and Infusions Association. <http://www.tea.co.uk/tea-a-brief-history>
- "The United States and the Opening to Japan, 1853." U.S. Department of State, Office of the Historian. <http://www.history.state.gov/milestones/1830-1860/opening-to-japan>
- "What happened in the Great Fire of London?" Museum of London. www.museumoflondon.org.uk/explore-online/pocket-histories/what-happened-great-fire-london/
- "What Was the Klondike Gold Rush?" National Park Service. <http://www.nps.gov/klgo/learn/goldrush.htm>
- Gilbert, Felix, General Editor. *The Norton History of Modern Europe*. New York: W. W. Norton and Company, 1971.
- Goodman, Susan E. and Michael J. Doolittle. *Skyscraper*. Alfred A. Knopf / Random House: New York, 2004.
- Graham, Gerald. *A Concise History of the British Empire*. London: Thames and Hudson, 1970.
- Greer, Thomas H. and Gavin Lewis. *A Brief History of the Western World, Sixth Edition*. Fort Worth: Harcourt Brace Jovanovich College Publishers, 1992.
- Hooper, Walter. *C. S. Lewis: A Companion and Guide*. San Francisco: Harper Collins, 1996.
- Hutton, Joseph E. *A History of the Moravian Church, 2nd edition*. London: Moravian Publication Office, 1909.
- Latourette, Kenneth Scott. *Japan from Ancient Times to 1918*. Lecturable, 2012.
- Lepoer, Barbara Leitch, editor. *Singapore: A Country Study*. Washington: Library of Congress, 1989
- Macaulay, David. *Castle*. Boston: Houghton Mifflin, 1977
- Massie, Robert. *Peter the Great: His Life and World*. New York: Random House, 1980.
- Max Planck Institute. *Encyclopedia of Public International Law*. Amsterdam: Elsevier Science Publishers, 1984.
- Mitchell, Pratima. *Gandhi: The Father of Modern India*. New York: Oxford University Press, 1997.
- Myers, Philip Van Ness. *Mediaeval and Modern History*. Boston: Ginn and Company, 1905.
- Okey, Thomas. *The Story of Paris*. London: J. M. Dent and Company, 1911.
- Osborne, Milton. *Southeast Asia: An Introductory History, 11th Edition*. Sydney, Australia: Allen & Unwin, 2013
- Paszkiwicz, Piotr and Hanna Faryna-Paszkiwicz. *DK Eyewitness Travel Guide: Canary Islands*. London: Dorling Kindersley Limited, 2013.
- Reynolds, Carol. *Discovering Music*. Bowie, Texas: Silver Age Music, 2009.
- Routledge, Katherine. *The Mystery of Easter Island*. Privately printed, 1919.
- Severance, John B., *Gandhi: Great Soul*. New York: Clarion Books, 1997.
- Teitelbaum, Michael. *Television*. Ann Arbor, MI: Cherry Lake Publishing, 2009.
- Thomson, David. *England in the Nineteenth Century*. Baltimore: Penguin, 1950.
- Tuchman, Barbara W. *A Distant Mirror: The Calamitous 14th Century*. New York: Alfred A. Knopf, 1978.
- Wood, Anthony. *Nineteenth Century Britain, 1815-1914*. New York: David McKay Company, 1960.
- Worsford, W. Basil. *A Visit to Java with an Account of the Founding of Singapore*. London: Richard Bentley and Sons, 1893.

Books

- Academic American Encyclopedia*. Danbury: Grolier, 1989.
- Barlett, John. *Bartlett's Familiar Quotations*. Fourteenth Edition. Boston: Little, Brown, and Company, 1855, 1968.
- Blumberg, Rhoda. *Commodore Perry in the Land of the Shogun*. New York: Lothrop, Lee & Shepard, 1985.
- Board on Science and Technology for International Development, National Research Council. *Lost Crops of Africa: Volume 1: Grains*. National Academy Press, Washington, D.C., 1996. Borrero, Mauricio. *Russia: A Reference Guide from the Renaissance to the Present*. New York: Facts On File, Inc., 2004.
- Carlyle, Thomas. *History of the Frederick the Second called Frederick the Great, Vol. 1*. New York: Lovell, Coryell & Company.
- Copernicus, Nicholas. *On the Revolutions*, 1543. Translated by Edward Rosen.
- Cumo, Christopher. *Foods that Changed History: How Foods Shaped Civilization from the Ancient World to the Present*. ABC-CLIO, LLC. Santa Barbara, California, 2015.
- Davis, John. *Venice*. New York: Newsweek Book Division, 1973.
- Deagan, Kathleen A. and José María Cruxent. *Archaeology at La Isabela: America's First European Town*. New Haven: Yale University Press
- Dowley, Tim, Organizing Editor. *Eerdmans' Handbook to the History of Christianity*. Grand Rapids: Eerdmans, 1977.

