

WORLD STUDIES

FIFTH EDITION



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WORLD STUDIES Student Edition **Fifth Edition**

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Features of the Book

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

2 EMERGENCE OF EUROPE

400 - 1400

- 1. Rise of Feudalism
- 2. Decline of Feudalism and the Emergence of European Nations
- 3. European Culture
- 4. European Colonization

ESSENTIAL QUESTIONS

- What were the characteristics of Feudalism in Europe in the Middle Ages?
- How did nation-states develop in Europe?
- Why did religion shift between groups in the Middle Ages?
- What was culture like in the Middle Ages?
- How did colonization of the New World begin during modern times?

RICHARD THE LIONHEART

Richard I of England earned a few glories in battle but the perfect example of a medieval warrior and king. His outstanding military ability earned him the nickname **the Lionheart** and respect of contemporaries as well as future generations. Lording longer before the noose, though, he was not Richard's story alone that made him a medieval hero.

Richard was born on September 8, 1157, the third son of Henry II, king of England and great lord in France. Richard's family shared little respect for each other. He was raised by their mother, Marjorie, and most of his youth was spent against their father in 1173. It later proved conflict arose among the three brothers and when the other two died, Richard, the youngest, and his father again. Despite the conflict, though, Richard inherited his father's honor 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, so he was only in England a few months out of the six years he was king. In his reports, however, he expressed his pride in his accomplishments, for his main reason was that he had led his army to a great and famous victory over the Saracens at the battle of "Lusignan."

Like many other medieval warriors, Richard passed a month in captivity with the king of France and the emperor of the Holy Roman Empire. Richard was held for a year, but he managed to escape. He had planned to take his army back from the Muslim commander Saladin as Christian pilgrims could not go to Jerusalem. Richard was captured, and he had to wait in prison in England to pay for his wife.

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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 Taoism and Confucianism remained the official religions. They mixed all these religions up like a religious stew and drank it without missing any contradictions. That is, the Buddhist Christians used Buddhist language when telling the gospel. It seems the Christians were seeking to make the gospel part of the stew, not a separate, new 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 Tang dynasty rulers responded to pressure from northern 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 new land available for farming. Chinese iron tools also helped move land 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 to populations of over one million people. In addition to at least six 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

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 glazed ceramic product made of clay fired at high temperatures

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 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 grasslands 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?

2 What kind of shelter 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.

LIFE IN Medieval London

Power
The growth of Parliament as a representative body was a long process (starting the reign of Henry I in 1101). Parliament began during the reign of Richard I (1189–1199) as a group of advisors to the king. By the fourteenth century, Parliament was composed of two groups. The leading lords were representatives of the peerage group (house of lords), and the knights and burgesses (towns) were representatives of the new peerage group (house of commons). Over time, Parliament gained more power by granting or withholding the approval of new taxes. Through the "tower of the jurists," 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 farms cleared and manure spread so that more land could be planted. After that time, crop farmers struggled. Climate had worsened crops, and disease reduced the number of laborers. Most became unemployed English peasants, and they farmed small patches of pasture near towns, reducing the amount of land available for crops.

Religion
Roman Catholicism was the dominant religion of medieval England. In a other parts of Europe, there were disputes over who had ultimate authority. Picking on the church, Henry II wanted the ability to punish bishops in his royal courts. If they were accused of committing crimes, but Thomas à Becket, archbishop of Canterbury, would not budge. Henry's anger led to his assassination. Henry's anger led to his assassination. Henry's anger led to his assassination.

Justice
Henry II (1154–1189) strengthened English royal authority by expanding the use of royal courts. He replaced local courts with judges who heard cases in particular provinces (circuit of England). These courts strengthened the power of the king and reduced the power of the lords.
Before a court judge arrived, a jury (group of local citizens) would make up a list of questions to ask the defendant. The list was a record of crimes committed and people responsible of committing the crime. The modern grand jury (subpart of the jury) is a group of twelve. If there is enough evidence to bring an accused person to trial.
The judges that were sent out also developed laws that applied to all of England. These laws were called common law that were used throughout the kingdom. The common law was based on the common sense, and it helped to unify England.

The House of Lords held sessions in the White Chamber

Law is made in the Parliament Hall

The House of Commons held sessions for many years in Westminster Hall

Citizenship
A local model of citizenship of citizenship. At the bottom of a hierarchy, there were villeins and serfs. Above the lord were the knights. The knights brought to England, made knights and serfs, but knights, but knights, but knights.

Biographies provide details about significant people.



Genghis Khan

Temüjin The son of a Mongolian tribal chieftain, was born around 1162. When he was a boy, his father was killed, and he had to live for a while, alone, wandering for a few years, he returned to his father and avenged his father's murder. Temüjin and his brother Jochi worked together to rescue Temüjin's kidnapped wife. But after that, the two brothers became rivals for leadership roles. Temüjin had to challenge his strongest opponent with a battle. In the end, Temüjin won. He spent several years gaining power and influence and forming alliances with other tribes. In 1206, Temüjin defeated his brother and became the supreme leader (son of the Mongol tribe). The tribes gave Temüjin the title of **Genghis Khan**, sometimes spelled Chinggis Khan, meaning "Universal Ruler." At the time Genghis died in 1227, he had established a Mongol empire that spanned Central Asia, from Beijing in northern China to Russia.

Who established the Mongol Empire?

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 ten, 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 expected. 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 moral standards. The punishment for many crimes was death. Law among punishments included beating and flogging. Every Mongol, including the Khan (Genghis and his successors), was subject to the law. Genghis used his 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 came from the military genius of Genghis Khan. He took full advantage of the Mongol's horsemanship skills by building a well-trained army. Skilled to be the ultimate fighting cavalry, the Mongols quickly overran northern China and then turned west to conquer all of Central Asia.



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

SYMPTOMS OF THE BLACK DEATH

- Day 1**
Crops of small, dark spots called "buboes" appear in the armpits and groin.
- Day 2**
Fever and vomiting occur.
- Day 3**
Buboes enlarge and become dark spots all across the body.
- Day 4**
Plague affects the nervous system, leading to convulsions and extreme pain.
- Day 5**
A third of survivors die, usually within 5 to 7 days of the onset of symptoms.

Cities in Europe were especially vulnerable to the spread of the plague because medieval cities were not equipped to deal with the crisis. Streets were narrow and sewage disposal of trash made the cities unsanitary. Bats and fleas thrived there. Fleas 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 direction. Many made trips to Rome and made donations to the church in hopes of curing their plague. However, though some church officials willingly served the sick and dying, the Catholic Church proved to be unable to stop the plague. In fact, people were afraid and began dying so quickly as others, they took refuge in the safety of the church. In addition, many concluded that the plague was not God punishing the people for their sins. The Catholic Church lost much of its 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 on secluded estates to avoid contact with the plague. Many gave themselves over to world living since they believed that death was inevitable. Crime also became a serious problem. As previously mentioned, many medieval laws for the plague, and thousands of lives died as the people slaughtered other Jewish communities for their suspected crime.

