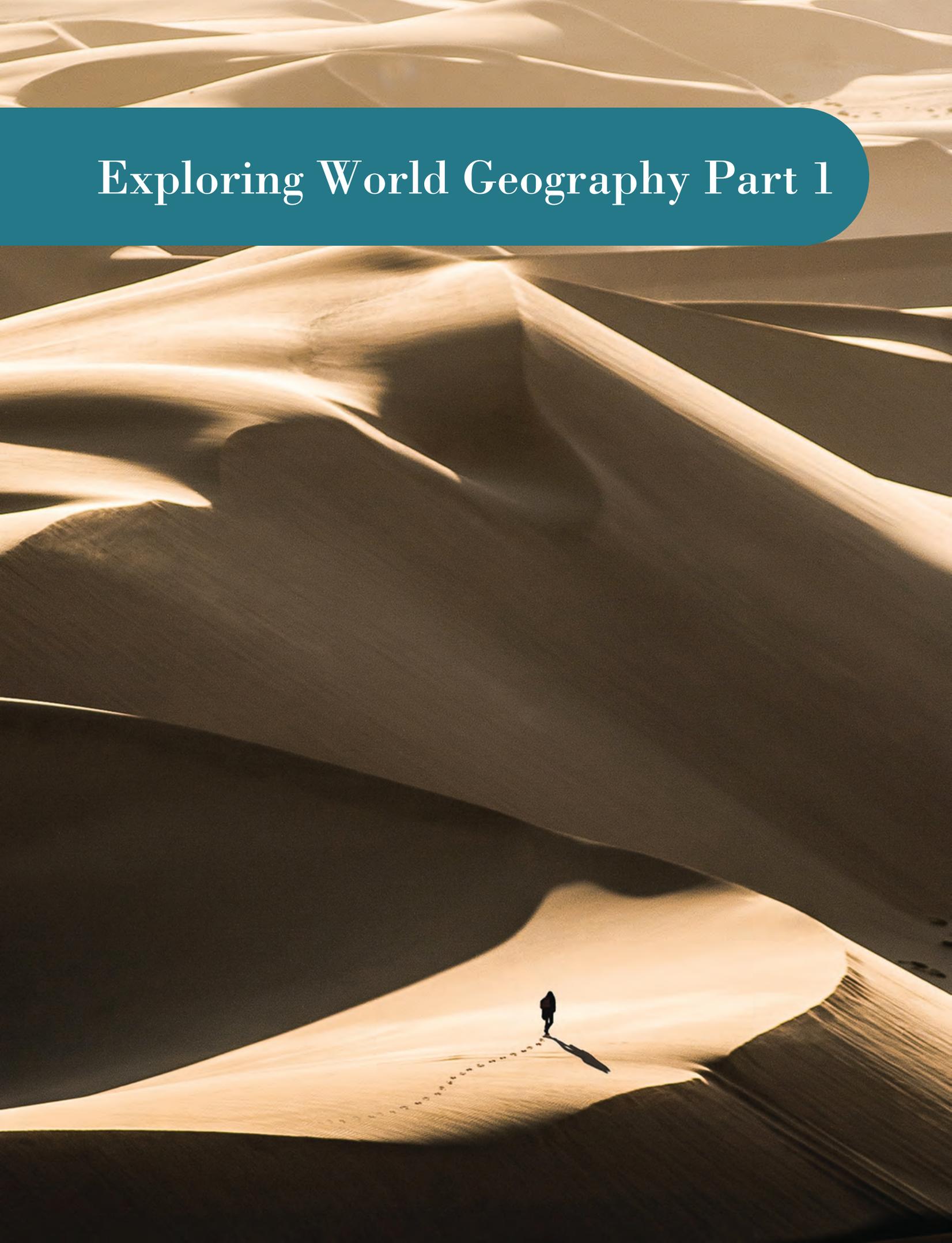


Exploring World Geography Part 1



*To Our Grandchildren:
May you live in a better world, and may you help it be so,
until we all live together in the better place God has in store for us.*

Exploring World Geography Part 1
Ray Notgrass

ISBN 978-1-60999-154-8

Copyright © 2020 Notgrass History. All rights reserved.
No part of this material may be reproduced without permission from the publisher.

Previous Page: Desert in Namibia by Finding Dan | Dan Grinwis on Unsplash
Front Cover: Reine, Norway, by Francesco Dazzi / Shutterstock.com

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

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

Cover design by Mary Evelyn McCurdy
Interior design by John Notgrass
Maps by Sean Killen and John Notgrass
Literary introductions by Bethany Poore

Printed in the United States of America



NOTGRASS
HISTORY

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



Dhow Boats in Doha, Qatar

Part 1

Table of Contents

Why You Should Study Geography	vii
How to Use This Curriculum	ix
Advice on Writing	xiii
Assigned Literature	xx

1 Welcome to Your World 1

1 - Seeing What You Have Never Seen Before	3
2 - Who Says Geography Doesn't Make Any Difference?	10
3 - The World According to Strabo	16
4 - Geography Is Not Set in Stone	20
5 - It's a Matter of Worldview	27

2 It Begins with a Map 33

6 - What's a Map Worth to You?	35
7 - You Can Learn a Lot from a Map	41
8 - What a Map Is and What It Is Not	48
9 - The Business of Geography	53
10 - Recipe for a Worldview	57

3 The Middle East Part 1 61

11 - The Physical Geography of the Middle East	63
12 - Drawing Lines: The Making of the Modern Middle East	70
13 - The Toughest Geographic Issue	75
14 - "We Have No Jam": The Saga of the Kurds	83
15 - Faith System: Judaism	88

4 The Middle East Part 2 95

16 - Armenia and Its People	97
17 - Winston Churchill and the Gallipoli Campaign	102
18 - To Be a Woman in Saudi Arabia	108
19 - Sacred Geography: The Meaning of Pilgrimages	112
20 - Faith System: Christianity and the Christian Worldview	117

5 North Africa 123

- 21 - Of Jasmine and Spring: The Story of Tunisia 125
- 22 - A Man and a Canal 131
- 23 - The Berbers 138
- 24 - The North Africa Campaign in World War II 144
- 25 - Faith System: Islam 149

6 West Africa 157

- 26 - Cocoa Growing in Côte d'Ivoire 159
- 27 - Riches and Poverty in Mali 163
- 28 - The Trees of Lzake Volta 168
- 29 - The Music of Nigeria 172
- 30 - Faith System: Folk Religion 178

7 Central Africa 183

- 31 - Life in a Refugee Camp 185
- 32 - The Mbuti: A Threatened Way of Life 189
- 33 - Cameroon: Legacy of Colonialism 194
- 34 - Beautiful and Deadly: Ebola in the DRC 199
- 35 - Kent Brantly, Physician and Missionary 203

8 East Africa 207

- 36 - Hope Instead of Hate in Rwanda 209
- 37 - William and His Windmill 214
- 38 - Give Water, Give Hope, Give Life in Kenya 219
- 39 - Long Distance Runners from Ethiopia 224
- 40 - Where Did You Get That Worldview of Yours? 230



Drummers in Accra, Ghana



9 Southern Africa 235

- 41 - They Say a Diamond Is Forever 237
- 42 - This Is Our Land: The Story of the Zulus 242
- 43 - Roll the Gospel Chariot Along 247
- 44 - Can People Once Enemies Get Along? 251
- 45 - Truth 257

10 Southern Europe 263

- 46 - The Basques: One People in Two Countries 265
- 47 - What's In a Name? The Saga of North Macedonia 270
- 48 - You Go Here and You Go There 274
- 49 - Microstates: Vestiges of Earlier Times 281
- 50 - Paul's Sermon on Human Geography 289

11 Western Europe 295

- 51 - Not a Fairy Tale 297
- 52 - The Flower That Made the Netherlands Famous 301
- 53 - When Weather Helped Make History 307
- 54 - Helping a Continent Be Strong and Free 312
- 55 - Faith 319

12 Northern Europe 323

- 56 - Living on the Edge: The Sami of Finland 325
- 57 - Is This What Tomorrow Looks Like? 330
- 58 - They Do Things Their Way: The Faroe Islands 334
- 59 - Surveying the Matter: The Struve Geodetic Arc 338
- 60 - The Existence of God 342

13 Eastern Europe 347

- 61 - The Jews of Eastern Europe 349
- 62 - Defiant Hungarians 357
- 63 - The Vltava (The Moldau) 364
- 64 - A War They Didn't Want: Ukraine 368
- 65 - The Nature of God 374

14 Russia 379

- 66 - The Bear: Russia 381
- 67 - Snapshots from the Urals 387
- 68 - The Deepest Lake in the World 391
- 69 - The Toughest Project 395
- 70 - Creation vs. Evolution 400

15 The Arctic and The Antarctic 405

- 71 - To the North Pole and UNDER 407
- 72 - Sitting on Top of the World 413
- 73 - A Homeland for the Inuit 417
- 74 - *Endurance* 421
- 75 - "Have You Entered the Storehouses of the Snow?" 427

Sources S-1

Credits C-1

*Ivolginsky Datsan, Buddhist Temple
in Buryatia, Russia*





Oculus Station House, New York

Why You Should Study Geography

Imagine going into a large room that is filled with people who are engaged in several different conversations.

Over here, two people really seem to be connecting deeply with each other. In that corner, two other people are in a heated discussion and seem ready to come to blows. Four people in the middle are working together to set up some sort of display. Over there, a small group is looking at pictures on someone's phone; and the people involved really seem to be enjoying themselves.

But you've just arrived, and you have no idea what people are talking about or what they are doing. You think, "If I only knew what is going on here, I'd feel more comfortable. Maybe I could even help or contribute something to a conversation."

So you move around the room, listen to people, and ask some questions. Slowly you get an idea of the different interactions that are taking place. As you get to know people better, you can offer something to some of those conversations. Now that you know what the group setting something up is doing, you offer to help with that project.

This description of entering a large room is something like what you are going to be doing in a few years. You are going to enter a big room called the adult world. Lots of things are going on there.

Some folks get along well, while others have come to blows. Some are developing a project together, but others don't know each other and perhaps don't even speak to each other. If you can understand why things are the way they are in our world, you will be better able to make a positive difference in it.

Helping you better understand our world is the purpose of *Exploring World Geography*. Traditionally, geography deals with such topics as what is a volcano, how much of the world is covered with water, and the definitions of a desert and plate tectonics. Those subjects are elements of physical geography, and you need to understand those subjects to understand the physical world that God made. However, the modern field of geography has expanded to include many elements of human life on this planet, especially as it relates to geography or geographic place. For instance, you can study population geography, cultural geography, political geography, economic geography, rural and urban geography, and, in this course, human geography.

This course deals with two main questions: (1) How has the physical world made a difference in what people have done, how they have lived, and how they live today? (2) How have people made a difference in the physical world, and how are they making a difference in it today?

Journalist and geography writer Robert Kaplan says that geography is the backdrop to human history. Geography is where we live, and it impacts how we live. Geography affects all of us. Some people deny this. They say that geography is only incidental to human interaction. Moreover, with the invention of faster travel and instant worldwide communication, some people say that geography doesn't really matter anymore.

Try telling a soldier who has fought on the desert mountains of Afghanistan that geography doesn't matter. Explain how cotton became king in the pre-Civil War American South without referring to geography. Describe the role of New York City as an international trade and immigration center without referring to its geographic location. Understand the modern Middle East without referring to oil or the existence of Israel. Discuss the immigration issue without referring to a geographic setting. When you look into these and many other issues regarding life on this planet, you will find that geography *does* matter.

Every person can make a profound difference in the lives of others by how they respond to their setting and to the opportunities that God places in their path—a path that runs through geography. Our world—especially the part of it where you live—is where God has placed you. You might wish that you lived in a place with greater natural beauty or with more opportunities for economic advancement, but He has placed you in the location where you are. If you move to another place or region, in that new setting you will find other opportunities and limitations that geography will influence.

The task of living effectively as an adult is before you; serve God by fulfilling that task where you are. We hope that we encourage you to take geography seriously. Be assured of this: if we as Americans do not take geography seriously, other people—including some who have decided to be our enemies—will take it seriously; and that will affect us negatively.

A few key factors help to explain why history and current events have happened the way they

have. The most important is God. The second most important are the decisions and actions that people make. We might also cite family, cultural influences, and religious beliefs. In this mix of factors, one key factor is geography.

We hope that this curriculum will help you understand better this fascinating world in which we live. We hope you will think, “Oh, that's why this country has done this or that” or “It's amazing how that mountain range affects that region.” Knowing something about the geographic settings in which people live will give you empathy. Knowing inspiring stories will encourage you in your own life. Learning what God teaches us about our world helps us live in it. Learning the power of the gospel that offers hope and truth to every tribe and tongue and people and nation will help you redeem the time that you have.

Geography has relevance to current affairs. In the time that we worked on this curriculum, the ruler of Swaziland changed that country's name to Eswatini. The country once known as Macedonia changed its name to the Republic of North Macedonia. Wildfires devastated the geography of Australia. China's Belt and Road Initiative, which many countries accepted eagerly in its early stages, has changed shape and encountered opposition from some countries. Huge demonstrations in Hong Kong protested the way China was governing that city. As we were finishing the development of the curriculum, the COVID-19 pandemic swept the world. As you move into adult life, you will need to remain informed and discerning about the issues in which geography plays a part.

Our goal is to inspire you to think broadly and to act boldly, to see your own setting in time and place as an opportunity for growth and adventure or as an obstacle to overcome. We hope that you will envision what God might do through you as He has done through countless others who have lived in their own times and places. Preparing you to live successfully in that big room called the adult world is what we have tried to do in the lessons, the readings, the literature, and the assignments.



Lake Wanaka, New Zealand

How to Use This Curriculum

As you both, parent and student, plan your study using this curriculum, here are some ideas to help you get the most out of it.

This curriculum provides one year's credit in three subjects: geography, English (literature and composition), and worldview. The 150 lessons are divided into thirty units of five lessons each. Each unit has four lessons on geography, and a final lesson on worldview.

Since a typical school year has thirty-six weeks, you have some flexibility in completing the course. The student can take two weeks to complete a unit if they find a topic particularly interesting or when your schedule is especially busy. Families are free to choose how they want to schedule the course, but many families choose to begin a unit on Monday and finish it on Friday.

On the first day of a unit, read the unit introduction. Here you will find a brief overview of the unit; a list of lessons for that unit; a Bible passage to memorize; a list of books used with that unit; choices for a project for that unit; and, when a literature title is begun, an introduction to that book.

After reading the introduction, choose a project to complete by the end of the unit and make a schedule for how to complete it. Find the memory

work for the week in the Bible translation of your choice.

Complete the following each day:

- Read the lesson for the day.
- Complete all of the *Gazetteer*, geography, worldview, and literature assignments for the lesson.
- If you are using the optional *Student Review*, complete the assignment(s) for that lesson.
- Work on your Bible memorization and on your chosen project.

On the last day of each unit, the student will recite or write the memory work and complete the project for the unit.

The curriculum includes the *Exploring World Geography Gazetteer*. This volume contains maps of the continents and regions we discuss in the text, a section on each country of the world, and original source material that we assign once per unit. The Assignments section at the end of each day's lesson includes the *Gazetteer* assignment when appropriate.

You will need to plan carefully what the student does each day. For instance, every fifth day includes

reading the worldview lesson and answering the review questions, finishing the project for the unit, writing or reciting the memory verse for that unit, and taking the geography quiz for that unit.

In twelve of the units the student will also need to finish the literature title they have been reading, answer the review questions on it, and read the literary analysis for that book. In six units, the student will also need to take the geography, English, and worldview exams over the previous five units. Plus, the student will need to study for all of these exams.

Instead of waiting until the last day of a unit to complete all of these assignments, students can spread out the work load and make it easier to complete. For example, students can complete their unit project on Day 4 of the unit. She might also want to plan her reading so that she finishes the literature title on Day 4 of the unit and completes the review questions and literary analysis that day. We have provided the tools for your study of these subjects. How you complete the curriculum is ultimately up to your family determining what is the best approach for you to take.

An assignment checklist is available as a free download on our website (notgrass.com/ewglinks).

Worldview Lessons

In the assignments for several of the lessons in each unit are thought questions regarding worldview. We recommend that the student have a Bible notebook (wire-bound or 3-ring binder) in which she copies each question and writes a response to the question. Alternatively, the parent may choose to have the student read the question aloud and give an answer orally. However, writing down the questions and answers will probably help the student remember the questions and answers better.

As part of our worldview survey, we look at several religious systems that people practice in the world besides Christianity. We look at these other faith systems from the perspective of outsiders.

We have never been part of these groups, and the information we share is the result of our research on these subjects. Those who adhere to these faith systems might see inaccuracies or misplaced emphases in our treatment of them. It is not our purpose to misrepresent these faiths or to create straw men that we can easily knock down in an attempt to show the superiority of Christianity.

We have attempted to refrain from using demeaning language or from saying anything like, “We can’t believe that intelligent people believe these ridiculous ideas, but apparently they do.” We want to show respect for the people who hold these beliefs, even as we express our disagreement with these beliefs and why we believe that Christianity is true. We are not ashamed of the gospel, and we want to keep the door open for civil discussions with those of other faiths in the hope that we can encourage everyone in the pursuit of truth.

Map Skills Assignments

A map skills assignment comes at the end of one lesson in most units, usually on the fourth day of the unit. Their purpose is to help the student better understand and utilize maps. The lessons in Unit 2 have a good deal of information about maps, so the map skills assignments begin in Unit 3.

We recommend that the student create a map skills notebook or folder for these activities.

Tips on Bible Memorization

Each unit of *Exploring World Geography* gives a Bible passage to memorize. Here are some tips on memorization for the student. Pay attention and internalize what the verses mean. It will be much easier to memorize thoughts that you understand than to see them as a string of words that have no meaning to you. Write the verses on index cards. Keep these handy to use when you have a spare moment. Copying out the verses is a good exercise, especially if you learn visually.

Draw pictures illustrating the verses. Ask another person to read the verses to you. Ask another person to listen to you and correct your recitation. Working on memorization consistently in small chunks of time over several days works much better than last-minute cramming.

Unit Projects

Each unit (except Unit 3) has three choices for a project, always including a writing assignment. Parents can decide how many writing assignments the student must complete to fulfill the English credit of *Exploring World Geography*. We recommend that you choose the writing assignment as the project a minimum of six times throughout the course. The other project choices include a wide variety of activities: building models, cooking, field trips, volunteer opportunities, and more, all of which will enhance and expand what the student is learning in the course.

The projects relate to the material in the unit. Where applicable, we note the lesson from which the project is drawn. The student should choose a project at the beginning of the unit and work on it throughout the unit. The student may need to look ahead at the relevant section of the lesson to get started on the project.

As you choose projects unit by unit, take the opportunity for the student to try new things and expand her skills. If she has never made a model out of STYROFOAM™, or seldom done any cooking, or doesn't know how to make a video, this is a great opportunity!

The student should complete each project at a high school level. Some of these assignments could be given to an elementary school student and the results would be on an elementary school level. The student should complete the work with care and research and attention to accuracy, creativity, and excellence. Throwing something together in a haphazard fashion is not appropriate. Whether the student spends his time writing an essay or building

a model, he should use his mind and hands to create something he can be proud of.

Student Review Pack

The Student Review Pack includes three books to help the parent and student measure the student's progress through the course and understanding of the material: the *Student Review Book*, the *Quiz and Exam Book*, and the *Guide for Parents and Answer Key*. Using these books is optional, but you will likely find them useful.

The *Student Review Book* contains review questions on each lesson, review questions on some of the source documents in the *Gazetteer*, review questions and analysis of the literature, and a map skills assignment for most units.

The *Quiz and Exam Book* has:

- a geography quiz for each unit that covers the first four lessons of that unit and is drawn from the lesson review questions for those four lessons,
- a geography exam covering every five units that is drawn from the quizzes for those units,
- an English exam covering the literary analysis and questions for the books read every five units, and
- a worldview exam every five units covering the review questions for the five worldview lessons in those units.

How We Present Scripture

The most important material in this course are the studies from God's Word. Understanding world geography and literature is important, but how we live before God is the most important issue before each one of us. We want to help you as you do that.

We believe in the inspiration and authority of the Bible, and our desire is to present the Bible in all of its truth, wisdom, and power. We strive in all we do simply to be Christians. We are on a quest to understand the truth that God has provided in His Word.

If you read something in this curriculum that differs from what your family believes, take the opportunity to discuss the issue and search the Scriptures together. We welcome your feedback. If you believe that we have written something in error, please email us so that we can learn together the truth that will set us free.

Notes on the Literature

We chose works of literature that illustrate geography in various places around the world. As the student reads the books, she should take special note of geographic features such as lakes, rivers, mountains, the region of the world, the culture of the people, and how these features fit into the story. The setting of a work of literature is a place in geography, so the study of geography and the study of literature will enhance each other.

Worldview also plays a part in the study of literature. As the student reads each work, he should notice the worldview of the characters; clues to the worldview of the author; and how the book supports, informs, or challenges his worldview. Thus the study of literature and the study of worldview will enhance and support each other.

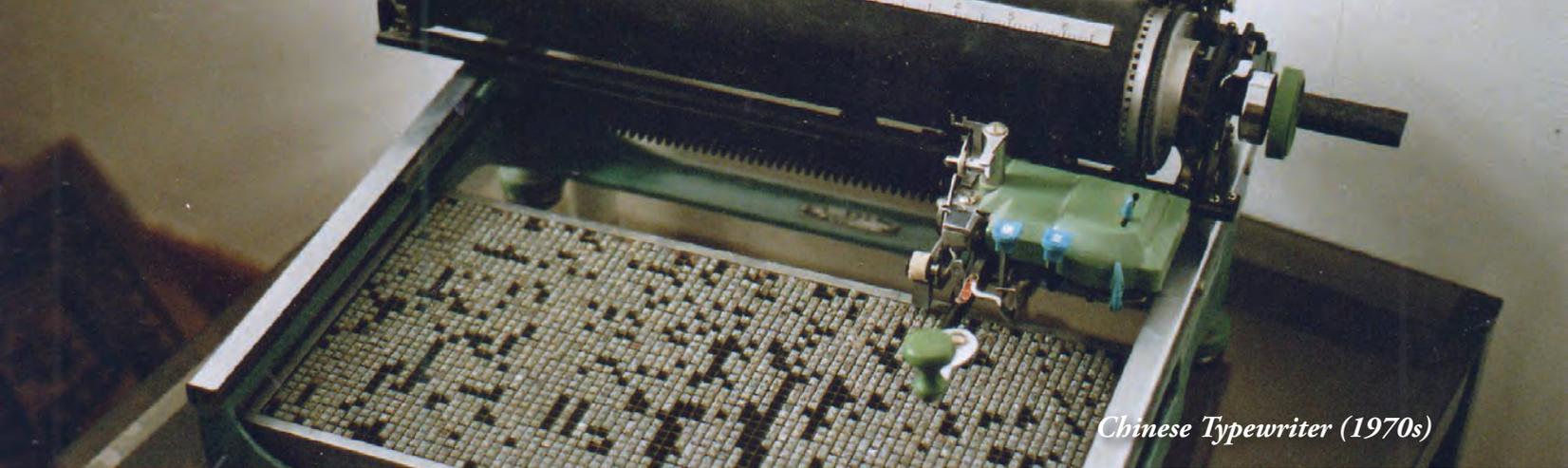
Appreciation

I am indebted to all those who have helped with this project. My wife, Charlene, wrote the lesson about her ancestor, Pierre Boucher of Boucherville, Quebec, Canada. She proofread the curriculum with me and provided invaluable input in many other ways. Our son John collected illustrations and laid out the pages, lessons, and units. Our daughter Bethany helped to develop the original plan for the curriculum, selected the literature to include, and wrote most of the literary analysis and the literature review questions. Our daughter Mary Evelyn designed the covers and proofread the curriculum. I also want to thank Dena Russell and David Shelton for their vital assistance in developing this curriculum and Sean Killen for producing the beautiful maps in the *Gazetteer*.

Exploring World Geography completes the cycle of Notgrass high school social studies curriculum that includes *Exploring World History*, *Exploring America*, *Exploring Government*, and *Exploring Economics*. This series began with the publication of *Exploring America* in 2002. What a joyful ride it has been.

I will forever be grateful for the thousands of students who have used these materials and for the countless words of appreciation we have received. May the Lord receive all the praise. Thank you and thank Him.

*Ray Notgrass
Gainesboro, Tennessee
December 2020
ray@notgrass.com*



Chinese Typewriter (1970s)

Advice on Writing

Composition is part of most high school English courses. It usually involves learning how to express ideas, write themes, and do research papers. Practicing writing helps you to develop your style and skill, just as practicing any activity will help you to be better at it. I make my living by writing, so I appreciate the importance of this skill.

One goal of high school composition is to prepare you for college composition. I have taught college students who never learned to construct a good sentence, let alone a good paragraph. However, learning to write just for high school and college composition assignments is a limited goal. Life does exist beyond school.

You will probably have many occasions to engage in research and to prepare your thoughts on a vital subject such as abortion or capital punishment. You will have numerous opportunities to write: letters to friends and family, journals, letters to the editor, social media posts, advertisements for your business, and reviews and articles for periodicals, to mention just a few. The Internet has created new possibilities for sharing your ideas in written form. Desktop publishing has made getting a book published within the reach of many people who might not get a contract from a big-name publisher.

Writing helps you express what you understand about a subject. If you can't explain something to another person, you probably don't understand it well yourself. The writing assignments in this course will help you learn to pull your thoughts together.

Good writing style is important in getting your ideas across to other people. Writing skills will be helpful in your job or in conducting your own business. You will bless your spouse and children if you write thoughtful letters to them often. You can help others by expressing yourself well in writing.

Three ways to improve your writing are to read good writing, to write often yourself, and to receive criticism of your writing with humility and a desire to do better. Reading and applying the guidance in good books on writing will also help you refine your technique. I recommend *The Elements of Style* by William Strunk Jr. and E. B. White.

Writing Assignments in This Course

Each week you do a writing assignment (instead of one of the other suggested projects), you will have two or three possible topics from which to choose. Some of the essay prompts refer to topics that one of the lessons in the unit discusses.

A basic way to compose an essay is to write five paragraphs: an opening paragraph that states your purpose, three paragraphs that develop three different points or arguments, and a closing paragraph that summarizes your position or topic. If you are floundering on a particular assignment, using this outline can get you started.

The usual target length of your writing projects for this course is 250 to 300 words, which is about two typed, double-spaced pages.

Writing Tips to Implement

Here are some tips I have learned that have helped my writing.

Write with passion. Believe in what you are saying. People have plenty to read, so give them something that will grip them. If you don't believe deeply in what you are saying, you give others no reason to do so either. This raises an issue that relates to many writing assignments. Assigned writing is like assigned reading: we often approach it as a chore. Deep emotion and a passion for convincing others may be difficult to express in a theme on "The American Interstate System" or "The Internal Hierarchy of International Organizations."

Writing with passion means that you should not soft-pedal what you say. Phrases such as "It seems to me," "I think that it would be good if," or "My personal opinion, for what it is worth," take the fire out of your message. It is your piece, so we know it is your opinion. Just state it. Related to this is the common use of quotation marks to highlight a word. Save quotation marks for when you are actually quoting something.

Develop your paper in an orderly and logical way. Using an outline helps me to structure what I am writing. Identify the major points you want to make, the order in which you need to make them, and what secondary points you want to include to support your major points. Be sure that each paragraph has one main point, expressed in a topic sentence, with the other sentences supporting that

point. In a narrative, tell what happened first before you tell what happened later. In an essay, make your points in the order of their importance to your overall theme.

Don't try to put everything you believe into one piece. Trust that you will have the opportunity to write again, and stay focused on your topic. Your challenge is to narrow your topic sufficiently to be able to cover it completely.

Use short, simple sentences. Longer sentences do not necessarily show greater intelligence or convey ideas more effectively. You are trying to teach or convince a reader who perhaps has not been thinking about the topic the way you have. He or she will need to see your ideas expressed simply and clearly. Shorter sentences generally stay with people longer: "These are the times that try men's souls." "The only thing we have to fear is fear itself."

Writing Habits to Avoid

Do not begin sentences with "There is" or "There are." Find a more forceful way to cast the sentence. Compare "Four score and seven years ago our fathers brought forth upon this continent a new nation" to "There was a country begun by our ancestors 87 years ago."

Do not habitually begin sentences with "and" or "but." This practice has become a trendy habit in informal writing, but the grammar books tell you never to do this.

Avoid the word "would." Such usage is an attempt to soft-pedal, to indicate customary behavior, or to describe something that is not a reality. "That would be a good idea" is less powerful than "That is a good idea." "Americans would often violate the terms of treaties made with native nations" is not as sharp as "Americans often violated the terms of the treaties."

Avoid using passive voice. "The cow jumped over the moon" is more forceful than "The moon was jumped over by the cow."

Don't imitate someone else's style. That person didn't become a good writer by copying someone

else's style; he or she developed his or her own style. You might become enamored with the writing of a favorite author and want to write the way he or she does. Learn from that author, but be yourself.

Additional Suggestions

C. S. Lewis, a prominent 20th-century British author, had good suggestions about writing (*Letters of C. S. Lewis*, edited by W. H. Lewis, first published in 1966; this edition New York: Harcourt Brace, revised edition 1988; pp. 468-9, 485):

- Write with the ear. Each sentence should read well aloud.
- Don't say something is exciting or important. Prove that it is by how you describe it.
- Turn off the radio (in our day, he might say the smartphone and television).
- Read good books and avoid nearly all magazines.

A key to good writing is rewriting. Writing is hard work, and you shouldn't let anyone tell you otherwise. You will not get every word and phrase just right the first time you put them down on paper or type them on the computer. Great, famous, well-

paid writers have to rewrite their work and often have editors who revise and critique what they write. Don't be impatient, and don't wait until the last minute. Write something; then go back and rewrite it; then go back a day or two later to consider it again. This is where another pair of loving and honest eyes is helpful. People who have read my writing and who were willing to point out the faults in it have often helped me (although I admit that I have winced inside when I heard their criticism).

Find someone who is willing to take a red pen to your work; a favorite uncle or grandparent might not be that person. You might know exactly what you mean by a particular statement, but someone else might not understand what you said at all. I have often found that when someone doesn't understand a statement I have written, it is because I have tried to say something without really saying it. In other words, I have muddied what should have been a clear statement; and that fuzzy lack of commitment showed through.

Your writing will improve with practice, experience, and exposure to good writing. I hope that in ten years you will not write the same way you do now. The only way you can get to that point is to keep writing, keep learning, and keep reading. I hope that this course helps you on your journey.



Writing a Research Paper

We recommend that you write a research or term paper of eight to ten typed double-spaced pages (about 2,000-2,500 words) during several weeks in the second semester of *Exploring World Geography*. Waiting until the second semester gives you time to prepare and to practice writing shorter papers for your weekly projects.

This section guides you step-by-step through the process of writing a research paper. You and your parents should discuss whether you think a research paper assignment is appropriate for you. Also discuss with your parents whether you should skip the project for each unit during the time you are working on your research paper.

When you are ready to begin, refer to this section. If you feel a need for more detailed guidance, we recommend the section on research papers in *Writer's Inc.* by Great Source. You can also find sample research papers online. The Purdue University Online Writing Lab (OWL) has a sample. (Visit notgrass.com/ewglinks for more details.)

Choosing a Topic

A research paper combines the work of investigation with the task of writing. Choosing your topic is the first step. When you write a research paper, you must define your topic as clearly as possible.

You could expand on an essay you have already written. You might want to concentrate on this topic instead of doing unit essays for a few weeks, with your parents' permission. You might have to narrow a topic for the purposes of your paper. For example, instead of writing on "Art in Armenia," you might choose the narrower topic of "Rugmaking in Armenia."

You can choose to write about a place your ancestors came from, a country you want to visit, an

individual who inspires you, or an ethnic group that interests you. Here are some other possible topics that might spark your imagination:

1. China and Geography (focusing on the South China Sea, the Uighurs, Hong Kong, or how China is impacting the world)
2. How I Would Solve the Middle East Dilemma
3. This Is How I See the World (your worldview statement)
4. They Brought My People from There to Here: The Meaning of Slavery in America
5. Is Globalism Good, Bad, or Both?
6. A Unified Korea: Can It Be Done? Should It Be Done?
7. The Distinctive Music of a Region (such as jazz in New Orleans or polka music from Eastern Europe)
8. The Geographic Impact of COVID-19 (or the economic, educational, religious, social, or other impact)
9. We Have to Fix This (addressing an environmental issue)
10. Unraveling Babel: Language in Our Modern World
11. Why I Like (or Dislike) International Organizations
12. What You Would See on the Pan-American Highway
13. The Building of the Panama Canal
14. How We Get from Here to There (Land, Sea, Air, and/or Space Navigation)
15. The Geography of War

If you have another topic you would like to write about, go for it! Focus on something you are passionate about; why take time to do all this work for something you don't really care about and may

never look at again? Think about what you might do with your paper once it is finished: send a copy to your congressman or senator, contact your local newspaper to see if they would publish it (newspapers are always looking for material to print), present it orally to a local club, or put it in circulation some other way. Here's your chance to make a difference!

Doing the Research

Research involves finding legitimate, authoritative sources on the subject and gathering information from those sources. The modern researcher has a wealth of material available to him, some good and some worthless.

Sources include books, magazines, newspapers, encyclopedias, scholarly articles, and original sources. Original or primary sources are materials written or developed by someone involved at the time of history you are investigating. A diary written by a sailor on a trading vessel during the Victorian Era is an example of an original source. You probably will not be able to hold the actual document in your hands, but many transcriptions of original source materials can be found in print and online. Secondary sources are materials written later about the subject in question.

Use caution with online sources, as many are not authoritative. A comment by a reader on a blog about the Roman Empire is not necessarily based on fact, and you cannot use information gathered from such a source in a research paper. It might give you an idea about something to research yourself, but just because someone posted it online doesn't make it accurate or relevant.

Wikipedia is the classic example of a non-authoritative source for research. A great deal of the material found on Wikipedia is accurate; but because of the way people create and edit the articles, you cannot use Wikipedia as an authoritative source. Websites maintained by universities, government entities, and reputable publishers of reference materials are good sources for online research.

Google Books and Project Gutenberg have many historic books available in their entirety online.

Do not neglect looking in print resources, such as encyclopedias, for information. A good old-fashioned one-hour visit to the library might provide much more valuable material than hours of sifting through material online. However, you need to be sure that your print sources are reliable also.

The researcher must give proper credit to her sources. Plagiarism is using someone else's words or ideas without giving proper credit to that source. The Internet contains information that you could simply copy and paste into your paper. Though this might be tempting, it is absolutely wrong. Plagiarism is at once lying, stealing, and cheating.

You do not have to cite a source for basic information, such as the fact that Ankara is the capital of Turkey. However, you do need to cite sources for detailed information and for unique perspectives about a topic. As you take notes while doing research, indicate clearly what is a direct quote and what is your paraphrase of another person's writing. Do not copy another person's exact words into your paper without showing that you are quoting and giving credit to the source.

A research paper is a big project that can seem overwhelming. Divide the project into manageable steps. We have provided a schedule that will help you do this. You might need extra time on some steps while you breeze quickly through others. You must stay on track to meet your deadline. Look ahead to the finished product and take it step-by-step.

Your paper should be based on historical fact and should not primarily be an opinion piece. Sometimes differentiating between the two is difficult. A simple list of facts that can be found elsewhere is not interesting. Your paper should have a point, and you should bring your own thoughts to bear on the facts you gather in your research. Your paper will be dull if you do not draw interesting conclusions. Noting how Roman architecture expressed Roman ideals and impacted the concept of beauty and form centuries later is excellent; on the other hand, listing

reasons why you like Roman architecture is irrelevant to this paper. Your task for your research paper is to provide information, make observations, and draw conclusions on the topic in an interesting, readable format that is worth someone's time to read.

Day 1: Read the previous two pages and the daily plan on the opposite page. Make a list of at least seven ideas for topics. Discuss ideas for topics with a parent. Select topics that you would like to spend the next few weeks studying and writing about. The index of this curriculum is a source for possible topics.

Day 2: Investigate possible sources for your top three topic ideas to make sure you will be able to find enough material. Choose your topic and write a one-sentence summary of your purpose for the paper. Don't say, "This paper is about what you would see on the Pan-American Highway." Instead, state the substance of your paper: "A journey on the Pan-American Highway gives the traveler a window into the rich cultures of North, Central, and South America."

Day 3: Gather possible sources for research. Make a list of places to look. You can bookmark websites, visit the library, and look through relevant periodicals. Develop a preliminary outline for your paper.

