

The Reason for Man's Fall

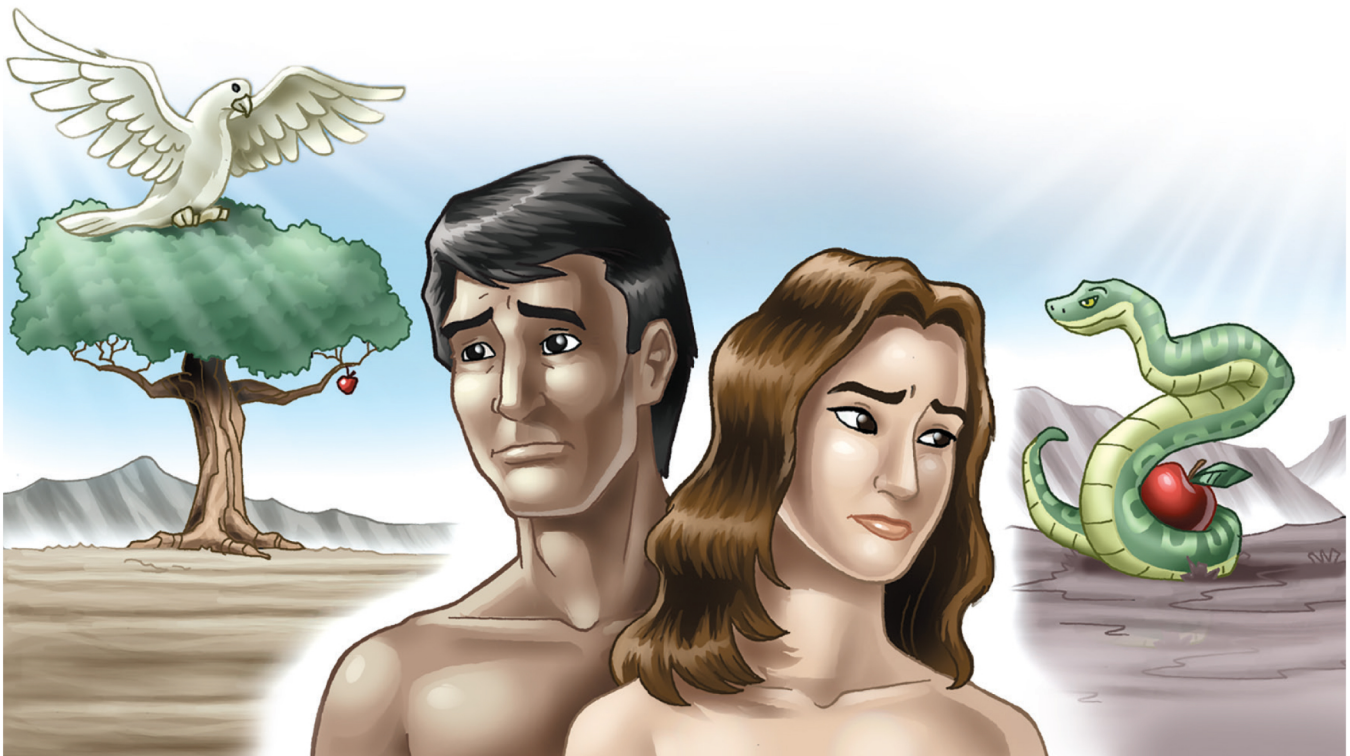
Because of jealousy, the devil **tempted** Adam and Eve, causing them to sin. We each have a personal choice to serve God or to serve the devil.

The Tempter. God created the first man and woman. They were created in the image of God to have daily fellowship with Him. When God created man and woman, He desired that they serve Him because they wanted to; so He gave them a free will to choose to obey or disobey His law. Genesis 3 introduces to us the enemy of man—the devil. The Bible tells us that the devil was once a beautiful angel who served God, but who desired to **dethrone** God and set up his own rule (Isaiah 14:12-15). A great battle took place, and God cast the devil and his wicked angels out of heaven onto the earth (Revelation 12:3-9). Now the devil roams the earth seeking to destroy any person he can (1 Peter 5:8).

Personal Choice. We find in Genesis 3 that Eve was faced with this wicked **tempter**, the devil, also known as the serpent. Remember we

learned that God created Adam and Eve with a free will to choose to obey or to disobey God. The devil wanted to cause Adam to disobey and sin. The plan of the devil was to place doubt in the minds of Adam and Eve as to whether God was really a good God. In Genesis 3:1 we read the leading question of the tempter, "...hath God said, Ye shall not eat of every tree of the garden?"

At this point in history, the most important question of all time was asked of God's first created woman. Eve's answer would **vitaly** affect the entire human race. She was the mother of all mankind, and her decision would affect you and me for all of our lives. The question was simple—will you trust and believe God, or will you make yourself as a god and disobey His law? The law had been given, "But of the tree of knowledge of good and evil, thou shalt not eat of it: for in that day thou eatest thereof thou shalt surely die" (Genesis 2:17). Adam and Eve had to decide whether to obey or to disobey their Creator.



THE MAN

The apostle Paul was also known by the name Saul. The **inference** of Scripture is that he was short of stature and could be easily lowered over a wall in a basket to escape persecution (Acts 9:25 and 2 Corinthians 11:33). He was probably of medium build and displayed boundless energy and zeal in any task he undertook. You will study Paul's birthplace, his trade, and his temperament in the first part of this section.