By 1350 the Black Death had run its course, but it had already taken the Europe to its knees. The Roman Catholic Church had lost much of its credibility during the crisis. On the other hand, the movement toward the direct payment of money nationwide 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 do not have control about it.

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, and coins. Because they did not stay in 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 wealthy Mongols traded for and traded for Chinese silk and cotton.

As the empire grew, trade grew along with it. 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 Road, 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, writers exaggerated that "a woman with a golden necklace her head might walk alone without fear or need."

Not only was trade able to move freely, but scientific, political, religious, 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 120–140 miles in one day.



When the Italian explorers Marco Polo and Matteo Ricci first traveled to China in the 1300s, Kublai Khan asked them to send additional Christian missionaries. When **Marco Polo** accompanied his father and uncle on a second trip, he reported Christian churches along the 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 fascinated the imaginations of the Europeans.

Pax Mongolica did not come for free. Millions before that some forty million people died during the Mongol conquests. Diseases like the bubonic plague were able to spread on the trade routes, ultimately wiping out 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 historians did not dare to send from people traveling on the Silk Road?

CRITICAL THINKING 17

- How might Marco Polo's experiences in early 13th-century China have changed him?
- Why would people sometimes surrender to the Mongols without fighting at all?
- 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.

AGE OF EUROPEAN EXPLORATION

CHAPTER REVIEW

Making Connections

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

WHAT TO KNOW

PEOPLE

Leif Erikson
Prince Henry the Navigator
the Tiberians
Bartolomeo Diaz
Vasco da Gama
Alonso de Albuquerque
Francis Pizarro
Pope Alexander VI
King Ferdinand II
Queen Isabella
Christopher Columbus
the Taino
Fernand Magellan
John Cabot
Governor Velasco
Hernando Cortés
Montezuma II
Malcózin
Francisco Pizarro
Atahualpa

PLACES

Valle de Mexico
Tenochtitlan
Cuzco
San Salvador
Cuba
Hispaniola
TERMS
Age of European Exploration
Caravel
Orient
trade winds
astrolabe
dead reckoning
Line of Demarcation
Treaty of Tordesillas
Reconquista
Requiemientos

Thinking Critically

- Evaluate the different motives for exploration. What do you think was the most important motive and why?
- Compare and contrast the Aztecs and Incas.
- Evaluate the religions of the civilizations in the Americas in light of Romanism.
- Do what you see the view that the Native Americans were savage without civilization and the view that they had little to no environmental impact similar? How are both views detrimental to the Native Americans and contrary to Scripture?

Alonso de Albuquerque trading with the Taino



1

PREPARING FOR WORLD STUDIES

3000 BC – AD 1000

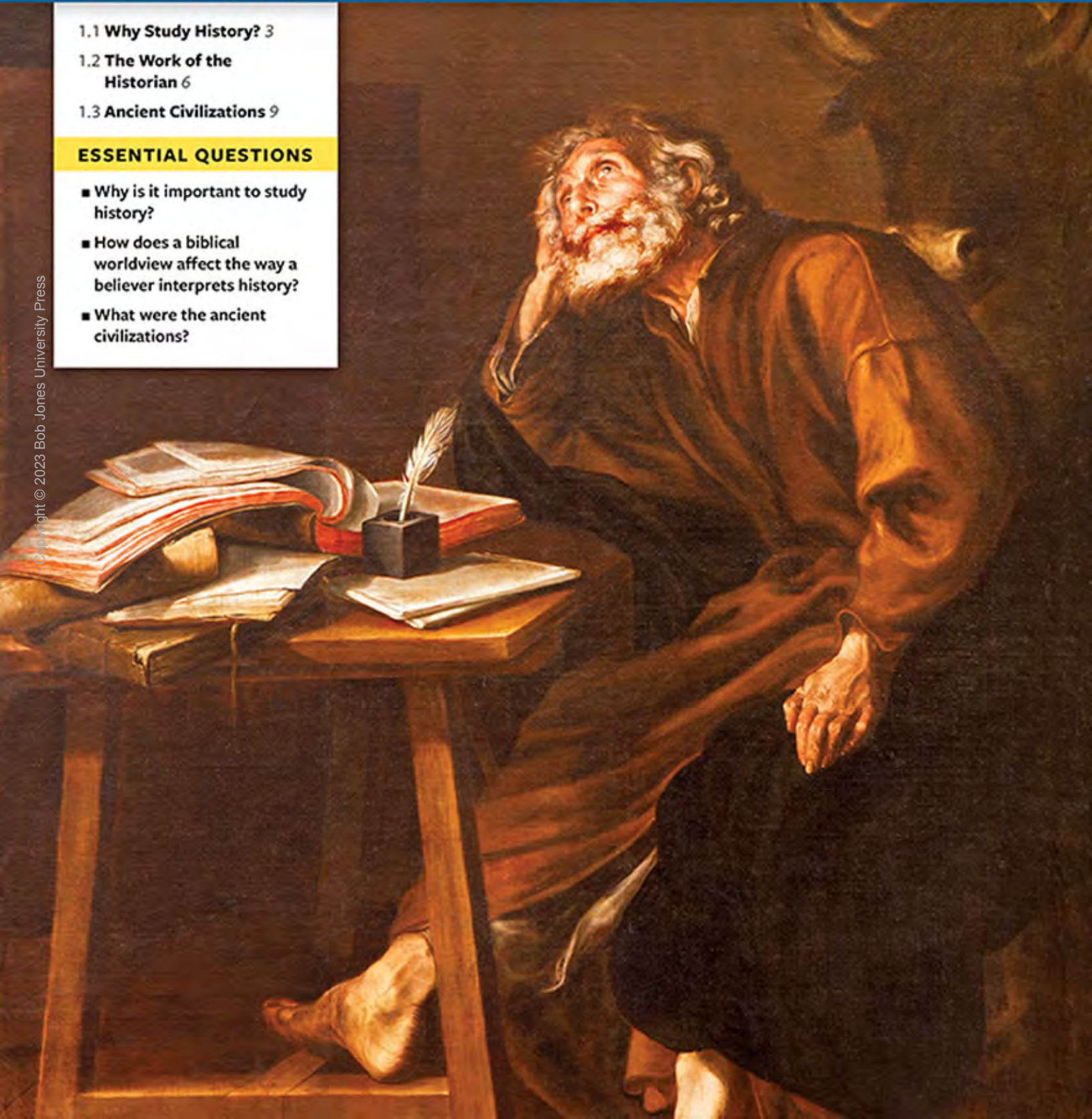
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1.3 Ancient Civilizations 9

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?



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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



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.

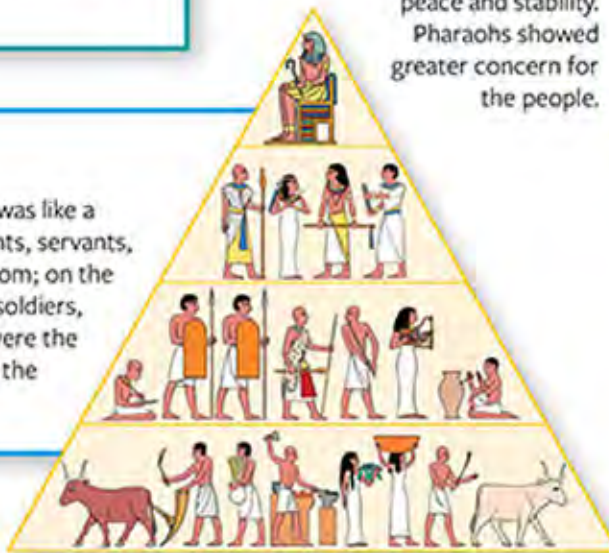


RELIGION IN EGYPT

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.



