



HISTORY & GEOGRAPHY

STUDENT BOOK

▶ **7th Grade** | Unit 1

HISTORY AND GEOGRAPHY 701

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What Is History?

Introduction

In studying this LIFE PAC® you will learn more about the meaning of history and how it is written. You will see that the definition of history is not always simple and can sometimes be confusing. You will then write your own definition of history so that you will have a better understanding of it. After you know what history is, then you will see why studying it is important.

The people who study and write history are called historians. You will learn how much research and work go into becoming a good historian. The historian must be a jack-of-all-trades. The historian must be of good character; he must write accurately and honestly.

After you learn what the historian is like, you will study his method of work. You will learn where he finds information and what he does with it after he finds it. Here is where the historian's writing ability is exercised. His character is tested when he writes. Many different factors affect the way history happens—governments, people, and geography, to name a few. You will learn what the most influential force is in history. This force affects history more than anyone or anything else.

You will learn the proper view of history. This view is the most important part of the LIFE PAC because it will give you the proper foundation for studying history. It will also help you see where some historians have missed the point. This section finalizes the ultimate purpose and guiding force in history.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFE PAC. When you have finished this LIFE PAC, you should be able to:

1. Define history.
2. Tell the significance of history.
3. List characteristics essential to good historians.
4. Tell the difference between primary and secondary sources.
5. Explain the steps in the historical method.
6. Tell the Christian view of history.
7. Define cyclical and linear views of history.

Survey the LIFE PAC. Ask yourself some questions about this study and write your questions here.

A large rectangular area with horizontal green lines for writing. The lines are evenly spaced and extend across the width of the box, providing a space for students to write their questions.

1. THE DEFINITION AND SIGNIFICANCE OF HISTORY

In your study of history you will need a good definition of history. A clear meaning of history is necessary background for any significant effort to solve man's problems, to show man's

nature, to show unity and continuity, to show man's conflicts, to show man's dependence on others, and to show that those who depend on God are blessed by Him.

SECTION OBJECTIVES

Review these objectives. When you have completed this section, you should be able to:

1. Define history.
2. Tell the significance of history.

VOCABULARY

Study these words to enhance your learning success in this section.

AD Anno Domini (in the year of our Lord)

ancient history (ā n' shunt his' tur ē). History from the Creation to AD 500.

BC Before Christ's birth.

BCE Before the Common Era; before the year 1.

CE Common Era; after the year 1.

historian (his tōr' ē un). A person who writes about history.

medieval history (mē ' dē ē' vul his' tur ē). From AD 500 to AD 1500.

modern history (mod' urn his' tur ē). From AD 1500 to the present.

Note: All vocabulary words in this LIFEPAC appear in **boldface** print the first time they are used. If you are not sure of the meaning when you are reading, study the definitions given.

Pronunciation Key: hat, āge, cāre, fār; let, ēqual, tērm; it, īce; hot, ōpen, ōrder; oil; out; cup, pūt, rüle; child; long; thin; /TH/ for then; /zh/ for measure; /ul/ represents /al/ in about, /el/ in taken, /il/ in pencil, /ol/ in lemon, and /ul/ in circus.

THE DEFINITION OF HISTORY

What is history? Each one of us may have a different understanding of what history is. For example, a doctor may say that his patient "has a history" of kidney problems; or, when asked about a former boyfriend, a girl may reply, "Oh, he's ancient history." These uses of the word *history* are understood by us, but none of them actually tell what history is or how it is significant. We should agree upon a definition.

History could simply be defined as the past or everything that has happened. Some say that history is facts and their significance to people or that it is a record of the past based upon surviving or known evidence. A more thoughtful answer might suggest that history is the part of the past that deals with human beings and that it is man's effort to write what he considers important about himself and his activities.

History cannot tell all of the human past because man does not know all about his past. For clarity and unity let us say that *history is the known story of man and his relationship toward God, mankind, and his environment.*

These relationships of man to God, to other men, and to his environment were made clear when Moses received the Ten Commandments on Mt. Sinai. These commandments were given to show how man should properly relate to God (Exodus 20:1-11), to mankind (Exodus 20:11-23:9), and to his environment (Genesis 1:28; Exodus 23:10-12).