Day 4: Learn how to cite your sources properly. Your research paper should follow MLA (Modern Language Association) guidelines for source citations. Your paper needs to have footnotes or in-text citations for your sources of information and a separate bibliography or works cited page at the end of your paper. Look online for the most up-to-date MLA guidelines. We recommend Purdue University's Online Writing Lab (OWL).

Practice some example citations. Whether you use note cards, copy and paste to a computer document, or a combination of these approaches, be consistent and accurate in your in-text and bibliography citations. Look over the guidelines and your examples with a parent to make sure you are on the right track.

Day 5: Make a general outline for your paper to help guide your research. Make some notes about what you want to say in your paper, questions you hope to answer in your research, and ideas for the main point of your paper. This plan will enable you to make the most of your research time. You want to immerse yourself in the topic you will be writing about. Your final paper will not include every bit of information you read, but you want to write from a position of overflow instead of scraping together just enough facts to fill up your paper.

Day 6: Begin your research. Develop a system to stay organized, keeping track of the source for every quote or fact. For example, if you are using the book, *Tea for the Queen*, note which facts and quotations come from that specific work and the relevant page numbers. You need to know clearly where every item of information came from: book, website, article, etc. Use a minimum of six different sources for your paper.

Day 7: Continue your research.

Day 8: Continue your research.

Day 9: Finish your research. Where do you want this paper to go? What do you want to say? Decide what information you gathered in your research is relevant and what isn't. Highlight key findings in your research. Set aside (but don't throw away) information that does not seem relevant to what you want to say. Talk about your general ideas for your paper with a parent.

Day 10: Work on the final outline for your paper. Jot down the points you want to make in the introduction, the main sections of your paper, what you want to include in each section, and what you want to emphasize in the conclusion. Organize these into an outline. Your research might have shown you that you need to emphasize a point that you had not previously realized was important, or you might not be able to find much information about what you thought was a main idea.

Look through the information you gathered in your research to make sure you didn't leave anything important out of your outline. Finalize your outline

and talk about it with a parent. A good, detailed outline will ease your writing process significantly.

Day 11: Re-read “Advice on Writing” on pages xiii-xv of this book. Begin writing your paper, starting with your introduction and conclusion. Your introduction should give a general idea of what your paper is about and the main points you will make. Your conclusion will re-emphasize your main points. Include proper citations as you go, both in-text and on your Works Cited page.

Day 12: Continue work on your first draft.

Day 13: Continue work on your first draft.

Day 14: Continue work on your first draft.

Day 15: Finish the first draft of your paper. Check your in-text source citations and Works Cited page against your research notes, and make

sure your formatting is correct. Proofread your paper and make corrections. Give your paper a title. Ask a parent to read and correct your paper and make suggestions for improvement.

Day 16: Discuss the paper with your parent. Think about improvements that you can make. Begin working on the final draft of your paper. Fix mistakes and polish your style.

Day 17: Continue working on your final draft.

Day 18: Continue working on your final draft.

Day 19: Finish writing your final draft. Read your paper carefully for spelling and grammatical errors.

Day 20: Read your paper aloud. Make any final corrections. Save it, print it off, and turn it in. Good work!

Daily Plan				
Day 1	Day 2	Day 3	Day 4	Day 5
Investigate possible topics.	Choose a topic and write a purpose sentence.	Research sources, make preliminary outline.	Learn how to give credit.	Make a research plan.
Day 6	Day 7	Day 8	Day 9	Day 10
Begin research.	Continue research.	Continue research.	Finish research.	Finalize outline.
Day 11	Day 12	Day 13	Day 14	Day 15
Begin writing.	Work on first draft.	Work on first draft.	Work on first draft.	Finish first draft.
Day 16	Day 17	Day 18	Day 19	Day 20
Work on final draft.	Work on final draft.	Work on final draft.	Finish final draft.	Polish and turn it in!



Manitoba, Canada

Assigned Literature

Units 1-2	<i>Know Why You Believe</i>	Paul Little
Units 3-4	<i>Blood Brothers</i>	Elias Chacour with David Hazard
Units 5-7	<i>Patricia St. John Tells Her Own Story</i>	Patricia St. John
Unit 8	<i>A Long Walk to Water</i>	Linda Sue Park
Units 10-11	<i>The Day the World Stopped Turning</i>	Michael Morpurgo
Units 12-13	<i>Kidnapped</i>	Robert Louis Stevenson
Units 14-15	<i>Lost in the Barrens</i>	Farley Mowat
Units 16-17	<i>Boys Without Names</i>	Kashmira Sheth
Units 18-19	<i>Revolution Is Not a Dinner Party</i>	Ying Chang Compestine
Units 20-21	<i>Ann Judson: A Missionary Life for Burma</i>	Sharon James
Units 24-25	<i>The Country of the Pointed Firs and Other Stories</i>	Sarah Orne Jewett
Units 27-28	<i>Tales from Silver Lands</i>	Charles Finger



Malé, Maldives

1

Welcome to Your World

In this course we help you see the world in a way that you might never have seen it before. Geography makes a difference in how we live, and it always has. Geographers such as Strabo have studied the earth for millennia. You might think that geography is a subject that doesn't change, but actually geography undergoes significant changes all the time. The worldview lesson in this unit introduces the concept of worldview and tells what difference a person's worldview makes in his or her life.

Lesson 1 - Seeing What You Have Never Seen Before

Lesson 2 - Who Says Geography Doesn't Make a Difference?

Lesson 3 - The World According to Strabo

Lesson 4 - Geography Is Not Set in Stone

Lesson 5 - It's a Matter of Worldview

Memory Verse

Memorize Psalm 98:7-9 by the end of the unit.

Books Used

The Bible

Exploring World Geography Gazetteer

Know Why You Believe

Project (Choose One)

- 1) Write a 250-300 word essay on one of the following topics:
 - Tell what you hope to gain from a study of geography. Perhaps include questions you have about the earth and the people who live on it.
 - Tell how geography contributes to your community, whether in economic activity, tourism, or living patterns. Also explore ways people could use geography to make a greater difference, as in developing an industry or tourism activity. See Lesson 2.
- 2) Collect pictures of geographic features you find beautiful or unique. This could include rivers, mountains, valleys, waterfalls, deserts, and much more. You might find some pictures on postcards, in brochures, online, or in photographs you or your family have taken. Make a scrapbook of your pictures. You might want to write appropriate verses of Scripture next to some of the pictures.
- 3) Write and deliver a five-minute newscast describing some change in geography: volcano, earthquake, political change in a country, or some other change as described in Lesson 4.

Literature

Paul E. Little wrote *Know Why You Believe* to answer the most common questions he encountered about the Christian faith as he ministered to college students. He does not shy away from the honest doubts, troubling questions, and common confusions many people grapple with in their search for truth. He responds to each query with confidence, knowing that, "After 2,000 years, no question is going to bring Christianity crashing." *Know Why You Believe* helps Christians define what they believe and why. Seekers will find frank and intelligent answers to aid their quest for truth. This book has helped tens of thousands of people understand who God is and define their worldview.

Paul Little (1928-1975) spent his career working with InterVarsity Christian Fellowship, a ministry on college campuses. Little was a popular speaker and writer and also ministered through one-on-one interaction. Paul Little met his wife Marie as they served together in InterVarsity. After Little died in a car accident at age 46, his wife Marie continued in ministry and ensured his helpful books on evangelism and apologetics remained available.

Plan to finish *Know Why You Believe* by the end of Unit 2.



Himalayas, Nepal

I

Seeing What You Have Never Seen Before

Have you ever heard the mountains singing for joy? Have you been listening?

The psalmist wrote:

*Let the sea roar and all it contains,
The world and those who dwell in it.
Let the rivers clap their hands,
Let the mountains sing together for joy
Before the Lord, for He is coming to judge the earth;
He will judge the world with righteousness
And the peoples with equity.*

—*Psalm 98:7-9*

The Goal of This Curriculum

To hear the rivers clapping their hands and the mountains singing for joy requires thinking about geography and perceiving the earth in a way you might never have before. Through this course, we want to help you do just that.

Merriam-Webster defines geography as “a science that deals with the description, distribution, and interaction of the diverse physical, biological, and cultural features of the earth’s surface.” But we want to take the study of geography beyond the description of the physical features of the earth and consider what geographers call human geography.

Human geography examines the activities of human beings, especially how physical geography impacts human activity and how human activity impacts physical geography.

In other words, we’ll be talking about YOU and the nearly eight billion other people who share the earth with you, and the impact that geography has on all of us. Where people live and the geographic realities of those places influence who those people are, what they do, and how they live. Geographic places and features influence culture, language, economics, rural and urban life, politics, and international relations. Our goal is to help you better understand the world in which we live, and human geography is a big part of that picture.

In addition, we want to help you see how the earth and all Creation praise God and how they reveal to us the power, love, and wisdom of the Creator. You might not have thought about the world in these terms, but this is the worldview we want to help you adopt. In other words, we want to help you hear the rivers clapping their hands and the mountains singing for joy.



Seeing the Earth in a New Way

For many years, people have been able to see large parts of the earth from mountaintops, balloons, and airplanes. One such person was Katharine Lee Bates. In 1893 she pondered the inspiring view from the top of Pikes Peak in Colorado. As a result of that experience, she wrote a poem that became the song, "America the Beautiful." However, throughout the history of mankind, no one was able to see the entire earth until the 1960s.

In that decade, the American and Russian space programs were in full swing. The American goal, to fulfill President John F. Kennedy's challenge that he issued in 1961, was to land men on the moon and return them to the earth within the decade. Part of

the careful process that the American space program NASA followed to achieve this goal was sending unmanned spacecraft to orbit the moon. In 1966, Lunar Orbiter 1 took the above picture of the earth as the orbiter came around the moon's surface.

Two years later, NASA launched a manned spacecraft, Apollo 8, again to orbit the moon but not to land on it. The spacecraft entered lunar orbit on Christmas Eve. That evening, the crew transmitted a live television broadcast back to the earth that included the view of our planet shown below. The broadcast ended with the three astronauts taking turns reading from Genesis 1. It was a thrilling, dramatic moment in American history and in the history of space travel.



In July of 1969, Neil Armstrong and Buzz Aldrin met Kennedy's challenge and became the first men to walk on the moon. People all over the world watched Armstrong take his historic "small step." However, despite all of these amazing accomplishments, people had still not seen the entire planet in sunlight. Because of the angle of the sun,

all photos had shown only a portion of the earth's surface.

In 1972 the crew of Apollo 17 was able to capture this image soon after they left the earth's orbit and headed for the moon. The picture has come to be called the "Blue Marble." It is one of the most widely published pictures in history.



Apollo 17 was the last manned mission to the moon. No human has been far enough away from the earth since then to take a picture of the whole planet, although unmanned spacecraft have done so.

The Overview Effect

Every astronaut who has traveled into space, whether around the earth or to the moon, has reported being deeply affected by looking back at the earth beneath them. This has been called the overview effect. As a result of this effect, astronauts have realized many different truths.

Some have perceived the fragility of the earth as it hangs in the darkness of space. Others have pondered how the entire human population—which is divided by nations, languages, and cultures which are often at war with each other—in reality shares a unity of life on this single planet that we inhabit together. Another astronaut recalled his thoughts about the millions of people who live each day without enough food or water, of the injustice and conflicts that humans inflict on each other, and how this larger perspective on the place we all live might help the people of our planet accomplish more good for each other.

Now that you have begun seeing the earth in a way that you might not have ever seen it before, let's get the big picture of this planet we share.

Earth's Setting in the Universe

The sun is a star of moderate size in the Milky Way galaxy. It is nearer the outer edge of the galaxy than the middle of it.

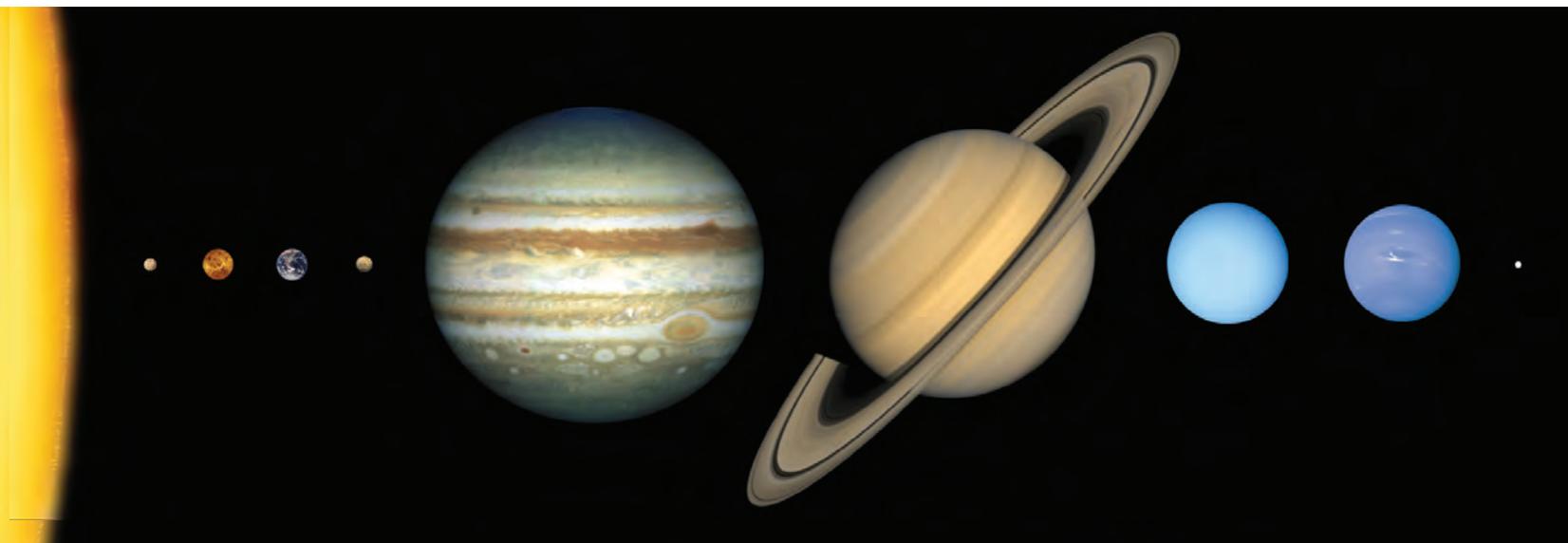
Around the sun orbit eight planets, the dwarf planet Pluto, a band of asteroids, several comets, and other objects. Around the eight planets revolve a total of 173 moons, some of which are very small. The earth is one of those planets. It has one moon, while Jupiter has eight round moons and about 55 smaller, irregular-shaped moons.

The earth is the third planet from the sun. It orbits the sun at an average distance of 93 million miles. Mercury and Venus orbit closer to the sun, while Mars and the other planets are farther away.

The Goldilocks Planet: Just Right

We can see God's wise and loving design of the earth as the dwelling place for humans in many ways. The earth has the attributes required to sustain life. Some scientists call it the Goldilocks planet.

This illustration shows the relative size of the planets but not their relative distance from the sun. Moving from the sun on the left, you can see Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and the dwarf planet Pluto. The sun's diameter is about ten times that of Jupiter.





An astronaut aboard the International Space Station took this photo of the earth's atmosphere with the moon in the background.

It is not too big, not too small, not too cold, and not too hot, but just right. For instance, its distance from the Sun is just right. If it were much closer, it would be too hot; if it were much farther away, it would be too cold.

Most of the earth's atmosphere is within ten miles of the surface. This is another aspect of the overview effect: the realization that the earth's entire population lives in this narrow band of atmosphere that covers the planet. The earth is large enough for its gravity to hold the atmosphere, but it is not so large that its gravity would make the atmosphere too dense for life. This breathable blanket has just the right elements, primarily carbon, hydrogen, oxygen, and nitrogen, to sustain life. In sum, the atmosphere has the content and density necessary for humans and animals to be able to breathe it.

On the other hand, the atmosphere on Venus is too dense and does not have the right combination of elements to sustain human life. Mars is barren and

also cannot sustain life. The larger planets farther away from the Sun do not have the atmosphere or the surface makeup that would sustain life.

The moon orbits the earth around 240,000 miles away, which is just the right distance. It influences the tides on the earth and helps to stabilize the earth's rotation. If the moon were a different size or orbited at a different distance, it would not have the same effect on the earth.

The earth's polar axis is tilted about 23 degrees from vertical. This tilt is just right. It enables the earth to have seasons as it orbits the sun. The tilt also gives us differing lengths of days and enables temperatures on the planet to be moderate enough for human life. If it were not tilted, water vapor would flow to the poles and create ice mountains, and the rest of the planet would be too hot to sustain life. If the earth rotated much more slowly than it does, it could not sustain life because of the temperature extremes that would result.

About 71 percent of the earth's surface is covered with water. This amount of water and the fact that it is liquid make our planet's water content just right to sustain life. Life as we know it could not exist with much more or much less of the earth's surface covered with water. The earth's rocky mantle and hot molten core contribute to the right surface temperature for life.

The weather patterns on the earth are just right to sustain life. The climate in different parts of the earth—moderate, tropical, desert, and polar—combine to make large areas of the earth's surface inhabitable.

The earth's magnetic field protects the planet from harmful radiation from the sun. In addition, the fact that the earth's crust and outer mantle are made up of plates that move (a feature called plate tectonics) helps to maintain a moderate surface temperature and helps to regulate the carbon level in the atmosphere. The huge planet Jupiter protects the earth from objects flying through space because its strong gravitational pull attracts many objects that could otherwise strike the earth.

Not Just Simple Life

The makeup of the earth, then, is just right to sustain life, but not just simple forms of life. The requirements for simple forms of life, such as microbes, are not the same as the requirements for intelligent life. The earth is an environment that supports intelligent, complex life. The earth

has minerals such as coal and oil and other natural resources that people have learned to use. It has dirt that sustains the growing of food.

The complex interconnected relationship between the various forms of life on the earth make intelligent, complex life possible. For instance, animals breathe in oxygen and breathe out carbon dioxide, while plants take in carbon dioxide and give off oxygen. In this way, plants and animals sustain each other.

This intelligent life is on a far different level from mere existence. Microbes exist, but they do not know that they exist. Beavers build dams, but they do not stand back and admire their work when they finish. Human beings know that they exist, they can admire their handiwork, and they have even used their intelligence to travel to the moon and to send spacecraft to other planets in the solar system.

Benefits from Disasters

The “just right” nature of the earth does not mean that it has no aspects that threaten human life. Some conditions on the earth make life difficult. Earthquakes, tsunamis, volcanoes, hurricanes, tornadoes, strong rain and snow storms, droughts, and floods threaten human life. Many people have lost their lives in such disasters, and these calamities have also destroyed much property.

Even so, some scientists believe that disasters have a positive impact on the earth's ecology, such as by redistributing resources and helping regulate the earth's temperatures. In terms of human response, disasters give people the opportunity to help others in a time of need. This does not mean that disasters are a good thing, but it does mean that good can come even from tragedy.

Goats in Morocco have a interdependent relationship with argan trees. The goats climb up into the trees to eat the trees' fruit. They then spit out the seeds.



What the Overview Means

This awe-inspiring overview of the planet on which we live gives rise to at least two important central truths. One, the earth has been home for every human that has ever lived. Since we share this planet and have no other choice about where to live, we need to respect and understand one another and the planet on which we live.

The second and even more important central truth is that the one God made the one earth for all of mankind, and He sent one Savior to redeem us all. As Paul said, in God we live, move, and have

our being. It is obvious that God designed the earth to be a hospitable home for human beings. When we consider this single inhabited planet, surrounded by a thin atmosphere, in the vast reaches of space, it does seem fragile. On the other hand, the earth is strong and enduring. It gives us what we need, and it has survived all of the natural and man-made disasters that have occurred. Our responsibility is to live on the earth in such a way that we honor its Maker.

The Scriptures portray God as Creator of heaven and earth. The psalmist heard the voice of God claiming ownership and control of the earth:

The Mighty One, God, the Lord, has spoken, and summoned the earth from the rising of the sun to its setting. . . . “For every beast of the forest is Mine, The cattle on a thousand hills. I know every bird of the mountains, and everything that moves in the field is Mine.”
Psalm 50:1, 10-11

Assignments for Lesson 1

Worldview Copy this question in your Bible notebook and write your answer: When have you seen two people have conflict because they saw a matter differently?

Project Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.

Literature Begin reading *Know Why You Believe*. Plan to finish by the end of Unit 2. The book has 12 chapters, so you might want to read one chapter most days and two chapters on three days so you can finish the book by the fourth day of the next unit and answer questions and read the literary analysis on that day. Today, read the introductory material and Chapter 1. As you read each chapter in the book, write down a two-or-three sentence summary of the case Little makes in that chapter and how it helps support a Christian worldview.

Student Review Answer the questions for Lesson 1 in the *Student Review Book*. Read “What Do You Think About What He Thinks? A Primer for Analysis of Non-Fiction” on pages 1-3.

2 Who Says Geography Doesn't Make Any Difference?

How big is the earth? How would you find out? How would you have figured it out over 2,000 years ago, before people had satellites and sophisticated measuring equipment?

Eratosthenes of Alexandria

When Alexander the Great was conquering a large part of the known world in the 300s BC, he founded a city of learning in Egypt called (of all things) Alexandria. Alexander had, after all, been tutored by Aristotle, so he understood the value of learning. The center of learning in Alexandria was the library, which probably held the largest collection of books and other resources in the world at the time.

The library long outlasted Alexander's relatively brief time as conqueror of the world. The head librarian in the latter half of the 200s BC was Eratosthenes. He was from Cyrene in nearby Libya (Remember Simon of Cyrene, who carried Jesus' cross as recorded in Mark 15:21? Same place).

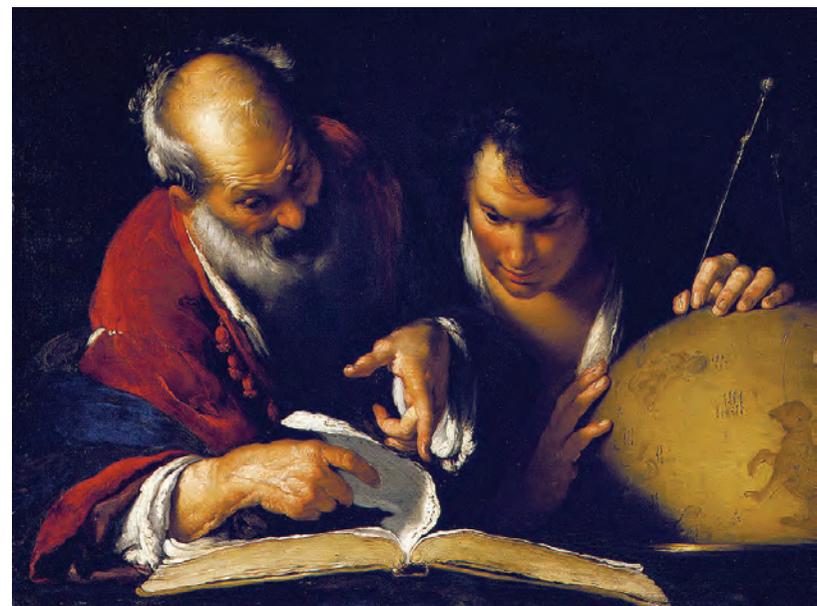
Eratosthenes noticed that at noon on the summer solstice (June 21), the sun shone directly down a well at Syene (now Aswan), Egypt. Thus the sun was at a 90-degree angle or perpendicular to the earth's surface. At Alexandria at the same time, the sun was at an angle of 82.8 degrees. The difference of

7.2 degrees is about 1/50th of the 360 degrees of the earth's circumference. Eratosthenes calculated the distance between the two cities, multiplied it by 50, and got about 25,000 miles.

This calculation by Eratosthenes was amazingly accurate. Modern sophisticated calculations tell us that the earth's circumference is about 24,859 miles through the poles. It's a little more, 24,901 miles, around the equator. In other words, the earth is a little pudgy around the middle.

By the way, Eratosthenes invented a word that we will use many times in this course. It means writing about, or the study of, the earth: geography.

Eratosthenes Teaching in Alexandria
by Bernardo Strozzi (Italian, 1635)



You might be thinking that geography is one of those requirements that you have to endure to be able to get the credits you need to graduate. We hope to show you that human geography has had and continues to have a profound impact on the real lives of people all over the world.

Ready to start this exciting adventure? Let's go!

What to Call This Place

The year was 1507. It had been fifteen years since Christopher Columbus sailed west and landed among some islands that he thought were off the west coast of Asia. Another Italian explorer, Amerigo Vespucci, had made two voyages west between 1499 and 1502. He landed on and explored the coast of a large continent, which he also thought was part of Asia.

However, many scholars and probably Vespucci himself became convinced that he had landed on a continent that Europeans had not known about. In 1507, the mapmaker Martin Waldseemuller, a German who was living in France, published Vespucci's account of his voyages as well as a four-by-eight-foot map of his discovery.

Waldseemuller confronted an important question. What should the new land be called? He could have called it Columbia in honor of Columbus; but instead he suggested that it be named in honor of Amerigo Vespucci. As a result, a geographic term we know well came into being: America. Waldseemuller only applied it to what we know as South America; its additional use for the continent to the north came later.

Martin Waldseemuller's 1507 world map was printed using woodblocks on twelve large sheets of paper, each about 16" x 24". Out of some one thousand copies of the map that were originally printed, only one is known to survive today. It was discovered in the private collection of a German family. The Library of Congress purchased it in 2003 for \$10 million.



How Big Is the Nation?

The newborn nation could have been confined to a limited scope and size or even have been broken up altogether, but one man saw what it could become and resolutely insisted on making his vision a reality. The crucial question involved geography.

The fighting in the War for American Independence had ended in 1781, but two years later the two opposing sides, an upstart nation and one of the most powerful empires in the world, still had not finalized a peace treaty. A key issue was how big the new United States was going to be.

The thirteen former colonies along the Atlantic coast were a given, but Great Britain had claimed all the land south of the Great Lakes, north of Florida, west of the Appalachians, and east of the Mississippi River. The United States insisted that all of this land now belonged to it.

John Jay by Gilbert Stuart and John Trumbull
(*American*, c. 1818)



Britain was not used to negotiating from the position of a vanquished nation, and its government still had an interest in the land to the west of the Appalachians. British troops regularly ventured south of the Great Lakes and tried to stir up native nations there against the new United States, warning them that the Americans wanted to take their land.

Spain, which controlled Florida, had a long-standing interest in lands to the west of the Appalachians. Spain had allied itself with France against Great Britain during the recent War for American Independence. Despite that alliance, both Great Britain and Spain would have liked nothing more than to limit and weaken the new United States, which was now their rival in exploring, settling, and developing the continent.

American and British representatives met in Paris, France, to negotiate a treaty to end the war. One man on the American team understood what was at stake: John Jay. Jay had served in the Continental Congress during the war and was from New York, one of the states that claimed land extending to the Mississippi River. Jay believed that the hand of Providence had led America's rise to nationhood. He understood the rich resources that the North American continent offered. During the treaty negotiations, Jay insisted that the treaty declare that the United States owned all the land south of the Great Lakes, north of Florida and the Gulf of Mexico, and east of the Mississippi. He also insisted that Spain have no say in finalizing the terms of the treaty. Jay's perspectives on these issues became incorporated in the Treaty of Paris that officially ended the Revolutionary War.

The geography of the new nation and of the continent created a new day in world history. The area that the United States eventually controlled encompassed roughly a thousand miles by a thousand miles. The area claimed by the U.S. was larger than England, France, and Spain combined. The agreement meant that the United States could profit from the settlement of the western territory

through land sales by the federal government (once the states relinquished their individual claims to it) and from the natural resources that would be found there. The American government created the way for new states to be formed on an equal basis with the original thirteen. The small coastal nation of three million people had immense possibilities before it. The most visionary idea—and to some the most ridiculous and impossible idea—was that one day the nation might spread all the way to the Pacific.

Because of Jay's insight and his role in negotiating the treaty, and because of the way the new nation settled this question of geography, the United States embarked on the course that helped it become the nation it is today.

The Difference One Woman Can Make

Until recent decades, humans had little accurate knowledge of the geography of the ocean floor. Most believed the ocean floor was smooth like a bathtub. In the last half of the 1900s, Marie Tharp overcame

social discrimination to do pioneering work in mapping the ocean floor.

Tharp received a master's degree in geology at the University of Michigan in 1944. The field of geology was generally limited to men, but Tharp was able to enroll because so many men were serving in the military during World War II. She began working for an oil company in Oklahoma; but because she was a woman, she was not allowed to do geological field work. As a result she produced maps in her office with data that men gathered.

Later, Tharp analyzed data on the ocean floor that scientists aboard research ships had collected. Again, Tharp was not permitted to take part in shipboard data collection herself, so she utilized the data that male researchers collected.

In 1977 Tharp and colleague Bruce Heezen published the World Ocean Floor Panorama, a map which revealed the complex and varying nature of the ocean floor, including its mountains, ridges, and canyons. They discovered a chain of mountains that runs continuously throughout the world's oceans. Tharp later operated a map-distribution business. She died in 2006.

Marie Tharp and Bruce Heezen (shown at left) also built this handmade globe revealing the ocean floor.



Let's Map the Planet!

All they wanted to do was map the entire planet. For the most part, they have succeeded.

We live in what has been called the Information Age. Sources of information such as the Internet, television channels, and print materials are everywhere. We also live in what has been called the Technological Age, which means that gadgets such as smartphones, tablets, and computers that deliver information are also everywhere. Using technology to gather and distribute information is at the core of how we live in our world today, and Google is one of the leading companies in this field.

Google Earth is a project that uses satellite images to create a 3-D globe of our planet. Their goal was to create a map of the entire earth that people could browse on their computers in the same way that they browse websites for information or for items to purchase. Google Earth is available to download free online.

Google Maps is a navigation program that helps travelers reach their destinations. It has a local focus. At one point, Google had 1,100 employees and 6,000 hired contractors working on mapping projects. Google has utilized satellite images, aerial photography, and data gathered by people driving around making notes and taking pictures to build its database. This latter source provides what has

been called “ground truth,” which reports one-way streets (something a satellite image won't tell you), construction sites, and other information travelers want. Google has even experimented with mapping malls and departments within a single store to give people the information they are looking for.

These projects, Google's investment in them, and the popularity of these programs all demonstrate just how important geographic information is in our world today. Google wasn't the first and isn't the only source of map and navigation information. Other sources such as MapQuest, Yahoo! Maps, and Apple Maps have been available for years. Global Positioning System (GPS) devices such as TomTom and Garmin offer drivers detailed route information. The mapping field has fierce competition because people want the information that computer mapping programs provide.

Depending on a mapping program such as Google Maps can have its downside. For instance, what shows up as the shortest route between two points can include rough, curvy country roads for the unsuspecting traveler. In addition, a small map on a smartphone screen doesn't offer the larger perspective and tourist information that a printed travel atlas provides, such as where travelers will be in three hours and what they might see just off their chosen path. But overall, taxi drivers, delivery people, salesmen, repairmen, tourists, and many others have

Collecting data for Google Maps in Japan (left) and Kenya



come to depend on navigation smartphone apps, which provide information delivered by modern technology.

You interact with geography every time you admire the landscape around you, buy something that local workers made or that traders brought from somewhere else, speak the language of the people around you, use a navigation app to get from here to there, or take part in the culture in which you live.

We've come a long way from Eratosthenes staring down a well and Martin Waldseemuller drawing a

somewhat-accurate map from limited information, but people still make maps and multitudes still depend on them. Geography still affects our lives every day, and people interact with geography with more immediacy and on a broader scale than ever before.

We hope you enjoy our trip around the rich, wonderful, amazing, varied world God made and come to appreciate the people who live in this world in ways you might never have before. For all of this, we give God the glory and honor.

*The earth is the Lord's, and all it contains,
The world, and those who dwell in it.
Psalm 24:1*

Assignments for Lesson 2

Worldview Copy this question in your Bible notebook and write your answer: What are five statements about life and the world that you believe are rock solid truth?

Project Continue working on your project.
Read "Advice on Writing" on pages xiii-xv if you haven't already.

Literature Continue reading *Know Why You Believe*.

Student Review Answer the questions for Lesson 2.



Sinop, Turkey, on the Black Sea

3

The World According to Strabo

Eratosthenes measured the world. Strabo described it.

The political and military leaders of nations have been dealing with each other at least since the five kings went to war in Genesis 14. In those dealings, the leaders want to know the lay of the land and what kind of people and leaders inhabit other places. Today we have such resources as the Central Intelligence Agency's World Factbook (cia.gov). In the ancient world, that information was not so easily obtainable. This is where Strabo comes in.

The historian and geographer Strabo was born in 64 BC in Amasya, the capital of the region of Pontus in what is now northeastern Turkey. A statue of Strabo stands in Amasya today. The statue, seen on the opposite page, portrays Strabo holding a book and standing next to a world globe.

Pontus

The region of Pontus is a lesson in human geography all by itself. It sits beside the Black Sea, and because of its strategic location the armies of many nations have invaded it and the people of many nations have taken up residence there. When Persian settlers came, they brought the Persian lifestyle and the worship of the Persian god Mithra

(in fact, a dynasty of kings of Pontus shared the name Mithridates). After the conquests of Alexander the Great, Greeks settled there and brought their culture. Then as Rome expanded its reach in the century before Christ, Roman armies moved in to take control of Pontus. Military exploits led by the general Pompey in the years before the birth of Christ established Rome's authority in Pontus beyond question.

The boundaries of Pontus varied over time. This map shows an outline of an area inhabited by Greek citizens who sought independence in the early 1900s as the Republic of Pontus.



Lesson 3 - The World According to Strabo

A little later than the time of Strabo, Pontus figured in the story of the New Testament. Some of those present on the Day of Pentecost described in Acts 2 were from Pontus (Acts 2:9). It could be that those Jews were converted to Christ that day and took the gospel back to their homeland. We know that Christians were living in Pontus when Peter addressed them in his first epistle (1 Peter 1:2). In addition, Paul's fellow worker Aquila was from Pontus (Acts 18:2). These references illustrate the importance of Pontus geographically and culturally in the first century.

Life of Strabo

Strabo was born into a wealthy and politically connected family of Greek background. They were part of the royal court. This enabled Strabo to receive the education that private tutors could provide. He was also able to travel widely. His first tutor was Aristodemus, who lived in the city of Nysa in southwestern Asia Minor near Ephesus and who had taught the sons of Pompey, a Roman statesman and general. Nysa was situated on the winding Meander River. The river's name became a word that means to wander aimlessly: meander. This was a fitting start for someone who would travel widely later in his life.

Strabo then moved to Rome to study under Tyrannion. Tyrannion had tutored Roman senator Cicero and his sons. The year was 44 BC, the year in which Julius Caesar was assassinated—an ominous time to take up residence in Rome! Tyrannion was a geographer himself, so he probably exerted a strong influence on Strabo, who was 19 or 20 years old at the time. Strabo became an adherent of the philosophy of Stoicism. Stoics held that a single principle called reason controlled all the actions of the universe. Strabo also became a strong supporter of Roman authority.

Around 20 BC, Strabo published *Historical Sketches*, a collection of various stories that dated from 145 BC, when Rome conquered Greece, to



Statue of Strabo in his hometown of Amasya, Turkey

the beginning of the reign of Augustus in 27 BC. The work reportedly consisted of 47 volumes, but we only know a few scattered quotations in other sources. (This, by the way, is a strong argument in favor of making a backup copy of your work.)

During his life, Strabo traveled extensively. We know that he visited Corinth and went up the Nile to the frontier of Ethiopia. He spent time studying in Alexandria and made several additional trips to Rome. He also visited several cities around the Mediterranean coast. In fact, Strabo claimed to have traveled more than any other person.

Strabo's Geography

Later in life, Strabo compiled the information he had gathered from his own travels as well as information from the writings of others into a seventeen-volume work he called *Geography*, published around 21 AD. Unlike *Historical Sketches*,

we still have some relatively ancient manuscripts of this work, imperfect as they are. We do not know for sure how long Strabo lived after its publication.

Geography is an invaluable resource. It is the best and most complete description that we have of the Mediterranean and European world in the time of Augustus and, as a result, the time of Christ and the early church. The work has some inaccuracies and some limitations based on Strabo's dependence on other sources, but it is a tremendously helpful and informative work. The Jewish writer Josephus of the first century AD referred to Strabo in his writings.