Websites

- Art and Life in Africa. <https://africa.uima.uiowa.edu/>
- Asia for Educators. <http://afe.easia.columbia.edu/>
- Austria National Tourist Office.
<http://www.austria.info/au>
- Avalon Project. Yale Law School. Lillian Goldman Law Library. <http://avalon.law.yale.edu/>
- BBC - Religions.
<http://www.bbc.co.uk/religion/religions/>
- BBC - History.
<http://www.bbc.co.uk/history>
- Biggest Global Sports.
<http://www.biggestglobalsports.com>
- British Monarchy. <http://www.royal.gov.uk/>
- British Museum. <http://www.britishmuseum.org>
- Catholic Encyclopedia.
<http://www.newadvent.org/cathen/>
- Christianity Today. <http://www.christianitytoday.com>
- Encyclopædia Britannica. <http://www.britannica.com>
- FIFA. <http://www.fifa.com>
- Food and Agriculture Organization of the United Nations. <http://www.fao.org>
- Foundation for The Protection of Lublin Jewish Cemeteries. <http://www.kirkuty-lublin.pl/>
- Heilbrunn Timeline of Art History.
<http://www.metmuseum.org/toah/>
- International Olympic Committee.
<http://www.olympic.org>
- Jewish Community of Warsaw – Lublin Branch.
http://lublin.jewish.org.pl/index_en.html
- Jewish Virtual Library.
<http://www.jewishvirtuallibrary.org>
- John F. Kennedy Presidential Library and Museum.
<http://www.jfklibrary.org/>
- Land Salzburg. <http://www.salzburg.gv.at/en/en-index>
- Latin American History.
<http://latinamericanhistory.oxfordre.com/>
- Music History 102: a Guide to Western Composers and their music by Robert Sherrane. <http://www.ipl.org/div/mushist/bar/bach.html>
- National Geographic.
<http://www.nationalgeographic.com/>
- National Museums of Kenya.
<http://www.museums.or.ke/>
- National Portal of India. <http://india.gov.in/>
- NOVA. <http://www.pbs.org/wgbh/nova/>
- The Palace Museum. <http://www.dpm.org.cn>
- Potosi Documents. <http://www.lasalle.edu/~mcinneshin/356/wk06/potosi.htm>
- Robert C. Williams Museum of Papermaking.
<http://www.ipst.gatech.edu/amp/index.html>
- Royal Museums Greenwich. <http://www.rmg.co.uk>
- Russiapedia. <http://russiapedia.rt.com/>
- Salt Institute. <http://www.saltinstitute.org>
- Smithsonian National Museum of African Art.
<http://africa.si.edu/>
- Smithsonian National Postal Museum. <http://arago.si.edu/>
- The Story of Africa. <http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index.shtml>
- Travel China Guide. <http://www.travelchinaguide.com>
- UNESCO. <http://en.unesco.org/>
- World Book Online. <http://worldbookonline.com>

Index

- A**boriginal Australians, 973-979
Abraham, 75-82, 86, 118-119, 137, 141, 145, 188, 271-273, 286, 292, 297, 420
Afghanistan, 233, 376-377, 724, 1020, 1022, 1034
Aksum, 363-370, 998
Albania, 155, 927, 941, 1002-1003
Alexander the Great, 229-234, 237-238, 377, 701
Alexandria (Egypt), 232-233, 237-242, 267, 316, 324, 326, 359, 376-377, 578, 621, 633, 652
Algeria, 154, 381, 512, 666
Andersen, Hans Christian, 849-854
Andorra, 1030, 1035
Angola, 1007, 1028
Antarctica, 32, 35-36, 452, 544, 814-815, 898, 900-903
Antigua & Barbuda, 686, 701, 1015
Arabian Peninsula, 119, 147, 198-199, 263-265, 365, 367-368, 419-423, 502, 544, 548-549, 666, 699, 1019-1022, *see also* Saudi Arabia
Arabian Sea, 89, 198-199, 264, 546, 949-950
Arabs, 263-264, 266, 310, 366, 419-423, 478, 590, 700, 755, 831, 843, 1021-1023
Argentina, 698-699, 838-839, 880, 1002, 1005, 1028-1029
Aristotle, 224-228, 232, 633-634, 902
Armenia/Armenian, 45, 47, 143, 361, 499, 508, 1006
Arms and armor, 257, 287-289, 468, 520, 646, 684, 797, 808-809, 823-824, 836-837, 867-868, 873, 892, 913-914, 926-927, 929, 931-932, 945, 952-953
Assyria, 169-178, 180, 183-184, 187, 190-191, 194, 249, 652, 701, 842, 1022
Augustine (of Hippo), 380-385, 401-402, 516, 573
Augustus Caesar, 258-259, 272, 274, 324-325, 334, 346
Australia, 16, 36, 544, 815, 861, 864, 877, 884-886, 907, 935, 961, 973-979, 987, 996-997, 1015, 1026-1027
Austria (including Austria-Hungary), 289, 382-383, 406, 477, 526-529, 666-667, 699, 707-708, 718, 784, 786-787, 823-826, 867, 912-913, 916, 925-926, 932, 939, 981, 1030
Azerbaijan, 1006
Babylon/Babylonians, 172-175, 178, 180-181, 183-192, 194, 233, 240, 275, 293
Bach, Johann Sebastian, 763-768, 788, 990
Bahamas, 623, 685-686, 1006, 1015
Bahrain, 199, 201, 1024
Bangladesh, 547, 724, 955, 1005-1006, 1015, 1033, 1039
Barbados, 686, 1015, 1035
Belarus, 17, 460, 594, 852, 928, 959
Belgium, 380, 385, 440, 474, 532-533, 647, 717-718, 735, 796-797, 824, 881, 889, 909, 912-913, 928-929, 935, 963
Belize, 427, 1015, 1035, 1039
Benin, 1005
Bermuda, 685-686
Bhutan, 724, 737
Bolivia, 660-664, 838, 935, 1002, 1036-1037
Bosnia and Herzegovina, 155, 912-913
Botswana, 1002, 1015
Brazil, 38, 625, 631, 682, 698, 700, 702, 835-838, 844-845, 847, 918-922, 935, 987, 1028-1029, 1036-1037, 1040
Britain/British, 38, 90, 103, 106, 334-338, 357, 392-393, 398, 429-431, 435, 446, 450, 462, 464, 466-467, 523, 641, 649, 676, 681-689, 701, 712, 735, 743, 748, 759, 773, 784, 786-787, 790-797, 805-809, 817, 823-824, 826, 830-833, 836, 840, 844-847, 857-870, 872-873, 886, 892, 894, 902, 906, 912-916, 927-932, 935-936, 941-942, 945, 949, 951-955, 959, 962, 965-970, 975-978, 981-982, 996, 1011-1018, 1020-1021, 1026, 1028, 1042, *see also* United Kingdom
Brunei Darussalam, 670-672, 676, 1014-1015
Buddhism, 377, 417-418, 503-505, 603, 674-676, 713, 741, 949, 954, 995
Bulgaria (including Bulgars), 232, 460, 519, 564, 941, 988, 1003
Burkina Faso, 556
Burma, *see* Myanmar
Burundi, 1005
Byzantine Empire, 390, 401, 405-411, 441, 444, 453-455, 459, 473-474, 478, 481-482, 562-566, 584-585, 706
Cabo Verde, 1005, 1029
Cambodia, 595, 670-675, 947, 999
Cameroon, 1002-1003, 1015
Canada, 10, 22-23, 38, 394, 451, 539, 631, 636, 682-683, 688-689, 698, 732, 808, 861, 864, 887-888, 899, 905-906, 935-936, 961, 963, 987, 1001, 1015-1016, 1026-1027, 1031-1032, 1036-1037, 1040
Canary Islands, 622-623, 696
Cape of Good Hope, 629-630, 720, 813-818
Caribbean Sea, 394, 446, 619-626, 682-689, 696-699, 701-702, 707, 719, 778, 835, 844, 1015