In studying history one must remember that there are several points of view from which

historians may write. A historian is a person who writes about history. We will learn more about historians later.

Some categories of history are political, social, economic, cultural, technological, racial, and religious. However, a total picture of history must include all of these. The complete view of history will include all the story of mankind. It will include all the categories of history in order to present a proper perspective of man and his relationship to God, man, and his environment, or God's creation. All of man's environment is God's creation.



Match these vocabulary words with their definitions.

- | | |
|----------------------------|--|
| 1.1 _____ AD | a. before Christ's birth |
| 1.2 _____ ancient history | b. in the year of our Lord |
| 1.3 _____ BC | c. from AD 1500 to present |
| 1.4 _____ historian | d. history from the Creation to AD 500 |
| 1.5 _____ medieval history | e. from AD 500 to AD 1500 |
| 1.6 _____ modern history | f. a person who writes about history |

Answer these questions.

1.7 What definition of history is this LIFEPAK going to use? _____

1.8 Do we know about all of our past? _____

Complete these statements.

1.9 For clarity and unity we must all use the same _____ for history.

1.10 How people should relate to God is found in the Bible in _____
_____.

1.11 How people should relate to other people is found in the Bible in _____
_____.

1.12 How people should relate to his environment is found in the Bible in _____
_____.



Complete these lists.

1.13 List the four commands God gives man in Exodus 20:1–11.

- a. _____ b. _____
c. _____ d. _____

1.14 List six ways people are to relate to others according to Exodus 20:12–17.

- a. _____ b. _____
c. _____ d. _____
e. _____ f. _____

1.15 List the ways we are to relate to our environment according to Genesis 1:28 and Exodus 23:10–12.

- a. _____ b. _____
c. _____ d. _____

1.16 List five of the categories of history.

- a. _____ b. _____
c. _____ d. _____
e. _____

THE SIGNIFICANCE OF HISTORY

Knowing the definition of history is not enough. We must also know its significance. We must know whether history is a mass of unrelated events or a meaningful and orderly prelude to present and future events. If it is a mass of unrelated events, then it is not worth studying. However, since there is order and meaning to the past and since these events are somehow linked to present and future events, then history deserves our close attention. Because knowing the related events and meaningful order of history is a prelude to understanding the present and future times, a study of the past is essential. Not studying history would be like trying to solve a murder without finding out what took place before the murder happened.

If we do not study the past properly, then we will not be able to understand the present and the future. The beneficial reasons for studying history are many; we will examine a few.

To show contributions of ancient civilizations. Present-day man is certainly in a dilemma. Today he seeks to conquer other planets before he has learned to govern his own. How can man learn to solve his problems? We shall consider one of his problems.

Man has the problem of a rapid increase in technological knowledge without proper controls being placed upon its growth. He has access to great power without having the wisdom to use it properly. Certainly one way of solving this dilemma would be to understand the past so that he might better assess the

perils and the opportunities of the present and the future.

Nostalgia sometimes surges in a nation. A study of history should prove that the “good old days” were actually not that good and that every age has had to bear its full burden of problems. To find what qualities of life are helpful to man today, we must both analyze why things were done as they were in the “good old days” and determine the integrity and external nature of that quality. Read the following example.

- A young married couple usually had roast to eat for their Sunday noon meal. One day the husband was observing his wife’s preparations and noticed that she cut the roast into two pieces before cooking it. The husband asked why she did that; and she said, “because Mom always did it that way.”

(In other words, she was preparing it as they did in the good old days.)

The husband wanted to know the value in cutting the meat in half; therefore, they decided to phone home and ask. When they asked the reason why the roast was cut in half, her mother replied, “Because my pan was too small to hold all of the roast.”

This story illustrates that the “old ways” of doing things should be judged upon their ability to last and their proven value and dependability.

People of ancient civilizations did make some contributions that have been of lasting value; many remain in use today. The following list shows just a few of those lasting contributions.

