

Features of the Book

The **chapter outline** lists the major topics that will be covered.

2 EMERGENCE OF EUROPE

400 – 1650

- 1 Rise of Feudalism (1)
- 2 Migration of Peoples and the Development of European States (1)
- 3 European Culture (1)
- 4 European Colonization (1)

ESSENTIAL QUESTIONS

- What were the characteristics of Feudalism in Europe in the Middle Ages?
- Why did empires collapse in Europe?
- Why did power shift between groups in the Middle Ages?
- What was culture like in the Middle Ages?
- What did colonies of the late Middle Ages bring to Europe?



RICHARD THE LIONHEART

Richard of England came at first glance to seem like the perfect example of a medieval warrior and king. His outstanding military ability earned him the admiration and respect of contemporaries as well as future generations. Looking deeper below the surface, though, we see that Richard's story shows a world that was not always noble.

Richard was born on September 8, 1157. He died on July 6, 1199. He had a brother, King John, who was the only son of his mother, Richard and one of his half-siblings, who died in 1173-74. Later, more conflict arose among the three brothers and culminated in the other two deaths between Richard and John. Richard was the victor, though. He had inherited his father's throne and some of his father's French territory when his father died in 1189.

Richard spent much of his time trying to hold on to his land in France, as he was only in England a few months out of the year because he was busy with his military adventures. He was a very successful military commander. He was only 21 years old when he led his army to the Holy Land and Jerusalem. He was the first European to capture the city since the Muslim conquest in 637.

Richard was important to France outside the area of Asia and the Holy Land, as he was well known for his participation in the battle of Hattin. Richard failed to take Jerusalem, but signed an agreement allowing temporary access for Christian pilgrims.

Richard was in constant conflict with the other leaders of the crusades. On the way home he was captured and held for ransom by the King of Sicily. England was called to help him. Richard's mother worked to secure his release, and, despite an offer of 100,000 marks from the king of France to keep his son in captivity, the king's ransom was refused.

Richard returned home to his wife Joan but he was never able to see her again. He died in 1199 of a wound from a battle wound.



Richard was a hero in a spirit of the new way to define Christianity and the Holy Land.

Opening stories engage interest with detailed, personal information about events.

Maps and charts help students visualize concepts and geographic locations.


Religion

The Tang dynasty was known for its religious tolerance. The people practiced Buddhism and ancestor worship widely, while Daoism and Confucianism remained the official religions. They mixed all these religions up like a vegetable soup and drank it without seeing any contradictions. Therefore, the Nestorian Christians used Buddhist language when telling the gospel. It seems the Christians were working to make the gospel part of the worldview, not a separate, one true religion. Islamic traders introduced Islam to China, but it did not find a foothold. The Chinese did not like Islam's civil and dietary laws. The Song dynasty rulers responded to invasions from its ethnic tribes by ending the tolerance of foreign religions like Buddhism and Christianity. They developed a new type of Confucianism to incorporate Buddhist ideas into Confucianism but without the worship of Buddha.

Growth

During this time before the Mongol invasion, there was a great increase in the population and the number and size of cities in China. Increased production of rice, wheat, and other crops in central and southern China sustained the population growth. The Chinese developed ways to irrigate their crops. They used iron farm implements to make farming more effective and to make more land available for farming. Chinese merchants also turned stone food into increased trade. As in many other cultures, a combination of population growth, increasing food supply, and growing industry resulted in growing cities. Several cities in China increased in population of over one million people. In addition to at least ten large cities, towns developed where people met for trade. These smaller cities became centers of commerce where a variety of products were exchanged.

Maritime Silk Road



The Tang and Song leaders expanded the Silk Road overland and developed another kind of Silk Road over the sea. Chinese ships traveled west to India and southeast to the islands of modern-day Indonesia. The Chinese traded silk, porcelain dishes, tea, brass, and iron in exchange for spices, flowers, plants, and other exotic treasures. During the Song dynasty, the Chinese used the compass to find their direction while at sea, thus extending their shipping routes. The Chinese had invented the compass much earlier, during the Han dynasty, but at that time they only used it in their religious practices to determine the will of their gods.

What two places did China trade with on the Maritime Silk Road?

Silk Road a trading network of roads across the land of Asia

porcelain a glass ceramic product made of clay hardened at high temperature

Terms in bold type draw attention to important facts, ideas, individuals, or definitions.

