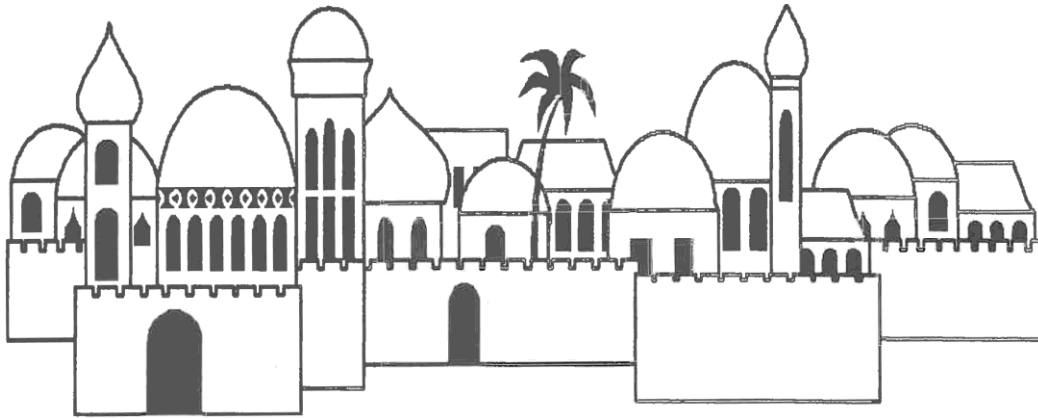


# UNDERSTANDING THE MIDDLE EAST AND EUROPEAN HISTORY

*Volume 1*



*Hook Dates of the Middle East  
and Europe from the time of  
Christ to the Gulf War*



Published by  
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*Learning to Ponder*

Middle East and European History – Volume 1

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Dear Parents, Teachers, and Students,

Welcome to the study course entitled, "Learning to Ponder – The Middle East and European History."

This is Volume 1 of a two-volume study course, designed to help you launch into a life-time discovery of exciting history centered around the Middle East. More than 160 pages of valuable information have been compiled in this guidebook to help you in your research.

Using a method originated by the renowned author and teacher, the late W. Cleon Skousen, we have incorporated the unique method of studying history called "hook dates." Benjamin Franklin encouraged this same approach when he wrote:

Let [students] begin to read history, after having got by heart a short table of the principal *epochas* in chronology...[and award] little prizes or other small encouragements to those who are able to give the best account of what they have read, as to times, places, names of persons, etc. This will make them read with attention, and imprint the history well in their memories." (*Albert Henry Smyth, Ed, The Writings of Benjamin Franklin. New York, The Macmillan Company, 1905-7, vol. 3:25; quote written in 1750*)

Using "hook dates" makes it very easy to organize and compile historical events into the mind. Like a computer, all other knowledge can be "hooked" onto the dates with amazing accuracy, ease, and quickness.

The INTRINSIC VALUE of history is to help the student learn to PONDER. History is, in reality, "God's dealings with mankind, and mankind's dealings with each other." When pondering this concept through scripture study, history becomes an important and sacred learning experience. It will be easy to recognize that many Biblical prophecies are actually being fulfilled in our very lifetimes. Understanding and wisdom will greatly increase when recognition of God's plan during this pre-Millennial era becomes a part of life.

The following page is a review of the six steps for using this guidebook in the classroom or as a family.

*OF SPECIAL NOTE: We would like to express our appreciation to W. Cleon Skousen and his family for giving us permission to use his works in this curriculum. Most of the information in this volume came from his excellent books and articles about the Middle East – Days of the Living Christ, Fantastic Victory, Isaiah Speaks to Modern Times, the Thousand Years series, and the Real Story of Christmas. These materials would be a wonderful addition to your library, and can be purchased at [www.skousen2000.com](http://www.skousen2000.com).*

# How to Use This Guidebook

**Step One: Prepare a History Notebook.** Obtain a 3-ring binder with a slip-in cover. Create a cover picture for your binder. Make it colorful. Write your name somewhere on this page. You will need about 100 sheets of lined paper for taking notes as you study this volume.

**Step Two: Memorize the Ten Hook Dates.** Turn to the page in this manual where the ten "hook dates" are listed and memorize them. These can be rehearsed aloud as a class, or memorized on your own. You should know them so well that you can recite them forwards and backwards. Review them every day until you can recite them without a mistake.

**Step Three: Memorize the Ten Key Personalities.** The next page shows the *key personalities* associated with each hook date. Adding a key personality to the hook date activates both hemispheres of the brain, as left-brain *facts* are attached to key *people* of the past. With this connection, the hook-date will then begin to have *meaning*. After you have memorized the key personalities, rehearse them aloud along with the hook-dates.

