

APPENDIX I

AN INTRODUCTION TO THE GUIDE AND TO MARKING PROCEDURES

The purpose of this appendix is to aid the student who is beginning this study without an instructor. It is also a helpful reference for teachers to use when introducing the *Guide* and the *SMM* to a class. First the student is introduced to the various sections of the *SMM*. Then follows an important discussion of the marking kit and procedures which must be read carefully before one begins the assignments. After noting the explanation of the relief used on the *SMM* maps and the difference in the chronological and numerical sequence, the student is prepared to begin marking. The *Introduction* at the beginning of the *Guide* should have been read and the relevant charts marked.

DESCRIPTION OF THE STUDENT MAP MANUAL (SMM)

This description should be read with a copy of the *SMM* available for viewing. Note terms and abbreviations which come up often in later assignments (*SCS*, *SMA*, *Primary Sources*, etc.)

INTRODUCTORY PAGES OF THE SMM

East Orientation Map: This new orientation used in the *SMM* may seem strange at the outset. However, after marking a few maps it becomes very natural.

Contents: This important double page outlines the contents of the *SMM* and provides a cross-reference system. These allow one to find the map on which a particular Biblical or apocryphal reference is studied. A glance at the contents shows that a major part of the *SMM* (Sections 3 through 13) is devoted to historical maps, shown inside the gray and the tan areas.

The maps inside the gray area (Sections 3 through 10) represent the Patriarchal through Persian periods of Old Testament history. Events of these periods are presented on 47 individual maps in the *SMM*. These are seen as a whole on *Student Map A (SMA)* in full color. This map is printed in a 1:275,000 scale and presents sites and regions but no roads. It comes in two sheets, a northern sheet (A-N) and a southern sheet (A-S). These should be trimmed so that they can be joined and placed on a wall (preferably in front of a study desk) for quick reference. Many find it helpful to mount this map and to cover it with mylar (or plastic) so that it can be marked with special colored pens during their studies.

The maps shown inside the beige area (Sections 10 through 13) represent the Persian through Byzantine periods, covering the Return and Intertestament, New Testament and Late Roman/Byzantine periods. These are seen as a whole on *Student Map B (SMB)*, again in two full color sheets.

Other sections in the list of contents include Section 1 (Regional Maps), Section 2 (Archeology), Section 14 (Archeology of Jerusalem) and Section 15 (Indexes).

SECTION 1 — REGIONAL MAPS (full color)

These sixteen regional maps are preceded by a key map which shows the areas covered by each map. Overlapping is intentional and allows one to see strategic sites and

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regions in relation to a variety of other sites and regions. Historical and archeological names used in Sections 2 through 13 are combined on these sixteen regional maps. (Note the legend at the top right of each map). Since modern roads are also shown, these maps are ideal for historical and archeological field work or touring in the country. Built-up areas around modern cities are shown in gray with the name of the modern city in many cases.

SECTION 2 — ARCHEOLOGY

Ten archeological period maps, showing sites where important remains have been found, make up Section 2 of the *SMM*. These sites will also appear with relevant background names (in black) on the appropriate historical maps in Sections 3 through 13. Dates used for the various archeological periods are listed in the introduction to these maps. They may be transferred to each of the ten maps.

SECTIONS 3 THROUGH 13 (Historical Maps)

The historical sections of the *SMM* begin here. Certain elements common to all of these sections are discussed. It is helpful to compare the following discussion with the double page of contents as you read. The number of each map is printed at the top left (northeast) corner and at the bottom right (southwest) corner of the map.

Titles of sections (3 through 13) appear at the top of each *SCS* and each map. Titles of individual maps are found in the *SCS* but are not printed on each individual map. This provides student involvement in writing in the title and flexibility in the choice of a title by the teacher.

Each section is preceded by a *Summary of Contents and Sources (SCS)* prepared especially for the study of that period of history. The main Biblical reference for the entire section is listed at the top right corner of the *SCS*.

The *SCS* for Section 3 shows that presently very little is known about the history of that period of the country. The *SCS* for Section 7 shows the breakdown of the section into individual maps and the further breakdown of each map into various topics (7-3 a, b, c; 7-4 a to h; etc.). (Relevant *SCS* topics are given in the margin of the *Guide* as they appear in the discussions.)

The column to the right of each topic in the *SCS* is the *Primary Source* column. Here is listed the actual historical text where one can read the events covered on the map. Any name found in that text appears on that map in red (an historical source name). All other names on the map are black (background names) and represent relevant archeological finds (from Section 2 of the *SMM*) or contemporary historical sites. Glance through the maps of Section 7 and note the changing red names (reflecting various primary sources from the Bible) and the varying scales of the maps (shown at the top of each map).

The *SCS* for Section 12 develops events surrounding the New Testament by outlining the history of the period preserved in the writings of Josephus Flavius. Both the new and the old systems of numbering of his works are listed under primary sources. New Testament references appear in bold type.