Origin. Saul was born in the city of Tarsus, the capital of Cilicia. He was proud of his birthplace, not just as a resident, but as a Roman citizen of that great **cosmopolitan** city. The capital city was located on the river Cydnus in a wide plain area with the snow-covered Taurus Mountains as a scenic backdrop. Its earliest residents were possibly Greeks and **Asians**, and it became a Roman city containing also a Jewish colony.

Tarsus, during the reign of Augustus, was noted as a city whose life and citizens were greatly influenced by the Tarsian University there. The atmosphere of enthusiasm and thirst for knowledge among the students must have had a profound effect upon Saul as he grew up. The university climate of Tarsus would give him a natural education in the social, political,

Read Acts 21:30-39 and 22:1-29.

intellectual, moral, and religious life of the Greek and Roman world.

Saul was not only a resident of Tarsus, but also was a Roman citizen by birth. This carried with it privileges not afforded others who merely came under Roman rule. He would be guaranteed protection by Rome from the injustices of local magistrates and would be assured of a speedy passport to any distant land under Roman rule (Acts 16:36-39; 22:29). Paul used his privilege as a Roman citizen to escape from his Jewish persecutors. He also makes allusions to privileges associated with Roman citizenship in his Epistles.



| Tarsus



Write true or false.

- 1.1 _____ Paul was also known as Saul.
- 1.2 _____ Paul was probably very tall and easily noticed in a crowd.
- 1.3 _____ Paul displayed energy and zeal in any task he undertook.
- 1.4 _____ The Tarsian University had a great influence in the city of Tarsus.
- 1.5 _____ Paul did not have the privileges of Roman citizenship.

Section Objectives

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

1. Describe several aspects of God's essence.
2. Describe three key attributes of God toward man.
3. Explain the eternal plan of God, especially for man.

Vocabulary

Study these words. Learning the meanings of these words is a good study habit and will improve your understanding of this LIFEPAAC.

alteration (ôl' tã rã' shãn). A change in something or someone.

attribute (at' rã byüt). Trait, characteristic, or quality that is basic to a person or thing.

compensation (kom pãn sã' shãn). A payment or making up of something owed or lacking.

consequences (kon' sã kwen' sæz). Something produced by a cause or necessarily following from a set of conditions.

essence (es' ns). The real or ultimate nature of a thing.

immutable (im myüt' ə bəl). Not capable of change.

omnipresence (om' ni prez' ns). Being present everywhere at the same time.

pinnacle (pin' əkəl). The highest point of achievement or development.

redeem (ri dēm'). To free from captivity by payment of ransom.

restitution (res tã tü' shãn). An act of restoring or a condition of being restored.

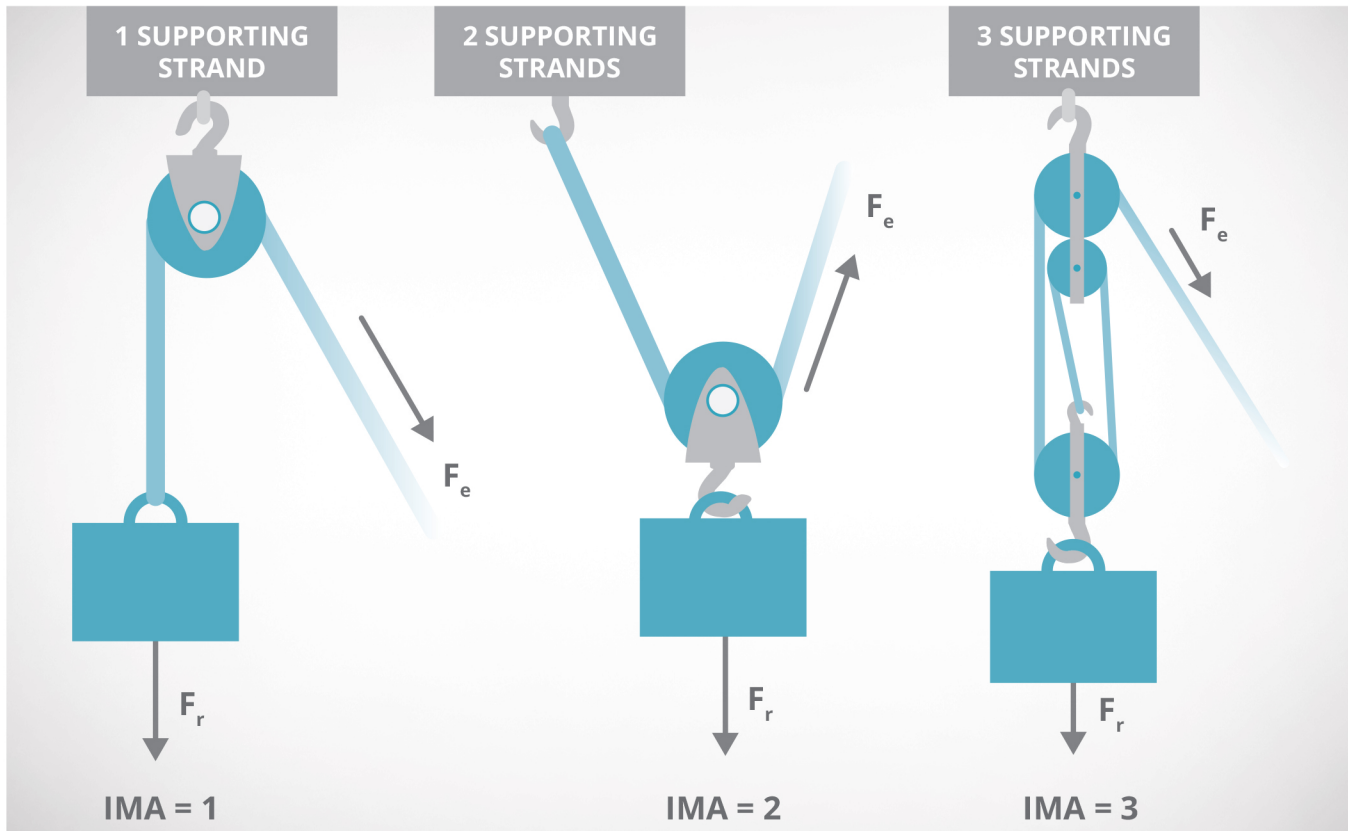
unmerited (un mer' i ted). Without merit; or something that is not earned.