3.2 The Rise of the Mongol Empire

The Mongols were nomads who lived in tribes on the Mongolian plateau north of China. They traveled across the plains in search of grazing land for their large herds of horses. The Mongols lived in movable tent-like structures called gers. In the western Mongol lands, similar structures were called "yurts," a Turkic word. The difference between the two is that gers have interior poles holding up the center of the roof, but yurts do not. These tribes often fought among themselves over grazing lands. However, two factors led these tribes to combine and become a great empire. First, the climate cooled over a vast region. Because of the cooling, the nomads had to travel farther in search of good land for their herds. As they traveled farther from their homelands, they encountered different peoples whom they conquered. The second factor in the birth of the Mongol Empire was Genghis, a gifted Mongol boy during the twelfth century. He proved to be one of the world's greatest military commanders.

Outside and inside of a ger



GUIDING QUESTIONS

- How did the Mongol Empire rise and expand?
- Who was Genghis Khan?
- How did the Mongol conquests affect the people of Asia and Eastern Europe?
- What was Mongol religion like?
- What was Pax Mongolica?

What kind of structure did the Mongols live in?

Guiding Questions help prepare students to read the material carefully.

Reading Check questions help students remember what they have learned.

Photographs, illustrations, and artwork assist students in "seeing" the sites, people, and events discussed in the text.

Medieval London

Power
The growth of Parliament as a representative body was a key event during the reign of Edward I (1272–1307), as a group of nobles meeting by the request of the king. Parliament was composed of two groups. The leading nobles were represented by the common group (House of Lords), and the knights and leading citizens were represented by the lay gentry group (House of Commons). Over time, Parliament gained more power by voting on or withholding its approval of new laws. Through the power of the purse, Parliament could limit the king's power.

Environment
Farming was the main occupation in medieval England. Before the fourteenth century, farming was expanding, with additional lands cleared and more farmers so that more land could be planted. After that time, crop failures brought Catholic and earlier world crops, and disease reduced the number of farmers. What became an important English product, and sheep farmers switched to pasturing more sheep, reducing the amount of land available for crops.

Religion
Roman Catholicism was the dominant religion of medieval England. As in other parts of Europe, there were disputes over who had ultimate authority, the king or the church. However, it was the ability to punish dissenters who were lords if they were suspected of committing crimes, but Thomas Becket, archbishop of Canterbury and highest ranking English cleric, insisted that the king was answerable only to the church. Before the controversy was over, Becket had been murdered, and public opinion had turned heavily in support of the church's right to control its own clergy.

Justice
Henry I (1100–1135) strengthened English royal authority by expanding the use of royal courts. In response to courtiers, the king began to deal directly with judges who had to come to particular problems (usually of England). These courts strengthened the power of the king and expanded the loyalty of the people.
Before a trial judge asked a jury (group of local citizens) what they knew about the crime to solve the problem. This led to a record of common law and a set of people responsible for settling the crime. The custom grew into the development of the common law. In grand jury courts, if there is enough evidence to bring an accusation to trial.
The judge that Henry used did distinguish that applied to all of England. These laws were used for the same law throughout England. The common law was used for the same law, which helped unify England.

The House of Commons had sessions for many years in Westminster Abbey.

Law continued to be administered.

Citizenship
In our modern understanding of citizenship, all the citizens of a country should have certain rights and responsibilities. Under the feudal system that defined the European through to England, social hierarchy and responsibilities, but groups did not.

Biographies provide details about significant people.



Ghengis Khan

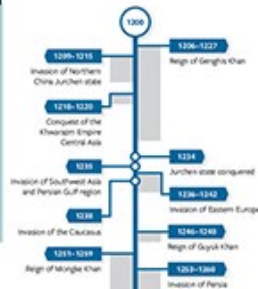
Mongol Unification

Genghis unified the Mongols by developing a government, common laws, and an organized military. Genghis organized the Mongol government by dividing the people into groups of tens, hundreds, thousands, and tens of thousands. He also chose trusted followers to lead these groups. Working through these leaders, he led the people in times of battle and peace. In this form of government, a person's loyalty to his leader was supreme. Genghis believed loyalty was one of the greatest character qualities a person could have. He wrote a law code called the *Great Yasa*, which dealt with every area of life. This law provided military rules, criminal punishments, tax regulations, court procedures, and travel standards. The punishment for many crimes was death. Less severe punishments included beatings and fines. Every Mongol, including the Khan (Genghis and his successors), was subject to the law. Genghis used this code to govern his people and prepare them for military conquest.