Carthage, 135, 159-162, 256, 259, 381, 406
 Cell phones/smartphones, 1040, 1043
 Central African Republic, 908
 Ceylon, *see* Sri Lanka
 Chad, 1006
 Charlemagne, 439-445, 528, 717
 Chartres Cathedral, 487-493, 999
 Chile, 597, 625, 699, 749, 769, 838-839, 935, 997, 1002, 1029, 1036
 China, 38-39, 111-116, 205-211, 243-248, 263-264, 373-379, 387, 407, 416-417, 494-508, 543-555, 589-590, 603-608, 621, 627, 662, 671, 674-676, 682, 697, 699-701, 714, 724, 741, 755, 829-832, 842, 861, 871, 880, 891-897, 912, 915, 927, 932, 934-935, 939, 944-945, 947, 949, 981, 987, 990-991, 993, 999-1001, 1007, 1027-1028, 1030, 1036-1037, 1040, 1042-1043
 Christ the Redeemer (statue), 918-922
 Coins, 203, 251, 260, 297, 354, 402, 406, 423, 583, 604, 664, 727, 745, 748, 865
 Cold War, 935, 938-948, 983
 Colombia, 20-21, 38, 597, 619, 625, 838-839, 935, 961
 Columbus, Christopher, 609, 619-627, 658, 695-701, 835, 881
 Communism, 895-897, 915, 928, 932, 935, 938-948, 988-994
 Comoros, 850
 Confucius, 205-211, 245, 416-417, 891
 Congo, Democratic Republic of the, 561, 697
 Constantine, 339, 357-362, 398, 400, 409-410, 487
 Constantinople, 350, 359-361, 369, 376-377, 390-391, 398, 400-402, 405-409, 430, 444, 455, 458-459, 473-475, 478, 562-566, 570, 578, 866
 Copernicus, Nicolaus, 633-637
 Corsica, 150-151, 154, 821-822
 Costa Rica, 702, 935, 1037
 Côte d'Ivoire (Ivory Coast), 1037
 Crete, 98-102, 131-132, 150-151, 155-156, 212-214, 217, 316, 336, 578
 Crimean War, 866-870
 Croatia, 39, 152, 155, 351-356, 459-460, 477, 1003
 Crusades, 469, 471-481, 485, 488, 578, 653
 Cuba, 561, 619-620, 624-625, 701, 753, 844, 847, 907, 935, 946, 993, 1036
 Cyprus, 150-151, 155, 238, 313, 469, 477, 578, 613, 698, 1015
 Cyril, 458-461, 585
 Czech Republic (and Czechoslovakia), 382, 458-461, 486, 524, 540, 706, 932-933, 935, 939, 941, 960, 988-989

David, 16, 141, 143-146, 149, 179-180, 272, 274, 291-292, 295-297, 319, 613, 928
 Dead Sea, 278-281, 330, 936
 Denmark/Danes, 429, 450, 464-466, 534, 704-707, 823, 849-854, 928-929
 Djibouti, 1003, 1028
 Dominica, 624, 686, 1007, 1015

