



HISTORY & GEOGRAPHY

STUDENT BOOK

▶ **9th Grade** | Unit 6

HISTORY & GEOGRAPHY 906

The Earth and Man

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The Earth and Man

Introduction

The earth has suffered many terrible shocks throughout the thousands of years man has occupied it as his home. Great changes have taken place in man's environment since earth's divine creation. Many men of science have used the theory of evolution to explain earth's beginning and its history. However, this theory does not include the fact that an almighty and benevolent God created the universe. Evolutionary theory also does not agree with the Biblical account of the universal Flood. Evolutionists believe that life appeared upon the earth through spontaneous, natural processes and changed into its many present forms through billions of years.

Many civilizations have developed since Adam occupied the fruitful garden in Eden. Only by God's grace has man survived centuries of hunger, war, natural disaster, and turmoil. However, man has not only survived, he has learned that the earth is full of resources that can be developed to give him many comforts. A person's responsibility in developing these resources includes caring about and providing for his neighbors and descendants.

The planet Earth does have a future. Many people wonder that if man survives the challenges of controlling land, air, and water pollution, will he then destroy himself in a nuclear holocaust? The Bible is the most dependable source of information concerning the future events that God has scheduled on earth. Wonderful things and some very terrible events will soon affect the whole world. Everyone, especially Christians, should be alert to God's timetable concerning man's future on earth.

Objectives

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

1. Tell what clues prehistoric fossils give concerning the earth's origin and the Flood.
2. List three effects of the Flood upon nature and man.
3. Explain how man settled in groups after the Flood.
4. Describe when and how civilizations developed in different areas of the world.
5. Tell the contribution of navigation to the development of nations.
6. Tell the importance of the Industrial Revolution in shaping city life.
7. Outline urban problems as they developed in connection with labor and energy needs.
8. Identify how the environment is affected as man uses the natural resources.
9. Describe the events that will prepare the world for an evil world ruler.
10. Explain what will happen to earth and man's civilizations when Christ comes to judge the world.
11. Describe how God is preparing man for his external habitat.

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

A large rectangular area with horizontal green lines, intended for writing questions.

1. THE EARTH IS MAN'S HOME

A person can attain ownership of something in several different ways. He can purchase it, or he can inherit it. Man can even steal an item or borrow it and not return it. Man can discover property, as Columbus did, and lay claim to it, if no one currently owns it. Man can wage war and claim the spoils of a defeated enemy. Inventors and composers develop and compose new materials; they receive a patent or copyright on their creation and claim the new idea as their own.

God claims the earth as His own because He made it. Genesis 1:1 states, "In the beginning God created the heaven and the earth." King David wrote (Psalm 24:1), "The earth is the Lord's, and the fulness thereof; the world, and

they that dwell therein." Man also belongs to God because man was created by Him. Man was created by God to inhabit the earth, and he has been appointed earth's manager and administrator.

In this section you will learn about the earth as man's home. You will learn that man has been given dominion over the earth. Although man has not always exercised his dominion in a proper way, God has not taken away man's dominion. Instead, God has judged man's sin and irresponsibility. You will learn that man was preserved through the judgment of the Flood and was scattered to cover the earth. Finally, you will learn how man's history began.

SECTION OBJECTIVES

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

1. Tell what clues prehistoric fossils give concerning the earth's origin and the Flood.
2. List three effects of the Flood upon nature and man.
3. Explain how man settled in groups after the Flood.

VOCABULARY

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

antediluvian (an tē du lū' vē un). Times, people, or events that were before the Flood.

cuneiform (kyū nē' u fōrm). A form of writing using wedge-shaped characters.

deluge (del' yūj). A great flood.

Fertile Crescent (fer' tul kres' unt). An arc-shaped area in the Middle East that lays between the Tigris and Euphrates Rivers and was rich in agriculture in early times.

fissure (fish' ur). A crack or opening that runs across the surface of the earth.

fossil (fos' ul). The remains or imprint of plants, animals, and man that are preserved in the rocks of the earth.

hieroglyphic (hī ur u gli' ik). A system of writing developed by the ancient Egyptians using pictures and symbols.

inundate (in' un dāt). To submerge or cover with flood waters.

linguistic (ling gwis' tik). Pertaining to different languages.

petrify (pet' ru fi). The process that turns soft material into a stony substance.

radiation (rā dē ā' shun). To send forth as rays, as of light or heat.

silt (silt) Fine particles of soil and rock carried by water and deposited in a low place.

strata (strā' tu). Natural or deposited layers of material, one upon the other.

tundra (tun' dru). Treeless plains found in arctic lands.