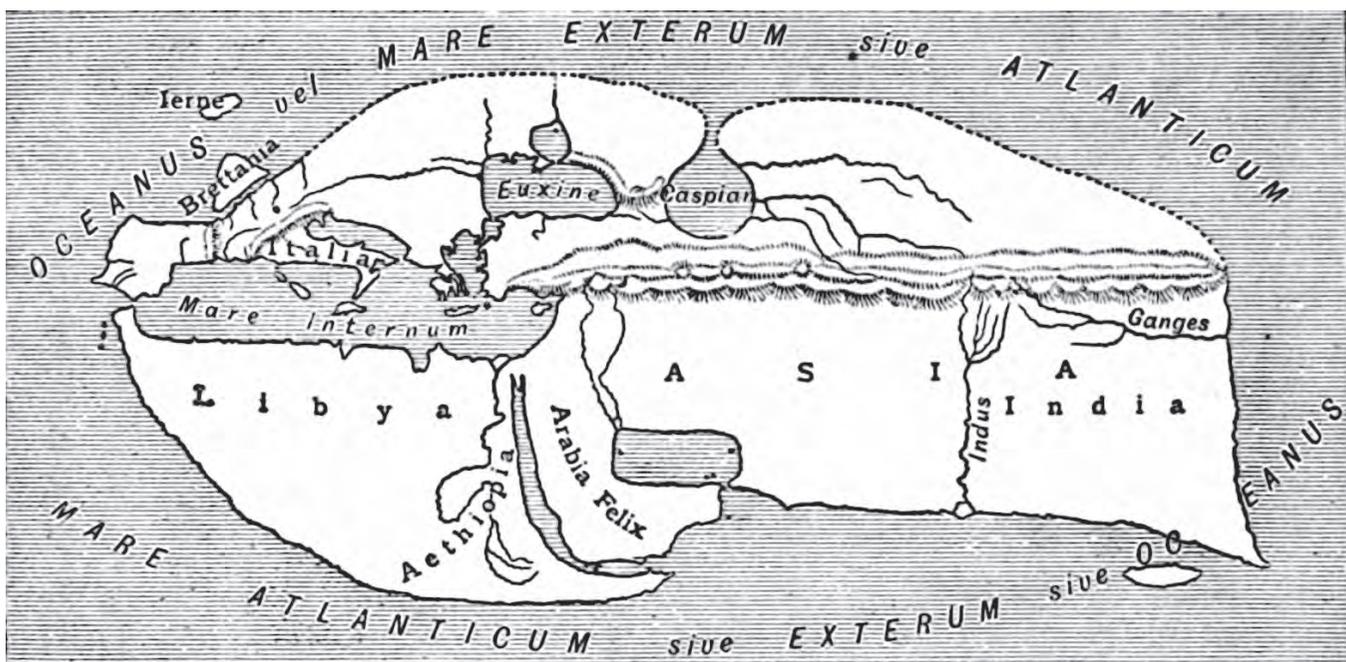
Strabo's travels were not just the meanderings of someone with wanderlust. Instead, he traveled as he did to gather information for political and military leaders, especially those of Rome. According to Strabo, geography impacts warfare in both planning and engagements and is "essential to all the transactions of the statesman." He says that his work is of value for any educated person; for, as he put it, how could such a person "be satisfied with anything less than the whole world?"

The regions that Strabo discussed include Spain, Gaul (France), and Britain; Italy and Sicily;

northern, eastern, and central Europe; Greece, Russia, northwest Iran, central Asia, Anatolia (Asia Minor or Turkey), the area of the Aegean Sea, Persia, India, what we call the Middle East, and North Africa. For Strabo, the region stretching from Spain to India and from Ireland to Ethiopia were the world, although he did have some concept of the Arctic Circle.

Strabo discussed physical features of populated and unpopulated regions of the earth; but he also described plants and animals, people groups, and human activities such as trade, mining, warfare, clothing and personal appearance, housing, and diet. No doubt influenced by his extensive travels by sea, Strabo said that it is "the sea more than anything else that defines the contours of the land and gives it its shape, by forming gulfs, deep seas, straits and likewise isthmuses, peninsulas, and promontories; but both the rivers and the mountains assist the seas herein. It is through such natural features that we gain a clear conception of continents, nations, favourable positions of cities and all the other diversified details with which our geographic map is filled."

A reconstructed version of Strabo's map of the world, from the 1903 reference work Encyclopaedia Biblica.



Strabo relied heavily on the works of his fellow Greek writer, Homer, whom Strabo considered to be the father of geography. In his poetry, Homer described the geographic features and the people of many lands. As impressive as these descriptions are, however, they are poetry; and even Strabo admits they are inaccurate in some small details. Strabo didn't get everything right himself; for instance, he repeated the belief that the earth (meaning the dry land of the earth) is "entirely encompassed by the ocean, as in truth it is."

Geography isn't perfect, but Strabo gave it his best effort and the result was a landmark study. Physical and human geography still influence all human activity, and educated young men and women such as yourself still need to know the physical and human geography of the whole earth, even though we know that it is larger than Strabo thought. After all, how could such a person as yourself be satisfied with anything less than an understanding of the whole world?

*The praise of God extends throughout the whole world.
 Oh give thanks to the Lord, for He is good,
 For His lovingkindness is everlasting.
 Let the redeemed of the Lord say so,
 Whom He has redeemed from the hand of the adversary
 And gathered from the lands,
 From the east and from the west,
 From the north and from the south.
 Psalm 107:1-3*

Assignments for Lesson 3

Gazetteer Read the excerpt from Strabo's *Geography*, pages 243-244, and answer the questions about the excerpt in the *Student Review*.

Worldview Copy these statements in your notebook and complete them:

1. I treat my parents the way I do because . . .
2. I obey the laws of my country because . . .
3. When I am with other people, I try to do what is right because . . .

Project Continue working on your project.

Literature Continue reading *Know Why You Believe*.

Student Review Answer the questions for Lesson 3.



View of the Mississippi River from the Site of Fort Kaskaskia

4

Geography Is Not Set in Stone

Illinois lies along the eastern bank of the Mississippi River. Long before the area became a state, French trappers, traders, and priests entered the region. French settlers established a settlement on the Mississippi and named it Kaskaskia for a native nation that lived there.

Kaskaskia grew into a busy river port and became the home of flour mills and other thriving businesses. King Louis XV of France honored the town with the gift of a 650-pound bronze bell in 1741. Kaskaskia grew to be home to over 7,000 people.

After the United States gained control of the area, Kaskaskia became the capital of Illinois Territory in 1809. It was still the capital when Illinois became a state in 1818; but the state government soon moved the capital to Vandalia, a city that is northeast of Kaskaskia and closer to the center of the state.

As time went on, the Mississippi River that helped build the town also caused its near destruction by frequent flooding. In the aftermath of an 1881 flood, the river itself divided. This left Kaskaskia on an island. The eastern course of the river flowed into the channel of the Kaskaskia River, which had formerly joined the Mississippi a

few miles downstream. Eventually the western flow became a bayou, and the Mississippi followed the eastern course. This left Kaskaskia on the western, Missouri side of the river. The site of Fort Kaskaskia is still on the eastern side, on a bluff overlooking the river and town.

The population of Kaskaskia declined as the town lost political and economic importance and as flooding made residency there uncertain. By 1990 the population was 32. A major flood in 1993 covered the town with about 10-12 feet of water. The 2010 census of the one-time state capital showed a population of 14 people.

Kaskaskia is the only incorporated Illinois town on the western side of the Mississippi. It has an Illinois telephone area code and a Missouri postal zip code. Illinois provides law enforcement; Missouri provides fire protection. A bridge over the bayou enables access to and from the outside world, while another bridge, one that crosses the Mississippi at nearby Chester, Illinois, keeps it connected to its home state.

Geography changes. But the little town of Kaskaskia still has its bell.

You might think of human geography as a snapshot of life on the earth, including physical features, political boundaries, and world cultures. Actually, human geography is more like a video of a moving object. Change is a major part of life, so how the earth and life on it are changing is a major part of the study of human geography. Geography is not just about characteristics; it is about processes as well.

Actually, this should not be surprising. After all, you are changing. When was the last time you looked at a photograph of yourself from five years ago, or even three years ago? You've changed since then, and you will keep on changing. So it is with the earth and its human population. Let's think about how this is true.



Above is a map of Kaskaskia. You can see the Missouri/Illinois border diverting from the middle of the Mississippi River to go around Kaskaskia. Below is an image from the 1993 flooding.



Changes in Physical Geography

The physical geography of the earth experiences slow, incremental changes in many ways. The motions of the seas change the shape of shorelines. The seas rise and fall as a result of the melting and freezing of the polar ice packs. The slow movement of huge glaciers changes the contours of the land over which they move. When a glacier “calves” and a portion of it breaks off and falls into the sea, that chunk of ice becomes an iceberg. Slow movements in the tectonic plates of the earth result in changes in the earth’s surface.

Besides such incremental changes, the earth occasionally experiences dramatic changes as a result of earthquakes and the eruption of volcanoes. A major volcanic eruption can result in the spread of ash and lava that changes the nature and appearance of the surrounding land. In 1943 a volcano deep in the earth erupted in a level cornfield near the town of Paricutin, Mexico, about 200 miles west of Mexico City. The volcano spewed rock and ash off

and on for several years. Before the eruption ceased, the mountain had destroyed two towns and the peak stood about 1,353 feet above the valley floor.

In 1963 the eruption of an undersea volcano off the coast of Iceland resulted in a new island being formed that now covers about a half square mile and reaches about five hundred feet above the sea. Seeds washed up on its shore, and the first plants appeared on the island in 1965. The island is called Surtsey and has been dedicated to scientific study. In another example of change, a new island of mud appeared off the coast of Pakistan in 2013 as the result of an earthquake.

Change happens in downward movement also. In 2018 a large crack appeared in the Rift Valley of southwest Kenya. Speculation abounded as to what the giant opening meant for the continent.

Certainly the surface of the earth is stable for the most part and remains the same year after year. Yet the earth does undergo physical changes, some of which you can expect to see in your lifetime.



At left is a 1943 photo of the Paricutin volcano. Below is a 2013 photo showing vegetation growing on the lava flows around the bell tower of the old church of San Juan Parangaricutiro.



Changes in Political Geography

Nations rise and fall; they grow in power and sometimes disappear. (Have you ever heard of the Roman Empire or the Ottoman Empire?) Part of the identity of ethnic groups comes from the geography of the land on which they live. People who live along a seacoast often become fishermen and traders. Those who live in mountainous regions may become isolated and inwardly focused.

The political boundaries of nations change. If you compared a world map from one hundred or even sixty years ago to a map of the world today, you would see many changes. New nations have emerged. Old nations have changed their names. Areas that were once colonies have become independent countries.

After the fall of Communism in Eastern Europe, the ethnic identities of groups in the Balkan region in southeastern Europe—along with their historic conflicts—re-emerged. This led to significant changes in the drawing of national borders from the time when Communist rulers controlled those peoples with authoritarian rule and with little regard for ethnic identity.

Thirteen British colonies in America declared their independence as a new nation, the United States of America, in 1776. Venezuela declared its independence from Spain in 1811. The disparate German kingdoms became the unified nation of Germany in 1871. Timor-Leste, or East Timor, gained its independence from Indonesia in 2002. The Republic of South Sudan separated from Sudan in 2011.

Alliances among nations change. Countries in Europe that were enemies during World War II formed the European Common Market in 1957. This alliance of nations grew and became the European Union (EU) in 1993. However, a majority of the voters in the United Kingdom voted in 2016 to leave the EU. One factor in this “Brexit” (British exit) from the EU was the geographic and cultural separation that the United Kingdom has long felt between it and continental Europe.



UK newspapers reported the results of the “Brexit” referendum on June 24, 2016.

Governments change. The makeup of the American government changes every two to four years. In some countries, the very nature of government can change almost overnight. The twentieth century saw dramatic changes in the form of government in several countries, including Germany, Italy, the Soviet Union, and South Africa. For years Hong Kong was part of the British Empire. In 1997 the city came under the control of China through an agreement between China and the United Kingdom.

Consider the Middle East. At the center of the conflict between Israel and the Muslim nations is the issue of geography: who controls (or who should control) the area known as Palestine? God gave the land to the nation of Israel, conditional on their faithfulness. Israel was unfaithful to God, and conquering nations took the people away from their homeland. Centuries later Muslim conquerors gained control of it. After the Holocaust of World War II, many Jews and others wanted to see the creation of a Jewish homeland. The United Nations declared its support for the division of Palestine into Jewish and Palestinian Arab homelands. Jews responded by taking some of the land and declaring the state of Israel in 1948. Palestinian Muslims



Individuals can choose to work together in peace, even when governments cannot find agreement. In 1970 a Roman Catholic monastery provided land for a new community in Israel, as seen above. It is called Neve Shalom in Hebrew and Wahat al-Salam in Arabic. Both names mean “Oasis of Peace.” Jewish and Arab settlers have chosen to live together and learn together, seeking to create lasting change throughout the region with the School for Peace.

and the rest of the Muslim world rejected the UN resolution because it took away what Arabs saw as their land. The history of the last several decades in the Middle East have largely been the result of Israel defending their claim to the land and the Palestinians and their Muslim allies attempting to regain control of the land and push the Israelis out.

At the start of World War I, Belgium was a major player in international politics and economics. It had been an important factor in economic activity for centuries, and it had colonies in other parts of the world. At the same time, most people saw the region we call the Middle East as a backwater area that had little impact on world affairs.

Then major changes occurred. Europe was devastated by two world wars. The United States became the dominant economic and military power in the world. Other countries, such as the Soviet Union and China, grew in power and world significance. The increase in the world demand for oil and the continuing conflict between Muslims and Jews in the Middle East placed that region at the center of world politics. One hundred years after World War I, which has been more prominent in world politics and economics, Belgium or the Middle East? The answer is obvious.

Cultural Changes

Cultural geography examines the human cultures of various geographic places and regions. We can describe the cultures of various places as they exist now, but cultures are continually changing. The pace and nature of change depend on the number of people from other cultures who come to a place and their influence on the people in that place through the media, product availability in stores, and other factors.

The culture and language of England began changing in 1066 when Norman invaders from France conquered the Anglo-Saxon defenders. French became the language of the English royal court. With European colonization of North America in the 1600s and 1700s, the dominant culture on the continent was no longer that of native nations. Instead, the dominant cultures were British and (in parts of Canada) French. Later in the United States, Catholic Irish and Italian immigration influenced the dominant Protestant British culture. Today, American cultural influences in clothing, music, and restaurants are strong in many other countries.

Changes in Economics

Countries and regions become known for the economic activity in those places, such as potato growing in Ireland, automobile manufacturing in Michigan, chinaware in the cities called “The Potteries” in northern England, and electronics in Japan. Cultural and geographic factors play a part in how this economic activity develops.

The growth of textile mills in the early years of the Industrial Revolution occurred in places where rivers were large enough to power waterwheels that aided textile production. Cities grew where developers could build good ports. New York City has good harbors and was well positioned in the new United States. It received goods from and sent them to inland locations via the Erie Canal-Hudson River route. New York City didn't just happen. The geography of New York City led to its role as a major economic center of the world.

Seagoing ships use the oceans to carry products in millions of sea containers to port cities. Geography that enables rail and truck lines to carry those goods inland is an essential feature for a major port city.

Women working in a Chinese factory



Industrial production does not always remain in the place where it began. Many corporations and manufacturers which were once located in the northeastern United States, from New England through Ohio and Michigan, moved to the South and Southwest where the climate is more favorable and where the culture is more accepting of nonunion labor arrangements. This allowed companies to save on labor costs.

Much of the production of American consumer goods has moved to other, less wealthy and less industrialized countries, such as China and Mexico, where production and labor costs are lower than they are in the U.S. This process is sometimes called the deindustrialization of a region or nation. The increasing interconnectedness of production and trade among the nations and the increasing dependence of many nations on economic activity outside of their own borders is called globalization.

The Human Factor

Mankind's use of the earth's natural resources has undoubtedly improved the living standards of much of the world's population. We can live better, healthier, safer, and more productive lives by the use of coal, oil, trees, clay (for dishes), water (for hydroelectric production), and other resources in our geography. Manmade dams have aided in flood control and the production of electricity. Dams have also created lakes for recreation and to serve as reservoirs.

However, mankind's interaction with our environment has not been completely beneficial. People have polluted the land, water, and air. For many years, lumber companies cut trees and did not plant new ones. This deforestation still occurs in some countries. The clearing of jungles in places such as Brazil negatively affects the environmental dynamics in those localities. Strip mining and open-pit mining have led to considerable damage to the land. We know that human irresponsibility is the

reason why several animal species have become extinct.

One human activity for which the consequences are thus far unclear is China's building of artificial islands in the South China Sea and their constructing military installations on these islands. China has done this by dumping huge amounts of sand on coral reefs. Their purpose is to exert a greater dominance throughout the South China Sea. But the long-term consequences for the environment and for international relations are not yet clear.

Geography in Motion

Human geography is not a static, once-for-all subject. Instead, it is a dynamic subject that influences how we live and that is influenced by how we live. As an adult, you will live in a world that will probably be different in significant ways from the world in which your grandparents lived.

May we live well to honor the God of Creation, who always cares for the world He made. After the flood, the Lord told Noah that, even as the earth experiences changing seasons, it will endure.

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

Assignments for Lesson 4

Worldview Copy this question in your notebook and write your answer: What is a religious belief that you think everyone should accept?

Project Continue working on your project.

Literature Continue reading *Know Why You Believe*.

Student Review Answer the questions for Lesson 4.



5

It's a Matter of Worldview

The scene is the office of Jeremy Hankins, assistant principal in an American public elementary school. In his office are Ryan and Sarah Thompson, parents of Brett Thompson, a third grade student at the school. The Thompsons have decided to withdraw Brett from the school and teach him at home. Mr. Hankins has asked to meet with them.

Mr. Hankins speaks:

“Thank you very much for coming in to talk with me. Mr. and Mrs. Thompson, I know you have the legal right to homeschool Brett, but I’m concerned about what this will mean for him. Children today grow up in a world where they hear many ideas. I don’t believe that it’s the role for adults, even for a child’s parents, to tell children what to think. I believe parents and teachers need to help children learn how to think.

“Many people believe that the main responsibility for teaching children lies with the parents, but in our day schools have the trained staff and the professionally produced materials to teach children what they need to learn and how they need to learn. In our school we teach the facts of academic subjects, but we also teach values like diversity, acceptance, equality, tolerance, and social justice. We help children understand history in a way that

teaches them to consider people who have long been overlooked, the people who are the victims of history.

“And we certainly can’t favor one religious belief over another. We have children from all sorts of backgrounds and family situations, and we want to affirm their worth as people. Our goal is to prepare children to live in the world as it is, to be ready to hold down a good job, to get along with others, and to help them develop decision-making skills. We want them to learn how to weigh all the factors in every situation and make the best decision for that situation.

“The world isn’t like a family’s living room, and parents won’t always be there to protect their children. We’re helping them leave the nest and fly on their own. We don’t want to shelter children from the real world, but to help them live successfully in it. I have serious doubts that homeschooling will accomplish these goals for Brett.”

Mr. Thompson replies:

“Mr. Hankins, Brett’s mother and I have decided to homeschool Brett because we want to provide the environment and the teaching that will support and encourage him in his life, primarily in his Christian faith. That is the most important part of our lives, and we hope it will be for Brett also.

“Brett has received a good education in the academic subjects here and is probably ahead of his grade level in many areas. But we have two main concerns. First, some of what he has been taught we find objectionable. In science, the teachers and the textbooks assume that evolution is true, that the world began from purely natural causes, and that it is billions of years old. We disagree with that.

“We’ve also seen homework sheets that assume climate change is the result of human activity and that only worldwide government action can change it. We certainly see how people can harm the environment. We know people have done so, but we don’t agree with the assumptions and models that many people use to blame what they call climate change on human activity.

“We have concerns about the general social and—I guess the word is philosophical—atmosphere of the school. As Christians, we can’t just go along with lessons about accepting alternative lifestyles that we believe are sinful. We’ve noticed lessons that seem to say white American men are the cause of most of the world’s problems. Brett loves God and is learning about how God works in the world. What he hears at school tears down his faith, which is not yet mature. He’s talked to us about the confusion he feels.”

What is the conflict here? It is not that one person wants what he believes to be best for the child and the other does not. It’s a matter of worldview: how each person sees the world, what he values, and the best way to train children.

The next scene is the end of a debate between two candidates for president. They each make their closing statement.

Candidate A:

“I believe in freedom. Every American should have the freedom to pursue his or her dreams. Government often gets in the way of that pursuit with regulations and burdensome taxes. Government does not create economic growth. Central planners cannot know everything they need to know in order to run the economy so that it can grow. We



need government to protect us and to provide basic services for the common good and maybe to help people temporarily who have fallen on hard times, but government has gotten too big and too invasive.

“I want to roll government back, make government spend less, make it spend responsibly, and cut the deficit as I would encourage any family to do. I want to let Americans keep more of what they earn and spend it how they think best and not have some bureaucrat make those decisions. Individuals and companies create jobs, and they shouldn’t be taxed to death. People should be able to make their own health care decisions in a free market.”

Candidate B:

“I believe in security. I believe that our society, through government action, ought to provide security for every American. Every American deserves economic security, and the security of having excellent health care free of charge. Every American should have the security to live their chosen lifestyle with the support of government and society. Americans deserve personal freedom, and that includes freedom from gun violence.

“Millions of Americans can’t make it on their own, and they need help from the rest of us, a safety net. We can do this if the wealthy will pay their fair share of taxes. It’s great to talk about balancing the budget, but we can’t do that on the backs of the poor and the people who depend on government services just to get by. We have way too much waste and unnecessary spending on the military, and too many tax breaks for corporations and wealthy individuals.

We're all in this together, and each of us needs to give what we can to help everyone."

These candidates seem to be talking past each other. They do not even seem to be dealing with the same issues. What is the difference between them? It's not that one candidate loves his country and the other doesn't. It's not that one wants what is best for American citizens and the other doesn't. It's a matter of worldview: how they understand the way the world works and the way they think government should work.

The third scene finds two acquaintances talking in a coffee shop. The first man speaks:

"I just don't see how you can say that you know God exists. Did He speak to you from heaven and tell you? Science says that the world evolved over a long period of time. We know that changes take place in nature, so why couldn't the world have changed a lot over a long period? Who knows how it all started? No one was there to watch.

"And I'm sorry, but I just can't accept a 2,000-year-old book, written by people promoting one particular religious viewpoint, as my absolute final authority. Seems to me we have to figure out life as best we can. There are so many cultures and belief systems around the world that we can't insist that there is only one right way for everyone. If Christianity works for you, fine. I see how people who call themselves Christians really treat each other and other people, and I'll find some other approach, thank you. My goal in life is to be as happy and comfortable as possible, and I'll do whatever it takes to have that."

The other man replies:

"I don't see how you can say that God doesn't exist. Our world started somehow. Nothing in this world starts from nothing, so how could the world itself just start in some irrational process? We have too much order in the world for it to be the result of chance and mere accidents. And by the way,



someone was there at Creation: God, and He has told us about it.

“My goal is to honor God with the life He gave me. That will give me the greatest satisfaction I could ever find, but if honoring God brought me pain and death I could still do nothing else because of what He did for me.

“My highest good is not self but love because that is the nature of the God who created me. The great thing about Christianity is that it answers the same critical needs of everyone, everywhere, in every culture: Where did I come from? Why am I here? How can I best relate to other human beings? How do I deal with sin? Where am I headed?”

What is the difference between these two perspectives? It is not that one person is intelligent and the other isn't. It's not that one has thought through the big issues of life and the other hasn't. It's a matter of worldview.

It is sometimes amazing to see how different people have such widely varying opinions about the same person, event, or idea. This happens because people have widely divergent worldviews. When you hear someone make a comment, state his opinion, or express a belief, and you ask yourself, “Where is he coming from on that?” you are wondering about his worldview.

What Is a Worldview?

A worldview is just what the word implies. Your worldview is how you see the world. It is the set of presuppositions you have that leads you to see the world as you do. Your worldview is the glasses through which you evaluate what happens and how you assign meaning to it. Your worldview is how you think. It is the filter through which you judge whether a statement of information or belief is right or wrong or merely an opinion. It is how you decide whether an action is important or inconsequential, and whether a situation demands your response and what that response should be.

Another word for worldview is paradigm. Your paradigm is the pattern you use to organize your world. Your paradigm or worldview is your inner compass that helps you determine the right way to go. A paradigm is not necessarily reality, but it is how you view reality. Your goal should be to conform your paradigm to reality.

“I Didn't Realize I Have a Worldview. Do I?”

Yes! Everyone has a worldview. You might not have thought about it, but you have a worldview. You might call it your point of view, your belief system, your outlook, or your philosophy.

You don't even have to make a conscious effort to develop a worldview in order to have one. You develop one subconsciously as a result of your experiences and influences. The wise and godly parent begins at a child's birth to lead the child's heart and mind into the path of godliness, just as Timothy's mother and grandmother did for him (2 Timothy 1:5).

What Difference Does a Worldview Make?

A worldview is more than just deciding how you would answer a question on an opinion survey. Worldviews make a difference because worldviews have consequences. Thoughts, beliefs, and perceptions lead to actions. In other words, you develop your worldview as a consequence of what happens to you and around you, and you apply your worldview in your response to what happens to you and around you.

Your worldview is the basis for how you live: how you think, how you act, how you interact with others, how you respond to events and ideas, how you make choices, how you live in a family, how you do your work, how you save and spend money—in short, your worldview is the basis for how you

understand the world in which you live and how you do everything in your life.

Here is an illustration of the importance of worldview. If you were to be convinced of a need to change your actions in some way, just trying to change your actions without changing your worldview probably won't work. You will probably default to your old actions because you will tend to act on the basis of your worldview and not on the basis of a stated belief that does not come from your actual worldview.

Examples of How Worldviews Matter

1) Consider a scenario that has happened many times. Imagine that Fred and Dorothy Smith and their children were the first black family to move into the neighborhood. Some of their neighbors were openly cold and hostile toward them. Most didn't like it but generally kept their opinions to themselves—most of the time, anyway. Bob and Betty Johnson thought, talked, and prayed about what they should

do. The Johnsons were Christians who took their faith seriously. They knew that Christ accepted them because of their worth in God's eyes. Bob and Betty had been newcomers to a neighborhood once, when Bob had been stationed at an Army base a long way from their hometown. They knew how much they appreciated it when another couple had welcomed them and had become fast friends. Bob and Betty knew that the Smiths were made in the image of God and that God loved them. Betty baked some cookies, and she and Bob walked up to the Smiths' house and knocked on the door. The Johnsons' worldview influenced their actions.

2) In lamenting what he saw as the decline of traditional values, author C. S. Lewis noted that we laugh at honor but are shocked to find traitors in our midst. In other words, many people mock traditional moral standards and then are surprised to see so much immorality in our society. People should not express the belief over and over that there is no absolute truth, that what is right for one person is not necessarily what is right for others, and that



everything is relative, and then be surprised when people begin acting as though there is no absolute truth and that everything is relative. Worldview has practical, real-life, everyday, sometimes life-and-death consequences.

3) The Nazi worldview was based on the belief that they were a superior race. As a consequence, they believed that they were correct in eliminating people of other ethnic groups, such as Jews and gypsies. Some Muslims believe that non-Muslims are infidels and should either become Muslims or be put to death. This belief lies behind the acts of terrorism that some Muslims have committed. Terrorists throughout history have acted out of their worldview, which held that others didn't deserve to live before the righteous wrath of their belief system.

These illustrations demonstrate how worldview makes a difference in how people live.

A Worldview Survey

The fifth lessons in the units of *Exploring World Geography*, taken together, comprise a worldview survey. We give particular attention to the elements

of a worldview that is based on the teachings of the Bible. Developing a solid, consistent, Biblical worldview is an essential part of studying the earth and man's interaction with it (in other words, geography) in a wise and godly manner. Some of the worldview lessons specifically relate to geography. Thus you could say that this is a worldview course that helps you develop a view of the world.

We will also survey some of the worldviews that people hold other than the Christian worldview. We believe that it will be helpful for you to have some grasp of these worldviews for two reasons: (1) you will be at least somewhat familiar with these worldviews when you run into them in your life, and (2) sometimes seeing another viewpoint helps you clarify what you believe yourself. Throughout this survey, we hope that you will be able to see the impact of holding particular worldviews, especially a Christian worldview.

In a letter to the Corinthians, Paul described the obedience of Christ as the filter he used as his worldview.

We are destroying speculations and every lofty thing raised up against the knowledge of God, and we are taking every thought captive to the obedience of Christ

2 Corinthians 10:5

Assignments for Lesson 5

Worldview Write or recite the memory verse for this unit from memory.

Project Finish your project for this unit.

Literature Continue reading *Know Why You Believe*.

Student Review Answer the questions for Lesson 5.
Take the geography quiz for Unit 1 in the *Quiz and Exam Book*.

球半西

球半東



Japanese Map of the World (c. 1879)

2

It Begins with a Map

Maps are an essential element in studying geography. People have been making and using maps for many centuries, but the format of these maps has changed considerably. They reflect our ever more accurate understanding of the earth. People make maps for many different purposes, and they produce them in many different ways. Mapmakers include certain agreed-upon elements in most maps. While a map provides much useful information, they can't include every kind of information we might want. William Rand and Andrew McNally started a map company in the 1850s that still makes maps today. This unit's worldview lesson gives the basic elements of a person's worldview.

Lesson 6 - What's a Map Worth to You?

Lesson 7 - You Can Learn a Lot from a Map

Lesson 8 - What a Map Is and What It Is Not

Lesson 9 - The Business of Geography

Lesson 10 - Recipe for a Worldview

Memory Verse

Memorize Psalm 8 by the end of the unit.

Books Used

The Bible

Exploring World Geography Gazetteer

Know Why You Believe

Project (Choose One)

1) Write a 250-300 word essay on one of the following topics:

- Tell ways that you, your family, or people in general use maps, such as in determining distance and directions, seeing what lies in a certain geographic area, and side trips you might take when traveling. Tell what you find helpful and what you find frustrating about different forms of maps and things you think a map should show.
- Describe Americans' love affair with automobiles, our dependence on them, and the role maps play in that relationship.

2) Write a short story in which a map is a key element of the plot.

3) Draw a map illustrating something you are familiar with that someone else might not be familiar with. For example, you could draw a street map of your town or neighborhood, a map showing the route between your home and a place where you often go, or a map that highlights museums and historic sites in your area.



Soviet Military Officers, c. 1950s

6

What's a Map Worth to You?

Men died making them.
An army officer could go to prison for losing one.

A foreign buyer could purchase thousands of them—but for cash only.

What was this precious item? A map.

The Soviet Map Project

As the Soviet Union was unraveling in 1989, its military men were selling off what they had control over for what they could get. American map dealer Russell Guy flew to Estonia with a quarter million dollars in cash. He bought thousands of Soviet-made maps, each marked “SECRET.” Over the succeeding years Guy, retired British software developer John Davies, and a handful of other people uncovered an amazing fact. During the Cold War (1945-1989) the Soviet military undertook one of the biggest mapmaking projects in history. Their goal was to map the entire world, in some places in amazing detail.

The Soviets had several motivations. First, they wanted detailed, accurate information about the huge country they ruled. The Communist leaders wanted to know the placement and condition of roads, the size of lakes and rivers, and the layout

of cities. They wanted to determine where their resources were and how they could develop them. They wanted to know how they could best move men and material where they might be needed. The Communist leaders utilized tens of thousands of surveyors and cartographers on the project. They didn't all survive. One Russian surveyor reported finding a note left by a fellow surveyor on a tree trunk in Siberia in 1948 that indicated the man and his co-worker were near death. They likely did not make it home.

Second, the Soviets' main enemy was the United States. As important as information about Russia was, they believed that information about the country they saw as their primary threat was even more vital. The Russians created detailed maps of the United States, including street maps of the major cities that identified buildings along the streets and noted the construction materials and load limits of bridges. The Soviets considered the maps so valuable that a Russian officer could face prison or worse if he misplaced one. Where did the Soviets get such detailed information about the United States? Some was information published by the United States Geological Survey and other sources. Other information no doubt came from spies in our

country. The Russians probably also utilized high-flying reconnaissance planes and spy satellites.

But Soviet interest in maps didn't end there. The Russians dreamed of world domination, so they wanted accurate maps of the entire world: cities, military installations, factories, roads, ports—any information that could help if the opportunity came for them to move their tanks and troops into other countries. Again, some information was freely available, while they obtained other information by espionage.

One expert on the subject estimated that the Soviet military produced about 1.1 million maps. Not copies, but distinct, different maps, of which they made untold copies. Many of the maps show astounding details, such as the width of roads and the depth of lakes. It's a little unnerving to see a detailed Soviet-era map of the Pentagon with the roads around it and the Potomac River lettered in Russian. Or maps of New York, Chicago, San Francisco, and San Diego that identify buildings and military installations—in Russian.

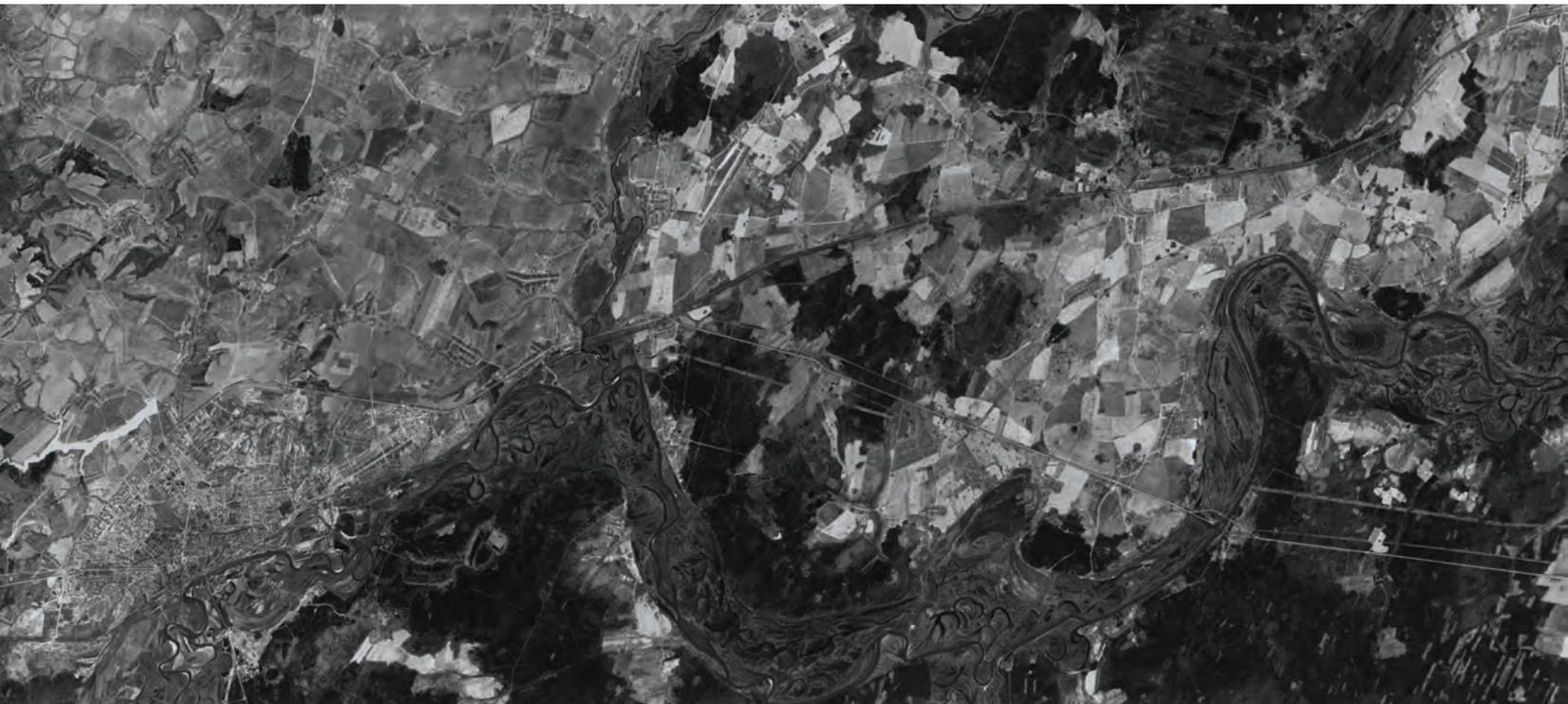
Sometimes the differences between Soviet military maps and maps from other sources are intriguing. For instance, a 1984 Soviet map of Chatham, England, shows a dockyard where the

Royal Navy built submarines. A British map from the same period shows a blank space there because the British did not want information about that location to become known—but the Soviets knew it anyway. On the other hand, maps published in the Soviet Union and available to the general Russian public were deliberately inaccurate in terms of distances, directions, and other details. The Communist government did not want such information available to its own people or to others who might obtain those maps.

Today a few map dealers around the world offer the Soviet maps for sale. Customers include governments, university libraries, and telecommunication companies that need to know the topography of an area where they plan to set up cell phone towers. The United States intelligence community used some of these Soviet-made maps to aid our operations in Afghanistan in the early 2000s.