Mongol Conquests

The Mongols were trained to be warriors from an early age. Warfare was the Mongol way of life. Genghis used this lifestyle to organize his men into a strong, disciplined army. The success of the Mongol army demonstrated the military genius of Genghis Khan. He took full advantage of the Mongol's horsemanship skills in building a well-trained army. Trained to be the ultimate fighting cavalry, the Mongols quickly overran northern China and then turned west to conquer all of Central Asia.

Temujin, the son of a Mongolian tribal chieftain, was born around 1162. When he was a boy, his father was killed, and he had to flee for his life. After wandering for a few years, he returned to his tribe and avenged his father's murder. Temujin and his brother Jamuqa worked together to recruit Temujin's subjugated wife. But after that, the two brothers became rivals for Mongol rule. Jamuqa held to tradition by promoting fighters with noble blood. Temujin, on the other hand, promoted his warriors based on merit. He spent several years gaining power and influence and forming alliances with other tribes. In 1206, Temujin defeated his brother and became the supreme leader over all the Mongol tribes. The tribes gave Temujin the title of **Ghengis Khan**, sometimes spelled **Chinggis Khan**, meaning "Great Ruler" by the time Genghis died in 1227. He had established a Mongol empire that spanned Central Asia, from Beijing in northern China to Russia.



44 Chapter 3

Infographics combine graphics and text to aid student comprehension and memory.

SYMPTOMS OF THE BLACK DEATH

Cities in Europe were especially vulnerable to the spread of the plague. In several months, 40% of citizens and everyone disposed of trash made the cities unsanitary. Rats and flies thrived there. Houses were also often close together, and the people lived in crowded settings. These unsanitary conditions provided a breeding ground for disease and its spread.

Besides the obvious reduction of the population in Europe, there were several other consequences of the Black Death. The people quickly turned to the Roman Catholic Church for deliverance. Many made trips to Rome and made donations to the church in hopes of rescue from the plague. However, though some church officials willingly served the sick and dying, the Catholic Church proved to be unable to stop the plague. When people saw priests and nuns dying as quickly as others, they lost faith in the claims of the church. In addition, many concluded that the plague was sent by God to punish the people for their sins. The Catholic Church lost much of the authority that church leaders had built up over the years as people began to look other places for help with their problems.

The wealthy left the cities and lived in secluded estates to avoid contact with the plague. Others gave themselves over to nihilistic living since they believed that death was imminent. Crime also became a serious problem. As previously mentioned, many blamed Jews for the plague, and thousands of Jews died as the people slaughtered whole Jewish communities for their imagined crime.

By 1350 the Black Death had run its course, but it took many years for Europe to recover. The Roman Catholic Church had lost much of its credibility during the crisis. On the other hand, the movement toward the development of strong nation-states continued to gain momentum.

How did the Black Death possibly begin and spread?

WORLDVIEW DILEMMA

What is a biblical response to the suffering of others?

- Identify the sin in their life that caused the suffering.
- Seek to ease their suffering with love and wisdom.
- Recognize that suffering is a part of life and we can do nothing about it.

Day 1
Large painful boils called "buboes" appear at the armpits and groin.

Day 2
Fever and vomiting set in.

Day 3
Bubbling under skin creates dark spots all across the body.

Day 4
Plague attacks the nervous system, causing spasms and severe pain.

Day 5
30-50% of Europeans die, usually within 5 to 7 days of the onset of symptoms.

Timelines help students place events in historical context.

Worldview Dilemmas help students develop biblical answers to foundational ethical questions.

Trading in the Mongol Empire

The Mongols manufactured nothing beyond what they needed for daily living, such as silk, barter items, and crafts. Because they did not stop at one place for a full growing season, they rarely grew crops. The Mongols resorted to trading to obtain other goods. Even before Genghis Khan built his empire, the wealthier Mongols traded fur and hides for Chinese silk and cotton. As the empire grew, trade grew also. When the Mongols conquered all of China in 1279, their empire reached from the Caspian Sea to the Pacific Ocean.

TURNING POINTS

Pax Mongolica

The Mongols reopened trade along the ancient silk routes, which had been closed for centuries, after nearly a thousand years, the West finally had direct contact with the cultures of the Far East. Between 1100 and the 1300s, the crusaders were traveling from western Europe to fight the Muslims in the Middle East. During this period, Mongol traders brought exotic goods from the Far East into Middle Eastern markets. Western merchants and crusaders carried these goods back to western Europe.

The Mongol conquest of Eurasia (Europe and Asia) ensured unified rule over much of the known world. This created stability the world had not seen since the Roman Empire. This stability was called **Pax Mongolica**, or Mongol Peace. Before the Mongols established this peace, people could expect to be taxed heavily by various rulers and robbed once or twice during their journey on the Silk Road from Europe to China and back. But after the Mongols controlled the territory that the Silk Road network spanned, travelers exaggerated that "a woman with a golden vessel on her head might walk alone without fear or dread."