Dominican Republic, 620, 625, 681, 695, 702, 935
 Dutch, *see* Netherlands/Dutch

East Germany (German Democratic Republic), 763, 941-943, 988-994
 East Timor (*see* Timor-Leste)
 Easter Island, 749, 769-774, 999
 Ecuador, 36-37, 697, 702, 838-839, 935, 1003
 Egypt, 6, 50, 56-61, 64-65, 70-71, 76-79, 86, 100, 117-122, 125-129, 138, 144, 146, 150-151, 154, 156, 173-174, 180-181, 190-191, 193, 215, 226, 232-233, 237-242, 250, 258-259, 264, 267, 271, 276, 288, 293, 298, 310, 325-326, 359, 363, 367-369, 422, 430, 476-478, 480, 485, 513, 578, 621, 652, 699, 802, 821, 842, 861-862, 935, 998, 1022, 1024, 1036-1037
 Eiffel Tower, 877-882, 996, 998
 El Salvador, 427, 935, 1005
 Elizabeth I (England), 647-650, 683-684, 688, 691, 744
 Elizabeth II (United Kingdom), 684, 692, 963, 978, 1011-1018
 England/English, 1, 8, 29, 38-39, 47, 103, 105-110, 145-146, 310, 312, 315, 320, 329, 334-339, 357-358, 361, 398, 430-436, 442, 462-468, 472, 477, 480, 506, 517-518, 520-523, 532-533, 538-539, 593, 631, 643, 645-651, 653, 681-694, 696-702, 713, 721, 734-735, 743-748, 773, 778, 790-798, 802-803, 806-808, 814, 819, 823, 830, 835, 844-848, 851, 857, 862, 868-870, 894, 905-906, 909, 928-929, 951-952, 954, 963, 966-970, 995, 998, 1017, 1026-1029, 1040, *see also* United Kingdom of Great Britain and Northern Ireland
 English Channel, 357, 393, 521, 799
 Equatorial Guinea, 824
 Eritrea, 1005
 Estonia, 487, 509, 532, 708, 941
 Ethiopia, 39, 53, 55, 196, 312, 316, 363-370, 430, 514, 557, 699, 702, 927, 935, 998
 Exodus, 120-124, 129, 140, 145

Fiji, 1007, 1015
 Finland, 13, 34, 584, 705, 708, 778, 899
 Fishing, 17, 27, 97, 152, 200, 282-283, 317-318, 669, 719, 910, 1035
 Flood, 43-49, 141
 Forbidden City, 551-555, 607
 France/French, 20-21, 122, 151-152, 154, 258, 307, 357, 391, 422, 440-442, 450, 463, 466-467, 471, 473-478, 481, 483, 485, 487-493, 498, 506, 518, 520-523, 530, 536, 557, 569, 571, 590, 593, 612, 631-632, 641-642, 649, 653, 666, 676, 681-683, 688, 696, 698-700, 702, 704-705, 707, 709, 721, 730-736, 745, 751, 755, 758, 773, 786-787, 790, 796-797, 799-812, 817, 821-826, 830, 835-837, 844, 847, 867-869, 874, 877-882, 892, 894, 906-909, 912-917, 920-921, 926, 928, 932, 935, 941, 943, 946, 951, 953, 958, 961, 963, 967, 981, 998-999, 1007, 1021, 1027-1030, 1040
 Francis Drake, 649, 683, 696, 814, 983

Francis of Assisi, 480-486
 Frederick the Great (Prussia), 783-789, 806

Gabon, 1005

Gambia, The, 559

Garden of Eden, 18-25, 27, 349, 980, 1034

Georgia (country), 499, 1003, 1019, 1043

Germany, 84, 133, 184, 187, 222, 273, 401, 406, 429, 441, 444-445, 471, 474, 477-478, 528, 530-537, 573, 590-595, 631, 638-642, 647, 653-654, 679, 696, 698-699, 704-709, 717, 719, 734, 763-768, 776-778, 783-789, 796-797, 803, 823, 826, 850, 857-859, 885, 892, 904-905, 907-908, 911-917, 923-944, 958, 961-963, 981-982, 987-993, 995, 1011, 1016, 1028-1029, 1031, 1037, *see also* Prussia

Ghana, 38, 629, 1002, 1015

Gibraltar, 150-151

Gobi Desert, 245, 494-501, 503, 508

Gold rushes, 874, 883-888

Great Britain, *see* Britain/British

Great Wall of China, 243-248, 376, 387, 499, 891

Great War, *see* World War I

Greece/Greeks, 39, 60, 98-99, 102, 130-134, 150, 153, 155, 157-158, 163-166, 198, 212-234, 238-241, 249-250, 256, 258-259, 263-264, 314-315, 323-326, 334, 336-337, 351, 363, 367, 376-377, 387, 390-391, 409, 422, 430, 450, 456, 459-460, 462, 564, 568, 570-571, 634, 666, 746, 803, 842, 902, 930, 935, 969, 998, 1013, 1028

Greenland, 3, 35, 446, 451, 670, 778, 898-899

Grenada, 685, 702, 1015, 1034

Guatemala, 12, 424-425, 427, 625, 935, 1038

Guinea, 559, 1002

Guinea-Bissau, 385, 559

Gulf of Mexico, 4, 424-425, 619-620, 732

Gutenberg, Johann, 575, 590-595, 803, 905

Guyana, 625, 778, 1015

Haiti, 620, 835-836, 838, 844, 847, 953

Hanseatic League, 530-535, 543, 706, 731

Henry the Navigator, 556-561, 621, 665

Henry VIII, 646-650, 691, 1027

Himalayan Mountains, 88-89, 111737-742, 949-950

Hinduism, 674-675, 723-725, 728, 949, 952, 954-955

Hittites, 79, 81, 83-87, 126-127, 183, 187, 336

Holland, *see* Netherlands/Dutch

Holocaust, 928, 932-933, 1021

Holy Roman Empire, 443-444, 478, 481-482, 590, 639, 706, 708-709, 735, 784-787, 926