**Step Four: Memorize the Key Events.** The next page adds the *key event* to each hook date and key personality. When these are thoroughly memorized, you will have a good overview of the entire period of Old Testament and World history.

**Step Five: Study each date thoroughly.** Now you are ready to begin attaching a larger amount of information to each hook date. Read the information about the hook date, then choose from the Learning Projects suggested at the end of each hook-date section. You may wish to do further research from other resources. Study each hook date for approximately one week and be sure to take good notes. Remember that those who wish to graduate from the Glenn J. Kimber Academies will be writing a thesis using the facts and information recalled from your own written notes.

**Step Six: Review Often.** You will want to constantly be on alert for additional information which you can include in your notebook about a particular subject you are studying. Before long, you will notice that your knowledge on one date will begin to overlap the time period of another date, and your intelligence and depth of understanding of Middle Eastern history will be enlarged until you can actually teach it!

By following these six steps, Middle East and European History will truly *come alive* for you!

# Middle East & European History Hook-Dates

A.D. 33

A.D. 133

A.D. 600

A.D. 1200

A.D. 1492

A.D. 1841

A.D. 1917

A.D. 1948

A.D. 1967

A.D. 1991

# Middle East Hook-Dates with Key Personalities

A.D. 33	Jesus Christ
A.D. 133	Simon Bar Cocheba
A.D. 600	Mohammed
A.D. 1200	King John
A.D. 1492	Columbus
A.D. 1841	Orson Hyde
A.D. 1917	Chaim Weizmann
A.D. 1948	David Ben-Gurion
A.D. 1967	Moshe Dayan
A.D. 1991	Saddam Hussein



# Middle East

## The Hook-Dates, Personalities, and Key Events

A.D. 33	Jesus Christ	Fall of Jerusalem
A.D. 133	Simon Bar Cocheba	Jews Scattered
A.D. 600	Mohammed	Rise of Islam
A.D. 1200	King John	The Crusades
A.D. 1492	Columbus	Battle of Granada
A.D. 1841	Orson Hyde	Beginning of Zionism
A.D. 1917	Chaim Weizmann	Zionism is Recognized
A.D. 1948	David Ben-Gurion	Israel Gains Independence
A.D. 1967	Moshe Dayan	A Victory for Israel
A.D. 1991	Saddam Hussein	Invasion of Kuwait

## Map of the Middle East and Europe



Courtesy of [www.library.brynmawrschool.org](http://www.library.brynmawrschool.org)

# A.D. 33

## Jesus Christ

### Fall of Jerusalem



# Herod the Great

It is almost impossible to understand the monumental prophecies of the Savior concerning Jerusalem, without an understanding of how great Jerusalem was at the time. To better appreciate the historical setting we must first get a glimpse of the leadership that propelled Judah into one of the "bright stars" of the vast Roman Empire. First we must review the Roman conquest of Judah.

## **The Rise of Rome**

The Roman legions had been battering and badgering their way toward the east and coming into direct conflict with the masters of the Middle East for over 150 years. Up to this point, however, everything that had happened was merely prelude. The Romans were now about to take over the whole theater of civilization from England to India.

The Romans were of a different temperament than the Greeks but equally ambitious. They had experimented with limited democracy, and developed a flare for the most rigid kind of military discipline. They had also exercised the greatest delight in building thousands of miles of roads together with equally impressive aqueducts, amphitheaters, coliseums, palaces, temples and race tracks. They were methodical perfectionists but the Romans had imbued themselves with one non-conformist quality which distinguished

them from practically all other empire builders. They generally practiced religious tolerance. Establishing a universal system of worship was not among the ambitions of the Romans. Their passion was for peace, order, and the Latin version of law and justice.

Anyone standing on the sidelines might never have guessed that the pagan Roman legions which strictly enforced their doctrine of *Pax Romanica*, also brought with them the framework of indispensable circumstances required for the ministry of Jesus Christ! Yet such was the case, and the Heavens knew it. The orderly timetable for the succession of kingdoms which Nebuchadnezzar had seen in his dream was right on schedule.

For 400 years the Romans relied on a Republican form of government but by the first century BC they had evolved into a series of military dictatorships. Even when they passed laws prohibiting their generals from seizing power, the very next emergency would find the Senate violating its own rules and giving almost unlimited authority to one or more of its most trusted military leaders.

Thus it was that by 63 BC the famous generals, Julius Caesar and Gnaeus Pompey, both found themselves in virtual control of the Roman Empire.

## **How Judah Became a Tributary of Rome**