Note: All vocabulary words in this LIFEPAK appear in **boldface** print the first time they are used. If you are unsure of the meaning when you are reading, study the definitions given.

Pronunciation Key: hat, āge, cāre, fār; let, ēqual, tērm; it, īce; hot, ōpen, ōrder; oil; out; cup, pūt, rüle; child; long; thin; /ʒh/ for then; /zh/ for measure; /u/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

MAN INHABITS THE EARTH

Moses wrote (Genesis 2:7-8), "And the Lord God formed man of the dust of the ground, and breathed into his nostrils the breath of life; and man became a living soul. And the Lord God planted a garden eastward in Eden; and there he put the man whom he had formed." The first man was given a beautiful garden filled with every kind of fruit-bearing tree for him to use and maintain. After God created the woman, a helper suitable for the man. He blessed them and gave them the responsibilities of populating the earth and subduing it.

Man was created with high intelligence; he used language and wisdom in carrying out his responsibilities in the garden. An indication of man's intelligence is his assignment of names to every creature God had made. Man also talked with and responded to his Creator in the garden environment.

Although man was a rational, intelligent being, he chose a course of action that would bring death. He disobeyed God. Because of man's disobedience, the ground was cursed and he was removed from the fruitful garden. Obtaining food was now a difficult task for man. The cursed ground yielded many thorns and thistles, and man had to work very hard to obtain enough edible plants for his "daily bread."

Many Christian geologists agree that the environment in which early man lived was spring-like, a "hothouse" environment. A canopy of water vapor shielded earth's inhabitants from the harsh effects of the sun's **radiation** and gave the earth its hothouse environment. The **antediluvian** soil was so rich that it could support large populations of human and animal life. They believe no deserts, polar regions, or towering mountain ranges existed, the land everywhere was much the same. At that time the land was probably just one large continent that would later separate into several continents and drift apart. Dinosaurs and other reptile families wandered over much of the land. These creatures fed on lush tropical greenery that has now completely disappeared. Vast forests that once sheltered many such prehistoric creatures in what is now northern Arizona are now empty sites littered with shattered **petrified** logs. Enormous herds of mammoths roamed what is now the frozen **tundra** of Siberia. Rhinoceroses and walrus shared a swampland in an area of the present-day United States.

A greater variety of plants existed before the Flood than grow in today's world. Trees such as the sequoias of California flourished alongside date palms, breadfruit trees, and banana plants in what is now Alaska. Western Canada

produced oak and beech trees with branches that bore the additional weight of hanging grapevines. This solid mass of vegetation was

supported by a delightful semitropical climate that did not vary from hot to cold weather extremes.



Complete these statements.

- 1.1 At Creation, the land consisted of _____ .
- 1.2 Petrified logs can be found in northern _____ .

Write the letter for the correct choice.

- 1.3 The earth before the Flood had no _____ .
 a. mammoths b. lush vegetation c. polar regions d. animals
- 1.4 The climate in the beginning of Creation was _____ .
 a. harsh b. spring-like c. frigid d. rainy
- 1.5 In the beginning a canopy of water vapor shielded man from _____ .
 a. frostbite b. the ice age c. the sun's radiation d. rain
- 1.6 Dinosaurs were members of the _____ family.
 a. primate b. reptile c. ark's d. mammal
- 1.7 Because man sinned, the ground was _____ .
 a. cursed b. barren c. fruitful d. hilly
- 1.8 Breadfruit and banana trees were found in _____ .
 a. Alabama b. California c. Maine d. Alaska
- 1.9 Oak and beech trees were found in _____ .
 a. Northern Mexico b. Eastern United States
 c. Western Canada d. Antarctica

MAN SURVIVES THE FLOOD

Genesis 6:5, 7, and 8 states, "And God saw that the wickedness of man was great in the earth, and that every imagination of the thoughts of his heart was only evil continually. ...And the Lord said, I will destroy man whom I have created from the face of the earth; both man, and beast, and the creeping thing, and fowls of the air; for it repenteth me that I have made them. But Noah found grace in the eyes of the Lord."