Of course, the United States had detailed maps of the Soviet Union as well. We gathered information with technology such as reconnaissance planes and spy satellites, and we had our share of spies on the ground in Russia, too. But the information our government sought was harder to come by because the Soviet Union was a closed society.

This 1972 image was taken by a U.S. spy satellite of an area near Moscow.



A Long Tradition

The Soviet map project is just one example of the ways that maps provide vital information. The tradition of cartography has a long history. One of the oldest maps we know about is on a clay tablet from what is now northern Iraq. It dates from about 2300 B.C. The map shows waterways, mountains, and communities where people lived. A little later in history, Babylonians in what is now southern Iraq began producing maps. They developed a technique that we still use today. They divided a circle into 360 degrees. This is the basis for the lines of latitude and longitude we use today.

Elsewhere in the world, Egyptians were making maps before 1000 B.C. Egypt also developed techniques that enabled them to survey property boundaries accurately.

Scholars in the Greek civilization thought a great deal about the size and shape of the earth. Around the time of Christ, Greeks developed systems of map projections, ways to represent on flat sheets the reality of a round earth. One of the most influential geographers in history was Ptolemy (90-168 AD), a Greek who studied in Alexandria, Egypt, for many years. About 150 AD, he published the eight-volume work *Geography*, which gave extensive instructions about drawing maps. On one map he drew, Europe, Asia, and the Mediterranean Sea were larger than they really are, and his estimate of the size of the earth was smaller than it really is. Despite these errors, Ptolemy's work was influential for centuries. About the same time, Chinese astronomer Zhang Heng developed a grid system for maps, which made drawing maps and finding locations on maps easier.

In the thousand years from about 400 to 1400 AD, most advances in mapmaking took place among the Arabs and Chinese. The work of Ptolemy was translated into Arabic in the 800s. The Arab scholar al-Idrisi (c. 1100-c. 1165) was born in Morocco but moved to Sicily in 1145 and served in the court of the Sicilian king. He drew a rectangular map of the world made up of seventy sheets pieced together. His map wasn't very accurate, but it reflected the



This world map is from a 1456 copy of al-Idrisi's work. This image is rotated 180 degrees so you can more easily identify Africa, Europe, and Asia.

interest people had in representing the world in map form. Al-Idrisi understandably placed the Arabian Peninsula at the center of his map, and he drew Africa on the upper half, which meant that north was pointing down. Around the same time, someone in China drew a map on a stone that showed coastlines, rivers, and settlements. China produced the first printed map about 1155, some three hundred years before the first printed maps appeared in Europe.

Medieval Maps

In the Middle Ages in Europe, a common map form was the "T and O" (see the example on the next page). This map reflected worldview more than it did geographic reality. The T and O map was bounded by a circle (the "O") that represented the ocean that many thought made up the outer boundary of the world. The three known continents, Asia, Europe, and Africa, were separated by a "T". One bar of the "T" represented the Mediterranean Sea separating Europe and Africa. The other bar represented the



This T and O map from 1472 is the earliest known map printed in Europe.

Don River in Europe and the Nile River in Egypt, separating Asia from the other two continents. The map made no effort to portray coastlines, rivers, and other geographic features. The T and O showed Asia, which was called the Orient, at the top. This practice is the origin of the word that we still use to describe how a map is positioned: *orientation*.

As Europeans ventured further and further into the Atlantic Ocean in the 1200s and 1300s, mapmakers used the growing body of knowledge to produce *portolan* charts to help sailors with navigation, especially into harbors. These charts used grid lines and portrayed coastlines accurately. The word *portolan* comes from *porto*, the Italian word for harbor.

Several developments in the 1400s encouraged mapmaking. First, Ptolemy's work was translated into Latin, the language of scholarship. This enabled many European scholars to study it. Second, the printing press encouraged the wide distribution of maps and the sharing of knowledge. Third, the age of exploration reflected the growing interest in the world and furthered mankind's shared knowledge about the world. People were learning the nature of

their world, but their knowledge was incomplete. Some maps showed sea monsters in areas that had not yet been explored, images that were the product of speculation and inaccurate reports.

Developments in mapmaking during this period had profound impact. In 1492, slightly before Columbus sailed west in the fall of that year, the German merchant and navigator Martin Behaim produced the first known surviving representation of the earth as a globe. The globe represented the earth as slightly smaller than it really is, and of course it did not show the American continents; but it did demonstrate that most educated people understood that the earth was a sphere.

In 1570 Abraham Ortelius, a mapmaker from Flanders, published a compilation of maps he called *Theatrum Orbis Terrarum*, or *Theatre of the World*. This was the first published atlas.

Behaim's globe, restored in the 19th century, is now housed at the German National Museum in Nuremberg.



From the New World

The exploration of the New World produced more maps. In 1607 French explorer Samuel de Champlain produced a map showing the area from



Hubbard / Foster Map of New England (1677)

what is now Maryland and the northeastern United States through what is now Eastern Canada. John Smith published a map of the Chesapeake Bay in 1612 and later rendered a map of New England.

The first map to be engraved and published in America was of New England. John Hubbard drew it, and John Foster of Boston published it in 1677. The map shows the ocean at the bottom with New England at the top. North is to the right. This was the perspective English settlers had as they approached the New World.

In the 1700s and 1800s, French mapmakers sought to make their profession more scientific. Around 1847 they began using the word *cartographie* for the science of making maps. The word comes from *carte*, meaning chart or map, and *graphie*,

meaning to write or to represent. Associated with this term is the word for a person who makes maps: *cartographer*.

The 1800s were another period when interest in the geography of the world increased rapidly. As the United States expanded west, surveying was important because surveyors determined the precise location of property and political boundaries and developed intimate knowledge of geographic features. Scientific study of human activity also increased, and thematic maps showed patterns of population density, agricultural production, and other information. In 1879 Congress established the United States Geological Survey, which produced maps of the United States. The USGS is still an agency of the U.S. government today.

What We Know

Geography continues to be an important subject. One evidence of this is the fact that Prince William of the United Kingdom, second in line of succession to the British throne behind his father, Prince Charles, earned a master's degree in geography at St. Andrews University in 2005. It makes sense that the future head of state of a major country would learn all he could about the subject of geography, which plays such an important role in today's world.

Maps represent the accumulation of data compiled by countless hours of work. The form

of the information has changed to some degree; numerous digital maps now accompany our trove of analog ones.

What do we know? What do our enemies know? Maps are still important to us.

And to them.

When the Lord told Moses to send spies into the land of Canaan, their mission was to find out all they could about its natural and man-made geographic features.

When Moses sent them to spy out the land of Canaan, he said to them, "Go up there into the Negev; then go up into the hill country. See what the land is like, and whether the people who live in it are strong or weak, whether they are few or many. How is the land in which they live, is it good or bad? And how are the cities in which they live, are they like open camps or with fortifications? How is the land, is it fat or lean? Are there trees in it or not?"

Numbers 13:17-20

Assignments for Lesson 6

Gazetteer Review the collection of historic maps and read the captions with them (pages 245-248).

Worldview Copy this question in your notebook and write your answer: What is the most basic, central, and important reality in the world?

Project Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.

Literature Continue reading *Know Why You Believe*. Plan to finish by the end of this unit.

Student Review Answer the questions for Lesson 6.



7

You Can Learn a Lot from a Map

Look at the map of the world at the front of the *Gazetteer*. What are some things that you notice?

You will see Europe and Africa at the center. Not everybody sees the world this way; in fact, most people in the world do not. For centuries, the Chinese referred to their country as the Middle Kingdom because they saw their civilization as the center of the world.

You will probably see that Africa is huge (twenty percent of the earth's land mass). It has larger countries in the northern part and relatively smaller ones to the south.

The southern tip of Africa to the eastern tip of Siberia in Asia used to be one huge landmass, but the digging of the Suez Canal changed that. A map doesn't tell you how the world has changed, but only what it looks like at the time of its publication.

The part of the world that gave birth to what we know as Western Civilization, from the eastern Mediterranean through Europe, is a relatively small geographic area considering the worldwide influence it has exerted.

Chile and Argentina in southern South America and Australia and New Zealand in the South Pacific are far away from the more populated areas of the world.

Brazil takes up over half of the continent of South America.

The Indian Ocean coastline is a giant arc that extends from southern East Africa around to Indonesia.

Some borders between countries are straight lines, while other borders are very irregular.

What other information do you learn from looking at this map?

People draw informal maps for many reasons. You might draw a map to show a new friend how to get to your house. Then there are maps that show the location of buried treasure on a desert island . . .

A map can tell you many things about our world. This is why having good map-reading skills is important.

The Map

Geographers have used many tools to practice their profession. These tools have included a compass, surveying equipment, a ruler, and a sextant. Geographers also conduct research and use the research of others, such as that reflected in censuses, surveys, and other sources of data. Modern geographers have many advanced tools available to them, such as computers and aerial and satellite



Members of the U.S. Air Force 2nd Space Operations Squadron work with the third-generation of GPS satellites in 2020 at Schriever Air Force Base in Colorado.

photographs. The Global Positioning System (GPS) uses information transmitted by radio emissions from a web of satellites above the earth to pinpoint a receiver's location. A Geographic Information System (GIS) gathers huge amounts of data from many sources and makes that data available for many purposes. All of these tools contribute to the geographer's most important tool, which is the map.

A map is a representation of our world or part of it. Maps help us understand our world. They

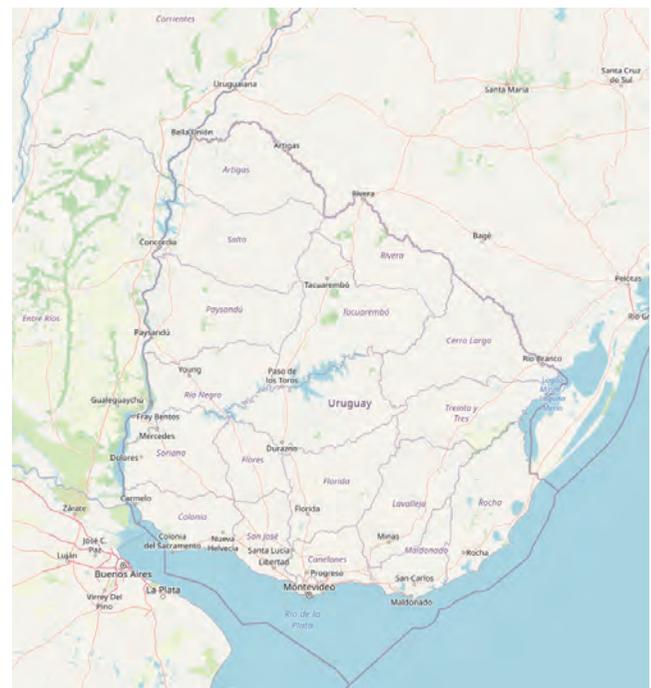


Topographical Map

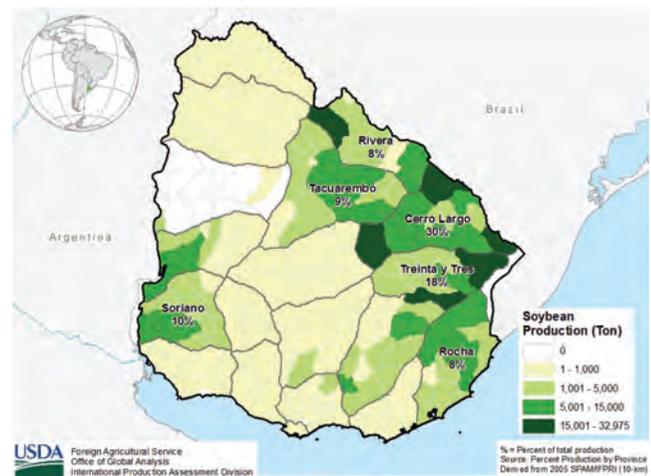
Unit 2: It Begins with a Map

show where things are, both in absolute terms (by themselves) and in relation to other things.

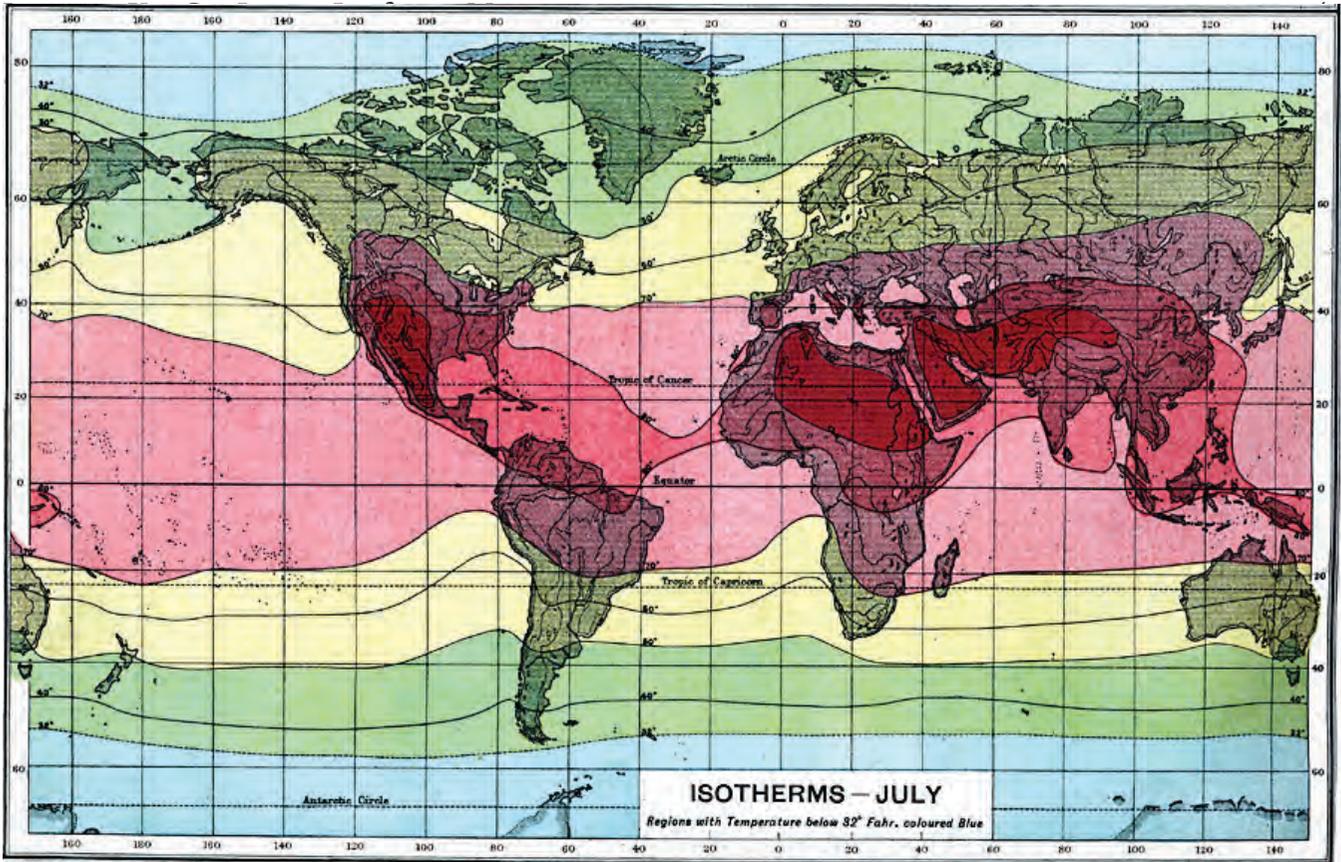
People have created many different kinds of maps that show different areas, use different scales of size, and have different purposes. One map you commonly see is a world map, which shows the continents and oceans and, if it is large enough, many islands. Another typical map is a political or geopolitical map, which shows borders that people have created, such as the borders of the states that make up the United States or the borders of the countries in Europe and Africa.



Navigational Map



Thematic Map



1915 isotherm map of the world

A physical or topographic map shows mountain ranges, rivers, and other elements of an area's terrain. A local map can be the map of a single state in the U.S., a county map, a city street map, or a neighborhood map.

Navigational maps help people get from one place to another. These include road maps, maps of bodies of water, and maps of a city's streets or transit system routes. Our digital and informational age has given us electronic navigational maps in our cars through GPS devices.

Thematic maps show information such as population distribution, where farmers grow certain agricultural crops, where significant oil reserves are located, and forested areas.

Weather maps include those that show current conditions, often generated with the help of weather radar, and those that show historical trends of temperatures and precipitation. Isotherms are lines that connect points that have the same temperature at a given time or the same average temperature

over a period of time. Isobars are lines that connect points that have the same atmospheric pressure at a given time or the same average over a period of time.

Each of the maps we have described provides a great deal of information. Outline maps, by contrast, give a minimum of information, such as just the shapes of continents or just the political borders of states and countries. Students often complete assignments that involve adding more information to outline maps.

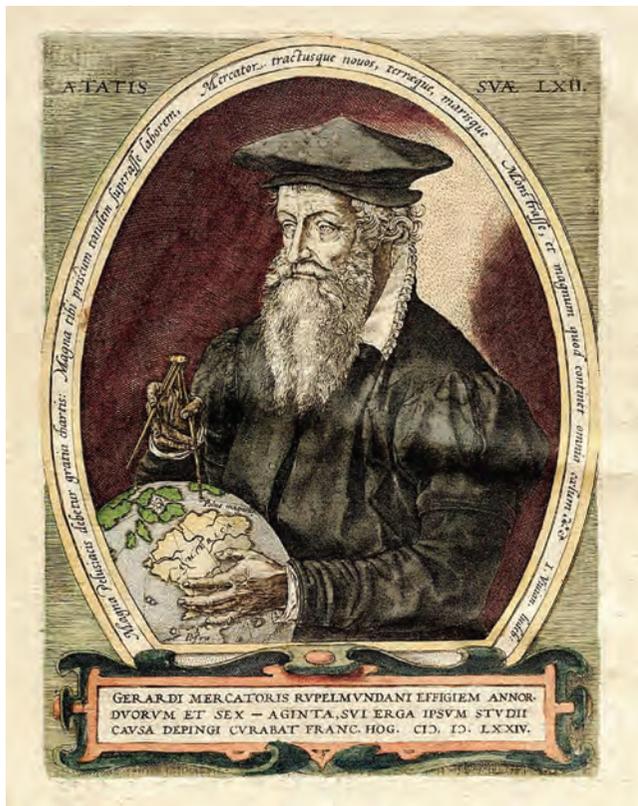
An atlas is a collection of maps. A U.S. road atlas might have a collection of state maps showing main highways and city maps showing major city streets. A world atlas will have maps of all the countries of the world. The same atlas might have more than one kind of map, such as topographic and thematic maps. Atlases are named for the mythical Greek god Atlas. According to Greek mythology, Atlas rebelled against Zeus. Zeus condemned Atlas to carry the sphere of the heavens (including the earth) on his shoulders.

Representation Versus Reality

Maps are invaluable tools for people in many walks of life. They are essential for industries that want to locate natural resources, for guiding military operations, for business and recreational travel, and for many other purposes. Maps represent reality for us, and we can hardly imagine getting along without them. However, maps have limitations. Just as we should understand that maps are essential, we should also recognize their limitations. Maps represent reality, but they are not reality.

The earth is a three-dimensional spheroid. The most accurate representation of the earth's surface is a globe, but even a globe has limitations. First, the earth is not a perfect sphere, so a globe will have some inaccuracies. Second, a globe is usually not large enough to show much detail. Even an accurate globe will not help someone drive across Germany from Berlin to Bonn. Third, a globe is not convenient to carry with you.

16th-century Engraving of Mercator by Frans Hogenberg



So people usually represent our spherical, three-dimensional earth with flat, two-dimensional maps. Projection is the process of transferring locations on the earth to the surface of a map. Because of this transfer, a map will always have distortions in portraying the way the earth really is. Various people have devised different methods of projection. Below are five of these methods.

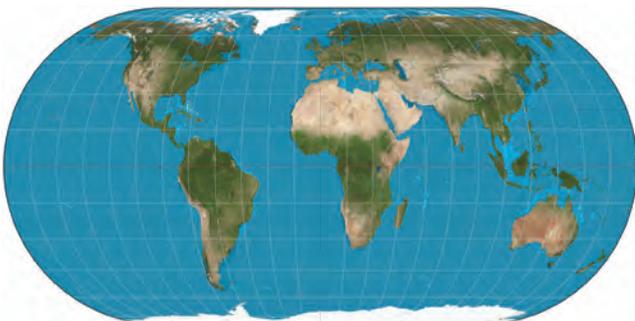
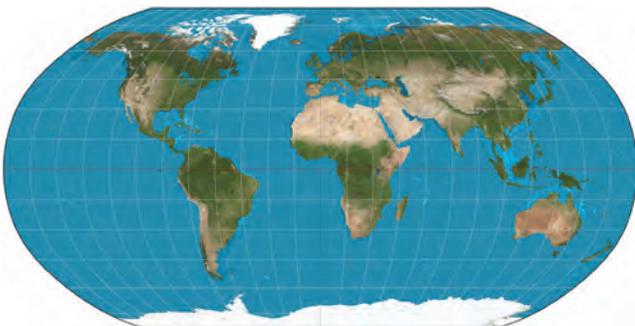
Gerardus Mercator was a geographer who lived in what is now Belgium in the 1500s. In 1569 he published a world map that used his new method of projection. The Mercator Projection has probably been the most common method for drawing maps.

Mercator Projection. This projection is convenient in that it can portray the world on a rectangular sheet. Navigators at sea like this projection because a route that follows a constant direction on the compass appears as a straight line.

However, although the Mercator Projection renders distances at the equator accurately, it distorts distances as one nears the North and South Poles because the Mercator Projection stretches the surface areas near the poles to make the map rectangular. As a result, for instance, Greenland and Antarctica appear larger than they actually are. Africa appears to be smaller than it really is. A Mercator map shows Greenland and Africa as about the same size, when in reality Africa is about fourteen times larger than Greenland.

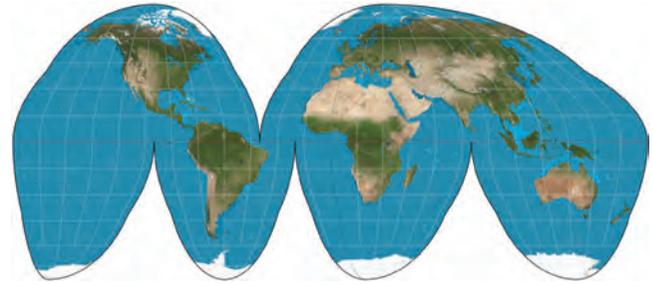
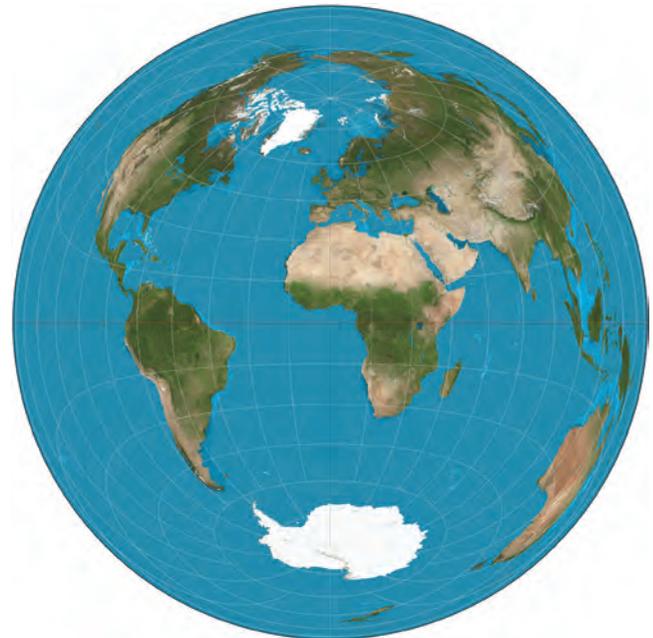
Eckert Projection. German geographer Max Eckert first proposed this projection in 1906. It renders the equator and the north-south meridian of longitude that is at the center of the map as straight lines, but it bows the other parallels of longitude outward from the center. Like the Mercator Projection, the Eckert Projection also distorts distances closer to the polar regions.

Robinson Projection. This method is similar in some ways to the Eckert Projection. It is visually appealing but it has distortions the farther one moves away from the center of the map. This projection

*Mercator Projection**Eckert Projection**Robinson Projection*

renders the North and South Poles as lines instead of points. Arthur Robinson was a twentieth-century American geographer who published this projection in 1963.

Goode Homolosine Projection. John Paul Goode, an American geographer, created this projection. Published in 1923, it shows the

*Goode Homolosine Projection**Lambert Projection*

continents accurately but distorts the sizes and shapes of the oceans.

Lambert Projections. Swiss scientist Johann Lambert proposed several methods of map projection in 1772. One is the Lambert Azimuthal Equal-Area. It is useful for rendering the regions of the North and South Poles as circles. It is accurate at its center but distorts the land masses that are farther away from the pole.

The *Gazetteer* that is part of this curriculum uses the Universal Transverse Mercator Projection. This is a common modern projection. This method puts a cylinder around the earth's globe and slices it sixty times. The cartographer flattens each slice, which is 6 degrees wide, to produce a two dimensional map. The result is a map with less distortion than the original Mercator Projection.



Elements of a Map

Besides the method of projection used, a map has other features that the user should note.

Title. The title tells what the map represents, such as “The World” or “The U.S. Interstate System.” It is important to note the title or subject of a map because you cannot get information from a map that it does not convey. You cannot use a geopolitical map of Africa, for instance, to locate fjords in Scandinavia.

Orientation. Orientation indicates the direction of north (and thus the other compass directions) on the map. North is usually at the top of a map, but not always. For instance, for a map of a state or a country to fit well on a page, north might have to be pointed toward the upper right or upper left corner. The direction of north is shown by the compass rose, which indicates the four cardinal directions (north, south, east, and west) and often some intermediate directions (northwest, northeast, and so forth).

Scale. The scale tells the user what length on the map equals a certain distance in the real world. For instance, one inch on the map might equal one hundred miles on the earth. Often a map will have a short line with numerical markings that accompanies the statement, “One inch equals approximately x miles.”

Legend or Key. The legend (sometimes called the key) provides the meaning of the symbols used on the map. The key will explain, for instance, that

an airplane stands for an airport, a tree indicates the location of a state park, a star shows the city that is a state or national capital, and so forth. On a thematic map, the legend will tell which colors indicate levels of population density or where farmers grow particular crops.

Grid. A grid is a system of equally-spaced, intersecting horizontal and vertical lines that create squares which are used to locate places on a map. The squares might be labeled “A, B, C,” etc. across the top and “1, 2, 3,” etc. down one side. Hence each square has a name, such as A1 or E5. If you are looking for a specific place, you can probably find it in a listing of places in a corner of the map or in the index at the back of the atlas. The index will say something like, “Mumbai...C3.” You can find that square in the grid, and you will find Mumbai inside it. This makes finding a particular location on a map easier than if you just start scanning the map and hope that you run across what you are looking for.

Date and Author. The date of a map is important information because our world changes (see Lesson 4), and older maps might not accurately reflect the current situation. For example, maps published before 1991 will not show the countries that came into existence after the breakup of the Soviet Union. An older highway map will not show new roads that have been built since its date of publication. A city map from several years ago will not show new streets, housing developments, and industrial zones.

The authorship of a map is important to know because the creator of a map can have an agenda that leads to distorted information. For instance, maps in textbooks that some Palestinian schools in the Middle East have used have not clearly identified the state of Israel.

In the next lesson we will discuss more elements of a map. We will also note what a map is not.

The psalmist praised the wonders of God's creation, which honor their Creator and which maps attempt to illustrate.

*For the Lord is a great God
And a great King above all gods,
In whose hand are the depths of the earth,
The peaks of the mountains are His also.
The sea is His, for it was He who made it,
And His hands formed the dry land.
Psalm 95:3-5*

Assignments for Lesson 7

Worldview Copy this question in your notebook and write your answer: How did the world come into existence?

Project Continue working on your project.

Literature Continue reading *Know Why You Believe*.

Student Review Answer the questions for Lesson 7.



8

What a Map Is and What It Is Not

Question: *How could five hundred people lose their birthdays?*

Answer: *By government decree.*

An international conference in 1884 established the meridian of longitude that runs through Greenwich, England, as the Prime Meridian, designated as zero degrees longitude. That was an important decision, but one small matter remained unaddressed:

Where on the earth does a day start?

By custom and general agreement (but not by any official action), the meridian at 180 degrees longitude, in the Pacific Ocean on the opposite side of the world from England, became the International Date Line (IDL). A day starts there. When the time is 1:00 a.m. Friday in the time zone just to the east of the IDL, it is midnight on Saturday at the IDL.

Countries can declare their time to be whatever they want it to be, but countries generally follow the world time zones. In 1892 the island nation of Samoa moved the portion of the IDL nearest to it to the west to align its days with the United States. In more recent years, however, Samoa has developed closer ties with Australia and New Zealand, which lie to the west of the line. So in 2011 the Samoan government decided to move the IDL to its east so

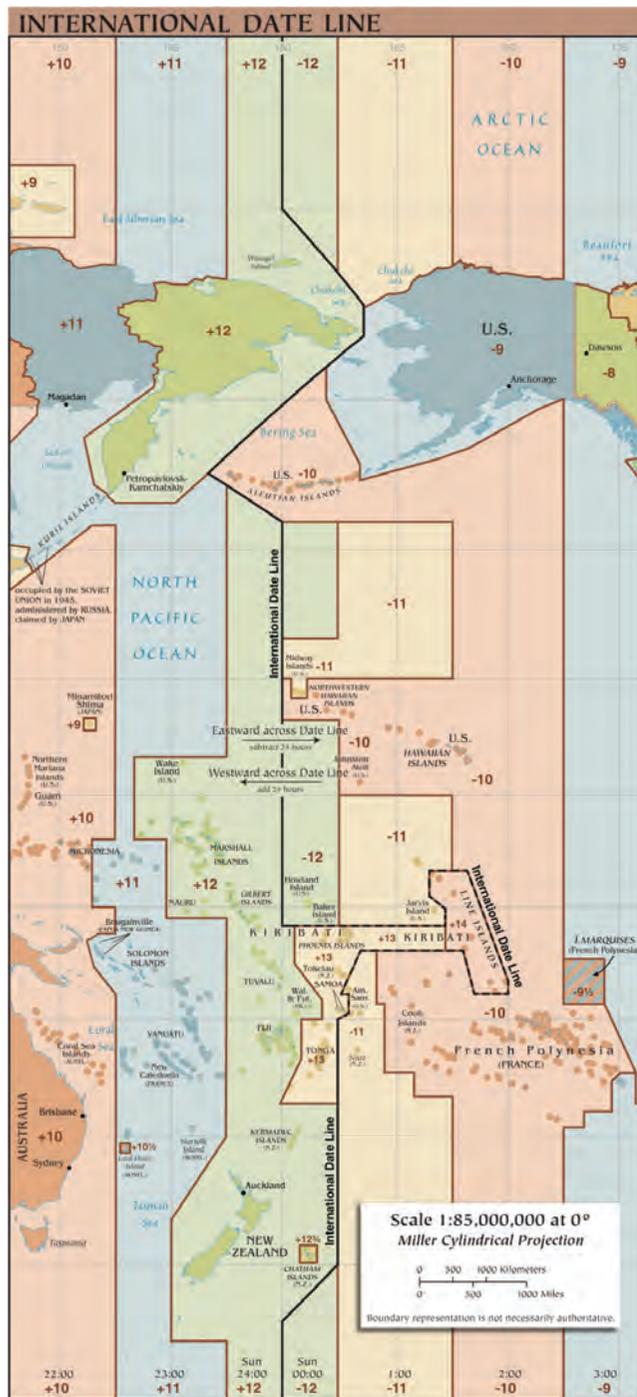
it could be on the same day as its largest trading partners. This meant that Samoa lost a day on the calendar. When December 29, 2011, ended in Samoa, the date became December 31, 2011. Samoans who had a December 30 birthday had to figure out another way to celebrate it that year.

Countries have nudged the IDL east or west at various times so that they would not have two days happening within their borders at the same time. As a result, the IDL does not coincide with the 180th degree of longitude from the North Pole to the South Pole. See the illustration on the next page.

All this leads us into a discussion of latitude and longitude and other matters regarding maps.

Latitude and Longitude

Geographers have developed a system of imaginary lines on the surface of the earth to determine the exact location of any point on the earth. The system of latitude and longitude is based on the fact that the distance around a complete circle can be measured as 360 degrees. Each degree of latitude or longitude is divided into sixty minutes, and each minute is divided into sixty seconds. As you read the following discussion of latitude and longitude, consult the globe map on page 50.



Map of time zones close to the International Date Line

Latitude. The equator is a line that runs east to west around the earth that is equidistant from the North and South Poles. It has the designation of zero degrees latitude. The North Pole is one-fourth of the way around the earth from the equator, so it is designated as 90 degrees north latitude. The South Pole is at 90 degrees south latitude. Between these

points are parallels of latitude, lines parallel to the equator, which are given increasingly larger numbers as one moves north or south from the equator.

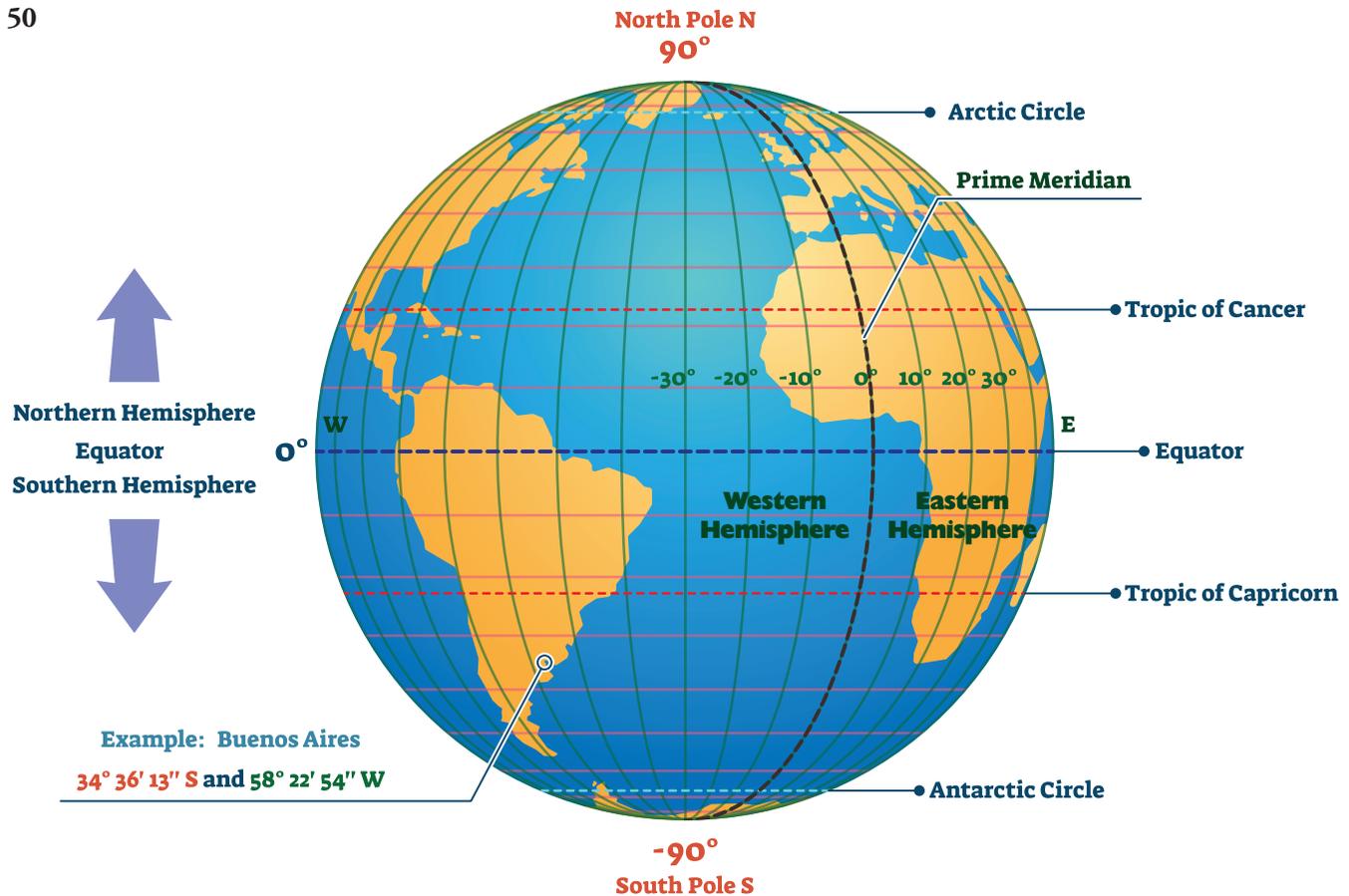
Circles of Latitude. In addition to the equator, geographers have defined four other major circles of latitude. The equator always exists at 0° latitude. Because of variations in the tilt of the earth's axis, the latitude of the other four lines changes slightly from year to year.