Note: All vocabulary words in this LIFEPAAC 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, ĩce; hot, ōpen, ōrder; oil; out; cup, pūt, rüle; child; long; thin; /ʒh/ for then; /zh/ for measure; /ə/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.



| God has a loving plan for man.



Uses. Pulleys transfer power from electric motors to machines. A v-belt passes around the drive pulley and the driven pulley. The speed of the driven pulley can be changed by changing the size of the pulley.

Generally, pulleys change the direction of the force or increase the effort force. The single pulley mounted over a well has been used since ancient times to haul water to the surface. The bucket and water is the resistance and the effort is provided by the person pulling on the rope. The single pulley is so common in daily life that we seldom think about it. Everything from raising the flag, to pulling your bike or canoe up to the ceiling in the garage to store it out of the way are ways that single pulleys are used.



| Single Pulley and Bucket over a Water well

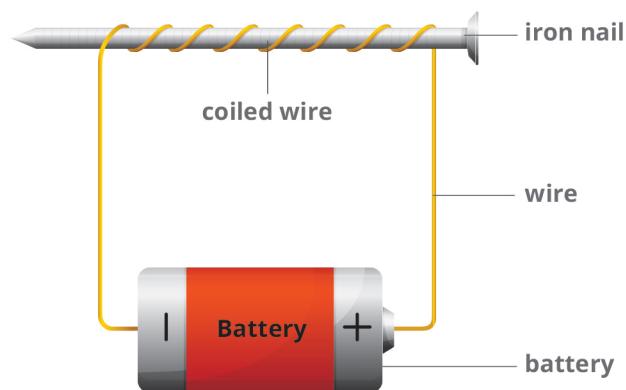
INDUCED MAGNETISM

Magnetism can be induced in an iron bar by stroking the bar with a magnet. This method produces a magnet that is weak and temporary. However, a magnet can be made that is very strong. An iron bar called the *core* is wrapped in a coil wire and the two ends of the wire are connected to a battery. This wire-wrapped core is an electromagnet. The iron bar will be magnetized as long as the wire carries an electric current. When the battery is disconnected, the magnetism vanishes.

Field strength. The strength of an electromagnet depends on the strength of the current, the number of turns of wire around the core, and the material in the core. The strength of the magnet can be changed by changing any one of these. The more turns in the core, the stronger the field; the stronger the current, the stronger the field.

Electromagnets are used to lift and move large loads of iron. Control is easy. The operator has only to turn the switch on or off. One use of electromagnets is the loading of freight cars with scrap iron.

Supermagnets. Scientists and engineers who study supercold believe that all motion in atoms and molecules would stop at the



| Electromagnet

temperature of -460° Fahrenheit or -273° Celsius. So far this very low temperature has not been reached. The experiments have produced some interesting results, however.

Many materials that are not good conductors of electricity at normal temperature are excellent conductors at extremely cold temperatures. In some conductors the current even continues after the energy source is shut off.

Since *superconductors* do not resist the flow of electricity, they produce very strong magnetic fields. Some of these very strong magnets are used in atomic research. Research is being continued toward developing supermagnets and superconductors.



Write true or false.

