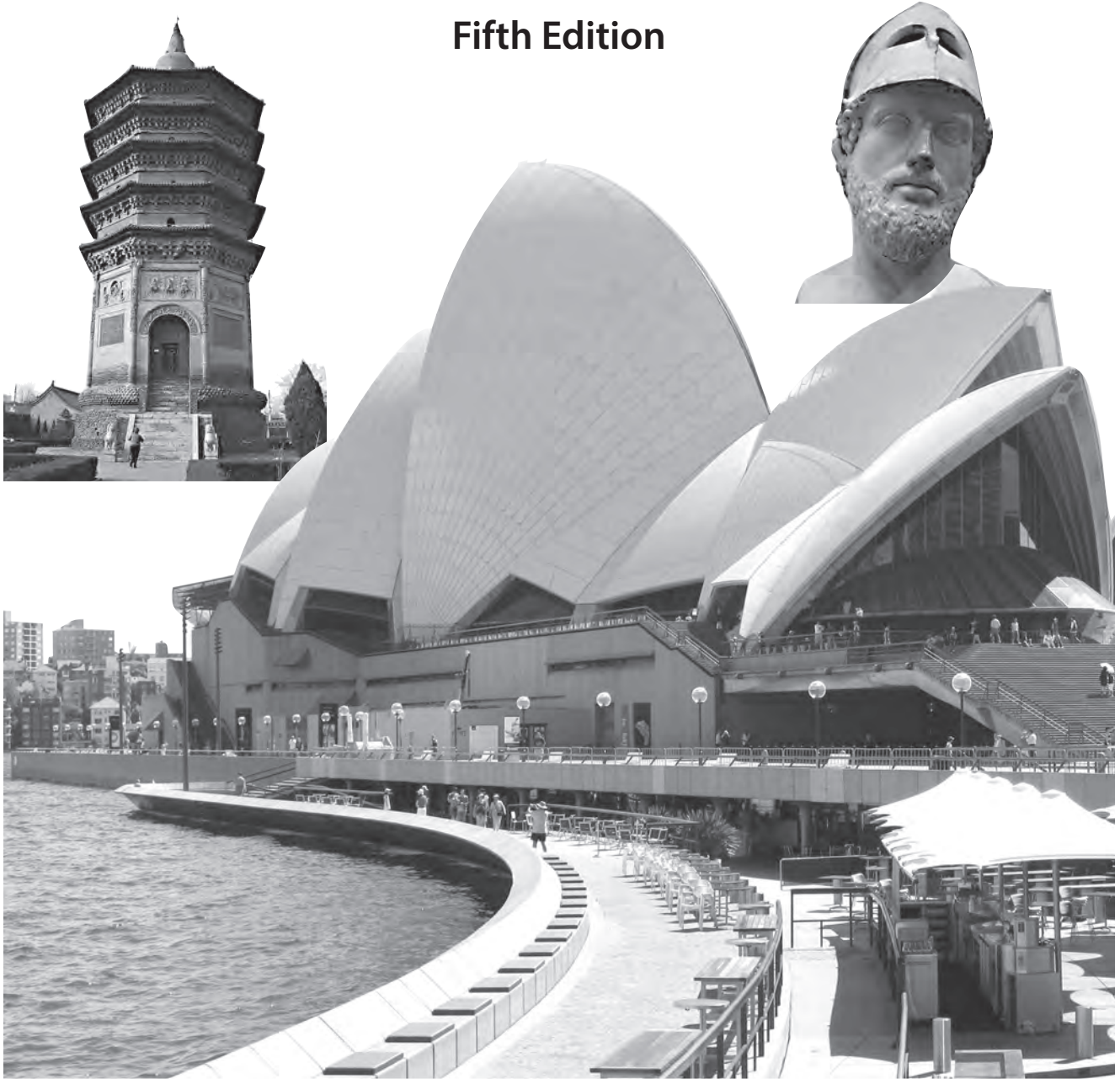


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# *World Studies*

Fifth Edition



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## **ANSWER KEY**

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# Introduction

This answer key for *World Studies*, Fifth Edition (copyright © 2023 by Bob Jones University Press), was developed by the staff of Christian Liberty Press to help the instructor be as successful as possible in teaching this course. In the *World Studies* textbook, there are different types of exercises.

Within each chapter are **Critical Thinking** questions, which will help the student focus on the key points in each section; in most cases, the student is asked to write short essays to answer the questions. Some may be marked *Answers will vary* in this key, if the student is asked to give an opinion or analysis of a particular issue or situation.

**Reading Check** questions appear throughout the text, marked with orange question marks. The teacher may use these questions to check for student comprehension. Since each question appears next to the paragraph that contains the answer, this key does not cover these questions.

There are a few **Worldview Dilemma** exercises, which are multiple choice questions in which the student needs to choose the correct response.

In addition, occasional notes are found in the key that provide more background information. Some are separate notes, and some are italicized and within parentheses.

Under the Chapter Reviews, the student is asked to write short answers or essays for the **Making Connections** and **Thinking Critically** questions. This key gives answers for these questions. Note that the student should not intentionally use the same wording as this key (unless it is the exact information stated in the textbook), but he should give essentially the same information in his own words. The Chapter Reviews also include **What To Know** sections, which cover People, Places, and Terms (and, occasionally, Dates & Events or only Events) covered in the chapter. This key gives page-number references as to where the terms can be found. The teacher may require the student to write out definitions or may use the list as an oral review.