The Tropic of Cancer is the parallel of latitude about 23 degrees and 26 minutes north of the equator. As the earth orbits the sun, the sun shines directly down on this line on the first day of summer in the northern hemisphere (around the 21st of June). The Tropic of Capricorn is about 23 degrees and 26 minutes south of the equator. The sun shines directly down on this line on the first day of summer in the southern hemisphere (around December 21). The region between the Tropic of Cancer and the Tropic of Capricorn is the tropical zone on the earth.

The Arctic Circle lies about 66 degrees, 33 minutes latitude north of the equator. From there north, the sun does not set on the longest day of the year, around June 21, and does not rise at all there on December 21. The area between the Arctic Circle and the Tropic of Cancer is called the northern temperate zone. The area north of the Arctic Circle is considered the Arctic.

The Antarctic Circle lies about 66 degrees, 33 minutes latitude south of the equator. The sun never sets from there south on December 21 and never rises on June 21. The area between the Tropic of Capricorn and the Antarctic Circle is the southern temperate zone. South of the Antarctic Circle is the Antarctic. Almost all of Antarctica lies within the Antarctic.

Longitude. Meridians of longitude run north and south around the globe. They converge at the poles. The numerical designation of these meridians has to start somewhere. As we mentioned above, the 1884 international conference decided that the meridian of longitude that passed through the Royal Observatory at Greenwich, England, a suburb



Latitude and Longitude

of London, would be the Prime Meridian, with a designation of 0 degrees. East longitude increases in number as one proceeds east of Greenwich, while west longitude increases in number as one proceeds west of Greenwich. The numbers of both east and west longitude increase until they reach the 180th meridian, which is the other side of the world from Greenwich and approximately designates the IDL.

Any spot on earth can be designated by latitude and longitude coordinates. Many geographers today use decimal degrees (DD) instead of degrees, minutes, and seconds (DMS). Latitude is always given first. For instance, the coordinates of a point in Buenos Aires are:

34 degrees, 36 minutes, 13 seconds south latitude DMS (or -34.6037 DD)

58 degrees, 22 minutes, 54 seconds west longitude DMS (or -58.3816 DD)

As a trick to help you remember which lines are latitude and which are longitude, think of east-to-west LAT-titude as the LATERAL (side to side)

rungs on a LADDER. A lateral pass in football is one that goes to the side. Think of north-to-south LONGitude as the LONG legs of a ladder that go up and down.

Hemispheres. The equator and the Prime Meridian-IDL divide the earth into hemispheres (halves of a sphere) in two different ways. North of the equator is the Northern Hemisphere, while south of it is the Southern Hemisphere. The area from the Prime Meridian east to the IDL is the Eastern Hemisphere; the area from the Prime Meridian west to the IDL is the Western Hemisphere.

Of course, lines of latitude and longitude are not actually on the surface of the earth. They are used on maps and in navigation to determine location. If a ship radioed that it was marooned about 750 miles west of San Francisco, that information would not be precise enough for rescuers to know where they should go. Latitude and longitude coordinates identify a place more precisely.

What a Map Does Not Show

A map shows us many things and makes many things about the area on the map clearer to us. However, there is much vital information that a map does not and, in some cases, cannot show.

It cannot tell you why some neighboring countries are friends and some are enemies, nor what connections countries distant from each other have.

Unless the map is topographic it won't show you the height of Andes Mountains along the western coast of South America or that the Dead Sea is below sea level.

It will not show you how the maps of countries used to be drawn fifty or a hundred years ago.

Unless it is a population map, it will not show you that Russia is huge but that its population is not evenly distributed across its land area.

It will not show you how much of the world's ocean shipping passes through the Strait of Malacca in Malaysia.

Besides the distortions that occur as a result of projection, flat maps have other limitations that we

need to keep in mind. Maps can show rivers, but they do not show the direction in which a river flows. A map might use the same size dot to indicate cities that have very different sizes and shapes.

Because humans make maps, some can have inaccurate information. An incorrectly-drawn map intended for military purposes might fail to show an important bridge or wrongly show where two roads intersect. Such errors on a typical road map would be frustrating; on a military map, it could be disastrous. It is also good to remember that the larger the area that a map shows, the less detail the map will be able to include. However, even with these limitations maps are an important tool in geography and an important part of everyday life.

You cannot understand the physical and political world without a map—actually several maps. And you cannot appreciate what the map reveals without an understanding of the human dynamics that are taking place on the map.

Understanding our world has a geographic component and a human component. That is why this curriculum is about human geography.

The island of Taveuni in Fiji lies on the 180th meridian of longitude. Though the International Date Line officially passes to the east, tourists can imagine themselves standing with one foot in today and one foot in yesterday.



Science and Art

Mapmaking is a science. It involves the collection and application of a huge amount of carefully gathered scientific information. Mapmaking is also an art. How clearly and accurately a map conveys information affects how well it helps, guides, and teaches those who use it.

Maps are the result of the work of creative people made in the image of God. Maps are remarkable inventions that illustrate the amazing world that God created and sustains.

It is good for us to use maps to know the geography of the earth and the nations that live on it. It is even more important that the nations know the God who created them.

*God be gracious to us and bless us,
And cause His face to shine upon us—
That Your way may be known on the earth,
Your salvation among all nations.
Psalm 67:1-2*

Assignments for Lesson 8

Worldview Copy this question in your notebook and write your answer: How does the world operate?

Project Continue working on your project.

Literature Continue reading *Know Why You Believe*.

Student Review Answer the questions for Lesson 8.



Port of Cotonou, Benin

9

The Business of Geography

Look again at the map of the world at the front of the *Gazetteer*. Two of the greatest physical safeguards for the United States are the Atlantic and Pacific Oceans. France and Germany can't choose whether they are going to be involved in European affairs because they are part of Europe. But the United States has been able to decide to take part or not take part in matters elsewhere on the globe because we are separated from Europe and Asia by those oceans.

Look at Russia, the largest country in the world. For all its size, Russia does not have a year-round port on either the Atlantic or Pacific Ocean. This explains its obsession with having access to warm-water ports, such as on the Black Sea. Three-fourths of the Russian population lives in the European part of the country, while three-fourths of its land area is in the Asian part of the country. The challenges of governing a country with this geographic makeup are tremendous.

Look at Africa. The continent has few natural harbors. The rivers that flow to the sea descend from a central highland and have falls that are impassable for trading ships. Southern Africa is a long way from the traditional trade routes between North America and Asia and North America and Europe.

The geography of Africa made trade and interchange with other cultures difficult for centuries.

A map shows what locations are close to each other and which ones are far apart. Physical maps show mountain ranges that have been barriers to travel, trade, and cultural interchange. Maps show where major cities such as New York and Shanghai lie.

Maps tell us an abundance of information about the geographic, political, and demographic features of the earth. And that's only the beginning.

The Story of a Map Company

It started with a print shop. The business grew by being in the right place at the right time.

William Rand opened a print shop in the Loop area of downtown Chicago in 1856. Rand offered to do any and all kinds of printing for the public. Two years later, Rand hired an immigrant from Ireland, Andrew McNally, at the high rate of \$9 per week.

In 1868 the two men reorganized their business as the partnership Rand McNally and Company. That same year, they took over the print shop work of the *Chicago Tribune* newspaper. But the big step for Rand and McNally that year was their receiving the contract to print the tickets and timetables for

the rapidly expanding railroad industry in Chicago. Chicago was the key railroad hub for the Midwest. The Transcontinental Railroad would be completed the next year, and the demand for printing by railroad companies became tremendous. Rand McNally published the first *Western Railway Guide* in 1869. The next year, Rand McNally expanded its publishing with business guides, an illustrated newspaper, and additional railroad guides.

Then in 1871, the company was in the wrong place at the wrong time when the Great Chicago Fire destroyed the city. The two business owners did what they could to save the company. They rescued two ticket printing machines and buried them in the sand by Lake Michigan. Three days later, the company was back in business in a rented location.

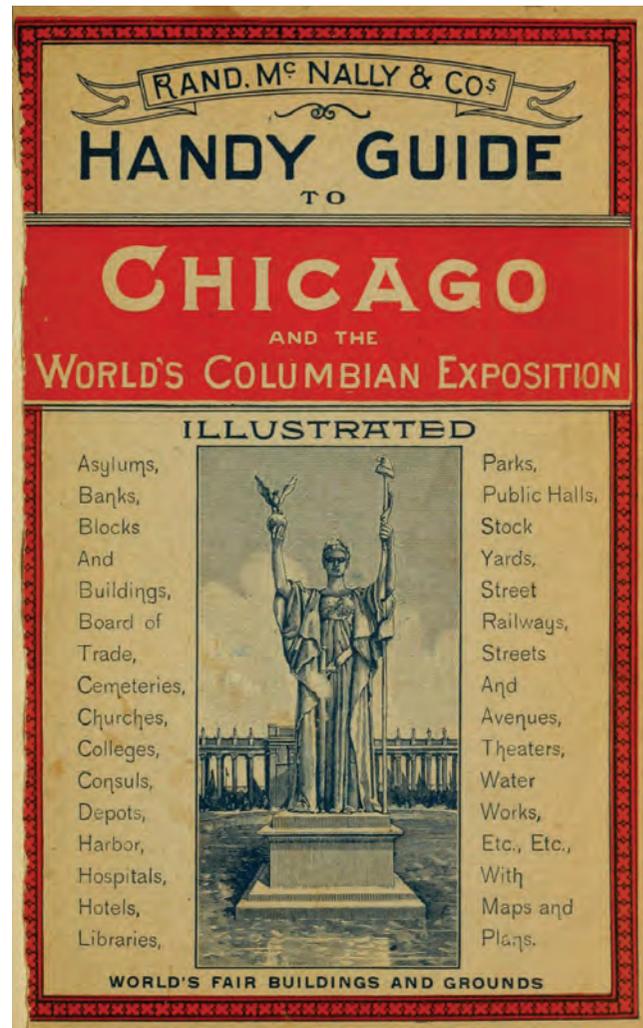
Rand McNally achieved a milestone in 1872. The company published its first map in the December edition of the *Railway Guide*. A new printing method greatly reduced the cost of printing maps, and the company's future course was set. The two partners incorporated their business in 1873. William Rand was president, and Andrew McNally was vice president.

Public schools were becoming an increasingly important part of American life, and again Rand McNally was in the right place at the right time. In 1880 they began publishing geography textbooks, maps, and globes for schools.

The company experienced another major transition in 1899 when William Rand left to pursue other ventures. Andrew McNally became president, and the McNally family ran the company for the next century.

Then Came the Automobile

The growth industry during the first quarter of the 1900s was automobiles, and Rand McNally was there. They published a road map of New York City and vicinity in 1904. Three years later, Rand McNally took over publication of the Photo-Auto Guides from another company. These guides



Rand McNally published this guide to help visitors who came to Chicago for the 1893 World's Columbian Exposition from around the world.

combined maps with photographs of intersections overlaid with arrows to show correct turns to help drivers be familiar with those intersections and know what to do when they got there. Andrew McNally's grandson, Andrew McNally II, took the pictures for the Chicago-to-Milwaukee edition while on his honeymoon. Talk about loyalty to the business! (We don't know whether the new Mrs. McNally approved of this activity.)

As automobiling became a national pastime, drivers wanted maps to guide their travels. Most roads were known by names, such as Baker Road or Stubblefield Road. Some roads had long names, such as Lexington-to-Louisville Highway, that were

challenging to print—and read—on maps. Rand McNally began using geometric symbols for roads. On a 1917 map of Peoria, Illinois, the company began using numbers to designate main highways. This was a major step toward the numbering systems that state, federal, and Interstate highways use today. Again, right place, right time. (By the way, another American company, Thomas Brothers Maps in Oakland, California, developed the grid system for its maps that is still used today to make locating specific places on maps easier). The year 1924 saw the publication of the *Rand McNally Auto Chum*, which was the first edition of what would become the *Rand McNally Road Atlas*.

Rand McNally published the first edition of *Goode's World Atlas* in 1923. The editor was Dr. J. Paul Goode, a geography professor at the University of Chicago. It became the standard atlas for American high school and college students. Rand McNally has now published the 23rd edition of *Goode's World Atlas*.

The company's maps were in demand in some unexpected ways. In 1927 aviator Charles Lindbergh used Rand McNally railroad maps to help him navigate over land during his historic Transatlantic flight. In 1939 stores across the country sold out of Rand McNally's map of Europe within 24 hours of Germany's invasion of Poland.

Norwegian scientist and explorer Thor Heyerdahl developed a theory that South American natives traveled west across the Pacific Ocean and settled the Polynesian Islands. In 1947 Heyerdahl navigated a raft for three months from Peru to Polynesia. Rand McNally took a chance on publishing his account of his journey, *Kon-Tiki*, in 1948. It became an international best seller and is still in print today.

The company has pioneered several advances in printing, maps, and electronic navigation. Rand McNally developed the first pressure-sensitive tickets for the railroad and airline industries in 1958, eliminating the need for carbon copies. The first full-color Rand McNally Road Atlas appeared in

1960. The 1993 edition was the first Rand McNally product printed with all-digital technology.

During the 1980s, the company began developing electronic routing and mileage systems for truckers. Today Rand McNally is a leading producer of GPS tablet systems for the routing and log-keeping needs of the trucking industry. In the 1990s, the company developed trip planning and street navigation software for home computers. In the early 2000s, Rand McNally created GPS devices especially for RVs.

Rand McNally products for sale in 2019



In 1997 the McNally family ended its ownership of the company when they sold the business to a private investment firm. However, the company continues to develop and provide numerous map and travel-related products. These include framed and decorative wall maps, large maps that cover an entire wall, state atlases and gazetteers, fabric maps that don't require careful folding and that can be used to wipe up spills and clean your eyeglasses, street maps for selected American and foreign cities, pull-down maps for classrooms, globes (including illuminated

models), several products for children including trip activity books and a kids' road atlas, and even a globe Christmas ornament. The company publishes a new edition of the *Rand McNally Road Atlas* (in several sizes and versions) every year. Randmcnally.com offers a blog with travel information.

And to think it all started with a print shop in downtown Chicago just before the Civil War.

In life, as in geography, we need someone to show us the way. Jesus does that for us.

*Thomas said to Him, "Lord, we do not know where You are going, how do we know the way?" Jesus said to him, "I am the way, and the truth, and the life; no one comes to the Father but through Me."
John 14:5-6*

Assignments for Lesson 9

Worldview Complete this statement in your notebook: I am a Christian; therefore . . .

Project Continue working on your project.

Literature Continue reading *Know Why You Believe*.

Student Review Answer the questions for Lesson 9.



Margaret Thatcher and Gerald Ford (1975)

10

Recipe for a Worldview

Conservative British prime minister Margaret Thatcher once said, “The facts of life are conservative.” She believed that the nature of the world and of human relations were the basis for her political stance. In her view, the world didn’t operate by principles that changed with the whims of public opinion and human “progress.” To Thatcher, certain truths were rock solid and unchangeable, recognized as true from ancient times. Such truths might include principles such as these:

- The world doesn’t owe you a living.
- Prudence is a better policy than recklessness.
- You reap what you sow.

Elements of a Worldview

Your worldview involves what you believe about the big issues of life and how you apply those beliefs to specific questions. The concept of worldview might seem huge and somewhat ill-defined to you, so it helps to break down your worldview into specific elements. Your worldview involves how you answer these questions:

1. What is the most basic, central, and important reality in the world?

Most people you know probably know that this basic reality is God. The majority of people through history have recognized a divine power. A related aspect of your answer to this question is determining what you believe about the attributes or characteristics of our heavenly Father whom you believe in.

2. How did the world come into existence?

The two most common answers to this question are that (1) God brought the world into existence or that (2) the world came about through purely materialistic forces.

People have also held other ideas about the creation of the world. Some people have believed that the world came into being as the result of a cosmic clash between gods or between the forces of good and evil.

3. How does the world operate?

Does the world operate on the basis of God’s will? Natural law? Men’s decisions? Happenstance? Luck?

What is the nature of the world in which we live? Is it a proving ground for heaven? Is it meaningless? Is it stacked against you? Is it a common playing field in which everyone lives, with each person



Khon is a form of drama in Thailand that combines music, singing, dance, and ritual. It builds upon a literary tradition that reflects religious beliefs and cultural values.

having some set of advantages and disadvantages? Is it a world in which our personal decisions and actions are key to the kind of life we live?

Is ours a fallen world? People talk about “the fall of Adam” and about living in a “fallen world,” but the Bible does not use either of those phrases. Certainly the sin of Adam and Eve had consequences for them and for all of mankind, as Genesis 3 and Romans 5 teach. In Romans 8, Paul talks about the world groaning and one day being set free from its slavery to corruption.

Even in a world where people sin, unredeemed parents love their children. Non-Christians pay their bills on time and obey traffic laws. Good happens even in a sinful world. What you think about our world naturally influences your worldview. What does “fallen world” mean? What is your understanding of the nature of our world? What are the consequences of that view? Why do you believe as you do?

4. Is Satan real, and if so how does he operate?

In other words, what are we up against? The Bible describes God as the ultimate force for good in the world and that Satan is the ultimate force for evil. However, the Bible does not describe God and Satan as having equal power. The Bible teaches that, in the current world, Satan is real and that his work affects people in real ways. The Bible also says God will defeat Satan in the end.

Many people in the world, even if they believe in God, believe that they also live subject to the actions of evil spirits. These people often believe that evil spirits are agents of Satan and that the actions of these spirits explain certain events.

5. What is the meaning and purpose of life?

Why are we here? Why are you here? Is the whole universe a mere accident? Have you been given life to live for yourself, or have you been given life to serve others and to contribute something good to the world around you? Are you here to honor God?

Paul said that the meaning and purpose of life centers in Christ:

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

In Philippians 1:21, Paul wrote, “For to me, to live is Christ and to die is gain.” Paul found his life, his purpose, and his goal in Christ.

It is important that you understand the meaning and purpose of life in general and of your life in particular. If you don’t, you will have a hard time knowing whether what you are doing is what you should be doing. When you get to the end of your life, how will you know that you have followed the right path and have arrived at the right place?

Your worldview involves other questions that we will discuss in later lessons; for instance:

6. **What is truth, and how do you know it?**
7. **What is faith?**
8. **How do you see yourself and others?**
9. **What is a Christian perspective on the environment?**

10. What is the impact of geography on a person’s worldview?

11. Where are we headed in our individual lives and as humanity in general?

So . . .

What is your worldview? What do you believe is true? What is the motivation that drives you? Since the vast majority of students who use this curriculum come from a Christian point of view, the question before you is, “How am I as a Christian supposed to think and live?” In other words, how do you complete this sentence: “I am a Christian; therefore . . .”? The way you answer that question will give you a window onto your worldview.

All these worldview questions fit together and have an impact on your decisions and actions. For instance, what you believe about where we came from influences the value you place on other people. How you believe the world operates influences the effort you will make to accomplish things in your life. Your belief about truth will have an impact on whether you act on consistent principles or whether you adapt your actions to given situations. What you believe about where we are headed will impact whether you believe you will be accountable for your actions.

The main purpose of our survey of worldviews in this curriculum is not to fill your head with a few ideas

This photo of Cairo shows pyramids in the background and a mosque in the foreground.



about several different religions and philosophies. The main purpose is to help you identify your own worldview and to help you see your place in the big picture of our world. We believe that the world has a purpose: to glorify God.

What is your place within that grand purpose? The psalmist David pondered man's place in the universe and expressed the amazement and joy that he felt on the basis of his worldview. It is a worldview that I share. David said in Psalm 8:

*O Lord, our Lord, how majestic is Your name in all the earth,
 Who have displayed Your splendor above the heavens!
 From the mouth of infants and nursing babes You have established strength
 Because of Your adversaries, to make the enemy and the revengeful cease.
 When I consider Your heavens, the work of Your fingers,
 The moon and the stars, which You have ordained;
 What is man that You take thought of him,
 And the son of man that You care for him?
 Yet You have made him a little lower than God,
 And You crown him with glory and majesty!
 You make him to rule over the works of Your hands;
 You have put all things under his feet,
 All sheep and oxen, and also the beasts of the field,
 The birds of the heavens and the fish of the sea,
 Whatever passes through the paths of the seas.
 O Lord, our Lord, how majestic is Your name in all the earth!*

Psalm 8

Assignments for Lesson 10

Worldview Write or recite the memory verse for this unit from memory.

Project Finish your project for this unit.

Literature Finish reading *Know Why You Believe*. Read the literary analysis and answer the questions in the *Student Review Book*.

Student Review Answer the questions for Lesson 10.
 Take the geography quiz for Unit 2 in the *Quiz and Exam Book*.



3

The Middle East Part 1

The Middle East is a geographic area of the world that has drawn significant attention for decades. The process which created several countries in the Middle East involved attitudes that reflected Western colonialism. The Israeli-Palestinian conflict may be the most difficult geopolitical issue in the world today. The Kurds have a strong ethnic identity but do not have a home country. The worldview lesson is the first of several lessons that survey various faith systems; this lesson is about Judaism.

- Lesson 11 - The Physical Geography of the Middle East
- Lesson 12 - Drawing Lines: The Making of the Modern Middle East
- Lesson 13 - The Toughest Geographic Issue
- Lesson 14 - “We Have No Jam”: The Saga of the Kurds
- Lesson 15 - Faith System: Judaism

Memory Verse

Memorize Genesis 21:12-13 by the end of the unit.

Books Used

The Bible

Exploring World Geography Gazetteer

Blood Brothers

Project

In this unit, we are only giving one option for the project. We believe that each student should complete this assignment.

Write a 250-300 word essay setting forth your worldview. Answer the questions in Lesson 10 the way they apply to you. Include anything else you believe is important for others to know about your worldview.

Literature

Blood Brothers tells the story of the creation of the state of Israel and the displacement of the region's Palestinians through the life story of author Elias Chacour. Chacour's eyewitness perspective places the reader in the midst of history as it unfolds. More than an autobiography, *Blood Brothers* helps readers gain an accurate and well-rounded understanding of these controversial events and the continuing conflict in the region. The book is not angry or vindictive, but upholds the Christian message of forgiveness and respect for all people. Chacour's personal experience and sacrifice for what he believes present a perspective worth hearing for the thoughtful reader seeking to better understand Israelis, Palestinians, and all people.

Elias Chacour was born in 1939 into a Palestinian Christian family that had lived for generations in Biram, a village of Galilee. His family experienced violent eviction from their home when the state of Israel was created in 1948. Chacour became a priest in the Melkite Catholic Church and has spent his life serving in his home region. His message and life work are characterized by service, reconciliation, and cooperation. He founded Mar Elias University and schools, providing education for thousands of students of all faiths in an effort to help them live and work together in peace.

Plan to finish *Blood Brothers* by the end of Unit 4.



Farmland in Syria

11

The Physical Geography of the Middle East

No other region of the world brings together the factors of history, religion, culture, geography, politics, and natural resources in such a dramatic way as does the Middle East. The Middle East is where Asia, Africa, and Europe meet. In ancient times it was the region where large and influential civilizations and kingdoms arose. Today it is a place of much controversy and conflict.

What Is the “Middle East”?

The term Middle East refers to the region that extends roughly from the Black and Caspian Seas in the north to the southern tip of the Arabian peninsula.

In their definition of the Middle East, some geographers and observers include Iran and the countries along the Mediterranean coast of Africa since they are predominantly Muslim. The entire region is sometimes abbreviated MENA, for “the Middle East and Northern Africa.”

Egypt and Iran have often been involved in Middle Eastern affairs. However, in this curriculum, we will study Egypt in our unit on North Africa and we will study Iran in our unit on Southern Asia.

Just as the Middle East is filled with controversy, the very term “Middle East” is a controversial one. In the nineteenth century, people in Europe and North America commonly divided “the East” or the Orient (the lands east of Europe) into three smaller regions: the Near East, the Middle East, and the Far East. The Near East referred to the former Ottoman Empire and the Balkan Peninsula. The Middle East referred to the area from the Persian Gulf to Southeast Asia. The Far East described the countries in Asia that bordered the Pacific Ocean.

A once-common term for the region that people rarely use today is the Levant. This term is from the French word for “rising.” It refers to the lands in the direction of the rising of the sun from the perspective of Europe.

In the period before World War II, the British military began referring to the Near East and Middle East together as the Middle East. Today we see the Middle East as mostly what was once called the Near East, except for the Balkans. India and the countries around it are called Central Asia or Southern Asia. The Far East is now simply called Asia.

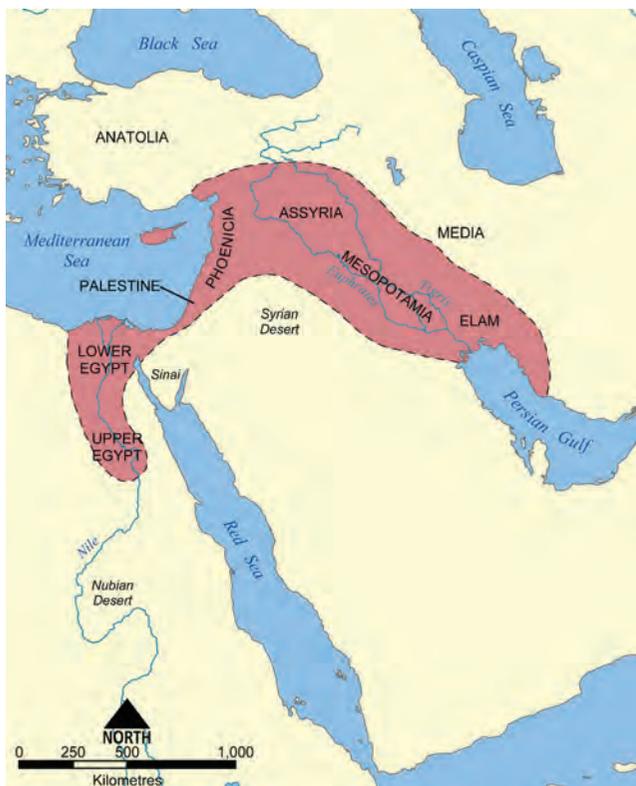
However, the term does betray an assumption of looking at the region from the West. The Middle East is east of what? East of where “we” are, of course. A more neutral term for the region is Southwest Asia.

The Fertile Crescent

The Fertile Crescent describes an arc of land from Iraq or Mesopotamia on the east across Syria (once Assyria) along the eastern coast of the Mediterranean Sea, and usually including Egypt. The Fertile Crescent lies south of the Armenian highlands and north of the Arabian Peninsula. It follows a major east-west travel route. In ancient times, people traveling between Canaan/Palestine and Mesopotamia and Persia followed this crescent-shaped route rather than going through the arid Arabian desert.

American scholar James Henry Breasted coined the term in 1916 to describe the area where land is comparatively more fertile than the desert areas nearby. It also refers to the cultural fertility of the region in bringing forth civilizations early in history that had (and still have) a major impact on the world. These civilizations include the Sumerians, Babylonians, Egyptians, Assyrians, Israelites,

This map of the Fertile Crescent highlights the locations of some ancient civilizations.



Phoenicians, and the empire of Alexander the Great and his successors.

Agricultural and cultural fertility influenced each other. The fertile land encouraged the growth of city-states, while the growth of technology—such as the Sumerian yoke, wheeled cart, irrigation, and mathematics—enabled better agriculture. The eastern end of the Fertile Crescent has also been called the Cradle of Civilization because from here arose some of the earliest great civilizations of the world, such as the Chaldeans and later the Babylonians.

The Middle East Today

The countries of the Middle East cover about 2.8 million square miles and contain about 425 million people. Three-fourths of the people are Arabs, speak Arabic, and practice Arabic customs. The term Arab refers to people whose ancestors were from the Arabian Peninsula. Other languages widely spoken in the region are Hebrew (especially in Israel), Kurdish, Persian, and Turkish.

Ninety percent of the people in the Middle East are Muslims. In Israel, 80 percent of the people are Jewish. Although Christianity began in the region, Christian groups are the decided minority and are mostly groups identified with particular nations, such as Coptic Christians in Egypt, the Maronite church in Lebanon, and Orthodox believers in Turkey and some other countries. There are other smaller groups, including Catholics, Protestants, and some that reject any denominational label.

The Middle East is a place of conflict. You might first think of the Arab-Israeli conflict, but that is only one of the continuing sources of tension. Political and social unrest have marked several Arab countries in recent years as many people have wanted to see a change in government and society. Terrorist attacks that can be traced to Middle Eastern countries have affected countries around the world. Iran and Iraq fought a long and costly war in the 1980s. The civil war in Syria has resulted in death, destruction,



Syrian Refugees Seeking Asylum at the Turkish Border (2011)

instability, and tens of thousands of refugees who seek shelter in Europe and other countries, including the United States.

It is easy to think that the geographic characteristics of a particular region or country have always existed as they do today, but that is not the case. For instance, a key factor in the Middle East that impacts the entire world today is the presence of oil, but this resource played no role in the region in ancient times. Some of the political boundaries that exist between countries today are the result of modern diplomacy and do not reflect real divisions among ethnic groups. The cedar forests we associate with Lebanon have all but disappeared because of their being harvested by people over the centuries. Palestinians have dug tunnels for moving people and goods between the Sinai Peninsula and Gaza, with some extending into Israel. These have become a major security issue in the Palestinian-Israeli conflict.

The Geography of the Middle East

When you hear the term “the Middle East,” you might think of one geographic term: desert. Much of the Middle East is desert, but the region is much more geographically complex than that. Through the region flow many rivers, including the Tigris, the Euphrates, and the Jordan. Seas that border or are within the region are the Mediterranean, the Red Sea, the Dead Sea, the Persian Gulf, the Caspian Sea, and the Black Sea. Mountain ranges include the Taurus, the Zagros, the Elburz, and the Caucasus. Many mountains rise 10,000 feet above sea level and more. Much of the Middle East is arid, but there are many areas that have productive agricultural activity. Among the crops produced are olives, spices, dates, figs, pomegranates, and coffee.

Most of the region receives little rainfall, and almost all of that usually comes in limited periods during the year. For instance, in Palestine the “early



The city of Nablus in Palestine is located between Mount Ebal and Mount Gerizim.

rains” usually begin in late October and help farmers plant their crops successfully. The “latter rains” that come in April mature the growing grain and help bring about a successful harvest (see Deuteronomy 11:14). Although rain is scarce, heavy dew forms along the seacoast and on the western slopes of mountains. The Bible often connects the dew and the rain (see, for instance, Deuteronomy 32:2, 2 Samuel 1:21, 1 Kings 17:1, and Job 38:28). Sea breezes during the day help farmers separate the chaff from the wheat.

Palestine/Canaan, Aram (Lebanon and Syria), and Jordan

The area that lies along the eastern coast of the Mediterranean Sea has four distinct geographic regions. Along the coast lie the Coastal Plains. In Palestine there were no good natural harbors in ancient times; Phoenicia to the north (modern Lebanon) had better harbors. However, Canaan had better farmland on its plains than did Phoenicia, where some mountain ranges extend to the coast. Because of this, the Phoenicians needed to trade with other countries to have the food they needed.

The next region to the east is made up of the Central Highlands. These extend from Syria to south of ancient Judea. Here we find Mt. Gerizim and Mt. Ebal, where the Israelites recited the Lord’s blessings and curses when they entered the Promised Land (Deuteronomy 11:29). In this region lie the hills of Galilee, Samaria, and Judea. Here also is the city of Jerusalem. In Palestine the Jezreel Valley breaks up the highlands.

To the east of the Central Highlands is the Great Rift Valley, part of which is the Jordan River Valley. Geographers trace this valley as beginning in Turkey and continuing on to the continent of Africa all the way to Kenya. In this valley are the Sea of Galilee, about 700 feet below sea level, and the Dead Sea, the lowest point on the face of the earth at 1,242 feet below sea level.

The fourth region is a plateau east of the Jordan River, which includes the ancient Decapolis area as well as the modern country of Jordan

The following description demonstrates the variations among these four regions. From the Mediterranean coast to Jerusalem is only 30 miles, but the route ascends to 2,500 feet above sea level.

From Jerusalem east to Jericho is only 17 miles, but Jericho is 1,200 feet below sea level. Going east from Jericho to Amman, Jordan, 25 miles further, the traveler rises to 3,000 feet above sea level.

In the modern country of Lebanon, the Lebanon Mountains rise east of the coastal plains. A few miles to their east are the Anti-Lebanon mountains, which terminate in the south at Mt. Hermon. Between these ranges lies the Bekaa Valley, a fertile area where much vegetable farming takes place. The Anti-Lebanon range forms most of the border between Lebanon and Syria.

Arabian Peninsula

The Arabian Peninsula perhaps best fits the common perception of the Middle East as all desert. Ninety-five percent of the peninsula is desert. Geographers trace a large swath of desert starting at the Atlantic coast in North Africa, crossing Arabia, and continuing into the Gobi Desert in Mongolia.

The Al-Rab' al-Khali (Arabic for “empty quarter”) is the largest contiguous sand desert in the world. It covers about 250,000 square miles, or about the size of Afghanistan, on the southern part of the Arabian peninsula. Few people live in the Empty Quarter. By comparison, Texas is about 268,000 square miles in size. It has large areas where no one lives, but it still contains over 27 million people.

The Empty Quarter covers about one-fourth of the land area of Saudi Arabia; but it also extends into Yemen, Oman, and the United Arab Emirates. The elevation in this desert varies from about 2,000 feet above sea level in the west, where the sand is fine and soft, to about 600 feet elevation in the east. There the desert has sand dunes, sand sheets (gently undulating areas of sand), and salt flats (large flat areas of salt).

The region has seen significant economic development because petroleum explorers have discovered major oil fields underneath it. Middle East desert and Middle East oil come together in the Empty Quarter.

The Rub' al-Khali (“Empty Quarter”) Desert in Oman





The Gulf of Aqaba is to the east of the Sinai peninsula. It touches Egypt, Israel, Jordan, and Saudi Arabia.

Iraq

The term Mesopotamia is from the Greek and means “between the rivers.” Most of the region of ancient Mesopotamia is now in Iraq, though some of it lies in modern Turkey and Syria.

The Tigris and Euphrates Rivers are the principal features of Iraq. The Euphrates is the longest river in Asia, extending 1,800 miles from its source in the Armenian highlands in Turkey. It cuts through the Taurus Mountains in Turkey on its way to the sea. The Tigris also begins in the Armenian highlands. It is 1,150 miles in length and carries more water

than the Euphrates, although the Euphrates is more erratic in reaching flood stage. The two rivers join about sixty miles above the Persian Gulf to form the Shatt-el-Arab, which flows into the gulf.

Temperatures can exceed 120° F in the summer. Since the country receives only about eight inches of rain per year, and that is only during the rainy season, irrigation from the rivers is vital to agriculture. Iraq is a major producer of dates.

The Bible frequently uses geographic features, such as those in the Middle East, to convey its message.

*[Brothers dwelling together in unity] is like the dew of Hermon
Coming down upon the mountains of Zion;
For there the Lord commanded the blessing—life forever.
Psalm 133:3*

Assignments for Lesson 11

Gazetteer Study the entries for the Middle East and Israel (pages 1 and 8).
Read the photo essay on Cappadocia (pages 249-251).

Worldview Copy this question in your notebook and write your answer: What is your understanding of God's relationship with the nation of Israel, including the Jews of our day?

Project Start working on your worldview essay. Plan to finish it by the end of this unit.

Literature Begin reading *Blood Brothers*. Plan to finish by the end of Unit 4.

Student Review Answer the questions for Lesson 11.



Highway Sign in Jordan

12

Drawing Lines: The Making of the Modern Middle East

The Islamic State terrorist stared into the camera for the propaganda video and jubilantly exclaimed, “We are putting the last nail in Sykes-Picot.”

Who—or what—is—or was—Sykes-Picot, and why does the Islamic State want it—or him—dead?

The answer lies in human geography, history, and Middle Eastern ethnic politics.

Look at the map of the Middle East on page 1 in the *Gazetteer*. Do you notice the many straight borders that separate countries? Did you ever wonder how borders could be so straight in a land of varied geographic features and diverse ethnic groups? You’re about to find out.

The Background

In 1916 World War I was raging in Europe. Britain, France, and Russia were arrayed against Germany, Austria-Hungary, and the Ottoman Empire. The Muslim Ottoman Empire had ruled the Middle East since 1453. The Empire held Syria, Iraq, Lebanon, and Palestine. However, by 1916 its control over these areas was weak.