Noah was a seventh-generation descendant of Adam. Noah was a godly man whom the Lord told to build a large ark. This ark would preserve Noah's family and some of every specie

of animal from the universal Flood that was to come. Then, according to Genesis 7:11, "...in the six hundredth year of Noah's life, in the second month, the seventeenth day of the month, the same day were all the fountains of the great deep broken up, and the windows of heaven were opened." The great **deluge** resulted in part from the torrential rains that fell forty days and nights.

Some Christian geologists hypothesize that the earth underwent great changes during the Flood. Earthquakes shook the ocean and heaved sections of sea-bottom upward. Tidal

waves hit the world's beaches and carried numbers of sea creatures miles inland. Vast chasms opened as underground rivers poured their torrents upward to spread across the face of the earth. Hills toppled into gorges. New steep mountain ranges were pushed high into the surging waters. Hundreds of active volcanoes exploded, only to be buried in the watery depths. New **fissures** were opened through which fresh volcanoes would later be born. Enormous waves rolled trees, herbs, and grass into tangled masses; dropped them into crevices; and smothered them by tons of mud and rock. These deposits of pressed vegetation would eventually be mined as bituminous and

other varieties of coal. Boiling minerals and rocky soils were mixed with the bones of many dying things and formed new **strata** in the earth. Oil, called petroleum, also formed from the organic remains. This together with coal, comprises what geologists call "**fossil** fuel."

Meanwhile, Noah and his family busily cared for the needs of their living cargo. For five months the ark floated over the **silted** remains of ancient cities. Finally, it landed on the mountains of Ararat in what is now Turkey. He stayed seven more months in the ark before moving out to establish a settlement in God's clean, reborn earth.



Write the letter for the correct choice.

- 1.10** Noah was a seventh-generation of _____ .
 a. Enoch b. Methuselah c. Adam d. Seth
- 1.11** Rains during the deluge fell for _____ days and nights.
 a. 120 b. 100 c. 150 d. 40
- 1.12** The original earth was greatly changed by _____ .
 a. the ice age b. a deluge c. a volcano d. an earthquake
- 1.13** Noah's ark landed on the mountains of Ararat located in _____ .
 a. Russia b. Greece c. Turkey d. Syria
- 1.14** In addition to rain, water in the Flood came from _____ .
 a. underground rivers
 b. volcanoes
 c. canyons
 d. faucets
- 1.15** One kind of fossil fuel is _____ .
 a. petroleum b. uranium c. limestone d. wood
- 1.16** The different layers of the earth are called _____ .
 a. fissures b. strata c. the core d. fossils

MAN COVERS THE EARTH

In the beginning God had instructed man (Genesis 1:28) to “...be fruitful, and multiply, and replenish the earth, and subdue it...” Man obviously obeyed the Lord as the original earth well populated by the time of Noah. Before the Flood, man had learned to build cities, enjoy music, and work with metals (Genesis 4:16-24). Man had even devised a code of law and justice.

Following the Flood, man began to rebuild civilization. Communication was no problem to the descendants of Noah. All the people spoke a common language. Noah’s sons had learned expert engineering skills from their father. Thus, their descendants, the world’s new

leaders, made grandiose plans for reconstructing civilization’s first city. The people said (Genesis 11:4) “...let us build us a city and a tower, whose top may reach unto heaven; and let us make us a name, lest we be scattered abroad upon the face of the whole earth.” The city the people began to build was named Babel. Antediluvians had populated the area hundreds of years earlier, but their great cities had been **inundated** by the Flood. Babel was located in the old Mesopotamia valley, between the Tigris and Euphrates Rivers. This area is part of a section of land now called the **Fertile Crescent**.

God knew that their plan to build such a one-world city was a challenge to His authority.



| Migration Routes from Babel

The Lord had given clear instructions for man to repopulate the whole earth. Because of the people's disobedience, the Lord confounded their common language. As variations appeared in their speech, the people became distrustful of one another because of **linguistic** misunderstandings. Most of the leaders took their families and clans and left Babel to find new places to live. Those who stayed behind in the valley (the Sumerians) developed Babel into a beautiful place called Babylon. The Sumerians also founded other great cities, such as Ur, in the Fertile Crescent.