Not only was trade able to move freely, but scientists, doctors, craftsmen, and missionaries could move about without fear and share their knowledge. It was an early version of the information superhighway. To aid in the flow of information, Genghis Khan even invented a postal system called the *Yam*. The *Yam* was an early form of the Pony Express. It had a network of stations where riders carrying messages could rest and get food. A rider would travel 120–130 miles in one day.



When the Italian explorers Niccolò and Matteo Polo first traveled to China in the 1200s, Kublai Khan asked them to send additional Christian missionaries. When **Marco Polo** accompanied his father and uncle on a second trip, he reported Nestorian churches along the Old Silk Road and in major cities. Marco Polo was the most famous European to witness the Mongol empire and the Mongol rule of China. He is famous for his book, *The Travels of Marco Polo*, which facilitated the imaginations of the Europeans.

Pax Mongolica did not come for free. Estimates believe that some forty million people died during the Mongol conquests. Diseases like the bubonic plague were able to reappear on the trade ships, already spreading millions of people in Europe. But the Mongol peace changed the world because it created a European demand for products from the East.

1. List three things that could move freely because of the Mongols.
2. Compare and contrast the effects of Pax Mongolica on the known world to the effects of the internet on the world today.
3. Why do you think robbers did not dare to steal from people traveling on the Silk Road?

CRITICAL THINKING 3.2

1. How might Genghis Khan's experiences in early life have changed him?
2. Why would people sometimes surrender to the Mongols without fighting at all?
3. Why was there religious freedom in the Mongol Empire?

Turning Points feature boxes highlight things or events that changed the direction of society.

Critical Thinking questions require students to establish connections or draw conclusions based on content.

The **Chapter Review** asks students about terms, people, places, and concepts to help them think critically, improve understanding, and prepare for assessments.

Making Connections

1. Who was the first European to set foot in North America?
2. Who did the people of the East and West first establish a relationship?
3. Why were spices useful for trading?
4. Why was the caravel better suited for exploration?
5. How was the city of Tenochtitlan built in the middle of a lake?
6. How did the Aztecs build an empire?
7. Why did the Incas cover their buildings with sheets of gold?
8. Why were Portuguese sailors willing to endure the risks and difficulties to sail to India?
9. How did Montezuma II respond to Cortés when he arrived?
10. How did Pizarro defeat the Incas?

WHAT TO KNOW

PEOPLE

Leif Erikson
Prince Henry the Navigator
the Tainos
Bartholomew Dias
Vasco da Gama
Alonso de Albuquerque
Francis Xavier
Pope Alexander VI
King Ferdinand II
Queen Isabella
Christopher Columbus
the Taino
Fernand Magellan
John Cabot
Governor Velazquez
Hernando Cortés
Montezuma II
Melinzi
Francisco Pizarro
Atahualpa

PLACES

Valle de Mexico
Tenochtitlan
Cuzco
San Salvador
Cuba
Hispaniola

TERMS

Age of European Exploration
caravel
Columbian
trade winds
astrolabe
dead reckoning
scoury
Line of Demarcation
Treaty of Tordesillas
Reconquista
Requerimiento

Thinking Critically

1. Evaluate the different motives for exploration. What do you think was the most important motive and why?
2. Compare and contrast the Aztecs and Incas.
3. Evaluate the religious of the civilizations in the Americas in light of Roman 1.
4. In what ways are the views that the Native Americans were savage without civilization and the view that they had little to no environmental impact similar? How are such views dominating to the Native Americans and contrary to Scripture?