Great Britain, France, Germany, and other European countries had pursued the policy of establishing colonies in many parts of the world.

European governments saw this practice as a way to increase their economic power and diplomatic prestige in the world. In other words, the more geography they controlled, the greater their power and prestige.

Great Britain and France had pursued their interests in the Middle East for many years. France had investments in Syria. Great Britain wanted to have secure, reliable access to India through the Suez Canal and the Persian Gulf. Now they saw practical reasons for exerting their influence. One reason was that war was taking place, and they wanted to defeat the Ottomans. Another reason was that, as the industrial and automotive age developed, oil from the Middle East was becoming increasingly valuable to the industrialized countries of Europe.

The Deal

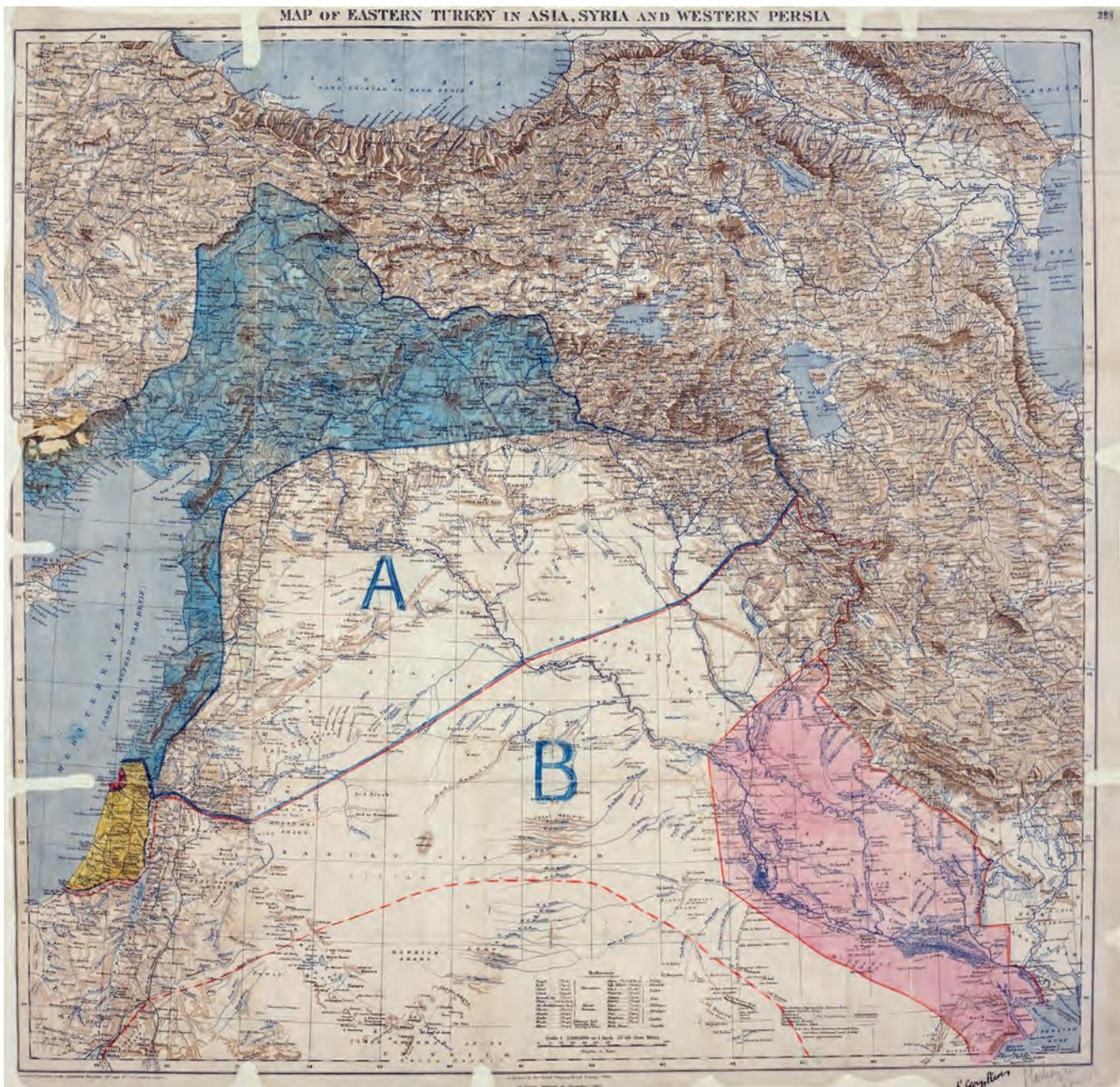
In 1915 Great Britain made a promise to the Arab peoples: help us defeat the Ottomans, and we will support your desires for an independent country. The Arabs fought alongside the British with this understanding.

Sir Mark Sykes, 6th Baronet, was a British army veteran, writer, member of Parliament, and

diplomat. Francois Marie Denis Georges-Picot was a French attorney and diplomat.

Sykes and Picot (with a representative from Russia present as well) began meeting secretly to decide how they might divide up a defeated Ottoman Empire in order to strengthen and secure their respective nations' influence in the Middle East and to maximize what they could get out of the region. The two men took a marker and a ruler and drew lines on a map to divide up the region between them. They signed their names on the map, which is pictured below.

France took the Mediterranean coastal region of Lebanon, the area that became modern Syria, and what became northern Iraq (colored in blue). Great Britain claimed a small section of the Mediterranean coast to have port access and the southeastern part of ancient Mesopotamia (colored in red). Arabs were to form a single state or confederation that encompassed lands under the "protection" of France (marked with an A) and Great Britain (marked with a B). The diplomats believed that Palestine (colored in yellow) could best be governed as an international area because of the conflicting interests of Jews, Christians, and Muslims in the land.





Arab Soldiers (1918)

Because of its alliance with France and Britain in the war, Russia received Istanbul and eastern Turkey and the area of Armenia that lay between the Black and Caspian Seas. France and Britain had agreed in May of 1915 to give Russia control of Istanbul (formerly known as Constantinople), something that Russia had long sought.

Those lines on a map, and all they represented, have influenced what has happened in the Middle East for the century since Sykes and Picot met.

The Issues

So what's wrong with this picture—or, more accurately, this map?

First, it was an agreement by European governments that decided the destiny of a large part of the world's geography and people without any opportunity for the people affected to express their desires.

Second, the diplomats conducted their negotiations in secret. This is how countries often carried on diplomacy in those days. Two or more countries would make an agreement in secret, then when they thought it would be advantageous, they would reveal the agreement, act on the basis of it, and expect other countries to respect it. This practice understandably complicated international relations. United States President Woodrow Wilson strongly opposed this practice, and he wanted the peace settlement that followed the war to insure “open covenants openly arrived at.”

Third, the Sykes-Picot agreement appeared to violate Great Britain's commitment to the Arabs to support their independence and freedom from

Kurdish cavalry fought with the Ottomans against the Russians during World War I.



foreign rule. France and Great Britain saw the lands they divided as protectorates. This meant that they committed themselves to protecting the areas involved. But protectorates were not really about protecting independent countries from invasion. Instead, the protecting nations would call the shots within the areas they protected. Under the Sykes-Picot agreement, the Arab peoples would be dependent on Great Britain and France, whether they liked it or not. When the Arabs learned of the agreement, they felt betrayed.

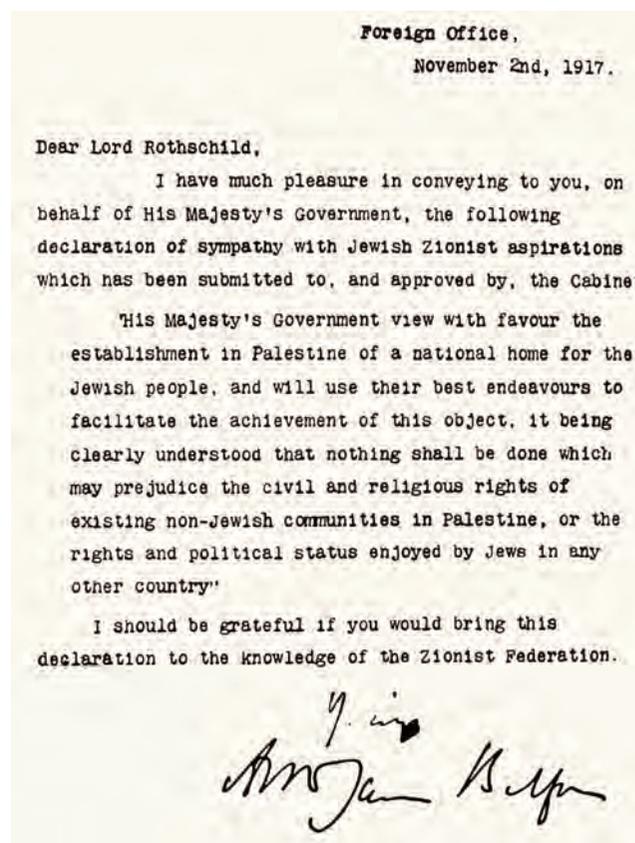
Fourth, the lines that Sykes and Picot drew took little or no account of the geography of the region or the ethnic groups, tribes, and families who lived there. The Kurds were one notable victim of the agreement. It is a major reason why the Kurds are divided today among Turkey, Syria, Iraq, and Armenia instead of having their own unified country. As it is, they are minorities in those countries and have had little say in their own government.

And Then...

In 1917 the British foreign minister, Arthur Balfour, wrote a letter in which he stated British support for a homeland (not a state, specifically, but a homeland) for Jews in Palestine. This was a position seemingly at variance with Sykes-Picot and one that further infuriated Arabs, especially those who lived in Palestine.

In Russia in 1917, a Communist revolution overthrew the government of the tsar and created a new government. This new government surrendered to Germany to end its participation in the war. As the Communists gained control of the files of the former czarist government, they discovered and made public the Sykes-Picot agreement.

The Conference of San Remo, Italy, in 1920 established borders that divided up Arab lands into protectorates and led to the modern borders of Iraq, Israel, and the Palestinian territories.



This is the letter Arthur Balfour sent to Lord Rothschild, representative of the Zionist Federation of Great Britain and Ireland.

Sir Mark Sykes was thirty-six years old in May of 1916. He died in 1919, one month shy of his fortieth birthday. Francois Georges-Picot was forty-five in 1916; he died in 1951 at the age of eighty.

Today

The radical Islamic State (IS) has used Sykes-Picot as the target of its wrath. Citing the agreement's unjustified dividing lines, the IS used the agreement to blame the West for imperialism in what it claimed was its own land. As the IS sought to spread its control over Syria and Iraq and to create a unified Islamic state, it rejoiced in proclaiming that "Sykes-Picot is dead."

However, Sykes-Picot did not establish the borders of individual countries. And one historian of the Middle East has noted that the lines of

division that Sykes-Picot established are close to what the IS recognized. Other, more complicated local conflicts among Muslims had much to do with the placing of national borders. The lines that Sykes-Picot established are still in place and people have accepted them. Redrawing the map of the Middle East without addressing current simmering issues would only change and not remove conflict in the

Middle East. Still, in 2002 British foreign minister Jack Straw admitted the failure of Sykes-Picot in ending conflict in the region.

People choosing the areas they want in the Middle East is something that has taken place for a long time, as we see in Genesis when Lot separated from his uncle Abram:

*So Lot chose for himself all the valley of the Jordan,
and Lot journeyed eastward. Thus they separated from each other.
Genesis 13:11*

Assignments for Lesson 12

Gazetteer Read the entries for Cyprus, Jordan, Lebanon, and Syria (pages 5, 9, 11, and 15).

Worldview Copy this question in your notebook and write your answer: Why do you think the Jews have been persecuted in so many times and places?

Project Continue working on your project.

Literature Continue reading *Blood Brothers*.

Student Review Answer the questions for Lesson 12.



13

The Toughest Geographic Issue

It's a small area, about the size of New Jersey. God described it as a land flowing with milk and honey. In ancient times it was on a major travel route, and as such it was a frequent target for foreign domination. Today it is the location of perhaps the most difficult and intractable geographic issue in the world.

The issue centers on the fact that two peoples, the Israelis and the Palestinians—who have a history of not liking each other—both claim the same land. Who has the right to own it? This is the crucial question regarding the area we today call Israel or Palestine.

The question has no easy answer. Many proposed solutions have merit but also have difficulties and inconsistencies. The rival claims and the difficulty of their resolution are why, over seventy years after the founding of the modern state of Israel, such a high level of tension exists in the region.

Opinions about the Israeli-Palestinian issue differ greatly, and people hold their opinions with deep emotions. Even finding a source of information about the issue that does not clearly favor one side or the other is difficult. Any perspective on the issue will likely meet with strenuous opposition from those who disagree with it and who assert that the

perspective is wrong or prejudiced or doesn't do justice to the real situation.

A Brief History of the Region

When God called Abraham and promised to give him and his descendants the land called Canaan (Genesis 17:8), pagan Canaanite nations were already living there. Abraham and his descendants lived on the land in generally peaceful relations with the Canaanites, although there were occasional times of conflict.

Hundreds of years later, God led the Israelites out of slavery in Egypt by means of the Exodus and into the land of Canaan. The Israelites defeated enough of the Canaanite nations to take possession of the land, although some Canaanites continued to live there. Thus Canaan became Israel.

God's promise to the Israelites that they would dwell in that land was conditional on Israel remaining faithful to God (Deuteronomy 28:58-67). Since the Israelites were unfaithful to God, God sent invaders who carried them into captivity. Following the reign of Solomon, Israel divided into the Northern Kingdom (called Israel) and the Southern Kingdom (called Judah). Assyria conquered the Northern Kingdom, carried many



Caesarea on the coast of Israel was originally a Phoenician naval station. Herod the Great oversaw major construction during the Roman era. The ruins of his palace are shown in the foreground. In the background are the remains of fortifications built by the Crusaders.

of the Israelites into captivity elsewhere, and sent in other pagans loyal to Assyria to repopulate the land. The Samaritan people of New Testament times were descendants of the intermarriages of these transplanted people and the people of Israel who remained on the land.

Later, the Babylonians, who had conquered the Assyrians, carried into captivity thousands of Jews from the Southern Kingdom of Judah (the term Jews comes from the word Judah). The Persians, who later defeated the Babylonians and took over their empire, allowed the Jews to return to their homeland, although they remained under Persian rule. Authority over the land of Israel later passed to the Greeks, and eventually to the Romans. In the second century AD, after the Jews had twice attempted to rebel against Roman rule, the Roman emperor Hadrian changed the name of the province from Judea to Palestina, a name based on the term Philistines, in an attempt to eradicate any reference to the Jews. Thus Israel became Palestine.

Rule from Rome gave way to rule from Constantinople, the capital of the Eastern Roman Empire. Then Muslims captured Palestine in 634 and became the predominant people group there.

Medieval Crusaders put it under Christian rule for a time a few centuries later, but then they lost control of it to the Muslims again. The Muslim Ottoman Empire, based in Constantinople (modern Istanbul), assumed authority in 1516. There the matter remained for centuries. A small number of Christians and Jews lived in Palestine along with the majority Muslims. Some Jews who lived elsewhere bought land in Palestine and moved there. Despite their religious differences, the Christians, Jews, and Muslims in Palestine generally lived peacefully with one another. The Ottomans allowed non-Muslims to live in Palestine unhindered as long as they paid a tax.

The Rise of Zionism

Jews were the target of discrimination in Europe for centuries. After a period of increasing hostility toward Jews in Europe in the late 1800s, many European Jews expressed a longing for a separate homeland where Jews could live in peace and security. Jews discussed several places in the world as possible locations, but the one that most Jews vastly preferred was Palestine, their historical

homeland from centuries before. Mt. Zion is the historic location of the temple in Jerusalem. The Jewish desire for a homeland came to be called the Zionist movement, even though the temple had long since been destroyed and Muslim structures stood on the site. Many Jews bought land in Palestine in the late 1800s and early 1900s, moved there, and brought other Jews with them. This led to a rising level of uneasiness among the Muslim Arab residents of Palestine, who began to feel threatened.

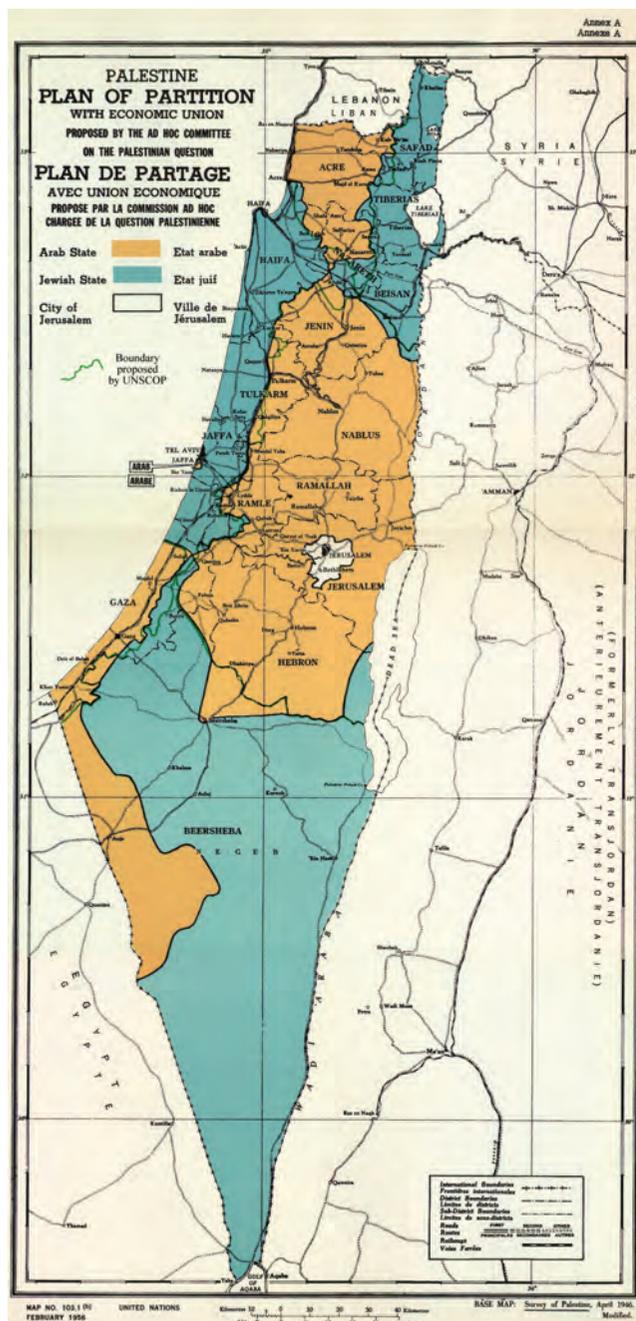
During World War I British troops liberated Palestine from Ottoman control. Later during the war, Great Britain stated its support for the creation of a Jewish homeland in Palestine. After the war, the League of Nations gave Great Britain the mandate to oversee Palestine.

The Nazi Holocaust in the 1930s and 1940s intensified the desire of many Jews for a secure homeland. Some Jews were frustrated by British oversight of Palestine and wanted to seize control of the land. Some Arabs resented the Jews' desires. Jewish groups used violence to discourage a continued British presence, and Arab groups used violence to try to stop the Jews.

Following World War II, Britain began withdrawing from its longtime role as world policeman. Because of the increasing level of violence against the British presence in Palestine, Great Britain announced that it could no longer fulfill its mandated oversight of Palestine. In 1947 the United Nations (UN) passed Resolution 181, which called for the partitioning of Palestine into a Jewish state and an Arab state with Jerusalem under international control.

Jews supported this resolution because they would get more than they previously had and because it fulfilled their long-held dream of a homeland. They began working toward this end. Hundreds of thousands of Jews moved to Palestine.

On the other hand, Arabs in Palestine and neighboring countries rejected the partition plan because they believed it would leave them with less than they had. The land in question was land on which the Palestinians and their ancestors had lived for centuries. They did not believe it was the United Nations' land to give. They believed it to be theirs, and now they feared that a major part of it was in danger of being taken away.



This map of the 1947 United Nations Plan of Partition outlines the Arab State in orange and the Jewish State in blue-green.

Statehood and Continued Conflict

Great Britain withdrew from its mandate role on May 14, 1948. That same day, with emotional support from the Zionist movement and political support from the United Nations, Israel declared itself to be a nation. The United States was the first country to extend diplomatic recognition to Israel. Hundreds of thousands of Palestinian Arab Muslims fled to nearby Arab countries as refugees, not wanting to live in a Jewish-controlled state. In pursuit of their goal of nationhood, the Jewish military forced some Palestinians from their homes. Caring for refugees created a hardship on those other countries. In some places the Palestinians were not wanted. Some Palestinian families have now lived in refugee camps for generations.

Several Arab countries launched a military attack on Israel, but Israeli defense forces defeated the attack. Other Arab-initiated wars took place in 1956, 1967, and 1973; but Israel defeated all of these assaults as well. The Arab states in the region announced their desire to drive Israel into the Mediterranean Sea (i.e., destroy it) and take back the land of Palestine.

Israel seized the Golan Heights, an area that many people understood to be Palestinian territory, in 1967 and annexed the area in 1981, both as a security measure and to provide housing for the

These Israelis are waiting in a bomb shelter during the 1967 Six-Day War.



These Egyptian vehicles were destroyed in the Sinai during the 1956 war.

growing Israeli population. Israel took control of Jerusalem and declared it to be their national capital (the capital had been Tel Aviv). Moreover, Israel exerted control over Palestinian territories in Gaza and the West Bank of the Jordan. Israeli government policy required security clearance for Palestinians to leave and enter what they believed to be their own land. Thus Israel did not remain within the boundaries that the original United Nations resolution proposed. Israel also did not accept international control of Jerusalem.

Palestinians said that Israel's actions robbed them of their freedom, but at the same time Palestinian leaders maintained their position of wanting to annihilate Israel. Palestinians formed such groups as the Palestinian Liberation Organization (PLO) to exert Palestinian autonomy and to fight against Israel. Palestinians began to launch terrorist attacks on Israel, and other Arab countries supported this policy.

Beyond attacking Israel itself, the policy of terrorism took aim at Israel's allies such as the United States and Great Britain. As a result, terrorist attacks have spread around the world, not just in Israel against Jews. The goal of this terror campaign is to discourage support of Israel in order to enable a Palestinian takeover of the land of Israel. However, Muslims who oppose Israel do not speak with a unified voice. They have divided into several groups with competing leaders and different specific agendas.



U.S. President Jimmy Carter facilitated a meeting between Egyptian President Anwar Sadat (left) and Israeli Prime Minister Menachem Begin (right) at Camp David in 1978.

The Middle East region has seen a few steps toward resolution of the conflict there. Egypt and Israel signed a treaty of peace in 1979, and Israel and Jordan signed a peace treaty in 1994. In 2020 the United Arab Emirates, Bahrain, and Sudan agreed to establish diplomatic relations with Israel and work together in various ways.

However, conflict and complicated situations still abound. For instance, unrest in Lebanon has involved militant Islamic groups there and has led to attacks on Israel, Israeli attacks on certain groups in Lebanon, and even an armed Israeli presence on Lebanese soil for a time in an attempt to stop the attacks. In addition, Palestinians have dug numerous tunnels into southern Israel trying to smuggle weapons and attackers into Israel.

After years of sporadic attacks, an agreement between Israel and the PLO in 1994 called for Israel to return some lands in the West Bank to Palestinians and for the PLO to agree no longer to say that its goal was the destruction of Israel, in other words admitting that Israel had a right to exist.

The Palestinian Authority was created to administer Gaza and sections of the West Bank as Palestinian territory. However, not all Arabs were pleased with these developments; some militant Muslims denounced the agreement.

Although war cost Israel and the Palestinians and other Arabs dearly, the pursuit of peace has had a price also. In 1981 Egyptians who opposed the establishment of peace with Israel assassinated Egyptian President Anwar Sadat, who had concluded the peace agreement with Israel. In 1995 an Israeli assassinated Israeli prime minister Yitzhak Rabin because he thought Rabin was making too many concessions to the Palestinians.

Modern Israel

Israel is economically advanced, well educated, and highly urbanized (92% of the population lives in urban areas). It has a stable government and a strong military.

Israel has few natural resources. Even though it has many modern industries, it imports much more than it exports. About 20% of the land is suitable for farming, and about 40% of that is irrigated. Much of the farming takes place on kibbutzes or cooperative farms.

Israel has a policy of accepting Jews from anywhere in the world, so its citizens have a diversity of cultural backgrounds. Israel has a policy of freedom of religion. The country maintains religious courts that address issues such as marriage conflicts, divorce, and inheritance. Some religious sects have their own courts.

About 80% of Israel's 8.3 million population is Jewish. Of the remaining 20%, 15% are Arab Muslims and 2% are Arab Christians. Twenty-eight percent of Israelis are under 15 years of age. Israel has two official languages, Hebrew and Arabic. English is a common second language. The country operates two school systems, one in Hebrew and one in Arabic.

The government is a parliamentary democracy. The legislature is the one-house Knesset. Israel has several political parties that represent a wide spectrum of views. Citizens vote in parliamentary elections by choosing a party, not by voting for individual candidates. The leader of the majority party in the Knesset becomes the prime minister. However, with so many parties, a single party often does not have a majority by itself. In such cases, a coalition of parties form a government. The Labor Party is a moderate party that favors more negotiations with the Palestinians and Arabs and a peaceful settlement to the conflict with the Palestinians. The Likud bloc is a coalition of parties that takes a harder stance against the Palestinians.

The United States has long been Israel's strongest ally nation. About 30 countries in the world do not extend diplomatic recognition to Israel. Most of these are Arab countries in the Middle East.

We must not think that the modern political state of Israel is the embodiment of the nation of Israel that we read about in the Bible. They have the



Meeting of the Knesset (2019)

same name and exist on much of the same land, but they are not the same.

Modern Israel does not follow the Law of Moses, as Biblical Israel was supposed to do, nor does it seek to do so. The Knesset passes laws for the modern state of Israel. Modern Israel does not worship at the Temple in Jerusalem, it does not recognize the Levitical priesthood, nor does it practice animal sacrifices as Israel in the Bible did. Modern Israel does not have the tribal identity that ancient Israel did with its twelve tribes. The land that modern Israel occupies is not exactly the same as the land to which God led the Israelites after the Exodus. Many people in modern Israel understand it to be a secular state and do not want religious ideas and leaders to have a role in public policy. Modern Israel makes no claim to be ancient Israel. And yet, for some Jews in modern Israel, the country does embody their hopes and dreams based on God's promises to Biblical Israel.

The Palestinians and the State of Palestine

Ishmael, the son of Abraham by Hagar, is generally thought to be one ancestor of the Arab people. A large majority of Palestinians are Muslims, speak Arabic, and take part in Arab culture. However, their ethnic background is not simply Arab, although that is part of their story. Some believe they are descendants of ancient Philistines and Canaanites.

The world population of Palestinians may be as high as 12 million, although half of their number live outside of Palestine.

The West Bank is the region that lies to the west of the Jordan River. In the original UN proposal, the area was to belong to the Palestinians. The country of Jordan (once called Transjordan because it lies east of the Jordan River) administered it. Israel took control of the area in the 1967 war. Many in Israel think of the West Bank as “Judea and Samaria,” the names of parts of the West Bank in ancient times. Once Israel established control over the West Bank, the Israeli government began allowing Jewish settlers to build homes in the West Bank, a move which the Palestinians opposed and the majority of other nations believed to be illegal. Israel now provides defense forces for parts of the West Bank and allows Palestinian forces to operate in other parts. The West Bank population includes about 2.2 million Palestinians and about 400,000 Israelis. Israelis have also been moving into East Jerusalem, formerly an Arab area, to increase their numbers there.

In 1988 Palestinians declared the existence of the State of Palestine, which consists of Gaza (also called the Gaza Strip) and the West Bank. These two areas are not connected. The total size of the State of Palestine is about one-third that of Israel, or about half the size of Connecticut. About 137 of the almost 200 UN member nations have extended diplomatic

Ethiopia recognized the State of Palestine in 1989. This photo was taken in Addis Ababa, Ethiopia, in 2007.



recognition to Palestine. The United Nations has only granted it the status of a non-member observer state, but the term does imply recognition of it as a state.

Is There a Solution?

The Israeli-Palestinian conflict centers on sharply differing religious and cultural views about a section of geography. Here are three possible scenarios for resolving this conflict.

1) The Palestinian Arabs should own the land because they had come to possess it centuries ago. Their claim rests on historic ownership. Some Palestinians and their supporters stake their claim to ownership of the land on the assertion that the Palestinians are descendants of the Canaanites who lived on the land prior to the Israelites settling there after the Exodus. There is as yet no convincing proof to support this claim.

2) The Jews of Israel should own at least some of the land because of the 1947 United Nations resolution supporting the creation of the state of Israel. Some people believe that God giving the land to descendants of Abraham supports modern Jewish ownership of the land.

3) The Palestinian Arabs and the Jews should own different parts of the land because of their rival claims and because the 1947 UN resolution called for partition of the land into a Jewish state and a Palestinian state, and for the designation of Jerusalem as a neutral city under international oversight.

Jews have been victims of persecution for centuries. Should the world sit by and let a people be destroyed because others hate them?

And yet, Palestinian Arabs have a claim as well. Suppose the UN declared that some section of the United States should be carved out and given to a foreign group as their national homeland, or perhaps to native nations who had once lived there. Would we as Americans accept that decision and give up our claim to that land? What should be done about the claims of the Palestinians?

How can our world, and especially the people who live in modern Palestine, move forward? Do the people there want to move forward? How far back in history must we go to seek settlement of claims and resolution of attacks? How can neighboring people groups with profound differences live in peace? Must people take the lives of others to express their claim of ownership of a piece of geography?

Many people have claimed and fought over the piece of geography in the Middle East that we have known as Canaan, Israel, and Palestine. When and how can the fighting cease?

Genesis describes how Israel and the Arab people came about and the difficult relationship between them. God promised to bless them both, although He gave His covenant promise to Isaac.

But God said to Abraham, “Do not be distressed because of the lad [Ishmael] and your maid; whatever Sarah tells you, listen to her, for through Isaac your descendants shall be named. And of the son of the maid I will make a nation also, because he is your descendant.”
Genesis 21:12-13

Assignments for Lesson 13

Gazetteer Read the entries for Azerbaijan, Iraq, and Kuwait (pages 3, 7, and 10).

Worldview Copy this question in your notebook and write your answer: What are some ways in which you respect the Jewish people?

Project Continue working on your project.

Literature Continue reading *Blood Brothers*.

Student Review Answer the questions for Lesson 13.



Holding the Kurdish Flag in Northern Iraq (2019)

14

“We Have No Jam”: The Saga of the Kurds

Adnan Hassan of Syria saw Islamic State (IS) fighters wipe out his hometown and kill ten members of his family. Then a coalition of forces pushed the IS out of the region, and Hassan and his people were able to breathe the air of freedom. They made plans to open a university and, for the first time in Syria, to teach their language. However, later fighting, as well as changes in the coalition, brought Hassan and his fellows back to a sense of uncertainty.

Raz Razool was a college student in northern Iraq. With protection from a favorable Iraqi government and Western allies, she and others began working to better the lives of her people. They had a long way to go. Four years earlier the regime of Saddam Hussein committed horrendous ethnic cleansing on her people. Two years after that, one and a half million of her people fled the country to try to survive during a harsh winter. Still, Razool had reason to hope for better days. Then IS fighters entered her land and uncertainty arose again.

Adnan Hassan is Syrian and Raz Razool is Iraqi, but they have one important trait in common: they are Kurds. As Kurds, they also share the uncertainty and difficulty that their people have faced for centuries. However, amid that uncertainty they

have one geographic anchor to which they cling: the mountains. The mountains are their home. The mountains are their friends. The mountains are their refuge.

About 25 to 35 million Kurds live in the broad region that many people call Kurdistan. The region extends from the Taurus Mountains in eastern Turkey, across portions of Syria, Iraq, and Armenia, into the Zagros Mountains of western Iran. See the map below.



Despite the region's commonly accepted name, there is no internationally accepted political entity called Kurdistan. The Kurds very much want to have their own country, but the international community does not recognize a nation called Kurdistan. The Kurds are the fourth largest ethnic group in the region, after the Arabs, Turks, and Persians. They are the largest ethnic group in the world that does not have a recognized national homeland.

A Rich but Tragic Heritage

The Kurds claim a rich heritage. Abraham probably passed through their lands on his journey from Ur to Canaan. The ancient Assyrian capital of Nineveh occupied much of the same location as today's city of Mosul in northern Iraq. Experts generally believe—as do the Kurds themselves—that they are descendants of the ancient civilization known as the Medes. Among those from various lands who were present on the Day of Pentecost at the pouring out of the Holy Spirit and the founding of the church were Jewish Medes (Acts 2:9), probably descendants of some who did not return to Canaan after the Babylonian captivity. According to strong tradition, the apostles Thomas and Thaddeus brought the gospel to the Kurds in the early years of the church, and the fellowships they established are still functioning today.

The Kurds for the most part converted to Islam after that religion developed in the region. Today the Kurds are predominantly Sunni Muslims; but they are Persians, not Arabs. The main Kurdish language group derives from Persian. The powerful Muslim leader Saladin (1137-1193) was Kurdish. As Sultan of Egypt, he pushed the Crusaders out of Jerusalem in 1187.

Kurds are more accepting of beliefs other than traditional Islam than are many Arab Muslims. For instance, many Muslim women in Kurdish areas do not wear a head scarf, and women play unusually prominent roles in Kurdish government, education, and society. Even today Kurdish Jews and Kurdish

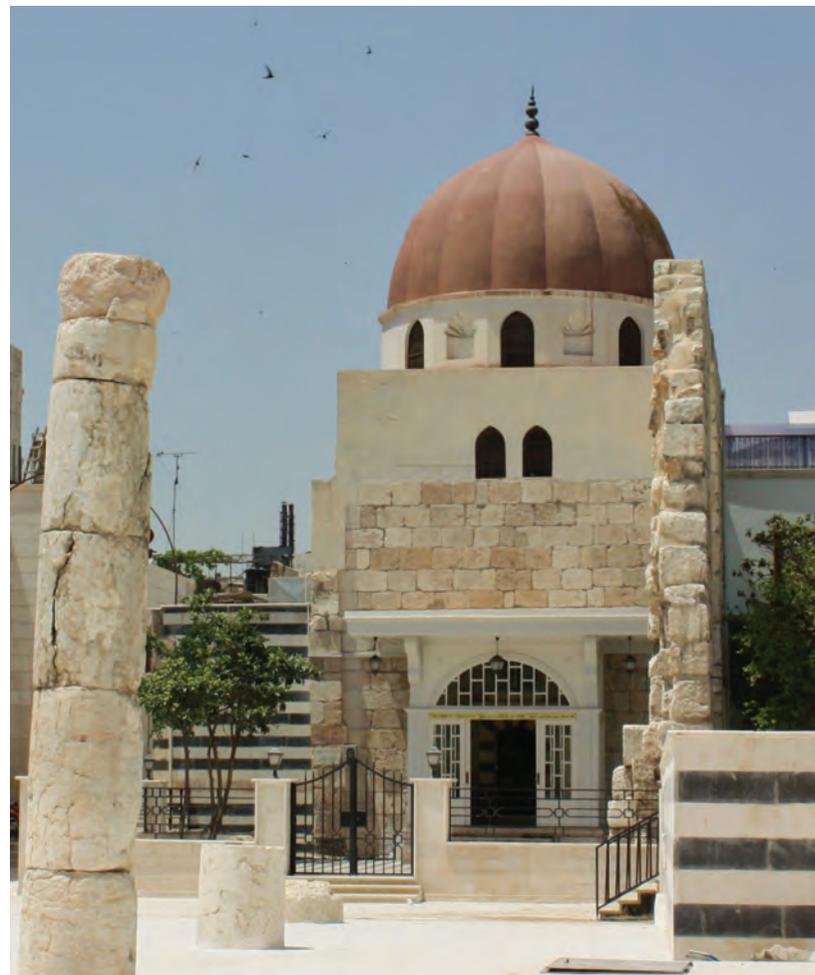
Christians generally live peacefully in areas that Kurdish Muslims dominate.

When Jews in the Kurdish region faced increasing persecution by the Iraqi government after World War II, and especially when Jews established modern Israel in 1948, large numbers of Jews left the Kurdish villages where they lived. In response, for decades Kurdish Muslims maintained the synagogues in dozens of villages as a memorial to the friendship these Jews and Muslims shared.

The Kurds do not want to dominate other people or lands, but they will fiercely defend their own. Despite this generally peaceful spirit, the Kurds have often been victims of discrimination, persecution, and even ethnic cleansing at the hands of the governments under which they have lived.