One last word on primary sources must be included here. When the source is extra-Biblical (from outside the Bible), frequently it can be found in certain collections of

primary sources. The initials for such collections are given in the column for primary sources in the *SCS* (note the *SCS* reference of 9-4 or 12-13). The abbreviations are explained on the page preceding Section 1. Many libraries contain these reference works.

The next column to the right in each *SCS* lists any relevant full color Regional Map (in Section 1 of the *SMM*) to which reference may be made if one desires to see the full context of the region. The next column lists the relevant map and text from *The Macmillan Bible Atlas*, a very useful tool in this type of study. In the final column on the right space is available for other references and notes (assignments, readings, etc.). The space to the far left can be used for dates of events which the teacher considers important.

In Maps 3-1 through 11-12 natural communication links are printed on each map (international in red and local in black). These links represent the most convenient natural connection between important points on the map. They give a general idea of the movement of commerce and armies. From Map 11-13 through Map 13-5 a later Roman road system has been used, linking important new centers in those periods. Details on routes are given on the page of introduction in the *SMM* following *Contents*.

SECTION 14 – ARCHEOLOGY OF JERUSALEM

In this section much new and valuable information on the City of Jerusalem during three important periods is presented.

SECTION 15 – INDEXES

The indexes are explained in an introductory page. A glance at the *Index of Main Names* shows that red squares in this index match with red names on historical maps, while black squares match black names. Thus the line following each name presents a summary of much of the known history of each site. This particular history can be studied in detail from the *Primary Sources* by referring back to the relevant *SCS*.

THE MARKING KIT AND PROCEDURES

The assignments in the *SMM* consist of instructions for marking, interspersed with discussions and reading assignments from the Bible. **Biblical passages printed in bold should be read with the map in view.** The discussions serve as a commentary on the graphics the student is drawing on the map. Each completed map becomes a type of geographical/historical building block. First of all, it is a statement in and of itself about a particular historical event. Secondly, it serves to illustrate the expressed goal of the chapter of the *Guide* in which it is found. Finally, the same map has a wide variety of uses in later study as it is linked to other maps in the *SMM*. The more *SMM* maps (building blocks) marked, the more variety of uses are found for each individual map. This is an important concept to remember as each map is marked. The marking is relevant not only to the immediate assignment but also to wider applications later. The procedure for the actual marking of each *SMM* map is discussed here.

1. Colors and code used for marking.

The following is a list of pens and pencils which are needed to complete the map assignments in the *SMM* as outlined in the *Guide*. The use of each color is explained. Items marked with an asterisk (*) are provided by the Institute of Holy Land Studies to students enrolled in its courses.

- a. Yellow broad tip felt pen for highlighting important names.
- *b. Yellow felt tip pen (fine, not broad tip) for highlighting important routes. (The same pen can be used for highlighting names.)
- *c. Brown felt tip pen (not too dark) for writing in geographical information which may or may not be mentioned in the text assigned to the map.
- *d. Green felt tip pen (a bright, medium color) for information relating to Israel (except in the study of Israel, the Northern Kingdom).
- *e. Light blue felt tip pen (turquoise) for information relating to Non-Israelite nations.
- *f. Red felt tip pen to show confrontation of some type.
- *g. Orange felt tip pen (bright and not too dark) for a variety of uses.
- h. Black ultra-flair or fine ball point pen for writing in titles, dates, notes and legends. The same type pen in red is sometimes needed, but the red felt tip can also be used.
- i. Three colored pencils (green, blue and orange) for shading in borders.

2. Highlighting and color-coding names and routes:

In order to avoid mistakes in marking the first few *SMM* maps, the following practice marking may be helpful. It provides the most common types of instructions with examples to mark. The abbreviation *HL* means to highlight the route or name in yellow. This brings out something especially relevant to the topic being studied on the map.

- a. Yellow HL on route  (Use fine tip yellow pen.)
- b. Yellow HL on name • Megiddo
Avoid covering the dot with yellow since it may be colored with a different color later.
- c. Yellow HL on name and blue on the dot • Megiddo
Be careful! Blue and yellow make green.
- d. Yellow HL on name and blue box around name • Ashdod
Always include the dot inside the box or circle. A circle need not be round.
- e. Yellow HL on name and orange on dot • Beth-shan
Do not go over a dot so many times that it becomes too dark and may be confused with red.
- f. Yellow HL on name and name underlined in red • Gezer
- g. Yellow HL on name and red on arrow • Sidon
Arrows printed by names indicate that the site is off the *SMM* map being studied. Since there is no dot for such a name, the arrow must be colored instead.

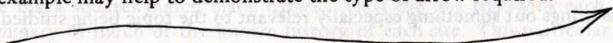
Various other marking instructions will be explained as they appear in the assignments. Instructions usually begin by stating which color is being used and what is being colored (route or name). Then there may be a brief phrase to help locate the route or name on the map. An equal sign (=) signals that marking begins although it is not always included. It is a good practice to read to the end of each individual instruction paragraph before marking in case there is an additional explanation.