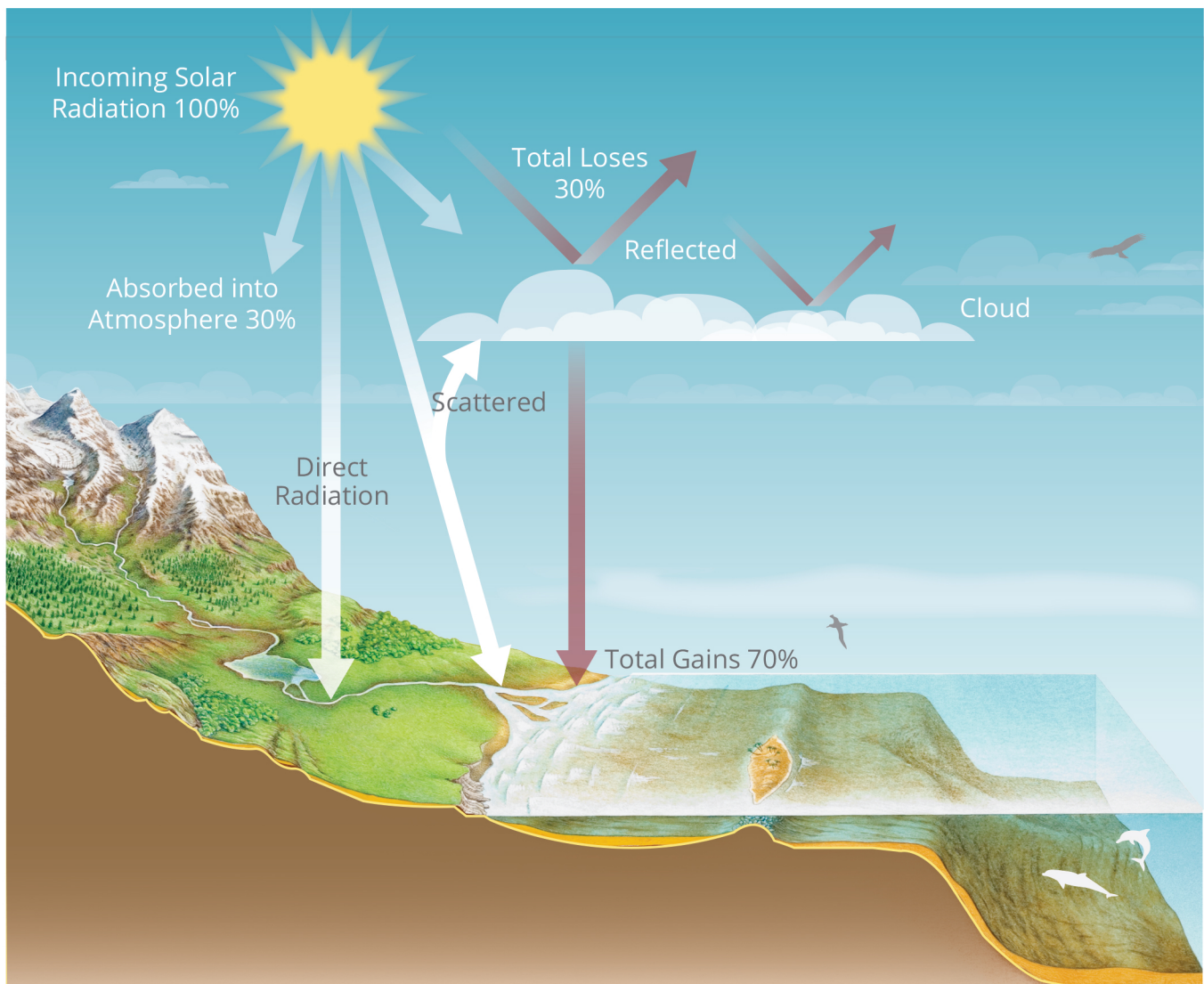
- 1.42 _____ The strength of an electromagnet is easy to control.
- 1.43 _____ Magnetism can be maintained in a bar by hammering.

Incoming radiation. Our atmosphere and clouds reflect about 30 percent of the incoming solar radiation. The remaining 70 percent is responsible for warming the earth and atmosphere. About 30 percent of the total incoming radiation is absorbed directly by the atmosphere. The ozonosphere and ionosphere are responsible for most of this absorption of radiation. The remaining 40 percent of the total solar radiation reaches the surface of the earth. As the solar radiation penetrates the lower layers where air is more dense, some **scattering** occurs. Scattering is the bending of light rays in all directions by gas molecules. Some

light rays are lost back to space. Since blue light is most affected by scattering, the sky appears blue.

Energy released by a very hot object like the sun is in the form of *short-wave* radiation. Land and water can absorb this form of radiation far better than can the atmosphere. As a result the earth's surface is warmed. Since the earth is a warm object it, too, re-releases energy. Ground radiation is of the *long-wave* form because the earth is cooler than the sun.

Greenhouse effect. Long-wave radiation given off by the warm earth is absorbed by water



| Figure 6



Complete this activity.

2.19 List the kinds of informal (personal) letters.

a. _____

b. _____

c. _____

d. _____

A business letter generally performs one or more functions. It conveys a message about a specific matter of importance that is related to the sender and to the receiver. The business letter serves as a record of a proposal or transaction. It builds good will for the person or the agency that sends the letter.

A business letter is a formal letter that must be *accurate*, *brief*, and *clear*. You are conveying specific information for a specific purpose. A business letter is often written in *block style*, usually typed on standard 8½ x 11 inch white paper. The six parts of the business letter are the heading, the inside address, the **salutation**, the body, the closing, and the signature.

The diagram shows a business letter with the following parts labeled on the left:

- Heading**: Patrick Murphy
111 W. 32nd St.
Midtown, Iowa 52289
- Inside Address**: Flash Photo Corporation
P.O. Box 945
Portland, Oregon 97452
- Salutation**: Dear Sirs:
- Body**: Please send me three rolls of your high-speed color slide film for 35 mm cameras (ASA 400). Enclosed is a check for \$5.25, including the shipping and handling fees.
- Closing**: Very truly yours,
- Signature**: Patrick Murphy

VERBS

You should remember from the study of Language Arts 702 and 705 that a verb is a word or a group of words which usually express action or state of being. The **tense** of a verb tells the time the action or being occurred. A verb is the backbone of every sentence; without it, a group of words is only a fragment of a sentence.

Verbs may be classified **regular verbs** or **irregular verbs**. The principal parts of regular verbs are formed by adding *-ed*, *-d*, or *-t* to the present tense. Irregular verbs must be learned (see Chart 1 in Language Arts LIFEPAC 702 to review the principal parts of some of these verbs).

The three principal parts of a verb are:

| | Regular | Irregular |
|-----------------|---------|-----------|
| Present tense | stop | see |
| Past tense | stopped | saw |
| Past participle | stopped | seen |

From these three principal parts of a verb, the six verb tenses are formed.