One main reason is that the Kurds do not want to go along with others who are politically or militarily stronger than they are at a given moment. They do not want to be Arabs; their roots are Persian. They

The Tomb of Saladin in Damascus, Syria





This bazaar is in Sanandaj, capital of the Kurdistan Province of Iran.

do not want to be Turks or Syrians or Iraqis; they are Kurds. The majority of Muslims in the world are Shi'ites, but the Kurds are predominantly Sunni. (You'll learn more about the difference in Lesson 25.) In addition, other nations of the world have ignored or refused to help the Kurds in their desire for a national homeland. International agreements have divided them among several other countries, either out of prejudice or out of an attempt to limit their power.

This pattern has given rise to a cynical saying among the Kurds. When a Kurdish shopkeeper does not have jam or another article that a customer wants, the shopkeeper will sometimes say, "We have jam, but we have no jam." In other words, there is jam in the world, but this shop does not have any. It is an expression of Kurdish being and not being at the same time. Applying this thought to their situation, a Kurd might say: "We are a people, but the world does not recognize us as a people. We have history, heritage, culture, language, ethnic identity—everything that would make us a people—but we are not officially a people. We are humans, but others often deny our human rights. We are Kurds, but there is no Kurdistan." This has been the saga of the Kurds for centuries.

A Pattern of Persecution

As mentioned above, the ethnic group that became the Kurds were major players in the ancient world. They were present in the time of Daniel and Esther. Some speculate that the magi who came to visit the infant Jesus might have been Zoroastrians. If they were, they would have been part of the religion that most of the Kurds followed before the coming of Islam. Kurdish lands once played a key role on the overland trade routes between Europe and Asia. However, with the development of sea trade around Africa, the Kurdish lands became what one observer called a "mountainous irrelevancy."

The Ottoman Turks invaded Kurdish lands in the 1500s. After enduring this foreign rule for centuries, some Kurds revolted against the Ottoman Empire in the 1880s; but they were not able to establish independence. Following World War I and the defeat of the Central Powers and their Ottoman Empire ally, United States President Woodrow Wilson pressed for the independence and autonomy of ethnic groups around the world. One provision in the proposed Treaty of Sevres between the Allies and Ottoman Turkey in 1920 called for an autonomous Kurdistan. However, Turkey rejected the treaty.

The 1923 Treaty of Lausanne that the parties did adopt, which officially ended the Ottoman Empire, made no mention of the Kurds. The Western allies preferred a strong new Turkey, which did not want to grant autonomy to the Kurds. Thus the opportunity for Kurdish independence faded away. Turkey persecuted the Kurds and outlawed the use of the Kurdish language and other elements of Kurdish culture. Turkey even referred to the Kurds who lived in its eastern mountains as “mountain Turks,” not Kurds.

Following World War II, the Soviet Union controlled northern Iran with approval of the other Allies. Iranian Kurds declared themselves to be the independent Mahabad Republic. It was the first declared Kurdish state in history. However, the Allies did not support it, since they wanted to

encourage a unified Iran. The government of the Shah of Iran crushed the republic and persecuted the Kurdish people. Again, the decisions of other nations quashed Kurdish hopes for independence.

Later, in Iraq, the Baath Party’s military dictatorship suppressed Kurdish rights in that country. After years of persecution, Saddam’s hatred of the Kurds culminated in the Iraqi government’s use of chemical weapons against the Kurdish city of Halabja in 1988. The attack killed thousands of people.

A Brighter Day

The region known as Kurdistan illustrates the importance of geography and the interaction of people and the land. This region has been associated

Newroz is a festival that coincides with the spring equinox. It has roots in ancient Iran and has become an important part of Kurdish culture. This 2010 photo shows Kurds celebrating in Turkey.



with the Kurds and their ancestors for millennia. The mountains and other features have defined their lives. In the Western efforts to create manageable nation states following the two world wars of the twentieth century, the Kurdish region was divided among the countries that came into existence. The governments of these nations have generally treated the Kurds harshly, attempting to make them conform to the larger whole instead of accepting them for who they are.

Despite the overall record of Kurdish persecution and disappointment during the past century, this lesson ends on a positive note. Ironically, it is in Iraq, where the Kurds have suffered the most, that the brightest prospects exist for them.

After the Persian Gulf War in 1991, the United States and its allies established a no-fly zone in northern Iraq. This meant that Iraqi planes could not fly over Kurdish areas, and it gave the Kurds a measure of peace and security. In 2003 an American-led coalition removed the government of Saddam Hussein in Iraq. After a transition period, Jalal

Talabani, a Kurd, became president of Iraq. In 2014 Fuad Masum succeeded Talabani, thus becoming the second Kurdish president of Iraq. The current government of Iraq is more favorable to the United States than in Saddam Hussein’s day.

The Kurdish region in Iraq has gained a degree of autonomy. It has a functioning government, it has welcomed foreign investment, and business and tourism are flourishing. The invasion of IS forces brought a degree of uncertainty, but the IS later suffered significant defeats and became much weaker. Life for Kurds in other countries is still somewhat uncertain, and the Kurdish community has suffered internal division among those who have had varying visions over what they think Kurdish life should be like; but the Kurds have made progress toward living with the freedom they have long desired.

The prophet Isaiah spoke about conflict between the Medes and the Babylonians in ancient Mesopotamia.

*Behold, I am going to stir up the Medes against them,
Who will not value silver or take pleasure in gold.
Isaiah 13:17*

Assignments for Lesson 14

Geography Complete the map activity for Unit 3 in the *Student Review* book.

Worldview Copy this question in your notebook and write your answer: In what way or ways do you think the religion of Israel and first century Judaism were the foundation for Christianity?

Project Continue working on your project.

Literature Continue reading *Blood Brothers*.

Student Review Answer the questions for Lesson 14.



Musmeah Yeshua Synagogue in Yangon, Myanmar

15

Faith System: Judaism

This is the first of the lessons that describe the most widely held worldviews today.

A chosen people.

A persecuted people.

A people with a rich heritage.

A people who were for a long time without a place.

The Jews.

The Jewish people have been on a long, complex journey that has brought them to who they are and where they are today. This journey has had a profound impact on their self identity and worldview. In this lesson we will give a quick survey of the history of the Jews, then discuss the main elements of how they see themselves and the world in which they live.

From Abraham to the Diaspora

God called Abraham to leave his father's country and family and go to a place He said He would give Abraham as his homeland. God promised to "make you a great nation" (Genesis 12:2), which He did through Isaac, Jacob, and their descendants.

Jacob's descendants became slaves in Egypt, but God brought them out from there through the Red Sea and led them to Himself. At Sinai God offered

to make the people of Israel His unique, chosen nation, a relationship that He offered to seal by the covenant He proposed. The Israelites accepted this offer, and God gave them the Law by which they were to conduct themselves as His covenant people (Exodus 19:4-8).

Because of Israel's faithlessness, however, God made them wander in the desert for 40 years. Then the Lord led them across the Jordan River and into the land He had promised to them, the Promised Land of Canaan.

God richly blessed Israel in that land, but they became unfaithful to Him. As a result, God punished them. Assyria invaded about 722 BC and carried the ten northern tribes into captivity. We only have scattered bits of information about what happened to the people from this part of Israel (see, for instance, Luke 2:36). The tribe of Judah, along with the much smaller tribe of Benjamin, came to see themselves as the remnant of God's people.

But Judah and Benjamin were unfaithful also, and Babylonian invaders carried them into captivity around 606-586 BC. After 70 years in captivity, the new Persian rulers of Babylon allowed the people of Judah to return to their homeland. Some Jews chose to remain in Babylon, while others moved to Persia and a few took up residence elsewhere.

Lesson 15 - Faith System: Judaism

The Jews who returned to Canaan reestablished themselves as a nation, but they almost always lived under the yoke of a foreign power. Many Jews longed for the day when, as they believed, God would send His Anointed One (the Messiah) to gather His people together and make them free.

However, the Jews as a people rejected Jesus as their Messiah. Soon thereafter some Jews rebelled against their Roman overlords. Rome crushed their rebellion and scattered most Jews away from Canaan once again. Many Jews came to live in northern Africa and Europe. The Jews who lived away from Canaan were often called the Diaspora, which is Greek for dispersed ones.

European Judaism and Today

For centuries the Jews were associated with the land of Canaan, a location also called Israel or more recently Palestine. After the Roman dispersion, the majority of Jews did not live in Palestine. Eventually the majority lived in Europe.

The response by European ethnic and national groups to the Jews who lived among them varied considerably. In some places, such as Poland and Lithuania, people welcomed Jews. Residents in other places merely tolerated the Jews' presence and placed severe restrictions on them. For instance, in Venice Jews had to live in a designated area called a ghetto. In some cities officials locked down the ghetto at night out of fear that the Jews would commit crimes in the darkness.

Laws in many places forbade Jews from owning property. This is why Jews often became tailors, shopkeepers, and other artisans, as well as moneylenders, in order to support their families (at the time, the Catholic Church did not allow its members to loan money at interest, so many Christians borrowed money from Jews). At times Jews faced complete rejection. The rulers of some



Jews Praying in the Synagogue on Yom Kippur
by Maurycy Gottlieb (Polish, 1878)

countries, such as England in 1290 and Spain in 1492, ordered all Jews to leave their domains.

Mistrust, segregation, and discrimination gave way to outright persecution in some places. Many people hated Jews, whom they saw as "Christ-killers." These Gentiles, usually people professing to be Christians, resented the Jews' special dietary habits and other distinctive traditions. Jews became easy scapegoats when people wanted to find a reason for disasters and diseases such as the black plague. Physical attacks called pogroms, which included killing Jews and plundering their homes, took place from time to time in Eastern Europe and Western Russia. These pogroms took the lives of tens of thousands of Jews. The persecution of Jews reached its worst level in the twentieth century, when Nazi Germany took the lives of some six million Jews in the Holocaust.

For the most part, Jews simply wanted to live their lives peaceably and practice their religion as they saw fit. Jews who lived in Germany simply saw themselves as German Jews. Jews who lived in Poland saw themselves as Polish Jews. Jews who lived in Russia were Russian Jews. But because of the way people treated them, and because they knew their history, many Jews longed for a better and safer place to live. Perhaps, they hoped and prayed, the Messiah would come and lead them to such a place. It became a common practice to end the annual Passover feast with the phrase, “Next year in Jerusalem!”

Today the Jewish population of the world is estimated to be about 14-16 million, depending on whether the total includes people with one Jewish parent and people of Jewish ethnic descent who do not practice Judaism. Scholars who study population, called demographers, estimate that the Jewish world population is now about what it was before the Holocaust, which ended in 1945. Approximately 42% of the Jewish world population lives in modern Israel, and a slightly lower percentage lives in the United States. Millions of Jews emigrated from Europe to the United States in the late 1800s and early 1900s.

Since the 1800s, Jews have made significant accomplishments in many fields, including literature, entertainment, and business. A tiny minority of the world population, Jews have had a huge impact on world history and continue to have an outsized influence in the contemporary world.

Law and Tradition

The Law that God gave to Israel through Moses set forth requirements for what they were to sacrifice and when, regulations for the festivals the Israelites were to observe, rules to determine whether foods and other items were clean or unclean, laws regarding interpersonal relationships, and laws outlining personal responsibility.



A community known as the Cochin Jews lived on the southwestern coast of India for many centuries. Only a small number remain today.

However, the Law established more than a religion; for Israel it established a way of life. The people of Israel were not always faithful to God’s commandments, but over the centuries and through many trials they repeatedly came back to the Law and saw it as their standard, the Word of God.

During the captivity in Babylon, the Jews were not able to conduct worship at the temple in Jerusalem as God commanded. As a replacement activity, the Jews began to gather in synagogues (the word is from the Greek for gathering together) for Sabbath-day worship, prayer, and study of the Scriptures. Many Jews devoted themselves to intense, on-going study of the Scriptures that God had given to them, the Scriptures Christians call the Old Testament. Synagogue worship and the study of the Scriptures continued when Jews were allowed to return to Israel and to rebuild the temple in Jerusalem. Then when the Romans defeated the Jews’ revolt, the Romans destroyed the temple. Once again the scattered Jews could not make sacrifices at the place where God had chosen for His Name to dwell, so synagogue assemblies, the study of the Scriptures, and the observance of Jewish festivals and traditions became major parts of Jewish life in Europe.

A Divided People

As with just about every religion, the Jews have suffered divisions within their ranks. In the New Testament era, the Jews were divided among Sadducees, Pharisees, Essenes, and Zealots. Those groups faded away, but new divisions emerged after the New Testament period. Today Judaism is divided into three main groups.

Orthodox Jews hold most closely to the traditional interpretation of Scripture regarding dietary laws, Sabbath observance, and keeping Jewish festivals. The Orthodox are also dedicated to maintaining Jewish traditions. Hasidic Jews are the most conservative sect of Orthodox. The Hasidim insist on wearing certain clothes and hairstyles. They are deeply pious, often demonstrating this by an intense practice of prayer.

Conservative Jews are moderates. They keep many traditional elements and customs in Judaism but allow for some modern practices that they believe are more relevant expressions of abiding truth. Conservative Jews keep the Sabbath; but they

allow some modifications of dietary laws, and they have accepted women rabbis.

Reform Jews are the progressives in Judaism. They have accepted many modern ideas and interpretations of Scripture and tradition. The most liberal among Reform Judaism are Reconstructionist Jews. This relatively small group arose in the United States in the twentieth century and sees Judaism as an evolving religious civilization. They believe Judaism is a creation of the Jewish people and not of God. In fact, they deny the existence of the supernatural and the idea that the Jews are the chosen people (since, in their view, there is no God to choose them).

Differences in practice arose among Jews in Europe depending on where they lived. Jews from the region of Germany were called the Ashkenazim (Ashkenaz is the Hebrew word for Germany). Jews who trace their lineage from the region of Spain are the Sephardim (Sepharad is the Hebrew word for Spain). Over the centuries different synagogue practices and differences in language arose in the two groups. About 80% of Jews today are Ashkenazim, but in Israel the numbers of Ashkenazi and Sephardic Jews are about equal.

Paramaribo, Suriname, has a Jewish synagogue next door to a Muslim mosque.





Orthodox Jewish Family in Jerusalem

The term Jew can be understood in two slightly different ways. It can refer to someone who is a member of the ethnic group, and it can refer to someone who practices the Jewish religion. Not all ethnic Jews practice the religion of Judaism, and not all practicing Jews are ethnically Jewish. However, Judaism is the religion of the great majority of the Jewish ethnic group. In addition, modern Judaism is not the same thing as the religion of Israel as set forth in the Law of Moses and the rest of the Old Testament and as practiced in the time of Jesus. Today's Judaism is a form of that religion. Most Jews today might see the two as the same; but they are not the same in every detail.

Jewish Festivals

Jews observe several special days and feasts during the year. Some of these are in the Law of Moses, while others developed later in Jewish history. Since the Jewish festivals are on a lunar calendar, the dates for these festivals vary somewhat from year to year. These annual festivals maintain and deepen the self-identity of the Jews.

Rosh Hashanah. The Jewish New Year (September or October of our calendar) celebrates God's creating the world.

Yom Kippur. The Day of Atonement, which comes ten days after Rosh Hashanah, is a time when the Jews fast and confess their sins from the previous year.

Passover and the Feast of Unleavened Bread. The Law called for Israel to make three pilgrimages every year to the place where God would cause His name to dwell. The pilgrimages to Jerusalem are not part of these observances today. The first was Pesach or Passover, in March or April, to remember the Lord's deliverance of the Israelites from Egypt and His passing over their houses when He struck down the firstborn in the Egyptians' houses. Jews have a special meal at Passover each year. Pesach also celebrates the barley harvest. The Feast of Unleavened Bread is a weeklong festival that immediately follows the one day of Passover.

Shavuot, Feasts of Weeks or First Fruits (the Greek term is Pentecost). The second feast of pilgrimage comes seven weeks after Passover. It commemorates the Lord giving the Law on Mount Sinai and also celebrates the first fruits of the land.

Sukkot, Feast of Ingathering or Harvest, or Tabernacles. The Feast of Tabernacles comes five days after Yom Kippur. It recalls the Israelites wandering in the wilderness. For this third pilgrimage feast, Jewish families build shelters (tents or tabernacles) in which they spend time during this festival to remember their ancestors' experience in the wilderness.

Jews also observe additional special days that the Law does not mention.

The book of Esther tells of the establishment of the feast of Purim in February or March to celebrate the deliverance of the Jews in Persia from the evil Haman.

The Feast of Hanukkah in December celebrates the cleansing and rededication of the temple in 165 BC by the Macabbeans after the pagan Hellenist rulers had defiled it.

Jews also observe the Ninth of Av in remembrance of the destruction of the temple by the Babylonians and later by the Romans.

During the Middle Ages Jews began practicing a special observance that recognizes a young man coming of age and responsibility. This is called a bar mitzvah (son of the Law). In 1922 a Jewish man gave such an observance for his daughter and began the practice of holding a bat mitzvah (daughter of the Law).

Essentials of the Jewish Worldview

Traditional Jewish beliefs include these elements:

- **The oneness of God, who revealed Himself as YHWH.** The name is traditionally pronounced "YAH-weh," although Jews usually do not pronounce it at all, for fear of using the Lord's name in vain. They substitute Adonai, the Lord, for the name.
- **The inspiration and authority of the Jewish Scriptures.**
- **The observance of ritual practices.** These include the circumcision of male babies on



This 19th-century manuscript is from the community of Kurdish Jews. It has poems and readings related to the celebration of Purim.

the eighth day after birth, observance of the Sabbath as holy, and keeping kosher (eating only clean foods prepared acceptably and not touching anything that would make one ceremonially unclean).

- **The identity of Israel as God's specially chosen, covenant people and of the Jews as the faithful remnant of that people.** The self-identity of Israel as a suffering, persecuted people is strong, and the evidence of history makes this viewpoint understandable. For instance, most Jews believe that the description of the Suffering Servant in Isaiah 53 applies to Israel as a whole, whereas Christian teaching interprets the passage as a prophecy of Jesus Christ.

Jews who believe in God and the Jewish Scriptures believe that their people have a future hope with God in the coming of the Messiah. Even in the context of their being taken captive as punishment for their sins, the Lord told the Jews, “For I know the plans that I have for you,” declares the Lord, ‘plans for welfare and not for calamity to give you a future and a hope’” (Jeremiah 29:11). However, Jewish teaching does not include a strong,

uniform belief regarding an afterlife. Opinions on this subject among Jewish scholars differ. Instead, Judaism emphasizes maintaining personal morality in this life in accordance with the Law and Jewish tradition.

The Old Testament and the religion of Judaism are the foundation for Christianity. Jews who become followers of Jesus as the Messiah call themselves completed Jews.

*Then what advantage has the Jew? Or what is the benefit of circumcision? Great in every respect. First of all, that they were entrusted with the oracles of God. What then? If some did not believe, their unbelief will not nullify the faithfulness of God, will it? May it never be! Rather, let God be found true, though every man be found a liar, as it is written,
 “That You may be justified in Your words,
 And prevail when You are judged.”
 Romans 3:1-4*

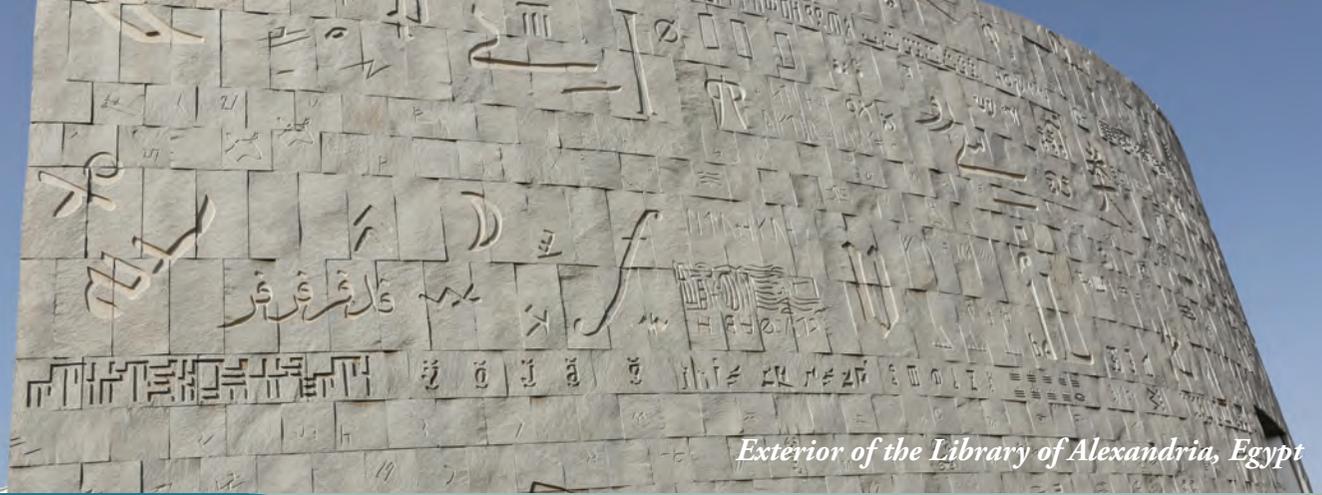
Assignments for Lesson 15

Worldview Write or recite the memory verse for this unit from memory.

Project Finish your project for this unit.

Literature Continue reading *Blood Brothers*.

Student Review Answer the questions for Lesson 15.
 Take the quiz for Unit 3.



Exterior of the Library of Alexandria, Egypt

Sources

Lesson 1

www.answersingenesis.org

www.nasa.gov

Shelly, Rubel. *Prepare to Answer: A Defense of the Christian Faith*. Nashville: 20th Century Christian, 1990.

Calderone, Julia. "Something Profound Happens When Astronauts See Earth from Space for the First Time." www.businessinsider.com, August 31, 2015, accessed January 9, 2018.

Lesson 3

Complete Works of Strabo. London: Delphi Classics, 2016.

Lesson 4

www.earthsky.org

www.surtsey.is

www.unmusuem.org

www.geology.sdsu.edu

Gregory, Ted. "The Precarious Case of Kaskaskia." www.seattletimes.com, March 14, 2011, accessed April 4, 2018.

Lesson 5

Lewis, C. S. *The Abolition of Man*. New York: Macmillan, 1947, p. 35.

Perman, Matt. *Unstuck: Breaking Free from Barriers to Your Productivity*. Grand Rapids: Zondervan, 2018.

Lesson 6

Miller, Greg. "Inside the Secret World of Russia's Cold War Mapmakers." www.wired.com, July 2015, accessed June 27, 2019.

Lesson 8

Jacobs, Frank. "The Border That Stole 500 Birthdays." www.nytimes.com, July 31, 2012, accessed July 10, 2019.

Lesson 9

www.randmcnally.com/about/history, accessed January 5, 2018.

Lesson 10

Sire, James W. *The Universe Next Door: A Basic Worldview Catalog*, 5th edition. Downers Grove, Illinois: InterVarsity Press, 2009.

Lesson 11

Geoff Emberling, "The Geography of the Middle East." lib.uchicago.edu. Article updated December 29, 2010. Retrieved August 24, 2017.

Jack P. Lewis, "Biblical Archaeology and Geography," in *The World and Literature of the Old Testament*, John T. Willis, ed. Austin: Sweet Publishing Company, 1979.

Jimmy J. Roberts, "The Geography of Palestine in New Testament Times," in *The World of the New Testament*, Abraham J. Malherbe, ed. Austin: Sweet Publishing Company, 1967.

Lesson 12

Christianson, Scott. "The Origins of the World War I Agreement That Carved Up the Middle East." *Smithsonian Magazine*, www.smithsonianmag.com, November 16, 2015, accessed March 2, 2019.

Miller, James. "Why Islamic State Militants Care So Much About Sykes-Picot." Radio Free Europe/Radio Liberty. www.rferl.org, May 16, 2016; accessed September 5, 2018.

Muir, Jim. "Sykes-Picot: The Map That Spawned a Century of Resentment." www.bbc.com, May 16, 2016, accessed March 2, 2019.

Lesson 14

Mansfield, Stephen. *The Miracle of the Kurds*. Brentwood, Tennessee: Worthy Publishing, 2014.

"Who Are the Kurds?" www.bbc.com, October 31, 2017, accessed January 16, 2019.

El Deeb, Sarah. "It's Not Independence, But Syria's Kurds Entrench Self-rule." Associated Press,

www.apnews.com, October 8, 2017, accessed October 8, 2017.

Lesson 16

Dixon, Glenn. "The Age-Old Tradition of Armenian Carpet Making Refuses to Be Swept Under the Rug." www.smithsonianmag.com, July 6, 2018, accessed April 6, 2019.

Lesson 18

"Meet the Students of Saudi Arabia's First Driving School for Women." www.cbsnews.com, March 14, 2018, accessed March 15, 2018.

Mollman, Steve. "Women in Saudi Arabia Now Must Be Informed if They've Been Divorced." Quartz News, www.qz.com, January 6, 2019, accessed April 10, 2019.

"Saudi Arabia: 10 Reasons Why Women Flee." Human Rights Watch, www.hrw.org, January 30, 2019, accessed April 10, 2019.

"Saudi Arabia Lifts Ban on Women Drivers." www.voanews.com, June 24, 2018, accessed June 25, 2018.

"Saudi Arabia: Why Weren't Women Allowed to Drive?" www.bbc.co.uk, January 13, 2018, accessed April 10, 2019.

Lesson 20

Trueblood, Elton. *A Place to Stand*. New York: Harper and Row, 1969.

Lesson 21

"The Arab Spring: A Year of Revolution." www.npr.org, December 17, 2011; accessed September 1, 2018.

Amara, Tarek, with Patrick Markey and Toby Chopra. "Tunisia Southern Gas Protests Tense as Negotiations Falter." www.reuters.com, May 18, 2017, accessed September 3, 2018.

Lesson 22

McCullough, David. *The Path Between the Seas*. New York: Simon and Schuster, 1977.

Suez Canal Authority. www.suezcanal.gov.eg. Accessed November 20, 2018.

Rogers, J. David. "Construction of the Suez Canal." web.mst.edu (Missouri University of Science and Technology). Accessed November 20, 2018.

Lesson 23

"Barbary Pirates." Encyclopedia Britannica, 1911 edition. www.penelope.uchicago.edu, accessed April 17, 2019.

"Barbary Wars, 1801-1805 and 1815-1816." Office of the Historian, U.S. Department of State, www.history.state.gov/milestones, accessed April 17, 2019.

Lesson 24

"Allied Military Operations in North Africa." U.S. Holocaust Memorial Museum, www.encyclopedia.ushmm.org, accessed April 19, 2019.

Huxen, Keith. "The US Invasion of North Africa." www.nationalww2museum.org, accessed April 19, 2019.

Matanle, Ivor. *World War II*. Godalming, Surrey, United Kingdom: Quadrillion Publishing Ltd., 1998.

Sulzberger, C. L. *The American Heritage Picture History of World War II*. Rockville, Maryland: American Heritage Publishing Company, 1966.

Taylor, Alan. "World War II: The North African Campaign." www.theatlantic.com, September 4, 2011; accessed April 19, 2019.

Lesson 26

Gansler, Katrin. "Ivory Coast Sweetens Up with First Locally Made Chocolate." Deutsche Welle,

www.dw.com, June 30, 2016, accessed July 10, 2019.

Mavhunga, Columbus. "Zimbabwe Pushing to Sell Its \$600 Million Ivory Stock." www.voanews.com, June 26, 2019, accessed July 18, 2019.

"The New Queens of Cocoa." The Fairtrade Foundation. www.stories.fairtrade.org.uk. Accessed July 10, 2019.

Pearce, Fred. "The Real Price of a Chocolate Bar: West Africa's Rainforests." Yale Environment 360. www.e360.yale.edu, February 21, 2019, accessed July 10, 2019.

Sowell, Thomas. *Conquests and Cultures: An International History*. New York: Basic Books, 1998.

Lesson 27

"At Least 95 Killed in Central Mali Village Attack." www.reuters.com. June 10, 2019, accessed June 25, 2019.

"Cliff of Bandiagara (Land of the Dogons)." UNESCO World Heritage Center. whc.unesco.org, accessed June 22, 2019.

"Dogon People of Mali." www.youtube.com, National Geographic TV, natgeotv.com, posted July 1, 2009; accessed June 26, 2019.

"Fact Box: Mali, Remote Land of Deserts and Gold." www.reuters.com, posted March 22, 2012, accessed June 22, 2019.

Hammer, Joshua. "Looting Mali's History." www.smithsonianmag.com. November 2009, accessed June 23, 2019.

Wikle, Thomas. "Living and Spiritual Worlds of Mali's Dogon People." focusgeography.org, January 2016, accessed June 22, 2019.

Lesson 28

Anderson, Becky and Leif Coorlim. "'This Breaks Our Hearts': Ghana Promises Action After CNN Child Slavery Report." www.cnn.com, March 7, 2019, accessed June 18, 2019.

Darko, Sammy. "Eight Surprising Consequences of Ghana's Power Outages." www.bbc.com, May 15, 2015, accessed June 18, 2019.

Fuller, Katy. "As Assessment of the Underwater Timber Salvation Project on the Volta Lake" (2017). MA Thesis submitted to Leiden University, Leiden, Netherlands. www.openaccess.leidenuniv.nl. June 30, 2017, accessed June 18, 2019.

Ofori-Boateng, Nana Raymond Lawrence. "Underwater Timber Harvesting on the Volta Lake: Implications for the Environment and Transportation" (2012). MS Thesis submitted to World Maritime University, Malmo, Sweden. www.commonswmu.se. Accessed June 18, 2019

Lesson 29

Peretti, Burton. *Lift Every Voice: The History of African American Music*. New York: Rowman and Littlefield, 2009.

Southern, Eileen. *The Music of Black Americans: A History, Third Edition*. New York: W. W. Norton and Company, 1997.

Lesson 30

Olupona, Jacob K. "African Religions: A Very Short Introduction." Oxford University Press, www.oup.com. May 16, 2014, accessed May 29, 2018.

Turaki, Yusufu. "Africa Traditional Religious System as Basis of Understanding Christian Spiritual Warfare." Lausanne Movement. www.lausanne.org. 22 August 2000, accessed May 28, 2018.

"Traditional African Religious Beliefs and Practices." Pew Forum on Religion and Public Life, www.pewforum.org, n.d., accessed May 29, 2018.

Lesson 31

Kindzeka, Moki Edwin. "CAR Refugees Sing for Peace at Camp in Cameroon." www.voanews.com, July 9, 2018, accessed January 24, 2019.

_____. "More Refugees Flee Carnage in Central African Republic." www.voanews.com, May 24, 2018, accessed January 24, 2019.

_____. "UNHCR Launches \$430M Plan for CAR Refugees." www.voanews.com, January 7, 2019, accessed January 24, 2019.

The United Nations High Commissioner for Refugees, www.unhcr.org

Lesson 32

Bergman, Jerry. "Ota Benga: The Pygmy Put on Display in a Zoo." *Journal of Creation*, April 2000, pp. 81-90; reproduced online by Creation Science Ministries, www.creation.com, accessed July 18, 2019.

Di Campo, Therese. "For Congo's Pygmies, Expulsion and Forest Clearance End a Way of Life." www.reuters.com, January 12, 2017, accessed July 18, 2019.

Newkirk, Pamela. "The Man Who Was Caged in a Zoo." www.theguardian.com, June 3, 2015, accessed July 18, 2019.

Raffaele, Paul. "The Pygmies' Plight." www.smithsonianmag.com, December 2008, accessed July 18, 2019.

Lesson 33

Caldwell, Mark. "Cameroon: Colonial Past and Present Frictions." www.dw.com. January 31, 2017, accessed July 22, 2019.

"Cameroon: History." www.thecommonwealth.org, accessed July 22, 2019

"Lake Nyos, Cameroon." www.earthobservatory.nasa.gov. December 18, 2014, accessed July 23, 2019.

"Lake Nyos—Silent But Deadly." Department of Geosciences, Oregon State University, www.oregonstate.edu, accessed July 23, 2019.

“Swiss Government to Mediate Cameroon Peace Talks.” www.reuters.com, June 27, 2019, accessed July 22, 2019.

Lesson 34

“DR Congo Ebola Outbreak: More Than 2,000 Cases Reported.” www.bbc.com. June 5, 2019, accessed June 5, 2019.

“Ebola Response Failing Communities in DRC as Epidemic Continues.” www.doctorswithoutborders.org. March 7, 2019, accessed May 31, 2019.

“Ebola Survivor Program: From Patient to Caregiver.” World Health Organization. www.who.int. No date, accessed May 31, 2019.

Hayden, Erika Check. “Ebola Survivors Still Immune to Virus After 40 Years.” www.nature.com. December 14, 2017, accessed May 31, 2019.

Prentice, Alessandra. “Ebola Survivors Comfort Sick and Frightened in Congo Outbreak.” www.reuters.com, April 17, 2019, accessed May 31, 2019.

“Tackling Ebola in DRC: ‘We Knew We Had to Act Fast.’” www.doctorswithoutborders.org. September 13, 2018, accessed May 31, 2019.

Lesson 35

Brantly, Kent and Amber Brantly with David Thomas. *Called for Life: How Loving Our Neighbor Led Us into the Heart of the Ebola Epidemic*. Colorado Springs: WaterBrook Press, 2015.

“Love, Not Fear, Should Drive Us.” *The Christian Chronicle*. www.christianchronicle.org, July 31, 2019, accessed August 10, 2019.

Ross, Bobby, Jr. “Brantly Returning to Africa.” *The Christian Chronicle*, August 2019, pp. 1, 8-9.

Lesson 36

Shivani Vora. “Threading Needle of Hope in Rwanda.” www.nytimes.com, April 4, 2018, accessed April 20, 2018.

Lauren Gambino. “‘It’s About Our Dignity’: Vintage Clothing Ban in Rwanda Sparks US Trade Dispute.” www.theguardian.com, December 29, 2017, accessed April 20, 2018.

Chellie Ison. “Clothing Designer Brings Hope to Rwanda.” www.christianchronicle.org, April 9, 2018, accessed April 20, 2018.

Lesson 37

Kamkwamba, William and Bryan Mealer. *The Boy Who Harnessed the Wind*. New York: Morrow, 2009.
www.movingwindmills.org

Lesson 38

caringforkenya.org

Lesson 39

“All Haile the King.” www.spikes.iaaf.org, May 11, 2015, accessed July 25, 2019.

Allison, Simon. “Worshipping at the ‘High Temple’ of Ethiopia’s Long Distance Runners.” www.theguardian.com. March 23, 2015, accessed April 22, 2019.

Bisceglia, Paul. “The Greatest, Fakest World Record.” www.theatlantic.com, October 13, 2019, accessed October 14, 2019.

Denison, Jim. *The Greatest: The Haile Gebrselassie Story*. Halcottville, New York: Breakaway Books, 2004.

“Haile Gebrselassie Biography.” www.biographyonline.net. Accessed July 25, 2019.

Hattenstone, Simon. “The Ethiopian Town That’s Home to the World’s Greatest Runners.” www.theguardian.com. April 6, 2012, accessed April 30, 2019.

Onywera, Vincent O. "Scientists Are Closer to Pinning Down Why the World's Best Marathon Runner Is So Good." Quartz, www.qz.com. May 26, 2019, accessed May 26, 2019.

"Q & A with Haile Gebrselassie." www.cnn.com. November 7, 2007, accessed July 25, 2019.

Lesson 41

Cahill, Petra. "A Diamond's Journey: Grim Reality Tarnishes Glitter." www.nbcnews.com. June 26, 2009, accessed July 25, 2019.

"Diamond History and Lore." Gemological Institute of America. www.gia.edu. Accessed July 25, 2019.

Gibb, Michael. "Whether It's Mexico's Gold or Zimbabwe's Diamonds, Mining is Riven with Violence and Business Is Complicit." www.theguardian.com, February 29, 2016, accessed July 25, 2019.

Kohn, David. "Diamonds: A History." www.cbsnews.com. May 8, 2002, accessed July 25, 2019.

"Labor and Community." www.brilliantearth.com. Accessed July 25, 2019.

Raden, Aja. *Stoned: Jewelry, Obsession, and How Desire Shapes the World*. New York: HarperCollins, 2015.

Scott, Katy. "Diamonds in the Deep: How Gems Are Mined from the Bottom of the Ocean." www.cnn.com. September 4, 2018, accessed July 25, 2019.

Lesson 42

Derby, Ron. "South African Bride Price Moves from Cattle to Cash." www.reuters.com. January 20, 2007, accessed July 30, 2019.

Greaves, Adrian. *The Zulus at War: The History, Rise, and Fall of the Tribe That Washed Its Spears*. New York: Skyhorse Publishing, 2013.

Joseph, Alvin M., editor. *Africa: A History*. New York: American Heritage/Horizon/New Word City, 2016.