Civilization	Dates	Contributions
Babylonians	1000 BC-583 BC	A calendar, a system of weights and measures, ideas about law, writing, trading, and farming.
Phoenicians	3000 BC-538 BC	An alphabet and the spreading of civilized ideas in other lands
Egyptians	2700 BC-1090 BC	A calendar, irrigation, works of art, the beginnings of law, astronomy, mathematics, schools, boats, embalming techniques, and writing.
Hebrews	2000 BC- 933 BC	The idea of one God, the Old Testament of the Bible with commandments of God, including the Ten Commandments.



Complete these sentences.

- 1.17** In order to study effectively, the past has to have: a. _____
and b. _____.
- 1.18** Past events are linked to a. _____ and b. _____ events.
- 1.19** We need to understand the past that we might better assess the
a. _____ and b. _____
of the present and future.
- 1.20** The “old ways” of doing things should be judged upon their ability to
a. _____ and their proven b. _____.

Complete these activities.

- 1.21** Irrigation was a contribution made by the _____.
- 1.22** The idea of one God was a contribution made by the _____.
- 1.23** A system of weights and measures was a contribution made by the _____.
- 1.24** The alphabet was a contribution made by the _____.
- 1.25** The Old Testament was a contribution made by the _____.
- 1.26** The spreading of civilized ideas into other lands was a contribution made by
the _____.
- 1.27** The ideas about law, writing, trading, and farming were contributions made by
the _____.
- 1.28** The embalming techniques were a contribution made by the _____.
- 1.29** Schools were a contribution made by the _____.
- 1.30** Why is it important for people today to know the contributions of ancient civilizations?

To show the constant nature of man.

Reading and studying history, we sometimes see ourselves pictured in other men's impulses, needs, desires, and actions. In Ecclesiastes 1:9 the Bible says, "...there is no new thing under the sun." The Babylonians said it this way: "This life of yesterday, it is today." The student of history will often be surprised to discover ancient customs and ideas that he thought were modern in origin. The real significance of the Biblical and Babylonian proverbs is that they point to one of the few constants among all the variables of history: the nature of man himself.

Human nature does not change, nor has it changed since the Fall of man. Genesis 1:26

and 27 say that all men and women were created by God. Since we were all made by the same Creator, we should be similar in nature. Since the Fall, sin has been a part of the nature of all men (Romans 5:12).

In the garden of Eden, man sinned when he disobeyed God and ate the forbidden fruit. As a result his nature became sinful. Man's sinful nature is constant until he is "born again" or "saved". The born-again, or saved, person receives a new nature. God's word to the believer in 2 Peter 3:18 is, "But grow in grace, and in the knowledge of our Lord and Savior Jesus Christ..." That experience should always remain constant.



Complete these statements.

1.31 _____ nature has not changed since the fall of man.

1.32 Since the Fall, human nature has been _____ .

1.33 All people were made by the same _____ .

Answer these questions.

1.34 Where in the Bible is found the quotation "There is no new thing under the sun"?

1.35 Man's sinful nature is constant until he is _____

To show unity and continuity. We can't divide history into clear-cut categories. For example, if you wanted to know why the United States is a democratic republic, you would need to study European history, not just United States history. For the sake of convenience, we may devote our time to the study of just United States history, and at another time to the study of European history; but we should always remember that the two are related and are really inseparable. Furthermore, we must study the history of all mankind in order to fully understand the history of a particular country, because they are interrelated.