Present tense:

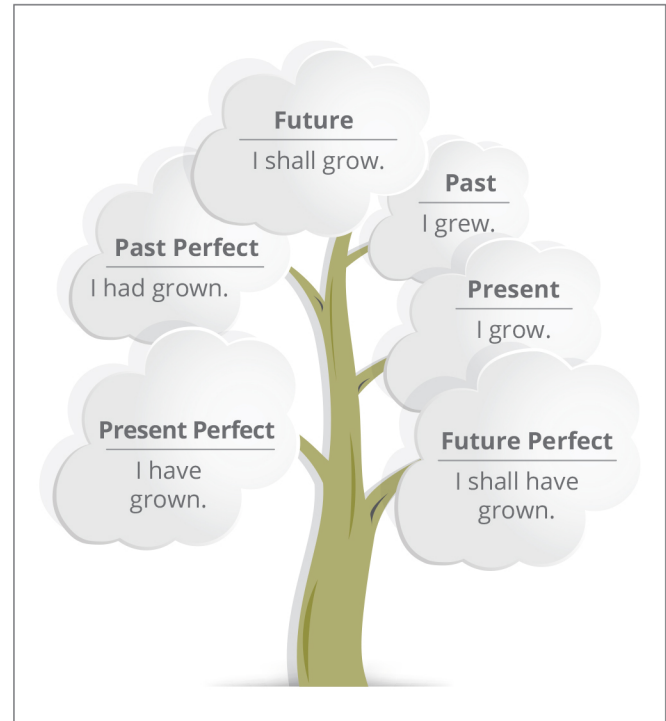
- I see him.
- She sees me.

Past tense:

- I saw him.

Future tense:

- She *will* see me tomorrow after class.



| First Person Tense Tree

Present perfect tense:

- I *have read* the assignment.

Past perfect tense:

- I *had read* the book before the teacher assigned it.

Future perfect tense:

- By next week he *will have read* all the assignments.



Complete this activity.

2.45 Read Matthew 6:28–30.

- a. Do these verses fulfill the requirements of an inductive paragraph? _____
- b. Notice that the first sentence asks a question. Do the other sentences lead up to the summation or conclusion presented in the last verse? _____

Perhaps you can find other Biblical examples of inductive paragraphs to share with your class.

Remember, even though the topic sentence concludes the paragraph instead of introducing it, the inductive paragraph calls for the same unity and sequence required of all paragraphs.

Read the following paragraph and complete the activities.

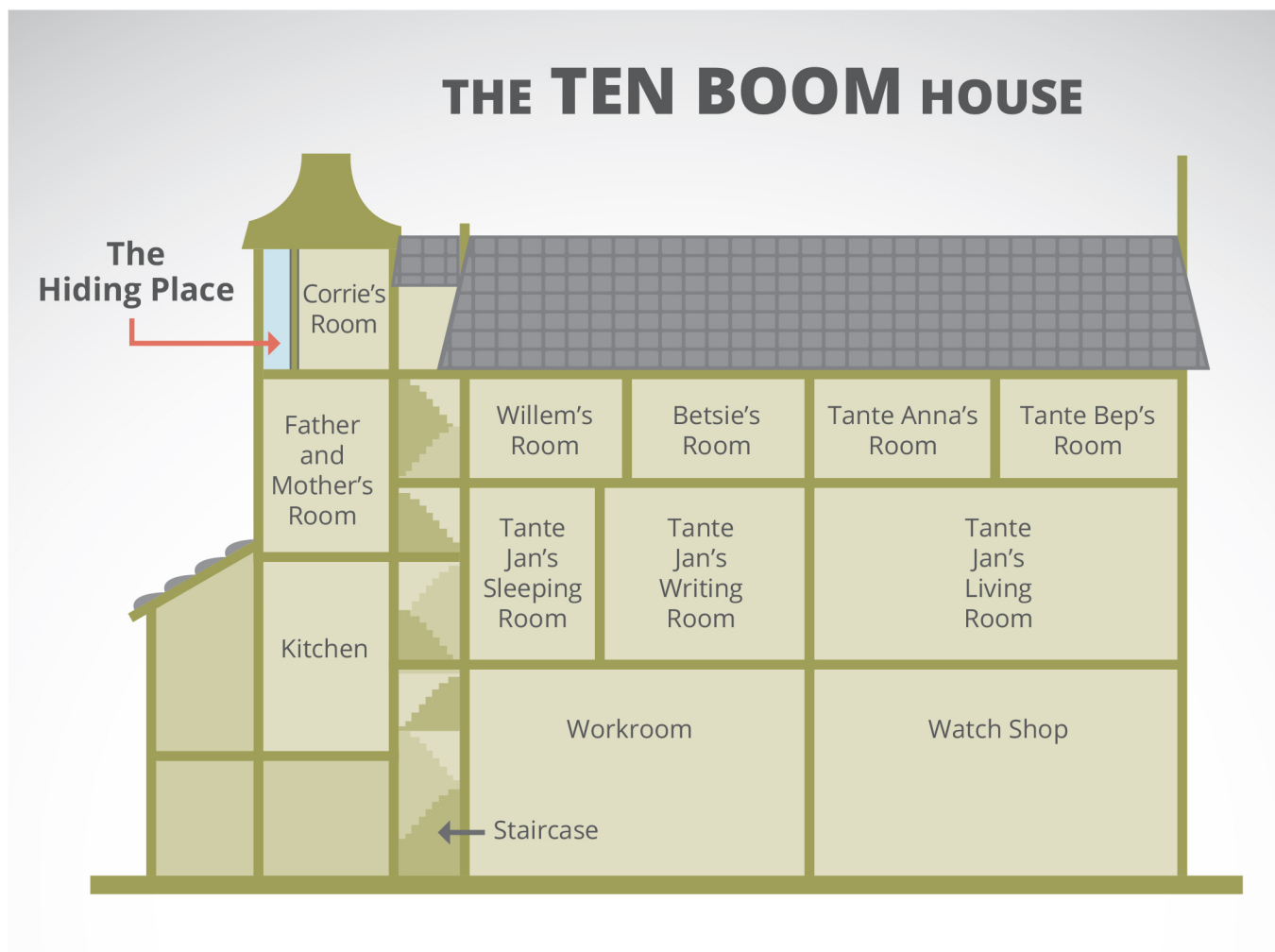
When my brother Mark brought home a baby raccoon he found in the woods, we thought at first it would be a perfect family pet. We named him Tubby because he was so round and plump. Dad helped us build a box for him to sleep in. Mother found some soft, clean rags for his bed. We laughed and laughed as we watched Tubby eat and play. As Tubby grew bigger and stronger, our laughter stopped. Tubby scattered Dad's neckties all over the house. He broke Mom's favorite cookie jar. He knocked over Mark's bike. He treed our cat. He even chewed up all the rolled newspapers I had ready for my paper route. Finally Dad had to call the Game Warden to come get Tubby and to return him to the woods where he belonged. We were sad to see him go, but we had learned a valuable lesson. Wild animals do not always make good pets.