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

BABYLON

Babylon was in the Fertile Crescent between the Tigris and Euphrates Rivers in the area now known as Iraq.



ASIA MINOR

THE CHALDEANS

Shortly before 1000 BC, the Chaldeans began to settle around **Babylon**. They were constantly overrun by the Assyrian kings. In 612 BC the Chaldeans joined with the Medes and helped destroy Nineveh, the capital of the Assyrian Empire. Babylon became the capital city of the Chaldean Empire. During the reign of Nebuchadnezzar, the empire reached its height.

Nebuchadnezzar is remembered not only for his military accomplishments but also for building up Babylon. The city was surrounded by a brick wall so wide that two chariots could pass on the road on top of it. The Hanging Gardens of Babylon were one of the wonders of the ancient world. Despite the glories of the Chaldean Empire, it did not last even one hundred years. Nebuchadnezzar viewed his accomplishments with a heart of pride, so God's judgment fell upon him. The king lost his throne, and he became like a beast of the field. When Nebuchadnezzar recognized the foolishness of his pride and God's greatness, God restored him as king (Daniel 4:33-37).

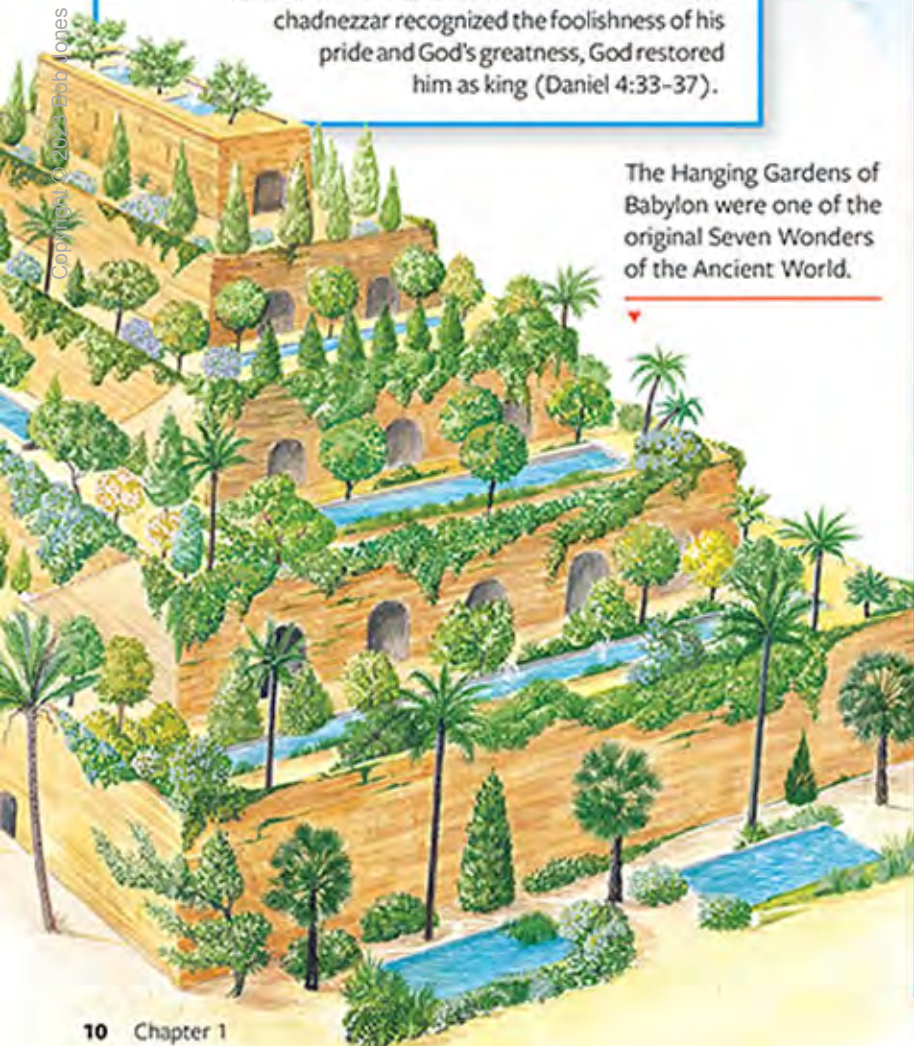


Akkadian Empire
c. 2334-2154 BC

Babylonian Empire
c. 1895-539 BC

----- Modern Iraq

The Hanging Gardens of Babylon were one of the original Seven Wonders of the Ancient World.



NEO-BABYLON

605-539 BC

MEDO-PERSIA

539-331 BC

GREECE

331-168 BC

ROME

168 BC - AD 476

DIVIDED KINGDOM?

AD 476 - present?



NEBUCHADNEZZAR'S DREAM

God revealed to Daniel the meaning of Nebuchadnezzar's dream of a statue, which outlined the future ruling kingdoms of the world.

PERSIA

GREECE

BLACK SEA

LYDIA

MEDITERRANEAN SEA

EGYPT

590 BC

547–530 BC

Cyrus II

Cyrus conquered the Chaldeans in 539 BC. Cyrus II was a wise ruler who treated his defeated enemies well. God used him to free the Israelites from Babylon and restore them to the land of Israel to rebuild their temple.

522–486 BC

Darius I

During Darius's reign, the Persian Empire reached its height. The lands Persia conquered were divided into provinces called satrapies. Darius built and maintained a good road system that people used for transporting a variety of goods. Darius had a strong, well-organized, and loyal military to keep his empire under control.

Darius respected the God of the Israelites and played an important role in the rebuilding of the Jewish temple. Beginning in Darius's reign, Persia fought three major wars with Greece.

499 BC

Battle of Marathon

The Persians lost the battle and suffered heavy casualties.

486–465 BC

Xerxes

Xerxes became king following his father Darius's death. Persia remained a powerful empire for more than a century even after being defeated by Greece. Esther became queen during this time.

480 BC

Battle of Thermopylae

A Greek traitor showed the Persians a path through the mountains that they could use to surround the Greek army. The Greeks fought to the end but lost.

The Battle of Salamis

Themistocles, an Athenian general, planned to defeat the Persians on the sea by taking advantage of Greek ships' speed and maneuverability against the larger Persian ships. If he could trap the Persian ships in a tight space, the Greeks could win. They lured the Persians into the strait, and once the Persian fleet entered it the Greeks launched their ships, ramming and sinking many of the Persian ships and winning the battle.