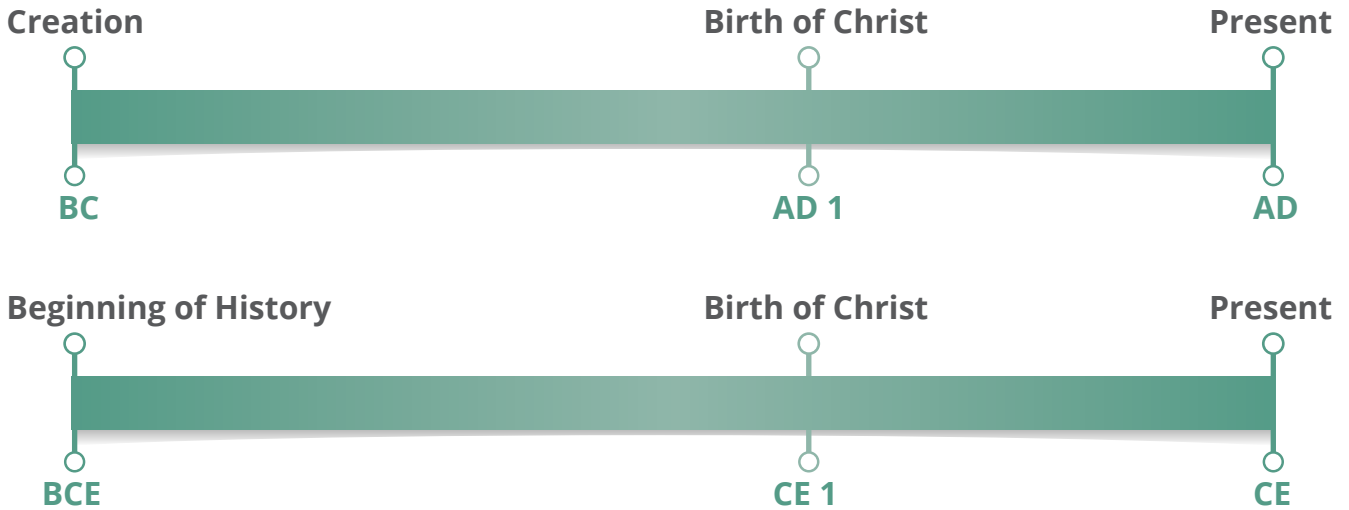
Similarly, it is a mistake to think that we may draw a line at a certain date and say we don't need to know what happened before that date. What happened to a man in his childhood often explains many things in his later life, and what happened in the early ages of history often throws light upon the present day. You might say that we are the heirs of countless ages; our inheritance consists of ideas, institutions, and knowledge. Each generation adds its contribution of either good or evil or both.

Human history is like a river in which the water that has come down from distant mountains mingles with the water that each new branch pours in. The continuity of history means it is one continuous story, and if it is not studied from its source, including the Father before Creation, then we will not have a proper viewpoint of man's story.

One way of showing the periods of history is by dividing it into two periods. The two periods of history are called **BC**, Before Christ, and **AD**, Anno Domini: "in the year of our Lord."

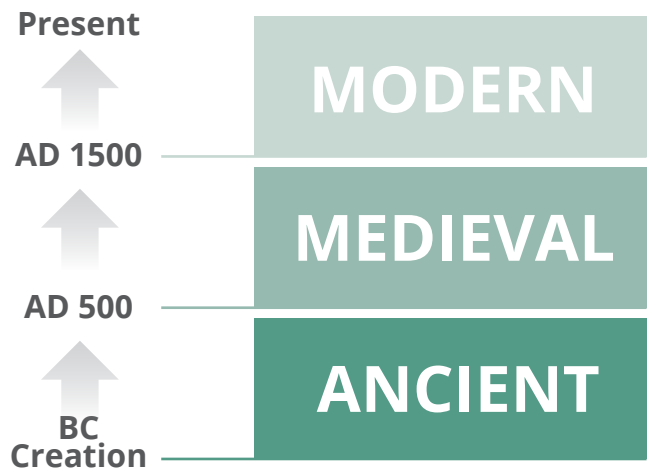
The current method of using the dating system BC and AD began in the 500s with Christian monks. These monks chose the date of Christ's birth as the year 1. Unfortunately, these monks were off by a few years. Jesus was most likely born in the year 2 or 3 BC. Eventually the BC and AD dating system was implemented throughout Europe and later the world. In the 1700s a new dating system which used **BCE** and **CE** was begun. BCE stands for Before Common Era and CE for Common Era. This dating system made no reference to Christ. Instead the traditional year of Christ's birth was marked as the beginning of the Common Era. When writing dates with these two systems, the letters go after the dates. For example, you would write 400 BC or 1776 CE. The exception is the dating of AD. In that case, the dating system comes before the numbers as in AD 1776.