- 2.3 The ten Booms began _____ .
- efforts to overthrow the government
 - to plot against the Jews
 - taking Jews into their home
 - hiding all their jewelry
- 2.4 The hiding place would be located behind a false wall _____ .
- under the staircase
 - in Corrie's bedroom
 - in the cellar
 - in the watch shop
- 2.5 Corrie reached her thirty-one associates by using a _____ .
- bicycle
 - boat
 - taxi
 - horse and buggy

Soon, fleeing Jews began arriving at the Beje. Corrie goes to Willem for help. He tells her that she will have to get the needed ration cards. She finds a friend who obtains one hundred cards for her. Corrie realizes that she has many friends in Haarlem who can help her when special needs arise. She relies on God to lead her to the right person.

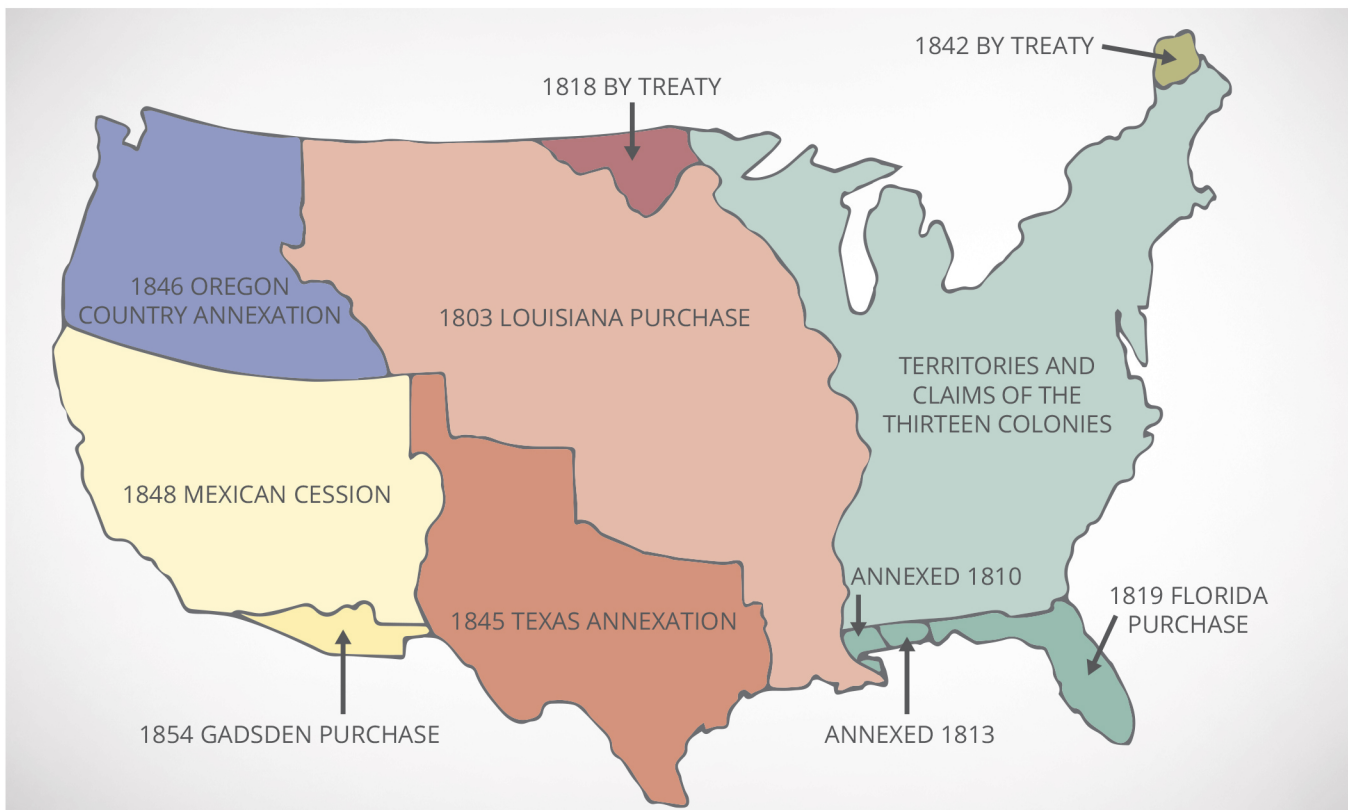
Corrie has a chance to meet members of the **underground**. She meets a man who helps her build a secret hiding place in her house. She also learns that Peter will soon be released. The secret hiding place soon is built. Such an excellent job is done that even Corrie has a difficult time believing it is actually there.