Alonso de Albuquerque trading with the Incas



1

PREPARING FOR WORLD STUDIES

3000 BC – AD 1000

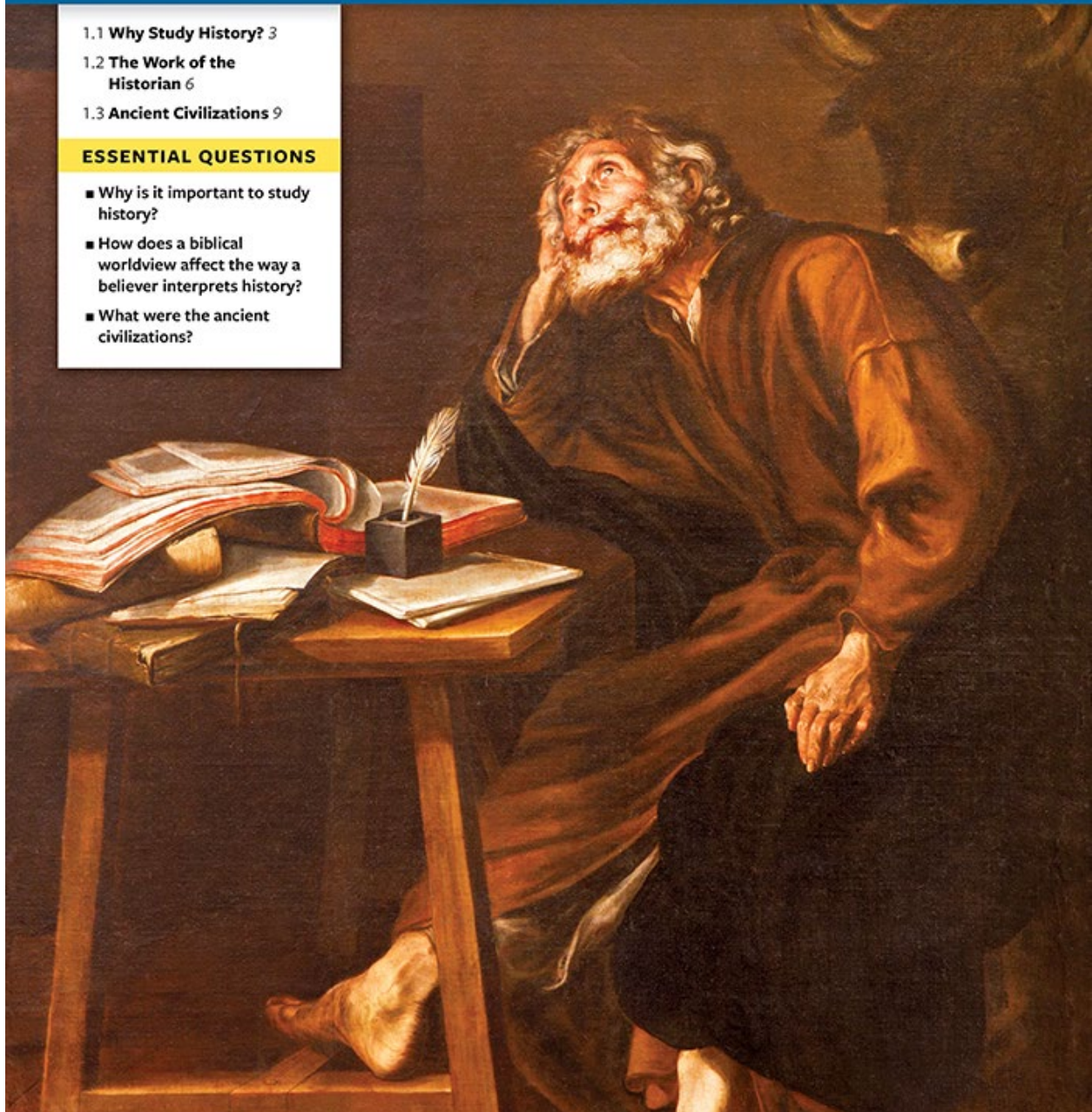
1.1 Why Study History? 3

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1.3 Ancient Civilizations 9

ESSENTIAL QUESTIONS

- Why is it important to study history?
- How does a biblical worldview affect the way a believer interprets history?
- What were the ancient civilizations?



AMNESIA

Imagine that you awaken in a hospital room and cannot remember how you got there. As you think further, not only do you not remember how you got there, but you do not even remember your name. You try to remember where you live, who your parents are—nothing! A nurse brings a tray of food, but eating is altogether unimportant; in fact, everything is secondary to the priority of remembering a single personal detail. If this were a movie, the villain would enter your room and try to deceive you about who you are in order to get you to do what he would like. But fortunately, your family and friends arrive, and you can see the honest love and concern in their eyes. After months of therapy, you finally regain your memory, but you never want to experience anything like that again.

Yet the ruler of this world (John 14:30) prefers that people live like this regarding their understanding of national and world history. If it is important to remember facts like your name, who your family is, and where you come from, it is also important to go further—to learn the history of your ancestors, your country, and your world.



1.1 Why Study History?

History is the inquiry into what happened in the past and why it happened. It is the study of the record of the past acts of God and man on earth from Creation to the present, based on the best surviving evidence. Since God alone sees the whole picture, down to the motivations that led people to act as they did, He alone knows perfectly what happened. History, as a subject matter that people research, is all about trying to understand what happened in the past through the study of writings, artifacts, and other records. Historians hope to get as clear a picture as possible of what happened and why it happened.