465–424 BC

Artaxerxes

Xerxes was assassinated, and after a power struggle his son Artaxerxes became king. Artaxerxes I continued the building projects of his ancestors. He also showed kindness to the Israelites. It was during his reign that Ezra and Nehemiah returned to Jerusalem.

334–323 BC

Alexander the Great

In 334 BC Alexander the Great of Greece invaded and defeated the Persian Empire. Alexander ruled all the lands that had once made up the Persian Empire, continuing the Persian form of centralized government.

He blended Greek and Persian culture. Alexander's reign over Persia was short. He died in his early thirties.

323 BC



Persia was in a mountainous region of the Middle East, between the Persian Gulf and the Caspian Sea; it is called Iran today.

PERSIAN EMPERORS & WARS

LATER PERSIAN DYNASTIES

400
BC

247 BC–AD 224

The Parthians

The Parthians were Persians who regained control of their empire from the Greeks. Their art reveals a lasting Greek influence. The Parthians controlled part of the Silk Road and collected a toll from those traveling on it. The Parthians lacked a strong central government and were further weakened by war with the Romans.



A Parthian king's head carved out of limestone

334–63 BC

The Seleucids

The lands Alexander conquered were divided and given to four different generals. Persia came under the control of a family called the Seleucids. Greek culture continued to spread throughout Asia, including Persia.



AD 1

AD 224–651

The Sassanids

The Sassanid kings wanted to bring back all that was truly Persian and rid the culture of Greek influences. Some of the Sassanid kings built new cities, buildings, and canals. But the Sassanids also fought with the Romans and later with the Byzantines. The last Sassanid king was conquered by Arab invaders, who introduced Islam to Persia.



A Sassanid silver horse head

AD
400



RELIGION IN PERSIA

Zoroastrianism

Zoroaster lived during the sixth century BC. Through Zoroastrianism he tried to explain the existence of good and evil. He taught that a good god, Ahura Mazda, struggled with an equally powerful evil being, Ahriman. Ahura Mazda was believed to be the creator and the only god. Monotheism made Zoroaster's religion different from most of the other religions in the ancient world. Zoroaster taught that each person must choose between good and evil.

GREECE

Greece is a mountainous peninsula with valleys and natural harbors. It also includes thousands of tiny islands.



Mycenaeans
ca. 1250 BC
Minoans
ca. 2000–1400 BC

MEDITERRANEAN SEA

ADRIATIC SEA

IONIAN SEA

AEGEAN SEA

BLACK SEA

GREECE

TURKEY

CRETE

Knossos

GREEK CIVILIZATIONS

2000 BC

ca. 2000–1400 BC

Minoans (Isle of Crete)

They built a beautiful palace in the city of Knossos and gained their wealth by trading with peoples of other lands.



Ancient ruins of Knossos palace on the island of Crete in Greece

ca. 1250 BC

Mycenaeans

They started the Trojan War, which according to the legend lasted ten years.



Depiction of the Trojan horse

500–146 BC

Athens and Sparta

Athens and Sparta were ruled by oligarchies. Athens became a democracy in 500 BC. Athenians were interested in the arts and sciences and government. Sparta kept its oligarchy. Spartan boys were raised to be soldiers.

AD 1



RELIGION IN GREECE

They believed in many gods; they made fanciful stories about the gods called **myths**.

CULTURAL ACHIEVEMENTS

In philosophy, Socrates taught by asking questions. Plato taught that the ideal government was ruled by a few intelligent men and that there was a spiritual world superior to the physical world. Aristotle introduced the scientific method to solving questions. Greeks made contributions in mathematics (the invention of geometry), medicine (the work of Hippocrates), art, architecture, and sports.

ROME



Italy is a mountainous, boot-shaped peninsula that extends into the Mediterranean Sea in southern Europe. Italy includes the islands of Sardinia, Sicily, and several other smaller islands.

ROMAN ERAS

753 BC

753–509 BC

Early Rome

According to legend, Rome was founded in 753 BC by twin brothers Romulus and Remus near the Tiber River. Romulus built the city and named it Rome. The Latins had been living in Rome for over one hundred years when the Etruscans, an advanced civilization with Hellenistic culture from the north, conquered Rome. There were two classes of people; the patricians made up the ruling class, and the plebeians made up the working class.

509–31 BC

Roman Republic

The Latins drove the Etruscans from the city and established a republic, a government ruled by laws and representatives chosen by the people. The republic was divided into three governing branches—the consuls, the Senate, and the Assembly. Gradually, the plebeians gained more rights until they had equal say in the government. The republic worked very well for several hundred years. But eventually a long civil war followed which a general named Sulla won. Sulla declared himself the dictator and reorganized the Roman government. After restoring stability to the Senate, he stepped down as dictator.

100 BC

31 BC–AD 476

Roman Empire

Julius Caesar was popular with the common people; his popularity threatened the government leaders. Caesar marched to Rome and plunged it into a second civil war. After his victory, Caesar was proclaimed the dictator of Rome. Caesar made many reforms that helped to unify Rome and strengthen its bonds with its conquered peoples. Many Romans wanted the Senate to return to power. On March 15, 44 BC, the Ides of March, two of Caesar's friends led the group that assassinated Caesar in the Senate. But the republic would never return. Two men, Octavian and Mark Antony, took Caesar's place, each ruling half of the empire. They were too ambitious to share power. Antony and Octavian clashed in a naval battle off the coast of Greece. Octavian was victorious and became the sole ruler. He used the title *princeps*, meaning "first citizen." He was also commonly called *Augustus*, which meant "revered one." The reign of Augustus began a period of peace and prosperity that Rome enjoyed

for the next two hundred years, called **Pax Romana**. During the Pax Romana, the culture of Rome was like Greek culture. Rome's greatest artistic achievements were in architecture. It was the first empire to use concrete. Roman emperors staged events to win public favor and to keep the unemployed entertained. Spectators enjoyed watching chariot races, gladiator contests, and wild animal fights. The emperor Diocletian divided the empire in half, keeping the eastern part under his control. During his reign, the persecution of Christians was widespread. When emperor Constantine took power, he unified the empire. In 313 Constantine issued a decree to legalize Christianity. A barbarian invasion along with the decline of Rome's government, economy, and society caused the collapse of the Western Roman Empire. The Eastern Roman Empire endured for another thousand years as the Byzantine Empire.

AD 476



A Roman aqueduct | ▶





Epicureanism & Stoicism

The Romans adopted gods from many of the peoples they conquered. They had a polytheistic religion and honored their gods by building them temples and naming the planets after them. Two Greek philosophies were also practiced as religions in Rome—Epicureanism and Stoicism. The followers of Epicureanism believed that everything—including gods, man, and the earth—was only matter. Epicureans lived for pleasure alone. The Stoics believed that doing one's duty led to happiness. They emphasized virtues such as courage, justice, and obedience. Stoicism was popular among the Roman soldiers.

ROMAN WARS

300 BC



264–241 BC

First Punic War

Both Rome and the North African city of Carthage fought for control of the Mediterranean Sea. The Romans needed to defeat the powerful Carthaginian navy. The Romans designed a ship that dropped a plank that they could attach to an enemy ship, allowing Roman soldiers to board and capture the enemy. With these ships, Rome was victorious over the Carthaginian navy.