After man failed in his rebellious attempt to build the city and tower of Babel, he was scattered abroad "...upon the face of all the earth."

(Genesis 11:9). Descendants of Japheth, one of Noah's sons, moved north with their families and began populating Europe. Tribes that had descended from Ham migrated south and began establishing colonies in Africa. Heading east were descendants of Shem, some of whom soon began farming the fertile Hwang Ho valley of China. By 1400 BC these industrious Chinese had developed an organized government and a written language. The Chinese had also founded a religious system that included ancestor worship. Some Asiatic hunters moved farther east and found a land or sea passageway onto the American continent. Soon the entire earth was being explored and settled as man migrated out from Babel.



Complete these statements.

- 1.17 The area that lay between the Tigris and Euphrates Rivers in Mesopotamia is called the _____ .
- 1.18 The descendants of Noah started to build a city and a tower called _____ .
- 1.19 When the people started to build the city, they all had the same _____ .
- 1.20 The people scattered to other parts of the world because the Lord _____ their language.
- 1.21 The people who remained at Babel were the _____ .
- 1.22 Babel was called _____ by the Sumerians.
- 1.23 Besides Babylon the Sumerians built the city of _____ .
- 1.24 The Chinese had developed an organized government and written language by _____ BC.

**Complete this activity.**

1.25 Complete the following chart with the names of Noah's three sons and the regions of the world where their descendants migrated.

Noah's Son	Descendants
a. _____	_____
b. _____	_____
c. _____	_____

MAN BEGINS HISTORY

The Sumerians established several city-states along the Tigris and Euphrates Rivers. Besides Ur and Babylon they built Kish, Nippur, and other loosely governed communities. Each independent city-state adopted its own religion and built magnificent temples to honor various idol gods. Large libraries in Ur, containing thousands of clay tablets written in wedge-shaped characters called **cuneiform**, have been found by archaeologists. These first books told stories of great leaders and of military campaigns. These first librarians also preserved records of Sumerian laws and religious music. Because these cities were located at the "crossroads of the Middle East," invading tribes eventually began conquering Mesopotamian territories. Under the leadership of Hammurabi, Babylon became militarily ambitious. Its rulers controlled the nearby city-states for almost 200 years. Then, the Hittites and other tribes began their conquest of the Fertile Crescent.

Egypt, another river-valley civilization, was being recognized by other nations as a powerful kingdom under the rule of the Pharaohs. The lower and upper sections of Egypt that lay along the Nile River had been united under Menes (mee' neez) who established Memphis, Egypt's first capital city. The Egyptians learned

that papyrus reeds, growing profusely along the banks of the Nile, could be made into paper. This discovery led to the establishment of libraries and schools where information was recorded in **hieroglyphic** writing.

Communication between Middle Eastern nations was strengthened as Phoenician merchants plied their trade throughout the Mediterranean area. These sailors developed an alphabet that would later be adopted by many advancing civilizations. Man was becoming increasingly interested in what was happening in countries and civilizations around him.

One family of historical importance moved during this time from Ur to the land of Canaan. (Canaan lay along the eastern shore of the Mediterranean Sea and was inhabited by Amorite tribes.) Abraham and his family made their new home in the hill country of Canaan. Because he believed God, Abraham received a divine promise that his descendants would have this territory as their homeland forever. During a period of famine, he moved to Egypt but later returned to Canaan. Abraham is recognized as the father of both the Hebrew and the old Arabic nations because these nations are derived from the descendants of his first two sons.



Write true or false.

- 1.26 _____ The Sumerians established several city-states along the Tigris and Euphrates Rivers.
- 1.27 _____ Each independent Sumerian city had its own religion.
- 1.28 _____ Cuneiform is a form of writing using wedge-shaped characters.
- 1.29 _____ The clay tablets found at Ur told stories of poor leaders and military defeats.
- 1.30 _____ These first libraries preserved records of Sumerian laws and religious music.
- 1.31 _____ Mesopotamia was the “crossroads of the Middle East.”