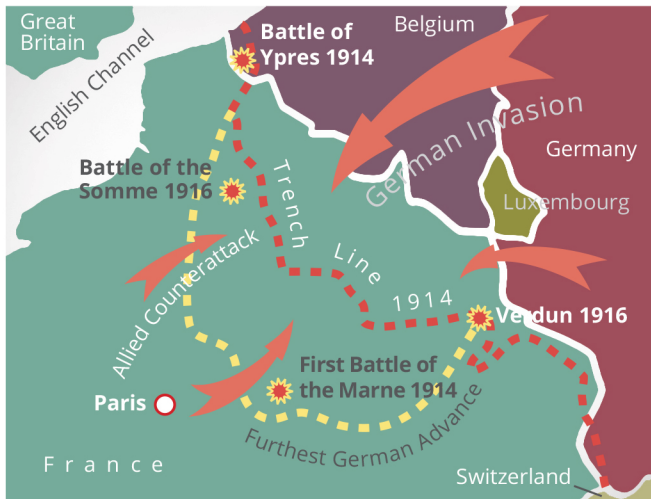
A new **era** began under President John Tyler. The **annexation** of Texas, the Mexican War, and the acquisition of the whole Southwest had their roots in Tyler's administration. Most of the settlers moving into Texas were southerners. They had pushed into Texas for many years and wanted their independence from Mexico. They fought many Mexican armies, seceded from Mexico, and created the Republic of Texas. Their desire to join the United States became an issue during the campaign of 1844. After the election, Texas was admitted to the Union. However, the new state boundaries

were badly defined. The United States and Mexico both claimed large areas on the Rio Grande. War broke out between Mexico and the United States. As a result of the Mexican War, Texas, California, and the great Southwest became part of the United States.

While all this conflict with Mexico was transpiring, President Polk peacefully settled the question of the Northwest with Great Britain. The United States gained present-day Idaho, Oregon, Washington, and parts of Montana and Wyoming; but British Columbia went to Great Britain.



| Growth of the U. S. to 1860



| The Western Front (1914-1916)

National pride, alliances, and an arms race drew Europe into a horrific war. Very few people had the slightest idea how awful the war would be. Sir Edward Grey, the Foreign Secretary of Britain, was one exception. “The lamps are going out all over Europe,” he said when Britain declared war. “We shall not see them lit again in our lifetime.”

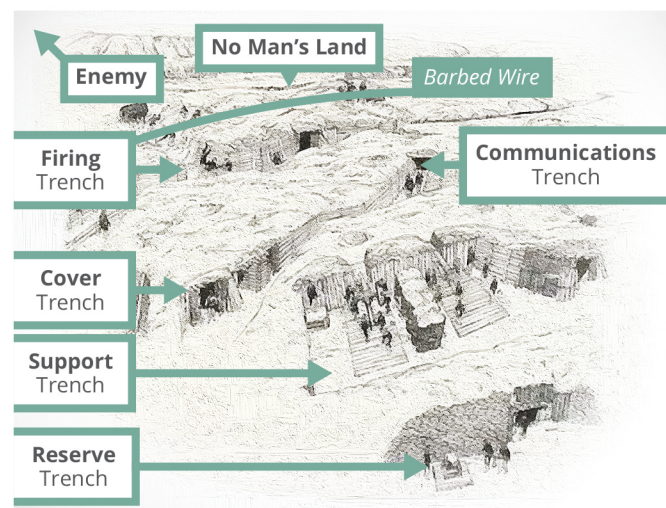
Stalemate. Germany was faced with a two-front war. Its battle plan called for the swift invasion and conquest of France before the huge, but slow, Russian army could be brought into battle. To insure speed on the western front, Germany attacked, not along the protected French-German border, but through neutral Belgium. This was a major mistake. It cast Germany as the aggressor and was a major factor in turning the U.S. toward the Allies.

The well-disciplined, well-equipped Germans made rapid progress, and by September 1914 they were threatening the French capital of Paris. The French and a small British army succeeded in throwing them back at the first Battle of the Marne (September 6-9). Then both sides “raced to the sea” in an effort to go around the enemy army. By November of 1914, a battle line had been established that ran from Switzerland to the North Sea. Both sides dug in and set up defensive positions. Thus began the horrific “trench warfare” of World War I.

Trench warfare was brutal. Each side set up several parallel rows of trenches facing the enemy. These would be 6-8 feet deep and wide enough for two men to pass each other. In between the two armies was “no man’s land,” bombed-out, open land protected on each side by barbed wire, machine guns, and artillery fire.