218–201 BC

Second Punic War

A brilliant Carthaginian general named Hannibal decided that to defeat Rome, he would first invade regions of the peninsula outside Rome and win support against the Romans. To avoid being seen by the Romans, he gathered his army in Spain and planned to march across the rugged, snow-covered Alps. Hannibal started with about forty thousand men and a herd of war elephants. Many of the soldiers and most of the elephants died in the Alps. By the time Hannibal's army reached the Italian Peninsula, it was much smaller than the Roman army. However, Hannibal's skill at planning made up for the size of his army. He won many battles, but he could not completely win the war. The turning point of the war came when Rome sent an army to attack Carthage. Hannibal immediately rushed home to protect his city. The Romans were victorious at the Battle of Zama.



149–146 BC

Third Punic War

Carthage decided to fight one of Rome's allies. This action angered the Romans. So Rome declared war on Carthage. After a three-year siege, Rome captured and destroyed Carthage. Rome went on to control the whole Mediterranean world.

100 BC

INDIA

India is a large peninsula in southern Asia. The Himalayas stretch across northeastern India, forming a natural barrier that separates India from the rest of Asia. For this reason, India is often called a subcontinent.



- Harappan Civilization
- Aryan Migration
- Aryan Settlement Region
- Gupta Empire



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RELIGIONS IN INDIA

Hinduism and Buddhism

Hinduism is polytheistic. Hindus worship thousands of gods, but they consider three gods to be the most important: Brahma, the Creator; Shiva, the Destroyer; and Vishnu, the Preserver. Hindus believe that these three gods, as well as thousands of other gods, are different forms of the great god Brahman. He is not a personal being, so he is often called the great soul. The ancient Hindus left behind books called the Vedas. Veda means “knowledge.” A later book, the Upanishads, describes the Hindu teachings in more detail. Hindus believe that everything in the world, including plants, animals, and gods, is part of Brahman. This belief is pantheism, the idea that everything in the universe is part of a supreme being.

Another part of Hinduism is reincarnation, the belief that a person lives more than once in different bodies—even in animals. A person’s state in reincarnation depends on his karma, one’s good or bad deeds. Hindus believe that the higher a person is in the caste system, the closer he is to reuniting with Brahman.

Siddhartha Gautama became dissatisfied with Hindu beliefs. He disliked the caste system and the priests who ruled the people. He changed his name to Buddha, meaning “Enlightened One.” He introduced the Four Noble Truths. In these writings he proposed that suffering can be overcome if a person does good works and ignores his desires. The Eightfold Path was Buddha’s list of good works. According to Buddhism, doing the things on the list is supposed to help a person achieve happiness and peace. Like Hindus, Buddha believed in reincarnation. He believed that people would have another chance to reach nirvana if they did not achieve it in the present life.



INDIAN CIVILIZATIONS

2500 BC

2500 BC–1700 BC

The Harappans

The Harappans flourished in the fertile Indus Valley, which was good for farming and raising animals. Two of their cities have been discovered, Harappa and Mohenjo-Daro. They developed technology that allowed them to have running water and indoor plumbing.

Sheep herd grazing in Kashmir, India



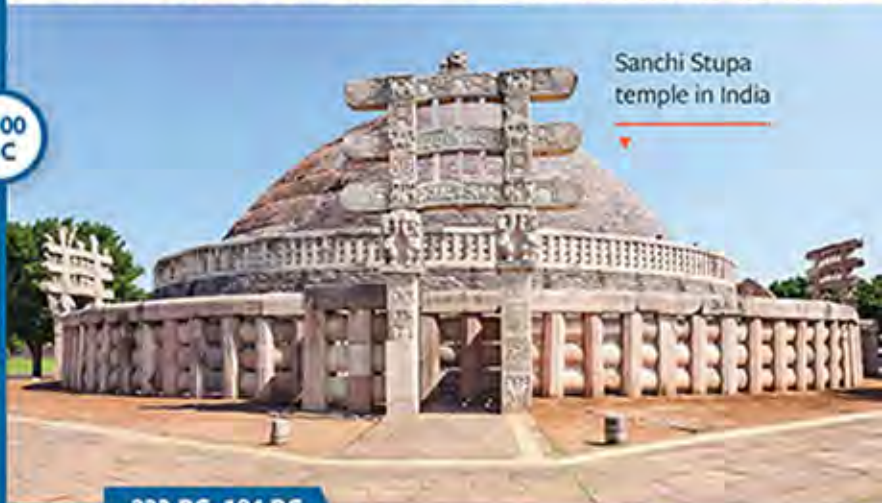
ca. 1800 BC–1500 BC

The Aryans

Nomads from the north called Arya, meaning "noble," invaded and probably ended the Harappan civilization. The Aryan way of life became the characteristic culture of ancient and modern India. Much more is known about the Aryans than the Harappans because they had a written language called Sanskrit. Craftsmen produced artwork and sculptures that reflected their religious beliefs. The farmer depended upon the annual rains for success. The Aryans encouraged large families. Extended families lived together in compounds made up of several huts or houses. The oldest man in the family had complete authority over the other members. Another important social group was the caste. Castes were the classes of Indian society. Every person was born into a caste, which he would stay in for the rest of his life. The highest was the priestly caste. The next caste was made up of warriors and rulers. The caste below that was made up of farmers, traders, and artisans. Laborers and servants belonged to the lowest caste. Some Indians, called untouchables or outcastes, were outside the caste system.

1000 BC

Sanchi Stupa temple in India



322 BC–184 BC

The Mauryans

In 326 BC the army of the Greek leader Alexander the Great conquered portions of northwestern India. Alexander met Chandragupta Maurya, who modeled himself after Alexander. Chandragupta conquered most of the Ganges River Valley and became the first ruler in the Mauryan dynasty. Chandragupta established a centralized government and maintained a strong army. Asoka, a grandson of Chandragupta, came to the throne in 273 BC and was one of the greatest rulers of the Mauryan Empire. He united most of the Indian subcontinent. However, after years of great military successes, Asoka began to hate warfare; he lost his desire to conquer. Instead, he devoted himself to Buddhism and its teachings. He built thousands of dome-shaped shrines called stupas. Since Buddhism emphasizes doing good works and relieving suffering, Asoka also made many improvements to give his people better lives. Asoka had a major part in spreading Buddhism to other countries. After he died in 233 BC, his sons struggled for power, and invaders were able to overcome the last Mauryan king in 184 BC.

AD 319–467

Gupta

Nearly six hundred years after the Mauryan Empire, the Gupta Empire was established. This empire began a period called the Golden Age of India.