*Staff of Christian Liberty Press*

# Chapter 1

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## Preparing for World Studies, 3000 BC–AD 1000

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### Critical Thinking 1.1, page 5

1. The study of history helps develop our cultural identity by reminding us of who we are and of the contributions of our ancestors. We must understand their failures, mistakes, and triumphs so we do not become deceived by those who deliberately misinterpret history and seek to lead us astray. Thus God repeatedly exhorts His people to remember: “That they may set their hope in God, and not forget the works of God, but keep His commandments” (Psalm 78:7).
2. Christians can make moral judgments about people’s actions in world history because a biblical worldview helps us to understand the good and bad in any past civilization. Every civilization is made up of people created in the image of God, so we should find some things that are good. However, since we are all sinners, bad things will be found in every culture. Therefore, we must read about human history in light of God’s Word, His standard for human behavior; that is, making moral judgments about human actions.
3. The difference between a subject and a citizen is that a *subject* is one who is under the power of another, whereas a *citizen* is one who has a status, or position, that gives him certain rights, privileges, and duties within his civilization.
4. The difference between true religion and false religion is that *true religion* is worshiping the one true and living God of the Bible, whereas *false religion* is the rejection of the true and living God in favor of imaginary gods.

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### Critical Thinking 1.2, page 8

1. *Primary sources* refer to firsthand accounts of people involved (diaries, journals, letters, and books), eyewitnesses (those who actually see or witness an event), and artifacts (pottery, tools, weapons, coins, and so forth). *Secondary sources* are records that explain or interpret primary sources; these sources include history books, encyclopedias, or biographies.
2. The tasks of the historian include studying eyewitness accounts, collecting evidence, and writing a detailed narrative about what occurred. An historian first studies primary and secondary sources, then writes an account of what happened, including only the facts (no assumptions or opinions). The historian must also explain why an event happened and why it is significant for us today.
3. The three truths that a Christian historian uses to interpret history are (1) God created the world and everything in it, (2) “the world has fallen into a sad and broken condition” due to man’s sin and rebellion, and (3) God is working to redeem His people to Himself (page 7).
4. Some of God’s providential purposes are revealed in the Bible; but if God has not revealed all His purposes, the historian can only humbly suggest what God’s intentions might have been.

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### Critical Thinking 1.3, page 24

1. Rome fought the civilization of Carthage in the Punic Wars.
2. Alexander the Great was the one person involved in the Greek, Persian, and Indian civilizations.

3. Confucius believed that the solution to society's problems was proper human behavior. He declared, "What you do not want done to yourself, do not do to others" (cf. Matthew 7:12).
4. The Mayan civilization had a very accurate calendar.
5. *Answers may vary.* All these empires had powerful rulers or demagogues who were considered divine in some way, and powerful families controlled these empires. They also had polytheistic religions that tried to explain good and evil and were used to guide and control people.

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## Chapter Review, page 25

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### Making Connections

1. The five major themes of civilizations are justice, power, citizenship, environment, and religion.
2. A biography of Abraham Lincoln would be a secondary source.
3. Relics, monuments, and works of art are called artifacts and are considered primary sources.
4. Because Christians know the end of the story, when they study history they should have hope.
5. The Egyptians had a polytheistic religion, including two of the most important gods called Ra, the sun god, and Osiris, the god of the underworld and the judge of the afterlife.
6. God revealed to Daniel the future ruling kingdoms of the world through Nebuchadnezzar's dream of a statue.
7. The different eras of Rome are Early Rome, the Roman Republic, and the Roman Empire. Early Rome had two classes of people—patricians, who made up the ruling class, and plebeians, who made up the working class. The Roman Republic created a government ruled by law and representatives chosen by the people; the three branches of government were the consuls, the Senate, and the Assembly. The Roman Empire was ruled by dictators such as Caesar, Augustus (Octavian), Diocletian, and Constantine.
8. The Qin dynasty built the Great Wall in the north of China.
9. Two early civilizations of Mesoamerica were the Mayas and the Olmecs.
10. Aksum was the one empire in East Africa, and its official religion was Christianity.

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### Thinking Critically

1. Two reasons for studying history are to improve our ability to make moral judgments and to develop a cultural identity.
2. The main presuppositions Christians have when studying history are (1) that God made the world and everything in it, (2) that the world is fallen because of human sin, and (3) that God is working to redeem His people to Himself.
3. *Answers may vary.* The social structure that all civilizations have in common are some sort of class division in which there is the ruling class (pharaohs, kings, dictators, emperors, partisans, and ruling families) and the working class (plebeians, merchants, farmers, and slaves). Other classes may be found in between made up of nobles, priests, scribes, soldiers, and artisans.
4. *Answers may vary.* The Chinese civilization covers a large area on the continent of Asia, whereas the Japanese civilization is found on a group of islands called an archipelago. Both civilizations were isolated from the rest of the world for centuries. The Chinese have two major religions called Confucianism (proper human behavior) and Taoism (living in harmony with nature); on the other hand, Japan has one major religion called Shintoism (belief in nature spirits, especially the

sun goddess, Amaterasu). Both civilizations, however, have forms of nature worship and ancestor worship. China had a succession of dynasties, which developed a civil service system; but Japan had ruling clans, forming strong military states. Both civilizations were ruled by emperors, had organized governments, and had “golden ages” of art and culture.

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**What to Know****People**

Nebuchadnezzar, p. 10  
Alexander the Great, p. 11, 12, 17  
Julius Caesar, p. 14  
Qin Shi Huang Ti, p. 19  
Jimmu Tenno, p. 20  
Mansa Musa, p. 23

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**Terms**

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