Attacks were wholesale slaughters. They began with artillery barrages followed by men “going over the top,” out of the trenches into the open across no man’s land. They ran unprotected into the machine gun and artillery fire of the enemy who was firing from fortified trenches. Losses were huge and gains were small. For example, close to a million men were wounded, killed, or captured in the battles of Verdun and the Somme in 1916, neither of which accomplished much. Moreover, the generals never learned from the failures. They continued to order attacks in spite of the losses, even when the western front barely moved for three and a half years! The suffering of the men intensified when both sides began to use poison gas that killed and blinded many.

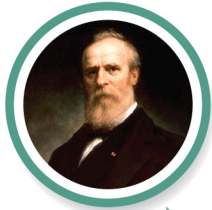
On the eastern front, Germany pushed back the Russian armies that had attacked at the beginning of the war, but Austria-Hungary was less successful. Russia occupied part of their territory until 1915, when a combined German-Austrian army recovered it. Russia



| The Trench Warfare System



AMERICA from 1880 to 1915



Rutherford B. Hayes
1877-1881
Republican



James A. Garfield*
1881
Republican



Chester A. Arthur
1881-1885
Republican



Grover Cleveland
1885-1889
Democratic



Benjamin Harrison
1889-1893
Republican



Grover Cleveland
1893-1897
Democratic



William McKinley*
1897-1901
Republican



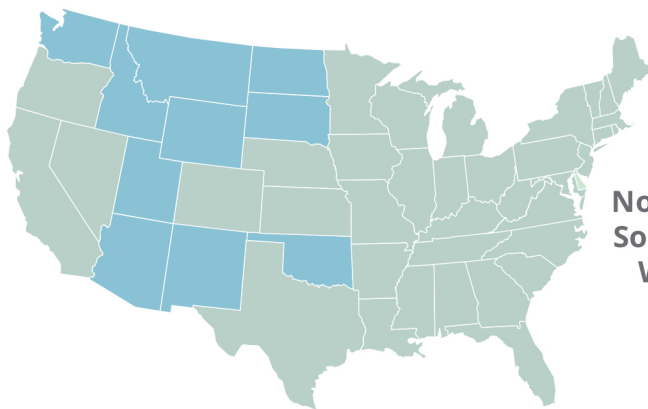
Theodore Roosevelt
1901-1909
Republican



William H. Taft
1909-1913
Republican



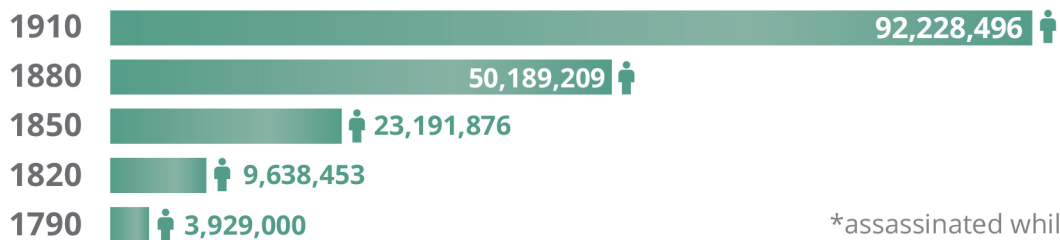
Woodrow Wilson
1913-1921
Democratic



STATES ADMITTED TO THE UNION

| | | | |
|---------------------|------|-------------------|------|
| North Dakota | 1889 | Wyoming | 1890 |
| South Dakota | 1889 | Utah | 1896 |
| Washington | 1889 | Oklahoma | 1907 |
| Montana | 1889 | New Mexico | 1912 |
| Idaho | 1890 | Arizona | 1912 |

POPULATION of the United States of America



*assassinated while in office



| Fatalistic Attitude



| Deterministic Attitude



| Humanistic Attitude

meditation and physical discipline necessary to achieve unity with the divine mind or god.

Deterministic. Determinism is the teaching that all events, both in the physical universe and within the soul of man, are caused by some previous spiritual or physical conditions. To state this philosophy simply, some force or some thing controls or determines everything that happens. This particular attitude may be seen in those who are involved in astrology, witchcraft, mysticism, or occult practices. Astrology is the study of the heavenly bodies such as stars, moons, and planets, and their supposed influence or control over the affairs of human life. Witchcraft involves the use of magic, sorcery, or spells, and follows careful formulas to attempt to control people or events.

Mysticism is involvement with spiritual practices by which people seek to gain immediate spiritual knowledge apart from the normal process of learning. The occult may include mysticism, astrology, or other practices that claim to go beyond the bounds of ordinary knowledge; it may also involve the worship of Satan or demons. Those involved in such practices may believe in a god who is a supreme

being, mind, or force; but their belief is really in satanic power. The meaning of life or suffering is interpreted according to the practice in which they are involved, and depends on the force or being they acknowledge as supreme in power. Suffering, according to these cults, is the result of predetermined forces or transgressions against supernatural laws or beings.

Humanistic. Humanism is basically the concept that man himself is capable of solving all his problems given enough time, wisdom, and scientific ability. Humanism is an attitude of thought or action in which the human point of view **predominates**. Such a view of life leaves no place for God in the scheme of things since man is viewed as being capable of controlling his own future and destiny. Those humanists who regard favorably most events in life, including suffering, are called *optimists*. The optimists tend to look on the bright side of life and hope for the best believing that good will ultimately defeat bad in the world. Those who have a negative attitude and who believe that bad will triumph are referred to as *pessimists*. To the pessimists all things tend toward evil, and suffering in the world is not outweighed by all the good and happiness in life.