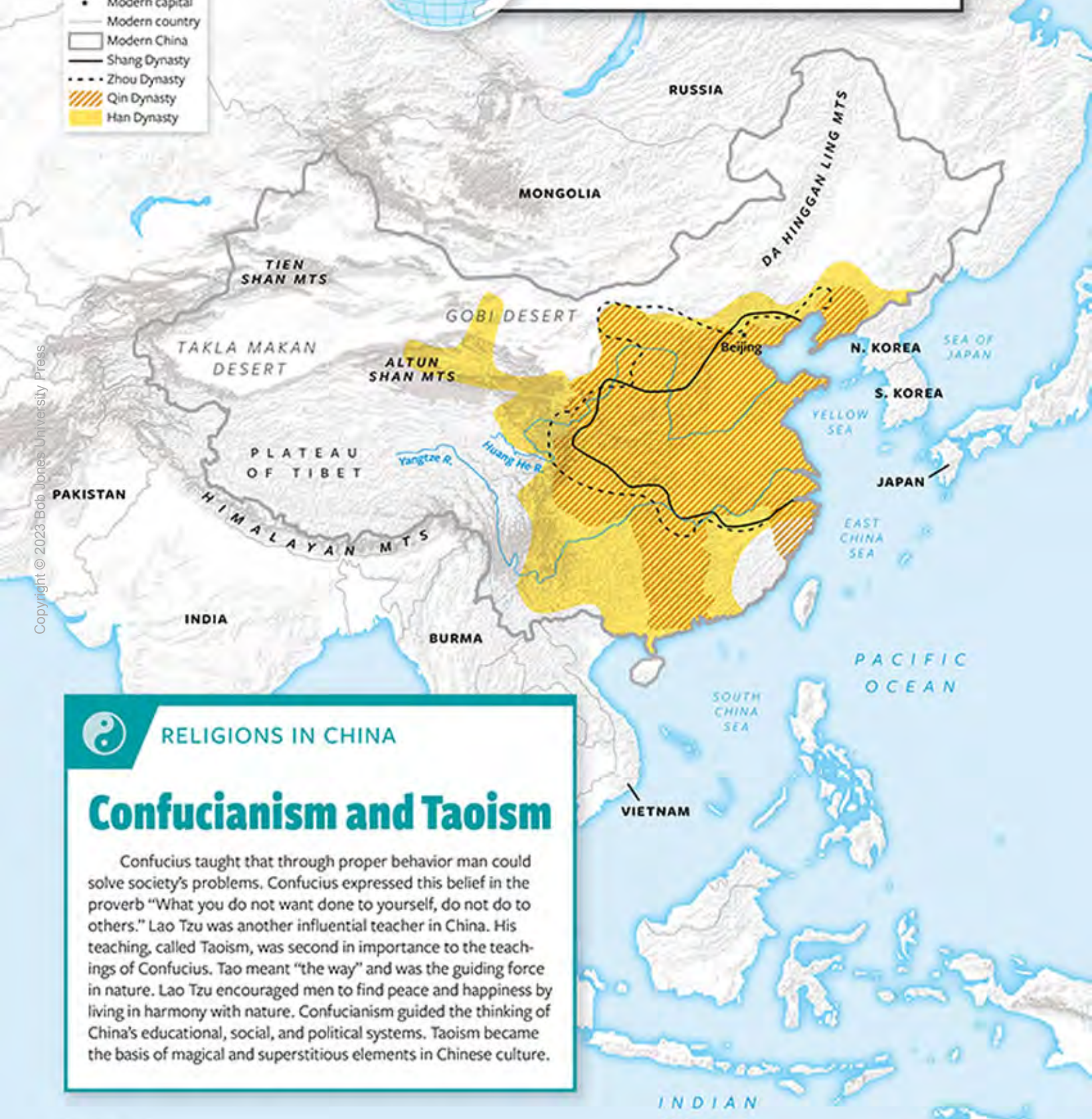
AD 500

CHINA



China was isolated from the world by great mountains, deserts, and the ocean. The Huang He (Yellow) and Yangtze Rivers provided fertile soil, food, fresh water, and transportation for the Chinese.

- Modern capital
- Modern country
- Modern China
- Shang Dynasty
- - - Zhou Dynasty
- ▨ Qin Dynasty
- Han Dynasty



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RELIGIONS IN CHINA

Confucianism and Taoism

Confucius taught that through proper behavior man could solve society's problems. Confucius expressed this belief in the proverb "What you do not want done to yourself, do not do to others." Lao Tzu was another influential teacher in China. His teaching, called Taoism, was second in importance to the teachings of Confucius. Tao meant "the way" and was the guiding force in nature. Lao Tzu encouraged men to find peace and happiness by living in harmony with nature. Confucianism guided the thinking of China's educational, social, and political systems. Taoism became the basis of magical and superstitious elements in Chinese culture.

CHINESE DYNASTIES

1500
BC

1500 BC–1000 BC

Shang

Most of the common people were farmers. The people practiced ancestor worship and used oracle bones to predict the future. The ancient Chinese were skilled artists, particularly in bronze metalworking.



Bronze work from the Shang Dynasty

1000 BC–221 BC

Zhou

Zhou was the longest ruling dynasty. This was called China's classical age. Much of China's culture was established during this time. The Zhou believed that heaven, the supreme force of nature, gave the king his right to rule. This belief was called the **Mandate of Heaven**.

500
BC

202 BC–AD 220

Han

The Han dynasty was so popular that to this day some Chinese call themselves the “sons of Han.” Confucianism became the government's official philosophy. The Han rulers developed a civil service system that included exams to determine a person's abilities. The Han made achievements in medicine, manufacturing, science, and literature. They developed trade routes with other regions. The main trade route was called the Silk Road, since silk was the most famous item traded. Confucianism divided people into four social classes that were more rigid. The Han believed in strong families. After the last Han rulers were overthrown, China suffered four hundred years of internal wars and invasions.

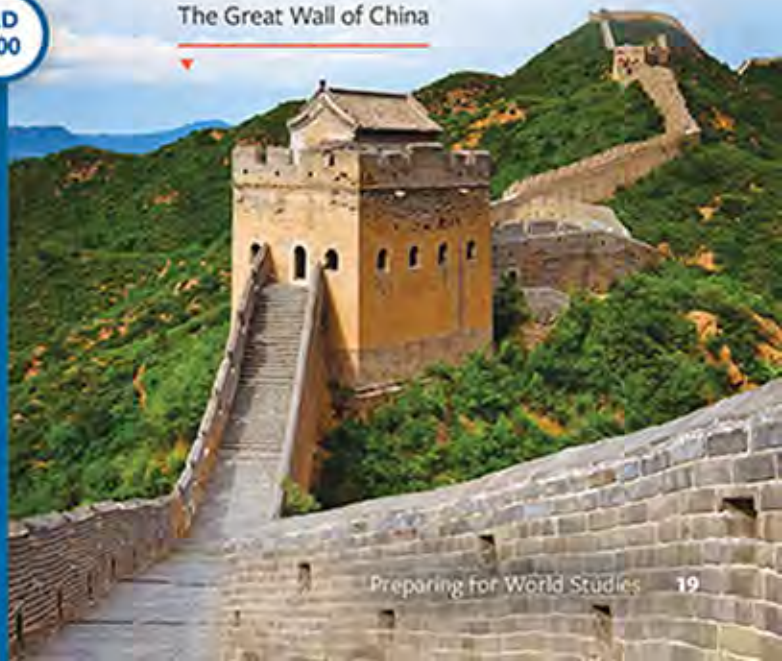
221 BC–202 BC

Qin

The Qin dynasty was founded by Qin Shi Huang Ti, the “First Emperor.” Under his rule, China became more unified. Qin set up a bureaucracy to run the government. Qin brought order and protection to China through harsh and ruthless measures. He unified China by demanding one writing system and building roads and canals. To help protect the country, the Chinese built the Great Wall in the north. Even though it was short, the Qin dynasty left a lasting monument—the name China comes from the name Qin.