Complete these statements.

- 1.32 Two cities built by the Sumerians, other than Ur and Babylon, were a. _____ and b. _____ .
- 1.33 A great military leader in Babylon was _____ .
- 1.34 The Fertile Crescent was invaded by the _____ .
- 1.35 The two sections of Egypt were united by _____ .
- 1.36 Egypt was ruled by powerful _____ .
- 1.37 Egypt’s first capital city was _____ .
- 1.38 The Egyptians used a form of writing called _____ .
- 1.39 The people who were expert sailors and traders in the Mediterranean area were the _____ .
- 1.40 Abraham went to Egypt during a _____ .
- 1.41 Abraham is recognized as the father of both the a. _____ and the b. _____ nations.

Complete this activity.

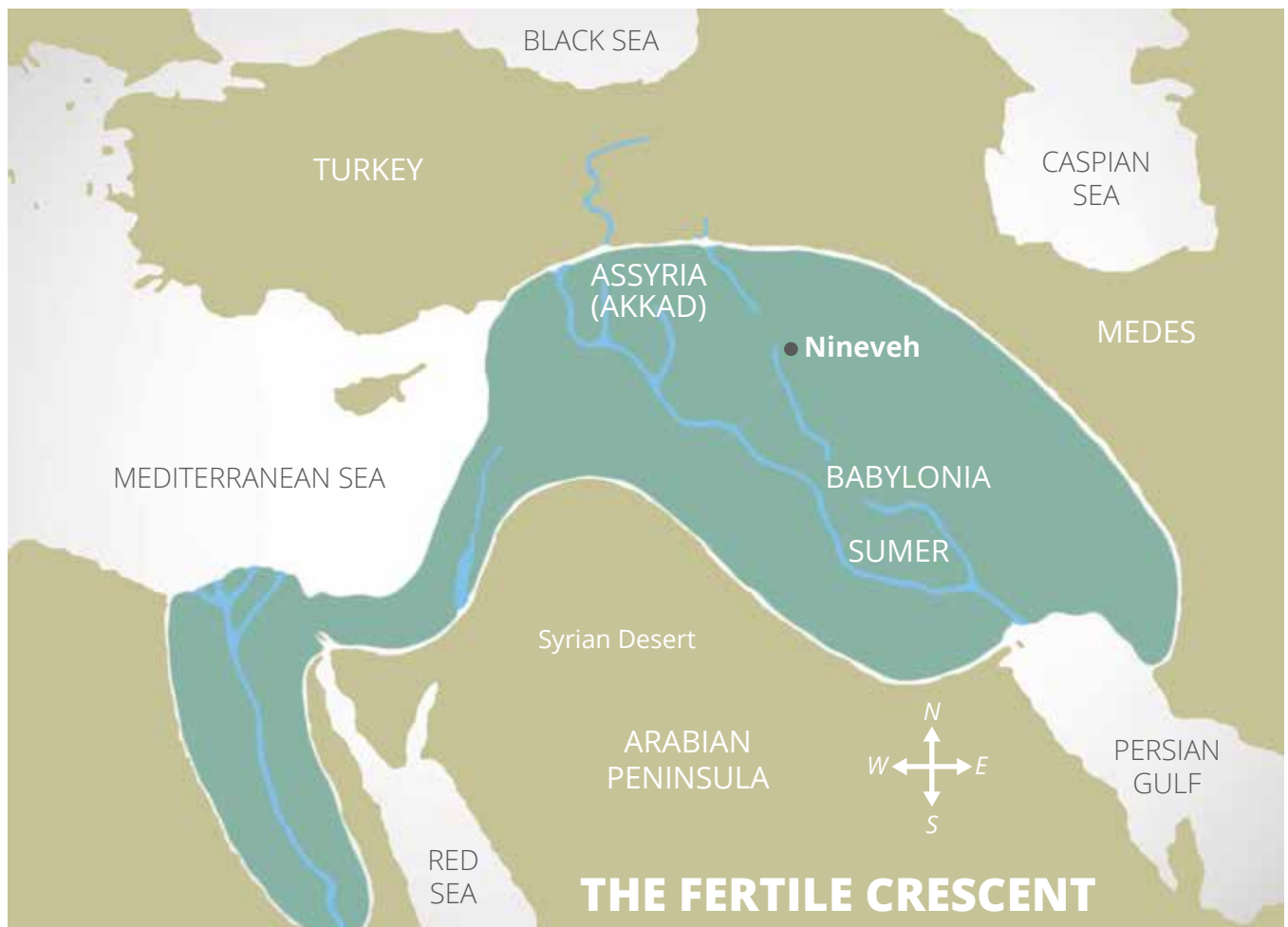
1.42 On the following map, write the names of the following ancient places in the correct locations. Use an atlas or an encyclopedia to find the correct locations.