South African History Online, www.sahistory.org.za

Lesson 43

Erik Tryggestad. "A Church of Christ on Wheels." *Christian Chronicle*, Nov. 15, 2017, www.christianchronicle.org
gospelchariot.blogspot.com

Lesson 44

Scott, Katy. "South Africa Is the World's Most Unequal Country. 25 Years of Freedom Have Failed to Bridge the Divide." www.cnn.com, May 7, 2019; accessed May 8, 2019.

Lesson 45

Smith, John C. P. "What Is Truth?" answersingenesis.org. April 17, 2015, accessed June 11, 2018.

Lesson 46

"Basque Whalers." Canadian Museum of History, www.historymuseum.ca, accessed August 4, 2018

Barnes, Bingo. "A Short Basque History," www.boiseweekly.com, July 27, 2005, accessed August 4, 2018.

Belanger, René. "Basques." www.canadianencyclopedia.ca, February 6, 2006, accessed August 4, 2018.

Bochman, Chris. "The Island That Switches Countries Every Six Months." www.bbc.com. January 28, 2018, accessed April 17, 2020.

Douglass, William A. "Basque Immigration in the United States." *Basque Studies Consortium Journal*, Volume 1, Issue 1, Article 5. www.scholarworks.boisestate.edu, October 2013, accessed August 4, 2018.

Lesson 47

- “Balkan Nation Is North Macedonia Now.” Associated Press via www.voanews.com, February 12, 2019; accessed February 20, 2019.
- Chrepa, Eleni and Slav Okov. “The Bitter Battle over the Name ‘Macedonia’ Explained.” www.bloomberg.com, January 30, 2019, updated February 15, 2019; accessed February 20, 2019.
- “Greek Government Crisis Over Macedonia Name Change.” www.bbc.com, January 13, 2019; accessed January 13, 2019.
- Kalkissis, Joanna. “For Two Countries, The Dispute Over Macedonia’s Name Is Rooted In National Identity.” www.npr.org, February 4, 2018; accessed February 20, 2019.
- Labropoulou, Elinda. “Macedonia Will Change Its Name. Here’s Why It Matters.” www.cnn.com, January 25, 2019; accessed January 25, 2019.
- “The Man Who Has Focused on One Word for 23 years.” www.bbc.com, August 2, 2017; accessed February 21, 2019.

Lesson 48

- Baldwin-Edwards, Martin. “Migration between Greece and Turkey: from the ‘Exchange of Populations’ to non-recognition of borders.” *South East Europe Review*, Third Quarter 2006.
- Clark, Bruce. *Twice a Stranger: How Mass Expulsion Forged Modern Greece and Turkey*. London: Granta Books, 2006.
- Sussman, Paul. “Greece and Turkey: History of Hate.” www.cnn.com, September 16, 2001; accessed March 1, 2019.
- “Why Turkey and Greece cannot reconcile.” www.economist.com, December 14, 2017; accessed March 1, 2019.

Lesson 49

worldatlas.com

Embassy of the Principality of Liechtenstein, <http://www.liechtensteinusa.org>, accessed August 30, 2018.

Adriano Rosoni. “The Condition of Europe’s Curious Microstates.” www.worldview.stratfor.com, April 26, 2015, accessed August 27, 2018.

Lesson 50

Richard Oster. *The Acts of the Apostles Part II*, 13:1-28:31. Austin: Sweet Publishing Company, 1979.

Lesson 51

Lear, Linda. “About Beatrix Potter.” www.beatrixpottersociety.org, accessed May 16, 2019.

Lesson 52

- Dash, Mike. *Tulipomania: The Story of the World’s Most Coveted Flower and the Extraordinary Passions It Aroused*. New York: Broadway Books, 2010.
- Schuetze, Christopher J. “Dutch Flower Auction, Long Industry’s Heart, Is Facing Competition.” *New York Times*, www.nytimes.com, December 16, 2014, accessed February 21, 2018.

Lesson 53

- Ambrose, Stephen. *Citizen Soldiers: The U.S. Army from the Normandy Beaches to the Bulge to the Surrender of Germany, June 7, 1944-May 7, 1945*. New York: Simon & Schuster, 1997.
- Burnes, Brian. “Seventy Years Later, Battle of the Bulge Looms Large in Overland Park Veteran’s Memory.” *Kansas City Star*, December 15, 2014. www.kansascity.com, accessed January 30, 2019.

Lesson 54

Charles L. Mee Jr., *Saving a Continent: The Untold Story of the Marshall Plan*, New York: New Word City LLC, 2015.

Lesson 56

Pollard, Niklas and Jussi Rosendahl. "In East-West Diplomatic Drama, Helsinki Punches Above Its Weight." www.reuters.com, July 11, 2018, accessed July 10, 2019.

"The Sami of Northern Europe—One People, Four Countries." United Nations Regional Information Centre for Western Europe. www.unric.org, accessed July 10, 2019.

Wall, Tom. "The Battle to Save Lapland: 'First They Took the Religion. Now They Want to Build a Railroad.'" www.theguardian.com. February 23, 2019, accessed July 10, 2019.

Watts, Peter. "The Dark History of Santa's City: How Rovaniemi Rose from the Ashes." www.theguardian.com, December 19, 2018, accessed July 15, 2019.

Lesson 57

Levy, Clifford J. "In Estonia, Jiggling and Bog-Trekking." www.nytimes.com. August 19, 2010, accessed September 4, 2019.

"Peat." www.turbaliit.ee. Accessed September 4, 2019.

Walt, Vivienne. "Is This Tiny European Nation a Preview of Our Tech Future?" www.fortune.com. April 17, 2017, accessed September 4, 2019.

Lesson 58

"A History of the Settlement of the Faroe Islands." www.icelandictimes.com. September 14, 2016, accessed September 5, 2019.

Amos, Owen. "One Rower, Two Cats, 900 Miles." www.bbc.com. July 27, 2015, accessed September 5, 2019.

Coldwell, Will. "Faroe Islands Fit Cameras to Sheep to Create Google Street View." www.theguardian.com. July 12, 2016, accessed September 5, 2019.

Ecott, Tim. "Sustainable Tourism: Why the Faroe Islands Closed for Maintenance." www.theguardian.com. May 8, 2019, accessed September 5, 2019.

www.faroeislands.fo

Matzen, Erik. "Small Fry: Faroe Islands Seek Fish Export Pledge with Russia Trade Deal." www.reuters.com. June 12, 2018, accessed September 5, 2019.

Lesson 59

"Struve Geodetic Arc." whc.unesco.org, accessed September 6, 2019

"Struve Geodetic Arc: The 2,820 Km Line That Produced the First Accurate Measurement of the Earth's Size." www.amusingplanet.com. Accessed September 6, 2019

"Triangulation" in "The Nature of Geographic Information". Pennsylvania State University, www.e-education.psu.edu. Accessed September 6, 2019.

Lesson 60

Howard, Thomas. *Chance or the Dance? A Critique of Modern Secularism*. Originally published 1969. Second edition: San Francisco: Ignatius Press, 2018

Lesson 61

Giles, Joseph and Frances Giles. *Life in a Medieval City*. New York: Thomas Y. Crowell, 1969

Howe, Irving. *World of Our Fathers*. New York: Open Road Media, 1976.

Lipka, Michael. "The Continuing Decline of Europe's Jewish Population." www.pewresearch.org. February 9, 2015, accessed August 13, 2019.

www.myjewishlearning.com

www.jewishvirtuallibrary.org

www.jewish-history-online.net

www.galiciajewishmuseum.org

Lesson 62

"The Dual Monarchy: Two States in a Single Empire." ww1.habsburger.net. Access August 2, 2019.

Michener, James. *The Bridge at Andau*. New York: Random House/Bantam, 1957.

"Raoul Wallenberg and the Rescue of Jews in Budapest." United States Holocaust Memorial Museum. www.encyclopedia.ushmm.org, accessed August 1, 2019.

"Return of the Holy Crown of St. Stephen." hu.usembassy.gov, accessed August 2, 2019.

"Soviets Put Brutal End to Hungarian Revolution." www.history.com. November 24, 2009, accessed August 1, 2019.

Lesson 63

"Listening Guide: Smetana: The Moldau." W. W. Norton & Company. www.wwnorton.com. Accessed August 22, 2019.

"The Moldau." www.many-strings.com. Accessed August 22, 2019.

Sitler, Jiri. "From Bohemia to Czechia." Radio Prague. www.radio.cz. July 12, 2016, accessed August 22, 2019.

Toher, Mackenzie. "A Musical Painting of a Beloved Bohemian Landscape: 'The Moldau' Lifts a Nation." www.pages.stolaf.edu, May 20, 2014, accessed August 22, 2019.

Lesson 64

Heritage Foundation, heritage.org

"After Two Years in Captivity, Minister Released." *The Christian Chronicle*, February 2018, pages 1, 14.

Lesson 67

Goetschel, Samira. "The Graveyard of the Earth: Inside City 40, Russia's Deadly Nuclear Secret." www.theguardian.com. July 20, 2016, accessed August 29, 2019.

Quartly, Alan. "Siberia's Dying Mansi People." www.bbc.co.uk. September 5, 2002, accessed August 29, 2019.

Lesson 68

www.baikal-marathon.org

Bland, Alistair. "Lake Baikal and More of the Weirdest Lakes of the World." www.smithsonianmag.com, August 7, 2012, accessed July 16, 2019.

Garrels, Anne. "Russia's Troubled Waters Flow With the Mighty Volga." www.npr.org, November 1, 2010, accessed July 17, 2019.

MacFarquhar, Neil. "An Ice Marathon Across a Frozen Russian Lake: 'I Ran Twice as Fast.'" www.newyorktimes.com. March 24, 2019, accessed July 16, 2019.

Parfitt, Tom. "Action Man Vladimir Putin Turns Submariner at Lake Baikal." www.theguardian.com, August 2, 2009, accessed July 16, 2019.

Starinova, Yulia and Farangis Najibullah. "Lake Baikal Faces New Crisis as Russia Lowers Eco-Standards." Radio Free Europe/Radio Liberty, www.rferl.org. March 27, 2019, accessed July 17, 2019.

Lesson 69

Ambrose, Stephen. *Nothing Like It in the World: The Men Who Built the Transcontinental Railroad 1863-1869*. New York: Simon & Schuster, 2000.

“The Trans-Siberian Route.” www.wondersofworldengineering.com, April 1937, accessed March 6, 2019.

Lesson 71

Anderson, William, Captain and Don Keith. *The Ice Diaries: The Untold Story of the Cold War's Most Daring Mission*. Nashville: Thomas Nelson, 2008.

Lesson 72

Anderton, Kevin. “The North Magnetic Pole Has Moved. Here’s What You Need to Know.” www.forbes.com, January 16, 2019, accessed March 2, 2019.

Bryce, Emma. “Who Owns the Arctic?” www.livescience.com, October 13, 2014, accessed October 14, 2019.

“Russia Plants Flag on Arctic Floor.” Reuters via www.cnn.com, August 4, 2007, accessed May 9, 2019.

“Russia Plants Flag Under N. Pole.” www.bbc.co.uk, August 2, 2007, accessed May 9, 2019.

“Russia Says Floating Nuclear Plant Embarks on First Sea Voyage.” www.cbsnews.com, April 30, 2018, accessed April 30, 2018.

Lesson 73

Brockman, Alex. “Life North of 80: Meet the People Living at the Top of the World.” Canadian

Broadcasting Corporation. www.cbc.ca, September 3, 2018, accessed May 14, 2019.

Jones, Lindsay. “As Nunavut Turns 20, Inuit Rethink Their Own Government.” www.macleans.ca, December 12, 2018, accessed May 13, 2019.

Kikkert, Peter. “Nunavut.” www.thecanadianencyclopedia.ca, August 9, 2007, updated May 2, 2019, accessed May 13, 2019.

Lesson 74

Alexander, Caroline. *The Endurance: Shackleton's Legendary Antarctic Expedition*. New York: Knopf Doubleday Publishing Group, 2008.

“Antarctica.” National Geographic Resource Library. www.nationalgeographic.org/encyclopedia/antarctica/. January 4, 2012, accessed February 6, 2020.

Dixon, Emily. “Antarctic Expedition to Find Shackleton’s Lost Endurance Loses Its Own Submarine to the Ice.” www.cnn.com. February 15, 2019, accessed February 5, 2020.

Lansing, Alfred. *Endurance: Shackleton's Incredible Voyage*. New York: Carroll and Graf, 1959. Reprint edition: New York: Basic Books, 2014.

“Shackleton’s Voyage of Endurance.” NOVA Online. www.pbs.org/wgbh/nova/shackleton/1914/timeline.html. February 2002, accessed February 5, 2020.

Vizcarra, Natasha. “Unexpected Ice.” www.earthdata.nasa.gov. Updated January 14, 2020, accessed February 6, 2020.



*Detail from The Island of San Michele, Venice
by Francesco Guardi (Italian, c. 1775)*

Image Credits

Images marked with one of these codes are used with the permission of a Creative Commons Attribution or Attribution-Share Alike License. See the websites listed for details.

CC BY 2.0 creativecommons.org/licenses/by/2.0
 CC BY-SA 2.0 creativecommons.org/licenses/by-sa/2.0
 CC BY-SA 2.0 DE creativecommons.org/licenses/by-sa/2.0/de/
 CC BY 2.5 creativecommons.org/licenses/by/2.5
 CC BY 3.0 creativecommons.org/licenses/by/3.0
 CC BY-SA 3.0 creativecommons.org/licenses/by-sa/3.0
 CC BY 4.0 creativecommons.org/licenses/by/4.0
 CC BY-SA 4.0 creativecommons.org/licenses/by-sa/4.0

iii Davor Flam / Shutterstock.com
 iv Dietmar Temps / Shutterstock.com
 v Leonid Andronov / Shutterstock.com
 vi Kriangkrai Thitimakorn / Shutterstock.com
 vii Alec Favale / Unsplash
 ix Anupam hatui / Shutterstock.com
 xiii Dadiolli: Tilman Schalmey / Wikimedia Commons / CC BY-SA 3.0
 xv Digital Content Writers India / Unsplash
 xx Carrastock / Shutterstock.com
 1 Shahee Ilyas / Wikimedia Commons / CC BY-SA 3.0
 2 Notgrass_Logo_RGB
 3 Denis Belitsky / Shutterstock.com
 4 NASA
 5 NASA
 6 NASA Lunar and Planetary Institute
 7 Earth Science and Remote Sensing Unit, NASA Johnson Space Center ISS013-E-54329
 8 Aerostato / Shutterstock.com
 10 Egypt: Earth Science and Remote Sensing Unit, NASA Johnson Space Center ISS036-E-11050; Eratosthenes: Wikimedia Commons
 11 Library of Congress

12 National Portrait Gallery, Smithsonian Institution
 13 Tharp / Heezen: marie tharp maps / Flickr / CC BY 2.0; Globe: Captain Albert E. Theberge, NOAA Corps (ret.) NOAA Photo Library
 14 Japan: Takashi Images / Shutterstock.com; Kenya: Kristof Kovacs / Shutterstock.com
 16 Sinop: Kobby Dagan / Shutterstock.com; Map: NASA Worldview
 17 Erturac / Wikimedia Commons / CC BY-SA 3.0
 18 Encyclopaedia Biblica / Wikimedia Commons
 20 Goodpairrofshoes / Wikimedia Commons / CC BY-SA 3.0
 21 Map © OpenStreetMap contributors / CC BY-SA 2.0 / openstreetmap.org; Flood: SSgt Paul Griffin / U.S. Army
 22 1943: K. Segerstrom, U.S. Geological Survey; Modern: LBM1948 / Wikimedia Commons / CC BY-SA 4.0 (cropped)
 23 Christopher Michel / Flickr / CC BY 2.0
 24 MathKnight / Wikimedia Commons / CC BY-SA 3.0
 25 Frame China / Shutterstock.com
 27 Fotosr52 / Shutterstock.com
 28 hxdbzxy / Shutterstock.com
 29 LightField Studios / Shutterstock.com
 31 m16brooks / Shutterstock.com
 33 Wikimedia Commons
 35 IgorGolovnirov / Shutterstock.com
 36 U.S. Central Intelligence Agency
 37 Wikimedia Commons
 38 Map: Wikimedia Commons; Globe: Alexander Franke / Wikimedia Commons / CC BY-SA 2.0 DE
 39 Library of Congress
 41 Herrieynaha / Shutterstock.com
 42 GPS: Staff Sgt. Matthew Coleman-Foster / U.S. Air Force; Navigational: © OpenStreetMap contributors / CC BY-SA 2.0 / openstreetmap.org; Topographical: Jordevi / Wikimedia Commons; Thematic: USDA

- 43 Maps ETC
- 44 Wikimedia Commons
- 45 Strebe / Wikimedia Commons / CC BY-SA 3.0
- 46 Alexander Lukatskiy / Shutterstock.com
- 48 GMaple Design / Shutterstock.com
- 49 Jailbird / Wikimedia Commons / CC BY-SA 3.0
- 50 VectorMine / Shutterstock.com
- 51 Don Mammoser / Shutterstock.com
- 53 ambient_pix / Shutterstock.com
- 54 Internet Archive
- 55 Joni Hanebutt / Shutterstock.com
- 57 National Archives (U.S.)
- 58 Noraphat Vorakijroongroj / Shutterstock.com
- 59 AlexAnton / Shutterstock.com
- 61 Rostislav Ageev / Shutterstock.com
- 63 Jakob Fischer / Shutterstock.com
- 64 NormanEinstein / Wikimedia Commons / CC BY-SA 3.0
- 65 thomas koch / Shutterstock.com
- 66 Dave Primov / Shutterstock.com
- 67 lkpro / Shutterstock.com
- 68 Igor Grochev / Shutterstock.com
- 70 Arthur Simoes / Shutterstock.com
- 71 Wikimedia Commons
- 72 Wikimedia Commons
- 73 British Library
- 75 Roman Yanushevsky / Shutterstock.com
- 76 Shelly Bychowski Shots / Shutterstock.com
- 77 United Nations / Wikimedia Commons
- 78 Tank: United States Army Heritage and Education Center; Shelter: Lahava Netivot, Yehoshua Neumann, from the Pikiyaki website / CC BY 2.5
- 79 National Archives (U.S.)
- 80 Roman Yanushevsky / Shutterstock.com
- 81 shimriz / Flickr / CC BY 2.0
- 83 Flag: Felix Friebe / Shutterstock.com; Map: Peter Hermes Furian / Shutterstock.com
- 84 Jan Smith / Flickr / CC BY 2.0
- 85 Elena Odareeva / Shutterstock.com
- 86 thomas koch / Shutterstock.com
- 88 Andrzej Lisowski Travel / Shutterstock.com
- 89 Wikimedia Commons
- 90 Wikimedia Commons
- 91 R. de Bruijn_Photography / Shutterstock.com
- 92 Nancy Anderson / Shutterstock.com
- 93 Yale Beinecke Library
- 95 Sun_Shine / Shutterstock.com
- 97 Artem Avetisyan / Shutterstock.com
- 98 Gor Davtyan / Unsplash
- 99 Manuscript: Wikimedia Commons; Cathedral: Gromwell / Shutterstock.com
- 100 meunierd / Shutterstock.com
- 102 Gallipoli: Everett Collection / Shutterstock.com; Cartoon: Library of Congress
- 103 Boule / Shutterstock.com
- 104 NASA Worldview
- 105 Everett Collection / Shutterstock.com
- 106 National Army Museum (UK)
- 106 Clay Gilliland / Flickr / CC BY-SA 20
- 108 Road: Andrew V Marcus / Shutterstock.com; Manal al-Sharif: Manal al-Sharif / Wikimedia Commons / CC BY-SA 3.0
- 109 Shaybah Saudi Arabia / Shutterstock.com
- 110 imrankadir / Shutterstock.com
- 112 Yunqing Shi / Shutterstock.com
- 113 MetMuseum
- 114 Sony Herdiana / Shutterstock.com
- 115 Notgrass Family
- 116 Notgrass Family
- 117 Oleg Bakhirev / Shutterstock.com
- 118 Grytviken: Thomas Barrat / Shutterstock.com; Harbin: Lawrie Cate / Flickr / CC BY 2.0
- 119 Rohan Reddy / Unsplash
- 120 India: Duttagupta M K / Shutterstock.com; Ethiopia: alfotokunst / Shutterstock.com
- 121 Big Joe / Shutterstock.com
- 122 kissdaybreak / Shutterstock.com
- 123 BkhStudio / Shutterstock.com
- 125 Chris Belsten / Flickr / CC BY 2.0
- 126 Mahmoud Bundesministerium für europäische und internationale Angelegenheiten / Flickr / CC BY 2.0
- 127 NASA Worldview
- 128 Sergii Nagornyi / Shutterstock.com
- 129 Dates: Dmitry Chulov / Shutterstock.com; Monastir: cpaulfell / Shutterstock.com
- 130 Kekyalaynen / Shutterstock.com
- 131 Birdiegal / Shutterstock.com
- 132 Visualizing Culture
- 133 NASA Worldview
- 134 Frank Mason Good / Library of Congress
- 135 1865: Marzolino / Shutterstock.com; 1900: Photoglob Co / Library of Congress
- 136 byvalet / Shutterstock.com
- 137 Wikimedia Commons
- 138 Yavuz Sariyildiz / Shutterstock.com
- 139 RudiErnst / Shutterstock.com
- 140 Uploadalt / Wikimedia Commons / CC BY-SA 3.0
- 141 Wikimedia Commons
- 142 U.S. Naval History and Heritage Command
- 144 Wreckage: Moussar / Shutterstock.com; Rommel: Everett Collection / Shutterstock.com
- 145 Plane: Everett Collection / Shutterstock.com; Tanks: Thomas Wyness / Shutterstock.com
- 146 Montgomery: Wikimedia Commons; Map: NASA Worldview
- 147 Algiers: National Archives (U.S.); Flyer: Wikimedia Commons
- 149 Qur'an: Adli Wahid / Unsplash; Kaaba: Sufi / Shutterstock.com
- 150 Tashkent: monticello / Shutterstock.com; Edmonton: 2009fotofriends / Shutterstock.com
- 151 Umer Arif / Shutterstock.com
- 152 DanKe / Shutterstock.com
- 153 Amsterdam: www.hollandfoto.net / Shutterstock.com; Jeddah: AFZAL KHAN MAHEEN / Shutterstock.com
- 154 Erico setiawan / Shutterstock.com
- 155 Guadalupe Polito / Shutterstock.com

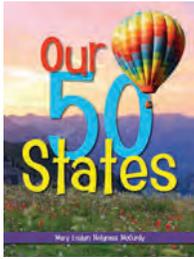
- 157 Peek Creative Collective / Shutterstock.com
 159 Paola_F / Shutterstock.com
 160 Roger Brown Photography / Shutterstock.com
 161 BOULENGER Xavier / Shutterstock.com
 163 Field: Claudiovidri / Shutterstock.com; Mosque: trevor kittelty / Shutterstock.com
 164 trevor kittelty / Shutterstock.com
 165 Granaries: Scott S. Brown / Shutterstock.com; Toguna: Torsten Pursche / Shutterstock.com
 166 Hieroglyphs: Claudiovidri / Shutterstock.com; Dance: Torsten Pursche / Shutterstock.com
 168 Linda Hughes Photography / Shutterstock.com
 169 Nkrumah: Abbie Rowe. White House Photographs. John F. Kennedy Presidential Library and Museum, Boston; Dam: Sopotnicki / Shutterstock.com
 170 Sopotnicki / Shutterstock.com
 171 Veennema / Wikimedia Commons / CC BY-SA 3.0
 172 Ajibola Fasola / Shutterstock.com
 173 Jack.Q / Shutterstock.com
 174 New York Public Library
 175 Fela Sanu / Shutterstock.com
 176 Old Plantation: Wikimedia Commons; Brazil: *Life in Brazil*
 178 Robert Szymanski / Shutterstock.com
 179 tera.ken / Shutterstock.com
 180 Ceremony: gracindojr / Shutterstock.com; Altar: Gilles MAIRET / Wikimedia Commons / CC BY-SA 3.0
 181 Erikapajama / Wikimedia Commons / CC BY-SA 3.0
 183 Sergey Gaydaburov / Shutterstock.com
 185 sandis sveicers / Shutterstock.com
 186 mbrand85 / Shutterstock.com
 187 mbrand85 / Shutterstock.com
 189 Village: natacabo / Shutterstock.com; Hunting: Radio Okapi / Flickr / CC BY 2.0
 190 Garry Walsh Trócaire / Flickr / CC BY 2.0
 191 Wikimedia Commons
 192 Library of Congress
 194 Homo Cosmicos / Shutterstock.com
 195 Bundesarchiv, Bild 163-161 / CC BY-SA 3.0
 196 Steve Mvondo / Wikimedia Commons / CC BY-SA 3.0
 197 Fabian Plock / Shutterstock.com
 199 3ffi / Shutterstock.com
 200 Fabian Plock / Shutterstock.com
 201 Nicole Macheroux-Denault / Shutterstock.com
 203 Mark Fischer / Flickr / CC BY 2.0 / CC BY-SA 2.0
 204 llucky78 / Shutterstock.com
 205 Pete Souza / White House
 207 Radek Borovka / Shutterstock.com
 209 Tetyana Dotsenko / Shutterstock.com
 210 Rytc / Wikimedia Commons / CC BY 3.0
 211 StreetVJ / Shutterstock.com
 212 Used clothing: Sarine Arslanian / Shutterstock.com; Seamstresses: Oscar Espinosa / Shutterstock.com
 214 Sunset: Martin Mwaura / Shutterstock.com; Village: africa924 / Shutterstock.com
 215 Karl Beeney / Shutterstock.com
 216 Books: Mike Lee / Flickr / CC BY 2.0; Windmill: Tom Rielly
 217 Erik (HASH) Hersman / Flickr / CC BY 2.0
 219 Nick Fox / Shutterstock.com
 220 Caring for Kenya
 221 Caring for Kenya
 222 Caring for Kenya
 223 Caring for Kenya
 224 Runners: aman ahmed ahmed / Shutterstock.com; Rome: Comitato organizzatore dei Giochi della XVII Olimpiade
 225 360b / Shutterstock.com
 226 Pete Lewis Department for International Development / Wikimedia Commons / CC BY 2.0
 227 Shahjehan / Shutterstock.com
 228 Cristian Teichner / Shutterstock.com
 230 alarico / Shutterstock.com
 231 GagliardiPhotography / Shutterstock.com
 232 PierreSelim / Wikimedia Commons
 233 National Library NZ on The Commons
 235 Kelly Ermis / Shutterstock.com
 237 Lucian Coman / Shutterstock.com
 238 Uncut diamonds: Imfoto / Shutterstock.com; Jewelry: Daderot / Wikimedia Commons
 239 Vladislav Gajic / Shutterstock.com
 240 Lemonreel / Shutterstock.com
 242 Mark Dumbleton / Shutterstock.com
 243 The National Archives UK
 244 Cattle: Leonard Zhukovsky / Shutterstock.com; Home: meunierd / Shutterstock.com
 245 Nationaal Archief (Netherlands)
 247 Burundi: Juriz / Shutterstock.com; Malawi: Gospel Chariot Missions
 247 Gospel Chariot Missions
 248 Gospel Chariot Missions
 249 Gospel Chariot Missions
 251 Stellenbosch: ModernNomad / Shutterstock.com; Silhouette: Shoot Digital / Shutterstock.com
 252 mbrand85 / Shutterstock.com
 253 LSE Library
 254 Library of Congress
 255 Carol M. Highsmith Archive, Library of Congress, Prints and Photographs Division
 256 Sunshine Seeds / Shutterstock.com
 257 Library of Congress
 258 Brais Seara / Shutterstock.com
 261 Zvonimir Athletic / Shutterstock.com
 263 Balate Dorin / Shutterstock.com
 265 ARK NEYMAN / Shutterstock.com
 266 Map: NASA Worldview; Shepherd: Jesus Keller / Shutterstock.com
 267 EQRoy / Shutterstock.com
 268 Sign: Wirestock Images / Shutterstock.com; Festival: Laiotz / Shutterstock.com
 270 Ohrid: Leonid Andronov / Shutterstock.com; Map: NASA Worldview
 271 National Archives (U.S.)
 272 Milos Djokic / Shutterstock.com
 273 Freddie Evertt / U.S. Department of State
 274 Library of Congress

- 275 Wikimedia Commons
 276 Wikimedia Commons
 277 Ottoman Archives
 278 Basketball: American National Red Cross / Library of Congress; Bakery: Frank and Frances Carpenter Collection / Library of Congress
 279 Noradoa / Shutterstock.com
 280 Passion Travel Fruit / Shutterstock.com
 281 Laborant / Shutterstock.com
 283 tichr / Shutterstock.com
 284 Rostislav Glinsky / Shutterstock.com
 285 Eszter Szadeczky-Kardoss / Shutterstock.com
 286 jorisvo / Shutterstock.com
 287 RossHelen / Shutterstock.com
 289 Areopagus: ArtMediaFactory / Shutterstock.com; Acropolis: Trajan 117 CE / Wikimedia Commons
 290 Vasilii L / Shutterstock.com
 292 Renata Sedmakova / Shutterstock.com
 293 Logan Bush / Shutterstock.com
 295 shutterupeire / Shutterstock.com
 297 Helen Hotson / Shutterstock.com
 298 Hill Top: A D Harvey / Shutterstock.com; Sheep: Johann Knox / Shutterstock.com
 299 Seungwon Lee / Shutterstock.com
 300 Charlesy / Shutterstock.com
 301 Neirfy / Shutterstock.com
 302 Daderot / Wikimedia Commons
 303 Eduard Pop / Shutterstock.com
 304 Wikimedia Commons
 305 Walters Art Museum
 307 101st Engineers: U.S. Army; Germans: Bundesarchiv, Bild 183-J28477 / Göttert / CC-BY-SA 3.0
 308 Notgrass Family
 309 Library of Congress
 310 Bel Adone / Wikimedia Commons
 312 Nationaal Archief
 313 Bundesarchiv, Bild 183-B0527-0001-753 / CC-BY-SA 3.0
 314 U.S. Department of State
 315 Tufts Archives (Pinehurst, N.C.)
 316 George C. Marshall Foundation
 319 FamVeld / Shutterstock.com
 320 Noord-Hollands Archief
 323 TTstudio / Shutterstock.com
 325 Reindeer: Vachonya / Shutterstock.com; Map: Reto Stöckli, NASA Earth Observatory NASA's Earth Observatory
 326 Traditional: Marek Rybar / Shutterstock.com; Modern: V. Belov / Shutterstock.com; Soldiers: Military Museum on the Finna service hosted by the Finnish Ministry of Education and Culture / CC BY 4.0
 327 Smelov / Shutterstock.com
 328 Roman Babakin / Shutterstock.com
 329 Andrea Hanks / White House
 330 Tallinn: Dmitry Tkachenko Photo / Shutterstock.com; Trail: Ija Reiman / Shutterstock.com
 331 FotoHelin / Shutterstock.com
 332 Skype: Evgenia Bolyukh / Shutterstock.com; Park: F-Focus by Mati Kose / Shutterstock.com
 334 Smit / Shutterstock.com
 335 Andrew Mayovskyy / Shutterstock.com
 336 Vincent van Zeijst / Wikimedia Commons / CC BY-SA 3.0
 338 stilrentfoto / Shutterstock.com
 339 Russia: Islander / Wikimedia Commons / CC BY 3.0; Norway: Clemensfranz / Wikimedia Commons / CC BY-SA 3.0
 340 Sean Killen
 342 NASA JPL-Caltech Space Science Institute
 343 Wikimedia Commons
 344 Swellphotography / Shutterstock.com
 347 romeovip_md / Shutterstock.com
 349 isparklinglife / Shutterstock.com
 350 Wikimedia Commons
 351 Wikimedia Commons
 352 Fred Romero / Flickr / CC BY 2.0
 353 Jewish Encyclopedia / Wikimedia Commons
 355 Mor65_Mauro Piccardi / Shutterstock.com
 357 FOTO : FORTEPAN Nagy Gyula / Wikimedia Commons / CC BY-SA 3.0
 358 givaga / Shutterstock.com
 360 FOTO : FORTEPAN Pesti Srác / Wikimedia Commons / CC BY-SA 3.0
 361 Nationaal Archief
 362 czb / Shutterstock.com
 364 DaLiu / Shutterstock.com
 365 Stefan Rotter / Shutterstock.com
 366 1968: Central Intelligence Agency; 1989: MD / Wikimedia Commons / CC BY-SA 3.0
 368 Berilova Irida / Shutterstock.com
 369 Л.П. ДЖЕПКО / Wikimedia Commons / CC BY-SA 3.0
 370 Pani Garmyder / Shutterstock.com
 371 The Presidential Office of Ukraine / CC BY 4.0
 372 Creative Travel Projects / Shutterstock.com
 374 Melinda Nagy / Shutterstock.com
 375 Vlad Sokolovsky / Shutterstock.com
 376 Sergey-73 / Shutterstock.com
 377 Bitomovski / Shutterstock.com
 379 Kichigin / Shutterstock.com
 381 Vaclav Sebek / Shutterstock.com
 382 Wikimedia Commons
 383 Library of Congress
 384 Cornell University – PJ Mode Collection of Persuasive Cartography
 385 Starikov Pavel / Shutterstock.com
 387 Mountains: Yuri Kabantsev / Shutterstock.com; Necklace: Daderot / Wikimedia Commons
 388 Sergey Nemanov / Wikimedia Commons / CC BY-SA 3.0
 389 Wikimedia Commons
 391 Strelyuk / Shutterstock.com
 392 Tilpunov Mikhail / Shutterstock.com
 393 VarnakovR / Shutterstock.com
 395 ALEKSANDR RIUTIN / Shutterstock.com
 396 Library of Congress
 397 Library of Congress
 398 Library of Congress
 399 Library of Congress

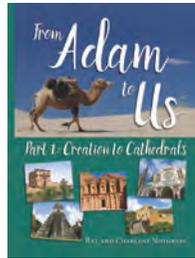
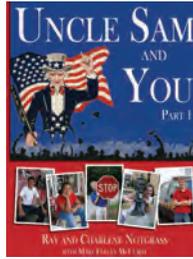
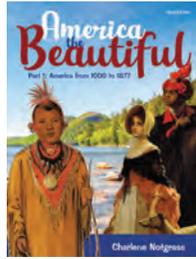
- 400 NASA
- 401 PardoY / Shutterstock.com
- 402 Discover Marco / Shutterstock.com
- 403 Kerk Phillips / Wikimedia Commons
- 405 posteriori / Shutterstock.com
- 407 National Archives (U.S.)
- 408 John Notgrass
- 409 National Archives (U.S.)
- 410 Naval History and Heritage Command
- 411 National Archives (U.S.)
- 413 Helicopter: Maximillian cabinet / Shutterstock.com;
Submersible: RMS Titanic Team Expedition 2003, ROI,
IFE, NOAA-OE
- 414 Iceberg: Mikhail Varentsov / Shutterstock.com; Ships:
AMFPhotography / Shutterstock.com
- 415 shuttermuse / Shutterstock.com
- 417 Max Forgues / Shutterstock.com
- 418 Sophia Granchinho / Shutterstock.com
- 419 RUBEN M RAMOS / Shutterstock.com
- 421 Sean M Smith / Shutterstock.com
- 422 Mitchell Library, State Library of New South Wales
- 423 Mitchell Library, State Library of New South Wales
- 424 Mitchell Library, State Library of New South Wales
- 425 Map: Sean Killen
- 426 Dene' Miles / Shutterstock.com
- 427 robert mcgillivray / Shutterstock.com
- 428 Jiri Kulisek / Shutterstock.com
- 429 AndreAnita / Shutterstock.com
- S-1 EvrenKalinbacak / Shutterstock.com
- C-1 Metropolitan Museum of Art

Find Your Next Curriculum

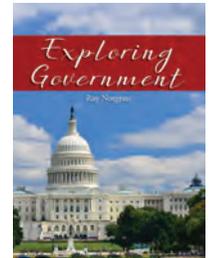
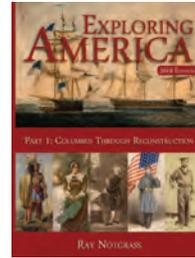
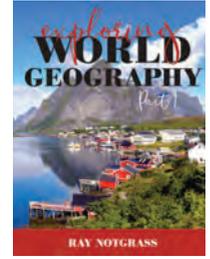
Elementary



Middle School



High School



NOTGRASS.COM/SHOP



Homeschool History
Suggested videos, virtual tours,
games, and more to enhance
your studies.

NOTGRASS.COM/HH

Support

Bonus downloads, an encouraging
blog, and a community for moms.

NOTGRASS.COM/SUPPORT