What is the definition of history?

Making Moral Judgments

One reason to study history is to improve our ability to make moral judgments. Study any civilization in the past, and you will discover something good and bad about it. A biblical worldview helps us understand why this is the case. Since every civilization is made up of people created in the image of God, we should expect to find them producing some good things in culture. At the same time, sin has damaged the image of God in human beings. Because of this, there are bad things in every culture. The way we distinguish between good and bad actions in world history is by reading the human story in light of God's standard for human behavior—the Bible. Christians can gain much wisdom by learning from both the mistakes and the successes of previous generations.

◀ An artist's rendering of Luke writing his Gospel



GUIDING QUESTIONS

- What is history?
- How does a knowledge of history help us make moral judgments?
- How does a knowledge of history develop a cultural identity?
- How do justice, power, citizenship, environment, and religion relate to the study of history?



Developing a Cultural Identity

Like the person with amnesia, those who have little historical knowledge will not know who they are nor the contributions their ancestors made to give them their cultural identity. They become susceptible to whatever the latest trends are, even though they may not be best. They will not understand the failures, mistakes, and triumphs that have made them who they are. God understood the danger of this kind of deception. This is one reason He commissioned Moses to be Israel's first historian. This is also the reason He exhorted His people to remember. Repeatedly in Deuteronomy, God tells the Israelites to remember what He did for them and what their forefathers did. "Remember, and forget not, how thou provokedst the LORD thy God to wrath in the wilderness: from the day that thou didst depart out of the land of Egypt, until ye came unto this place, ye have been rebellious against the Lord." There are many more commands to remember in the Bible. Why did God command this? Psalm 78:7 gives us the answer: "That they might set their hope in God, and not forget the works of God, but keep his commandments." When we forget what God has done, we forget who we are and lose our way. Recorded history is filled with stories of what happens when nations and cultures forget God. But it is also filled with stories of hope and recovery. God is the prime actor on the stage of history, and He is moving history toward His ultimate goal.

Learning about Key Themes

History is not what many people think. It is not a simple matter of memorizing names, places, and dates on a calendar. It is so much more exciting than that. When we engage in history, we are investigating questions, controversies, and challenges that previous civilizations have faced. We do this investigation so we can develop wisdom for our own engagement with our culture. As we study, we will find that these challenges can be grouped into just a handful of categories or themes. For this book, we have identified five themes: justice, power, citizenship, environment, and religion. These are the areas where we will be making our moral judgments and learning about cultural identity. Every culture has its own take on these themes. Our concern will be to evaluate each culture based on how closely it aligns with the biblical standard.

JUSTICE

A civilization cannot function without justice. *Justice* means to be treated rightly. Where there is no justice, chaos reigns. One of the most fundamental jobs of a society is to determine what is just and unjust and then to make laws and penalties that ensure justice is upheld. The Bible teaches that a society is just when people do right and respect each other's rights. The rights that people have are based on the image of God that each human bears. Because humans are made in God's image, it is wrong to murder or steal or commit any number of sins against other people. Instead, the Bible commands that people love others as they love themselves. Most civilizations base their understanding of justice on something other than the Bible. Much of the conflict in human history comes from opposing views of what is just or the ignoring of justice altogether.

POWER

Power is essential to rule any civilization. For a civilization to grow and thrive, its leaders must have the power to provide order for the people who live there. Civilizations also need to exercise power over forces of nature that could threaten them. A Christian views the use of power as good and necessary. The command to exercise dominion over the earth is a command to exercise power in the world. But in a fallen world, power is often abused. Humans have used power to abuse others. The power that should have been used to cultivate creation has instead been used to damage it.

CITIZENSHIP

For most of world history, the common people were treated as subjects rather than citizens. A subject is one who is under the power of another. But the idea that people are citizens and not subjects became more common during the past six hundred years. A citizen has a status that gives him certain rights, privileges, and duties within his civilization. *Citizenship* gives individuals a say in how their community is run. It also imposes duties that require significant sacrifice. Christians need to evaluate what rights citizens should have and what duties should be required of them.

ENVIRONMENT

Every civilization is placed in a particular geographical location. Each location has special features. Many civilizations grew up along great rivers. Others learned how to flourish in harsh climates. Whatever the **environment**, God called mankind to rule over this world. Understanding how geography and the environment shape a civilization is important. Understanding how to manage the environment according to biblical wisdom is even more important.