Honduras, 427, 935, 1028, 1034, 1040

Hong Kong, 861, 864, 873, 892, 894, 896, 1000, 1042

Hungary, 346-350, 390, 499, 519, 595, 641, 666-667, 850-851, 912, 916, 941, 958, 988, 996

Huns, 386-391, 398, 577

Iceland, 14, 26, 39-40, 446-452, 899

Inca, 596-602, 660, 663-664, 696, 699

India/Indians, 13, 20-21, 64, 88-89, 196, 198-199, 233, 263-264, 314, 368, 377, 422, 546-548, 621, 629-630, 662, 674-676, 682, 697, 700-701, 707, 713, 723-729, 737, 755-756, 829-832, 842, 861, 863, 865, 867, 869, 880, 935, 949-956, 987, 996, 999, 1001, 1015, 1020, 1026, 1036-1037, 1039-1040, 1042-1043

Indian Ocean, 363, 375, 544-546, 549, 578, 751, 755

Indigenous Americans, 93-97, 424-428, 596-602, 623-626, 658-664, 682, 696-697, 699, 702, 732, 778, 842, 885, 900, 919-920, 976

Indochina, *see* Southeast Asia

Indonesia, 669, 672, 676, 698

Industrial Revolution, 790-798, 871

Iran, 49, 167, 190-198, 200-202, *see also* Persia

Iraq, 68, 184-185

Ireland, 371, 392-397, 689, 698, 790, 792, 862

Isaac, 78-82, 86-87, 118-119, 141, 292, 297, 420

Islam/Muslims, 419-423, 440-441, 454-455, 473-482, 485, 499, 505-506, 511-515, 548, 556-558, 562-566, 570, 583, 607, 621, 630, 652, 665-667, 676, 682, 697, 723-728, 802, 843, 949, 952, 954-955, 1019-1025

Israel, 14, 76-79, 81, 137-149, 153-154, 249-253, 272, 275-286, 289, 291-322, 329-333, 422, 475, 477, 479, 568, 698, 933, 936-937, *see also* Jerusalem

Italy, 20-21, 141, 143, 147, 152, 154, 235, 254-256, 331, 341, 358-359, 381, 444, 478, 507, 517, 541, 569-572, 577-582, 611-618, 621, 631, 653, 927, 962

Ivan the Great, 583-588

Jacob, 80-82, 86-87, 117-123, 129, 137, 141, 181, 262, 272, 297, 698, 701

Jamaica, 14, 620, 624-625, 686, 702, 844, 1015, 1031

Japan/Japanese, 13, 207, 209, 345, 412-418, 621, 676, 682, 700, 710-714, 720, 871-876, 892, 894, 897, 900, 912-913, 917, 927, 930-932, 934-935, 937, 944, 958, 962-963, 987, 996, 1026, 1028-1029, 1040-1041

Jerusalem, 15, 47, 144-146, 148, 156, 173, 176-181, 185, 188-189, 196-197, 250-253, 262, 264, 273-276, 279, 283, 285, 291-306, 309-316, 321-322, 329-330, 356, 360, 365, 390, 420-423, 444, 471, 473-478, 488, 506, 568, 656, 666, 1020, 1024-1025

Jesus, 11-16, 22, 24, 27, 44, 49, 67, 82, 124, 149, 182, 211, 223, 228, 252, 271-277, 281-286, 289-290, 293-306, 309-310, 313, 317-322, 338, 349, 410, 420, 471, 478, 488, 515, 535, 613-614, 678, 709, 853-854, 918-922, 994, 1017, 1044

Jewelry, 22, 160, 367, 407, 416, 503, 532, 725, 727, 791, 883

Jews, 178, 188, 196, 240-242, 249-253, 271-277, 282, 285-286, 289, 291-322, 325-333, 341, 348, 353, 420, 422-423, 474, 505, 522, 640, 652-657, 714, 788, 925, 928, 932-933, 937, 954, 959, 969, 1019-1022, 1024