Egypt	Jerusalem	Phoenicia	Babylon
Canaan	Nile River	Ur	Tigris River and Euphrates River
Africa	Mountains of Ararat		

TEACHER CHECK

_____ initials

_____ date



Review the material in this section in preparation for the Self Test. The Self Test will check your mastery of this particular section. The items missed on this Self Test will indicate specific areas where restudy is needed for mastery.

SELF TEST 1

Put these events in proper order (each answer, 2 points).

- 1.01 _____ The ark lands on Ararat.
- 1.02 _____ The African continent is entered.
- 1.03 _____ Man is removed from the garden.
- 1.04 _____ God created heaven and earth.
- 1.05 _____ Abraham leaves Ur.
- 1.06 _____ Abraham goes to Egypt.
- 1.07 _____ The deluge begins.
- 1.08 _____ Man begins building Babel.
- 1.09 _____ Descendants of Ham head to Africa to live.
- 1.010 _____ Adam and Eve are created.

Match the meanings with these words (each answer, 2 points).

- | | |
|--------------------------|---|
| 1.011 _____ petrify | a. the period before the Flood |
| 1.012 _____ fossil | b. writing material can be made from this reed |
| 1.013 _____ fissure | c. to turn soft material into a stony substance |
| 1.014 _____ antediluvian | d. a place where lush vegetation grows in a warm climate |
| 1.015 _____ papyrus | e. layers of rock or soil |
| 1.016 _____ cuneiform | f. fine particles of soil deposited by water |
| 1.017 _____ inundate | g. one who lives in or comes from Asia or the Far East |
| 1.018 _____ strata | h. to flood or submerge under water |
| 1.019 _____ tropical | i. the preserved remains or the imprint of animal or plant life in rock |
| 1.020 _____ silt | j. an opening or crack in the surface of the earth |
| 1.021 _____ hieroglyphic | k. Egyptian form of writing |
| | l. Babylonian form of writing |

Complete these statements (each answer, 3 points).

- 1.022** The area of the Fertile Crescent that lay between the Tigris and Euphrates Rivers was known as _____ .
- 1.023** The people who remained at Babel were the _____ .
- 1.024** The first man's name was _____ .
- 1.025** Because he was divinely created man actually belongs to _____ .
- 1.026** A canopy of water once shielded man from _____ .
- 1.027** The various layers of the earth are called _____ .
- 1.028** One kind of fossil fuel is _____ .

Match these items (each answer, 2 points).

- | | |
|--|---------------------|
| 1.029 _____ the ruler in ancient Egypt | a. Babel |
| 1.030 _____ a Sumerian of Mesopotamia | b. Fertile Crescent |
| 1.031 _____ united upper and lower Egypt | c. "hothouse" |
| 1.032 _____ the environment of early man | d. Mesopotamia |
| 1.033 _____ an arc-shaped area in the Middle East | e. Menes |
| 1.034 _____ the city and tower man began to build after the Flood | f. Abraham |
| 1.035 _____ Mediterranean sailors and traders | g. Pharaoh |
| 1.036 _____ a river, supported a civilization | h. Ur |
| 1.037 _____ the father of the Hebrew nation | i. Phoenicians |
| 1.038 _____ crossroads of the Middle East | j. Nile |
| 1.039 _____ Babylonian leader | k. Memphis |
| | l. Hammurabi |

Answer these questions (each answer, 5 points).

1.040 How were fossil fuels formed? _____

1.041 How would you describe the earth as it was before the Flood? _____

1.042 What changes took place in the earth's topography as a result of the Flood? _____

	SCORE _____	TEACHER _____	initials _____	date _____
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