Today many scholars and others are adopting the BCE and CE dating system so as to be sensitive to people who are not Christians. While some see the shift as being inclusive to all religions, others see it as denying the divinity of Christ. Others note that those using the newer dating system are trying to remove religion from scholarship. No matter what the dating system, each still uses the traditional date of Christ's birth as year 1.



Historians also divide history into three periods. These three periods are called **ancient**, **medieval**, and **modern history**.

One of the least accurate ways of naming the periods of history has been by naming the periods after the material that man used for his tools or weapons: for example, the stone age, the jet age, and the atomic age. A real problem with naming them this way is that not all civilizations progressed at the same rate; therefore, some civilizations were in the atomic age while others were still in the stone age.



| Periods in History



Complete these sentences.

- 1.36** The unity of history means we should study the history of _____ mankind because they all have a part in the total picture.
- 1.37** We are the _____ of countless ages.
- 1.38** Our inheritance consists of a. _____, b. _____, and c. _____.
- 1.39** In this section, history is described as being like a _____ moving from its source at Creation to its mouth at Judgment.
- 1.40** The _____ of history means that it is one uninterrupted story.
- 1.41** The source of history is _____, before Creation.
- 1.42** Men divided the Bible into chapters and verses to make it easier to study. In like manner, people have divided history into two major parts to make it easier to study. These are abbreviated as a. _____ and b. _____.
- 1.43** History has also been divided into three periods called a. _____, b. _____, and c. _____ times.
- 1.44** One of the least accurate ways of dividing history has been by naming the time periods after the a. _____ used by man for his b. _____.
- 1.45** *BC* means _____.
BCE means _____.
- 1.46** *AD* means _____.
CE means _____.

Complete these activities.

What are the three periods that correspond to these dates?

- 1.47** Creation – AD 500 _____
- 1.48** AD 500 – AD 1500 _____
- 1.49** AD 1500 – Present _____

SELF TEST 1

Answer true or false (each answer, 1 point).

- 1.01** _____ God gave the Hebrews the Ten Commandments.
- 1.02** _____ All of history must be studied to maintain the unity of history.
- 1.03** _____ We need to understand the past that we might better assess the perils and opportunities of the future.
- 1.04** _____ History is the known story of man and his relationship to God, other people, and his environment.
- 1.05** _____ The past has no order or meaning.
- 1.06** _____ Setting God's goals in our lives is called humanism.
- 1.07** _____ Man was told by God to subdue the earth.

Complete these sentences (each answer, 3 points).

- 1.08** Exodus 20:1–11 tells how man should relate to _____ .
- 1.09** Man was created to have and enjoy _____ with God.
- 1.010** The term *AD* means _____ .
- 1.011** Exodus 20:11–23:4 discusses how people should relate to other _____ .
- 1.012** The term *BC* refers to _____ .
- 1.013** Man's a. _____ nature is constant until he is b. _____ .
- 1.014** Man was made with a spiritual vacuum that only _____ can fill.
- 1.015** The people of the world had a common language when they tried to build a tower up to heaven at _____ .
- 1.016** Ancient history ranges from the time period of a. _____ to AD
b. _____ .
- 1.017** Medieval history ranges from the time period of AD a. _____ to AD
b. _____ .
- 1.018** Modern history ranges from the time period of AD a. _____
to the b. _____ .

Answer these questions (each answer, 3 points).

1.019 Which culture is best known for their development of the alphabet? _____

1.020 Which cultures are best known for their development of writing? _____

1.021 Which culture is best known for their development of irrigation? _____

1.022 Which culture is best known for their development of the idea of one God?

1.023 Which culture is best known for their development of works of art?

1.024 Which culture is best known for their development of embalming techniques?

1.025 Which culture is best known for spreading civilized ideas to other lands?

1.026 Which culture is best known for their development of a system of weights and measures?

1.027 Which culture used the Ten Commandments? _____

Complete this list (each answer, 3 points).

1.028 List the six parts of the armor of God.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

	SCORE _____	TEACHER _____	initials	date
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HIS0701 - May '14 Printing

ISBN 978-1-58095-181-4



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