AD
500

The Great Wall of China



JAPAN

Japan is an archipelago, a group of islands. The four main islands of Japan are Hokkaido, Honshu, Shikoku, and Kyushu. The islands are mountainous. For centuries Japan was isolated from the rest of the world by the Sea of Japan and the North Pacific Ocean.



RELIGION IN JAPAN

Shintoism

Shintoism is a form of nature worship. It teaches that every object or creature in nature has a spirit that should be worshiped as a god. These gods, or nature spirits, are called kami. The most important kami is the sun goddess, Amaterasu. Shintoists also worship the emperor, whom they consider a god. The Japanese practice a mixture of Shintoism and Buddhism.

JAPANESE ERAS

AD 100

AD 250–710

Yamato Period

Japan was made up of different clans. The Yamato clan rose to power and formed strong military states. They developed organized cities, a government, social classes, and a written language. The Yamato clan was influenced by the Chinese. They chose an emperor who they claimed was a descendant of Jimmu Tenno, the mythical ancestor of Japanese emperors. They developed a constitution. In 645, during the Taika Reform or “Great Change,” the leaders of Japan centralized the government. The clan chieftains lost their power to government officials who gathered the taxes for the emperor.

710–1185

Heian Period

The Heian period was named after the capital city at the time and was a time of peace and security. A group of nobles, known as the imperial court, served or advised the emperor. The court was the center of culture and learning and had strict rules of behavior.

This was the golden age of the arts in Japan. To be accepted in Heian society, a person had to write poetry; haiku was one type. One characteristic of Japanese art was its use of brilliant colors. The nobles of Heian-Kyo worked to make their city beautiful; they surrounded buildings with elegant gardens and ponds.

One family, the Fujiwara, gained power by marrying their daughters to emperors. A Fujiwara court official then ruled as regent for the infant emperor. The Fujiwara family controlled the Japanese government during much of the Heian period. By 1156 there was a civil war that resulted in the military ruling Japan. The emperor became ceremonial.

1000

1185–1868

Feudal Period

Feudalism is a system for organizing and governing society based on land and service. The ruler divided the land among the nobles, who then subdivided it among the peasants in exchange for loyalty and allegiance. The military leader, called the shogun, was chosen by the emperor and given supreme political power. In 1192 Yoritomo was appointed as the first shogun. This military government was known as a shogunate. Shoguns continued to rule for the next seven hundred years while the emperor had only ceremonial power. The samurai were warriors who served the shogun.

1900

MESOAMERICA

Mesoamerica extends from near the middle of Mexico to the central part of Central America. It includes the Yucatán Peninsula, the landmass extending into the Gulf of Mexico in present-day southern Mexico.



PACIFIC OCEAN

GULF OF MEXICO

CARIBBEAN SEA

Mexico City

La Venta

San Lorenzo

YUCATAN PENINSULA

Tikal

Mayan temple in Guatemala



MESOAMERICAN CIVILIZATIONS

Olmec stone head statue



1200 BC–400 BC

Olmecs

The Olmec civilization existed from 1200 BC to 400 BC and is considered one of the earliest Mesoamerican civilizations.

It included large cities like

Tenochtitlán and La Venta. These cities had avenues, water and drainage systems, and houses made of wood and clay. The name Olmecs means “rubber people” since they are believed to have been some of the first to use rubber. They were hunters, fishermen, and farmers. The most famous Olmec remains are gigantic stone heads carved from jade and basalt. Many of the Olmec beliefs and customs were passed on to other Mesoamerican civilizations. The calendar used for centuries in Mexico may have originated with the Olmecs.

2000 BC

1600 BC–AD 900

Mayas

For about twenty-five hundred years, the Mayas built farms and homes in the rainforests and high plateaus. As the Mayas prospered, their population increased, and their villages grew larger. By AD 250, Mayas dominated the region and built city-states. One of the largest and most magnificent city-states was Tikal, with an estimated sixty thousand people.

The Mayas made advances in art, architecture, and literature. They wrote hundreds of books, constructed huge palaces, and erected pyramid-shaped temples. They built irrigation systems, studied the stars, composed music, and played games. The Mayan calendar was based on the cycles of the moon and the sun. Their solar year had the same number of days as ours.

AD 1000

Mayan society had several levels of social classes. At the top was the king; the Mayas believed their king was descended from the gods and was to be obeyed without question. The priests and the nobles were second in importance. The priests practiced medicine and offered sacrifices. The nobles, both men and women, worked in the government. The nobles did not do manual work like farming, which was left to the common people. The lowest class was the slaves. Possibly a combination of famine, war, and internal rebellion ended Mayan society. Forms of the Mayan civilization continued in smaller towns.



RELIGION IN MESOAMERICA

Mesoamericans believed in many gods. They believed that the sun god was superior. They believed a blood sacrifice was necessary to please their gods, and so they sacrificed humans.

AFRICA

Africa is a large continent. It has large lakes, mountain ranges, mighty rivers, vast deserts, and lush rainforests. The Sahara is the single most important geographic factor in Africa. It divides the continent into two regions, North Africa and sub-Saharan Africa, all the land below the Sahara. Between the two regions is a belt called the Sahel that is two hundred miles wide and crosses the entire continent.

NORTH
ATLANTIC
OCEAN

Strait of
Gibraltar

ATLAS MTS

MEDITERRANEAN SEA

SAHARA DESERT

AHAGGAR
MTS

TIBESTI
MTS

RED SEA

S A H E L

GULF OF ADEN

SOUTH
ATLANTIC
OCEAN

North Africa
Sub-Saharan Africa

ETHIOPIAN
HIGHLANDS

INDIAN
OCEAN

CONGO
BASIN

▲ MOUNT KENYA

▲ MOUNT
KILIMANJARO

NAMIB
DESERT

KALAHARI
DESERT

MADAGASCAR

MOZAMBIQUE
CHANNEL

Cape of
Good Hope

DRAKENSBERG MTS

SOUTHERN
OCEAN



RELIGION IN AFRICA

Animism

Until Christianity and Islam were introduced to Africa, the people had beliefs that varied slightly from tribe to tribe. Most Africans had a concept of a god as a supreme being. They believed he could be reached through sacrifices and offerings. The belief in spirits who control natural forces for good or for evil was very common. Africans worshiped spirits that they believed lived in animals or things like trees and rivers and tried to make the spirits happy. They did not want the spirits to use their powers to harm them.