Jordan (country), 6, 28, 257, 263-268, 479, 1022, 1024

Jordan River, 56, 77, 138, 249, 277-283, 311, 360

Julius Caesar, 242, 257-258, 325, 334, 491, 611, 693, 800

Justinian I, 403, 405-411, 481

- K**azakhstan, 386, 388, 1003
 Kenya, 548, 1013, 1015, 1043
 Kiribati, 1015, 1035
 Korea, 207, 245, 412-413, 604, 892, *see also* North Korea and South Korea
 Kosovo/Kosovar, 1001-1002, 1006
 Kurds, 1002, 1021
 Kuwait, 199, 999, 1040
 Kyrgyzstan, 20-21, 376, 386
- L**aos, 670-673, 700, 947, 993
 Latvia, 532-533, 708, 941, 1008
 Lebanon, 126, 146, 152, 154, 156-158, 259, 935, 1021, 1023
 Lesotho, 1008, 1015
 Lewis, C. S., 965-970, 981
 Liberia, 935, 1029
 Libya, 127, 154, 240, 310
 Liechtenstein, 1032, 1034-1035
 Lindisfarne, 429-436
 Lithuania, 122, 584, 655-657, 708, 932, 941, 1006-1007
 Louis XIV (France), 730-736, 803, 700
 Luther, Martin, 638-642, 646, 706
 Lutheran Church, 638-642, 645, 647, 649, 706, 708, 763-768, 776-780, 849, 990
 Luxembourg, 717, 928-929, 935, 996
- M**accabeans, 249-253, 293, 331
 Macedonia, 203, 227, 229-234, 238, 316, 343, 405, 411, 459-461
 Machu Picchu, 8, 596-602,
 Madagascar, 7, 38, 756, 1005
 Malawi, 987, 1015, 1030, 1038
 Malaysia/Malays, 546-549, 669-674, 677, 829, 831-832, 880, 997-998, 1015, 1020, 1043
 Maldives, 545, 548-549, 1015
 Mali, 511-515, 1002, 1005
 Malta, 5, 316, 650, 666, 864, 1015
 Mansa Musa, 511-515, 525
 Marco Polo, 494, 502-508, 578, 621-622
 Masada, 279, 281, 329-333
 Mauritania, 512, 559
 Mauritius, 751-756, 1015
 Maya, 424-428, 625, 699, 702
 Mediterranean Sea, 50-51, 64-65, 83, 98-100, 130, 150-162, 173, 191, 215, 237-238, 259, 475-476, 481, 562, 666
 Methodius, 458-461, 585
 Mexico, 16, 20-21, 38, 424-428, 658-659, 661, 677, 698-699, 872, 880, 885, 915, 935, 1026, 1029, 1037, 1040-1041
 Micronesia, Federated States of, 7
 Ming Dynasty, 244, 545-555, 603-608, 895
 Minoans, 98-102, 132
 Mogul Empire, *see* Mughal Empire
 Moldova, 1005
- Monaco, 154
 Mongolia/Mongols, 48, 244, 386-388, 494-501, 504-507, 511, 543, 545, 562-563, 583, 603-604, 674, 724, 741, 981-982
 Montenegro, 152, 155, 578
 Moravians, 775-780
 Morocco, 18, 154, 480, 506, 519, 558-559, 997, 1036
 Mozambique, 548-549, 630, 996, 1002, 1005, 1015, 1040
 Mughal Empire, 723-729, 951
 Muhammad, 419-423, 511, 564, 1022-1023
 Music (including instruments and singing), 16, 29, 72, 75, 97, 114, 121, 146, 177, 189, 208, 292, 430, 443, 462, 502, 505, 511, 629, 645, 666, 725-726, 732, 763-768, 786, 788-789, 849, 860, 906, 926, 957, 961-962, 975, 1004, 1006-1007, 1009, 1040
 Muslims, *see* Islam/Muslims
 Myanmar, 669, 670-673, 724, 737
- N**amibia, 1002, 1015
 Napoleon Bonaparte, 811, 821-826, 835-836, 838-839, 939
 Native Americans, *see* Indigenous Americans
 Nauru, 1015, 1034
 Nepal, 27, 377, 724, 737
 Netherlands/Dutch, 119, 534, 539, 570, 589, 642, 649-650, 676, 681-682, 688, 696, 698-700, 702, 709, 712, 714-715, 717-722, 734-735, 747, 755, 759, 773, 776, 817, 824, 826, 830-831, 834, 844, 857, 862, 871-872, 919, 925, 928-929, 932, 935, 937, 953, 960, 963, 975, 1001, 1027, 1042
 New Guinea (island), 670-671, 974, *see also* Papua New Guinea
 New Zealand, 41, 722, 815, 886, 935, 1002, 1012, 1015
 Nicaragua, 625, 698, 935
 Nicholls, Douglas, 976-979
 Niger, 1002, 1005, 1008, 1029
 Nigeria, 696, 1002, 1015, 1037
 Nile River, 50-56, 58, 73, 118-119, 127, 150-151, 237, 370, 478
 Noah, 43-49, 67, 141, 348, 420, 508, 1033
 Normans, 466-468, 478, 482
 North Korea (Democratic People's Republic of Korea), 245, 649, 907, 945-946, 993, *see also* Korea
 North Pole, 34-35, 898-903
 Northern Ireland, 393-394, 462, 860, 965-968
 Norway, 446, 450-451, 467, 490, 704-707, 823, 899, 903, 928-929, 935, 1002, 1030
- O**lympic Games, 163-166, 325, 894, 958, 963, 1028, 1030-1032
 Oman, 199, 201-202
 Orthodox Church, 138, 430, 439, 455-457, 458-461, 471-473, 478, 564-566, 585-586, 761, 866-867
 Ottoman Empire, 562-566, 570, 665-668, 758-759, 866-869, 912-913, 916, 1020