RELIGION

Religion is the human response to God and His revelation. Humans cannot escape being religious because God made us to worship Him. Being religious is essential to being human. But what happens when the human heart turns away from the one true and living God of the Bible? Do humans cease to be religious? Not at all. They simply redirect their religious worship to something in creation. All religion, other than biblical religion, amounts to a rejection of the Creator in favor of imaginary gods. As we study world history, we will pay attention to the various ways the fallen culture has turned away from God and developed religions in opposition to God's Word.



What are the five themes of civilization?



CRITICAL THINKING 1.1

1. How does the study of history help develop our cultural identity?
2. Why can Christians make moral judgments about people's actions in world history?
3. What is the difference between a subject and a citizen?
4. What is the difference between true religion and false religion?



GUIDING QUESTIONS

- Why is it possible to study history?
- What is the work of a historian?
- How are Christian and non-Christian approaches to history different?

1.2 The Work of the Historian

Why is it possible to study history? Many people do not appreciate how a biblical view of the world makes historical investigation possible. While non-Christians can be good historians, they cannot explain why history is knowable. The biblical view of history is that history unfolds according to God's plan and has a beginning and an end. The ancient peoples (outside of Israel) viewed time as cyclical, meaning that as time passed things kept repeating. This is understandable since we observe seasonal cycles every year and see generations follow the same pattern of birth, growth, and death. They thought it useless to try to understand what was happening since they were victims of the whims of gods and nature. With this view, history is not being directed toward God's conclusion. God revealed to the Israelites that time is linear, with a beginning and an end. Isaiah 46:9-10 says, "Remember the former things of old: for I am God, and there is none else; I am God, and there is none like me, Declaring the end from the beginning, and from ancient times the things that are not yet done, saying, My counsel shall stand, and I will do all my pleasure." Even though past events could resemble previous events, the world is not trapped in some never-ending cycle. History had a definite beginning and will one day have a definite end because God created the world, and He directs the unfolding of history.

Although we are not able to see how all of history fits together, we can know that it does indeed fit together because God holds it together. This wonderful truth is necessary to make the study of history possible. It is why non-Christians can study history, because even though they do not acknowledge God's direction of history, they still think about the past as if it has rhyme and reason. The Christian can explain these things. God made it possible to know history. He created a world where there are historical artifacts. He created us as rational people who can investigate the past.

How did God make it possible to know history?



Investigating History

How do historians accurately describe what happened in the past? A historian is like a detective. A detective may arrive at a car accident a couple of minutes after the incident; he

then tries to determine what happened and who should be held responsible. The

detective gets the story from the two drivers involved, but they may not know what happened, or they may be lying. He interviews witnesses and asks them what they saw. Some witnesses may contradict each other because they had different perspectives.

Finally, he will look at the evidence—the skid marks, the damage to the cars, and the damage to the area. After he has collected all the information, only then can he write a detailed narrative about what occurred. This is what a historian does except that instead of arriving a couple of minutes after the event the historian arrives one hundred, one thousand, or two thousand years after the event.



When the historian seeks to write the story of an event in the past, he goes first to the accounts of the people involved and the eyewitnesses. Those accounts are called **primary sources**. The most important primary sources are firsthand accounts that are written; for modern history, that may also include recordings. Historical writings come in many forms: diaries, journals, letters, or books. Most historians consider it impossible to write a reliable history of a period without using written records. Primary sources can also include **artifacts**. Artifacts are objects made by people. They may be small relics, towering monuments, or priceless works of art. Most artifacts are simple, everyday items like pottery, tools, weapons, furniture, clothing, coins, and jewelry unearthed by archaeologists. Historians can also study **secondary sources**, which are records that explain or interpret primary sources. This history book would be a secondary source; other examples are a Wikipedia article or a biography. A historian will seldom depend on secondary sources, but sometimes they are all that is available.

After the historian has collected, evaluated, and studied all sources, he writes down the story to the best of his understanding. He writes his account just as the detective would write the account of the accident. The detective would include only the facts; he would not include any assumptions or wishes. He would also discard all unnecessary information. The historian, unlike the detective, should not simply state what happened; he must also explain why it happened and how that explanation remains significant for people today.