330–600s

Aksum

Farmers settled eastern Africa and eventually built the empire of Aksum, a wealthy and powerful kingdom. It supplied precious stones, incense, gold, ivory, ebony, myrrh, and elephants to the Egyptian pharaohs and also traded with Arabs and Europeans. King Ezana ruled the empire of Aksum in the AD 300s. A Syrian Christian named Frumentius became a servant to King Ezana; probably through his influence Ezana became a Christian. Christianity became the official religion. Muslim armies conquered Egypt and cut Aksum off from its trade with the Mediterranean world. The kingdom disappeared, but the civilization continued as Ethiopia.

500

AFRICAN EMPIRES



A gold nugget

700–1200

Ghana

The ancient empire of Ghana was located along the Niger River. The word *ghana* was the title the rulers used for themselves. Many Arabian merchants traveled back and forth to Ghana. Gold was traded for goods from merchants from all over the world. The main item traded for was salt. Along with gold, the Ghanaians traded cola nuts, honey, textiles, and slaves. The king of Ghana charged taxes on all trade. Ghana had a huge army that helped protect its trade. Eventually, wars with the Arabs began to interrupt trade and weaken Ghana's kings. When Mali attacked, Ghana could not fight back.

1000



1235–1600s

Mali

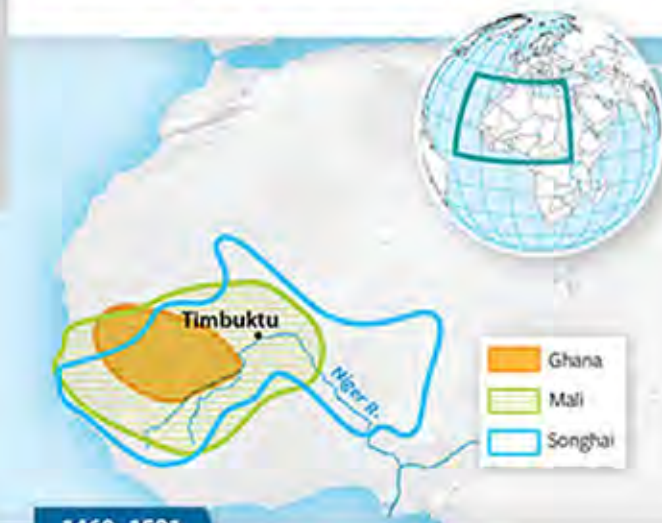
The empire of Mali included all of Ghana and much more land as well. Mali had a strong ruler named Sundiata. Sundiata gained control of the gold and salt trade route across the Sahara. Sundiata and his successors were called by the title Mansa. The kings of Mali grew wealthy from the gold trade. Most of them adopted the religion of Islam. The Malians were characterized as loving justice and honesty. King Mansa Musa was famous for his immense wealth and his devotion to Islam. During his pilgrimage to Mecca, he gave away so much gold that the price of gold went down in that region for the next several years. He used his wealth to build many mosques, schools, and even a university in the city of Timbuktu. After Mansa Musa's death, there were no more strong kings in Mali. After four hundred years, Mali was once again a small village on the banks of the Niger River.

1460–1591

Songhai

A ruler named Sunni Ali won independence for Songhai from Mali and established the empire. Sunni Ali was never defeated. The city of Timbuktu became Songhai's center of Islamic faith and learning. Songhai became larger than either Ghana or Mali had been. Songhai continued for more than a hundred years. But when Morocco attacked with better-trained soldiers armed with muskets, the Songhai army was defeated. Other enemies attacked Songhai, and soon the empire disappeared. In its place appeared many smaller kingdoms that frequently fought each other over land and trade.

1500





Resurrection of Christ

Throughout this book, we will feature various world events that were turning points. These events dramatically changed the course of world history. No event is more important than the resurrection of Christ Jesus. Time itself is divided by the date of His coming. Christianity is one of the few faiths that is dependent on its historical claims. Because religions like Hinduism or animism do not make specific historical claims, they cannot be disproven historically. But if the resurrection did not happen, being a Christian would be futile. The apostle Paul makes this point in Scripture: "And if Christ be not risen, then is our preaching vain, and your faith is also vain" (1 Cor. 15:14). Because of its implications, many historians have tried to disprove the resurrection only to become believers. Scripture goes to great lengths to satisfy any honest skeptic and show that Jesus really did rise from the dead.

- Jesus was clearly dead. Luke, a physician, described the death in detail so no one could claim Jesus just passed out.
- Many historians claim the resurrection story grew over time from rumor to legend. But early accounts of the resurrection were solidified in creeds only a few months after the event.
- Jesus appeared to over five hundred people on eleven different occasions. This is important because for an event to be found true there must be witnesses.
- The character of the disciples was transformed following the resurrection. The disciples were in shock after the crucifixion. They were hiding out, not knowing what to do. Yet just a little while later they were forcefully proclaiming the gospel. Most died as martyrs, and none changed their story though they could have easily saved their lives by recanting.



- The Gospels recount how some of the disciples were initially very skeptical but were convinced of the truth. Thomas had honest doubts that were erased when he met Jesus. James, Jesus' half-brother, thought Jesus was mad and not the Messiah. Yet after Jesus died and rose again, James became the head of the Jerusalem church and died by the sword for his faith.
- The dramatic growth of the church in such a short time can only be explained by the truth of the resurrection.
- The conversion of Saul from the greatest persecutor of Christians to the most important apologist can only be explained by his encounter with the risen Christ.
- There were 351 Old Testament prophecies about the Messiah, and Jesus fulfilled them all.

- 1 Why is Jesus' resurrection so important to Christianity?
- 2 Why does the testimony of Thomas, James, and Saul hold greater weight?
- 3 What would the world be like if Jesus had not been raised from the dead?



CRITICAL THINKING 1.3

1. What civilization did Rome fight in the Punic Wars?
2. What one person was involved in the Greek, Persian, and Indian civilizations?
3. What did Confucius believe was the solution to society's problems?
4. What civilization had a very accurate calendar?
5. What is one thing all these empires have in common?

Making Connections

1. What are the five major themes of civilizations?
2. Would a biography of Abraham Lincoln be a primary or secondary source?
3. What are resources like relics, monuments, and works of art called?
4. Because Christians know the end of the story, when they study history they should have ____.
5. What type of religion did the Egyptians have?
6. How did God reveal to Daniel the future ruling kingdoms of the world?
7. What were the different eras of Rome, and what type of government did each have?
8. Which Chinese dynasty built the Great Wall?
9. What were two early civilizations in Mesoamerica?
10. What was the one empire in East Africa, and what was its official religion?

Thinking Critically

1. What are two reasons for studying history that you can give to your friend who says there is no reason to study history?
2. What are the main presuppositions Christians have when studying history?
3. What social structure do all the ancient civilizations have in common?
4. Compare and contrast Chinese and Japanese civilization.

WHAT TO KNOW

PEOPLE

Nebuchadnezzar
Alexander the Great
Julius Caesar
Qin Shi Huang Ti
Jimmu Tenno
Mansa Musa

PLACES

Egypt
Babylon
Persia
Greece
Rome
India
China
Japan
Mesoamerica
Africa

TERMS

history
justice
power
citizenship
environment
religion
primary sources
secondary sources
artifacts
myths
Pax Romana
Mandate of Heaven