- P**akistan, 22, 88-91, 377, 422, 701, 724, 728, 832, 955, 1015, 1022, 1026
 Palau, 1008, 1034
 Palenque, 424-428
 Palestinians, 1021-1022
 Panama, 619, 625, 658, 838, 935
 Papua New Guinea, 1002, 1015
 Paraguay, 625, 838, 935
 Patrick, 392-397
 Persia/Persians, 187-188, 190-198, 219, 229-233, 238, 264, 323, 376-377, 406-407, 409, 487, 499, 502, 507, 512, 699, 723, 725, 759, 842, 1022, *see also* Iran
 Persian Gulf, 68, 198-202, 252, 263-264, 363, 419, 548-549, 666, 682
 Peru, 8, 38, 93-97, 596-602, 625, 660, 696, 838-839, 935, 1002, 1040
 Peter (Apostle), 283-284, 300-301, 304-305, 309-322, 349, 423, 429, 524, 571, 608, 709, 714, 722, 762, 775, 780, 834, 1018
 Peter the Great (Russia), 759-762
 Petra (Jordan), 261-268
 Philippines, The, 345, 631, 670-672, 676-677, 931, 935, 1003, 1036
 Plato, 224-228, 361, 382-383, 569
 Poland, 499, 517, 531-532, 584, 634-637, 652-657, 707-708, 757-758, 786-787, 795, 916, 926, 928-929, 932, 935, 941, 960, 988-989, 991, 1006
 Polycarp, 341-345
 Porcelain, 504-505, 546, 548, 603-608, 831, 875
 Portugal/Portuguese, 130, 476, 518, 557-561, 621-623, 627-631, 653-654, 660, 665, 676-677, 681-682, 697-698, 700, 712, 755, 764, 813-814, 817, 823, 826, 829-830, 836-837, 844, 871, 877, 912, 918-920, 996, 1027
 Protestant Reformation, 539-540, 638-642, 646-651, 718, 730, 775-776, 784, 990
 Prussia, 783-789, 806, 808, 823-824, 859, 911-912, 939
 Pyramids (Americas), 94, 424-427, 659
 Pyramids (Egypt), 56-61, 245, 347, 998
- Q**atar, 199, 201, 1029
- R**amses II, 125-129
 Reformation, *see* Protestant Reformation
 Renaissance (European), 526, 566, 568-574, 579, 586, 611-618, 627, 633, 641, 803
 Roman Catholic Church, 345, 429-436, 439, 442-444, 450, 455, 460, 464, 471-493, 520, 528, 536-540, 556, 564, 568-574, 611-618, 624, 634-642, 646-651, 654, 677, 681, 685, 705-708, 713, 720, 730-731, 734, 747-748, 776, 788, 800-801, 822, 863, 867, 920-922, 967, 990, 1031
 Roman Empire, 254-260, 272, 274, 286-303, 314-316, 323-362, 398-402, 429, 462, 487, 491, 528, 530, 533, 743-744, 800
 Romania, 46, 519, 941, 981, 988, 1004
 Russia/U.S.S.R., 5, 23, 314, 319, 361, 386-388, 412, 453-456, 459-461, 499-500, 532, 583-588, 594, 657, 683, 705-707, 721, 757-762, 786-787, 823, 843, 866-870, 872, 874, 892, 894-895, 899, 902, 912-915, 926, 928, 930-932, 934-935, 938, 940-947, 957-959, 981-993, 997, 1004, 1006-1007, 1019-1020, 1029, 1031, 1036
 Rwanda, 561, 1015
- S**ahara Desert, 18, 53, 494, 511-515, 556, 558
 Samoa, 1008, 1015
 San Marino, 907
 São Tomé & Príncipe, 1030
 Sardinia, 154, 156
 Saudi Arabia, 199, 420-421, 935, 999, 1023, 1037, *see also* Arabian Peninsula
 Scotland, 357, 392-393, 431, 446, 462-463, 642, 649-650, 684, 791, 959, 962, 1017
 Sea of Galilee, 278-286, 305-306, 317-319, 1021, 1044
 Senegal, 27, 559, 1002
 Serbia/Serbs, 460, 912-913, 1001, 1006
 Seychelles, 544, 1015, 1017
 Shakespeare, William, 690-694, 696, 1027
 Shang Dynasty, 111-116, 210, 895
 Siam, *see* Thailand
 Sicily, 150-151, 154, 156, 159, 230, 240, 256, 259, 482
 Sierra Leone, 1015
 Silk Road, 247, 373-379, 496, 500, 503, 621, 949, 1042
 Singapore, 670-671, 675, 827-833, 931, 1015, 1040
 Skyscrapers, 995-1000
 Slovakia, 461, 852
 Slovenia, 155, 577
 Socrates, 224-228
 Solomon, King, 141, 146-149, 156, 170, 262-264, 284, 292, 365, 369, 420, 665, 897
 Solomon Islands, 1005, 1015
 Somalia, 548, 1029, 1037
 South Africa, 48, 629, 702, 719-720, 778, 813-818, 862, 864, 887, 935, 952-953, 955, 987, 997, 1015, 1026, 1029
 South Korea (Republic of Korea), 945-946, 1026, 1029, 1031, 1040, *see also* Korea
 South Pole, 35, 898-903
 South Sudan, 53, 364
 Southeast Asia (Indochina),
 Soviet Union, *see* Russia/U.S.S.R.
 Space exploration, 245, 980-987
 Spain/Spanish, 6, 19-21, 130, 152, 154, 160, 256, 258-259, 400-401, 407, 422, 425, 441, 476, 485, 557, 609, 621-627, 631, 646, 648-651, 653-654, 658-664, 666, 677, 681, 683-684, 686-688, 696-698, 701-702, 704, 707, 709, 712, 718, 734-735, 773, 775, 823, 826, 835, 837-840, 844, 847, 877, 879, 883-884, 912, 919, 940, 947, 1007, 1027, 1029, 1036-1037
 Spice Road, 261-268, 419, 949, 1042
 Sri Lanka (Ceylon), 263, 367, 546, 719, 723, 995, 1015, 1041
 St. Kitts & Nevis, 686, 1012, 1015