The Christian Approach to History

All historians approach the study of the past with certain presuppositions—beliefs about the world and how it operates. For example, when **secular** historians seek to understand historical events and the motivations of past cultures, they are guided by secular presuppositions. They may see economic interests (a desire for money), ethnic conflicts (natives vs. Europeans), class struggles (rich vs. poor), or gender conflicts (men vs. women) as reasons for people's actions. Some of their observations may have some truth to them, but overall they leave out key truths for understanding history. These key truths, as provided by a biblical worldview, are: first, that God made the world and everything in it; second, the world has fallen into a sad and broken condition because of human sin; and third, God is working to redeem this world to Himself.

secular relating to the world, not specifically religious

The Process of Investigating History

PRIMARY SOURCES	SECONDARY SOURCES	WRITTEN ACCOUNT
 <p>firsthand written accounts</p>	 <p>interpretations of primary sources</p>	 <p>Why did it happen?</p>
artifacts	e.g. history book, Wikipedia	How does it matter today?

Secular vs. Christian Historians

SECULAR HISTORIAN



economic interests



ethnic conflict



class struggle



gender conflict

CHRISTIAN HISTORIAN

A Christian historian believes God is working out events of history for His glory.

Some Christians may think that these key truths are only relevant for studying history in the Bible. But they are equally relevant for studying all of history because they help make sense of the past. When economic interests, ethnic conflict, class struggles, or gender conflicts are at play in a situation, the Christian historian will interpret these things within the context of the key biblical truths already mentioned.

Ethnic conflict, for example, is a real factor in certain historical events, but depending on their **presuppositions**, different historians will come to different conclusions about the nature of the problem and the appropriate solutions. So how might a Christian historian approach a matter like this? He or she begins with the understanding that ethnic diversity is part of God's good creation, that ethnic conflict is the result of living in a fallen world, and that ethnic harmony is possible through the gospel of Jesus Christ. We can say more about how all this works, but this example gives us a small glimpse into how biblical truths shape the thinking of the Christian historian at the level of presuppositions.

Christians study history with hope because they know how the story ends. But they need to be careful when attempting to discern God's role in history. When dealing with aspects of history where God has not revealed His providential purposes, the historian may only humbly suggest what God's intentions might have been. Events are often complex, and historians do not have access to all relevant information. Historians should avoid the temptation to declare that all calamities are God's judgments and that all victories prove that God is on the side of the victors. Believers, including historians, can rest in the knowledge that God's ultimate goal is to glorify Himself through redeeming a people.

presupposition a thing assumed beforehand at the beginning of a line of argument or course of action



CRITICAL THINKING 1.2

1. How do primary and secondary sources differ?
2. List several of the tasks of a historian.
3. Summarize the three truths a Christian historian uses to interpret history.
4. Where would we find what God's providential purposes are?

1.3 Ancient Civilizations

This book covers world history beginning about the thirteenth century AD. (The thirteenth century is the 1200s.) In this way, it picks up where the book *Heritage Studies 6: Ancient Civilizations* left off. The following pages review those ancient civilizations before continuing on with the study of world history.



GUIDING QUESTIONS

- What were the ancient civilizations?
- How is Jesus the central figure in world history?

EGYPT

Egyptian civilization developed along the Nile River since the river created fertile land to grow crops. The desert geography protected Egypt from invasion.

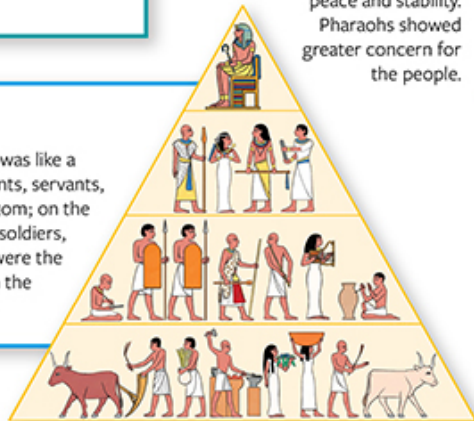


RELIGION IN EGYPT

The Egyptians were polytheistic. Two of their more important gods were Ra, the sun god and creator, and Osiris, the god of the underworld and the judge in the afterlife.

CULTURE

Egypt's class structure was like a pyramid—farmers, merchants, servants, and slaves were on the bottom; on the next level were the priests, soldiers, scribes, and artisans; next were the highest-ranking officials; on the pinnacle was the pharaoh.



EGYPTIAN KINGDOMS

2700–2200 BC

Old Kingdom
The pharaohs had great power. The people believed the pharaohs were gods. The pyramids were built during this time.



2000 BC

2040–1650 BC

Middle Kingdom
This was a time of peace and stability. Pharaohs showed greater concern for the people.

1570–1075 BC

New Kingdom
The Hyksos ("foreign rulers") ruled during this time. The Hyksos taught the Egyptians how to make weapons of bronze and iron as well as horse-drawn chariots.

1000 BC