St. Lucia, 685, 702, 1015, 1034
 St. Vincent & The Grenadines, 625, 1015
 Stained Glass, 47, 146, 271, 307, 310, 312, 315, 320-321, 343, 380, 385, 440, 442, 485, 492, 523, 539, 800, 802
 Stamps (postage), 187, 385, 431, 444, 461, 500, 507, 547, 550, 561, 570, 574, 588, 594-595, 603, 608, 613, 622, 625, 629-631, 638, 648-649, 657-658, 676, 691, 698, 702, 705, 708, 721-722, 730, 732, 745, 747, 753, 763, 778, 795, 798, 807, 809-810, 824, 831, 836, 848, 850-852, 864, 876, 886, 892, 900, 904, 906-909, 939, 944, 981-982, 987-988, 993, 1003, 1005-1006, 1008, 1011-1015, 1017-1018, 1020, 1028-1030
 Stonehenge, 103, 105-110, 998
 Sudan, 53, 364-365, 511, 1005, 1037
 Sumer/Sumerians, 49, 62, 64-65, 67-70, 75, 86, 90, 842
 Sun Yat-sen, 891-897
 Suriname, 688, 778, 844
 Swaziland, 1006, 1015
 Sweden, 450, 532, 698, 704-709, 758-759, 899, 932, 987, 1029-1030, 1040
 Switzerland/Swiss, 48, 267, 641, 730, 826, 881, 885, 963, 1028-1029, 1033, 1040
 Syria, 64, 85, 100, 126, 155-156, 173, 178, 232-233, 238, 250-252, 264, 313, 322, 376-377, 386, 421-422, 430, 473-475, 478, 487, 699, 802, 935, 1021-1022

T
 Taiwan, 206, 892, 896-897, 944-945, 998, 1001
 Tajikistan, 376, 724
 Tanzania, 8, 699, 1015
 Telephone, 905, 909, 958, 1042, *see also* Cell phones
 Television, 957-964, 984, 987
 Terra-cotta, 91, 171, 178, 208, 247-248, 260, 428, 809
 Thailand/Siam, 546, 633, 670-672, 674, 676, 697, 880, 1007, 1027
 Tibet, 31, 111, 671, 737-742, 944
 Tibetan Plateau, 88, 111-112, 494
 Timor-Leste, 670-671, 678
 Togo, 613, 1002
 Tonga, 1015, 1032
 Tower of Babel, 49-50, 63, 83, 184, 975, 995
 Trinidad & Tobago, 624, 1003, 1015
 Tunisia, 135, 154, 159-162, 666, 802, 1036
 Turkey, 12, 45, 62, 64, 76, 80, 83-87, 143, 150, 155, 173, 323-328, 342, 344, 357, 359, 362, 409-410, 506, 562-566, 607, 665-668, 719, 916, 935, 1002, 1019, 1027, 1036-1037, *see also* Ottoman Empire
 Turkmenistan, 1004
 Tuvalu, 1015, 1017

U
 U.S.S.R./Soviets, *see* Russia/U.S.S.R.
 Uganda, 52, 1003, 1006, 1015
 Ukraine, 386-387, 437, 453-457, 460, 583, 594, 767, 866, 928, 998, 1020, 1037
 United Arab Emirates, 199, 201, 574, 999-1000
 United Kingdom, 1, 8, 39, 462, 648-649, 691, 745, 747, 848, 870, 927, 934-935, 938, 943-944, 959, 962-963, 1001, 1011-1018, 1026, *see also* England, Northern Ireland, Scotland, and Wales
 United States, 11, 12, 15, 19, 20-21, 35, 38, 48, 185, 221-222, 245, 262, 405, 594-595, 619, 624-625, 660, 682, 684-685, 689, 696, 698-699, 701, 732, 734, 778-779, 795-798, 805-812, 822, 834-835, 838-840, 844-847, 852, 857, 861, 869, 871-877, 879, 884-888, 892-894, 896, 899-900, 902-903, 905-910, 912, 915-917, 929-932, 934-937, 938, 941-947, 955, 957-960, 962-964, 968-970, 982-987, 989, 993, 996-999, 1012, 1021, 1023, 1026-1031, 1036-1037, 1040-1042
 Uruguay, 838, 935, 1007, 1028-1029, 1036
 Uzbekistan, 376-377

V
 Vanuatu, 1015, 1035, 1038
 Vatican City, 257, 259, 612, 614, 642, 1001
 Venezuela, 619-620, 624, 837-839, 935, 962
 Victoria (United Kingdom), 855, 857-865, 909, 1011, 1013
 Vietnam, 207, 543, 546, 548, 622, 670-671, 673-674, 880-881, 946-948, 964, 993, 1036-1037, 1040

W
 Waldensians, 536-537
 Wales, 38, 108, 335, 392, 462-463, 518, 962, 965, 1034
 West Germany (Federal Republic of Germany), 941-943, 963, 992, 1029
 Western Sahara, 558-559
 Wilberforce, William, 819, 845-848
 World Cup, 1028-1029
 World War I, 911-917, 939, 953, 978, 1020-1021
 World War II, 345, 788, 905, 925-939, 944, 954, 960, 968, 978, 981-982, 1011-1012, 1021, 1028, 1043

Y
 Yemen, 263-264, 957, 1019
 Yiddish, 654

Z
 Zambia, 1008, 1015, 1035, 1038
 Zheng He, 543-550, 603, 627, 630, 674, 949
 Zimbabwe, 38, 1002

**Visit our website for more exciting homeschool curriculum
 that helps you teach the heart, soul, and mind.**

www.notgrass.com