3. Writing in information:

There are various items which must be written in on each map. The first is the map title, which should be printed (in black capitals) at the top left center of each map. Secondly, the date can be written in (again in black) at the top center under the title. At the end of most assignments a legend is given. This can be written (in small black capitals) in the larger open area of the Mediterranean Sea or in some other convenient place on the map.

4. Drawing free hand (sweeping arrows and borders):

This is perhaps the most difficult part of the assignments. It is done after most other marking is completed. The action on the map is brought to life by blue (non-Israelite), green (Israelite) and orange (miscellaneous) sweeping arrows. These arrows graphically show movement and direction. The flow of action is drawn alongside relevant routes (not directly on them), making the map much more attractive and meaningful. These arrows should skip over city names, leaving them intact. The arrows can pass through hilly regions and run into sea areas if necessary. The points of these arrows must be large enough to show definite direction. Do not hesitate to be artistic. Practice with the dry end of the pen before attempting to mark the map. The following example may help to demonstrate the type of arrow required.



The flight-chase arrow is a special type of arrow. Forces which are fleeing from a battle are shown graphically with short arrows in the appropriate color. A small, double pointed arrow (directly behind the first arrow) shows the pursuing forces. It is drawn in its own color. The combination would appear like the following example, except in two colors. Try making some yourself.



Free drawn borders also present a problem for the less adventurous student. It is difficult to write clear instructions for such borders. The only suggestion is to read the instructions through once before marking. Then make an initial attempt with a colored pencil of the proper color (blue, green or orange). Finally, draw the border with the felt tip pen and add the shading (in pencil) on the appropriate side of the border. Most of these borders are subjective at best. The exact location of the border is not your main concern. If specific information exists, it appears in the instructions.

5. Helpful tips on marking (Review these before beginning Chapter One.):

- Some students find that marking is easier in a group with one person reading the instructions and discussions. This allows those in the group to keep their eyes on the map as they mark.
- The work on the map should be done with good lighting and at a time when your mind is alert. Think while marking. It is not necessary to memorize the informa-

tion in the discussions. However, a certain involvement in the map while reading the discussions or the passages from the Bible will enhance your learning experience.

- Students claim that eastern orientation is not difficult to get used to if it is not resisted. The sun rises in the east (top of the *SMM* map). The Mediterranean Sea is in the west (bottom of the *SMM* map). The Jordan River runs from north to south (left to right). On the first few maps it may help to write in abbreviations for the directions on each side of the map (E, W, N and S).
- Some students press too hard on the pens when they begin to mark. This dulls the point and makes it more difficult to produce free-flowing graphics. If a thicker line is needed, use the side of the pen. New pens sometimes have an excess of ink. Try them out first. It may be necessary to use up some of the excess ink on a sheet of paper. Be careful not to mix blue and yellow or it will come out green. Do not run a red marking over a red name or the name will disappear.
- Read each separate marking instruction through to the end before marking. In the opening maps of Chapter One it may be helpful to read through the entire assignment prior to marking in order to become acquainted with the system. Some students underline the lead phrase in the required color for later review. Before beginning, check to see if you are marking the correct map.
- When a new type of marking is required, review instructions in this appendix. Also experiment on a separate piece of paper and run through the marking with the dry end of the pen or with a colored pencil on the map itself. Pay attention to the directions for the flight and chase arrows to be sure that the right color is used for each arrow. When all else fails, have a bottle of white-out handy to make corrections.
- In drawing sweeping arrows or borders, remember to skip over city names leaving them intact. Avoid straight lines. The flow of the action should be evident by the sweeping arrows. In general, follow along the natural routes unless there are none in the area.
- In drawing borders it is a good idea to begin with a pencil of the proper color before marking in pen. The borders should then be shaded with a colored pencil on the proper side as indicated in the directions.
- Add your own notes to the map as you read, but do not overcrowd. An overcrowded map is very difficult to review and to explain to someone else. It may be very helpful to glance over the topics listed in the *SCS* (*Summary of Contents and Sources*) for each map prior to marking or after the assignment is finished. This serves as a preview or review of the events of the map in a chronological order. In doing this do not attempt to memorize the events. Familiarization is adequate.
- For those who have the time and the interest, it is possible to purchase a piece of plastic or mylar to go over the unmarked *SMM* map (or the larger *Student Map A*) for experimental marking with wax pencils or special pens. Markings can be created by reading selected parts of the references in the *Primary Source* column in the *SCS*. This exercise is time-consuming and is optional. Before beginning the

assignment it is good to get into the habit of glancing at the red names on the map to be marked. These point to where the action will be.

UNDERSTANDING THE RELIEF MAPS IN THE SMM

Some people are not accustomed to using relief maps. For that reason the following explanation using Map 5-5 in the *SMM* is given. Keep this map open before you as you read the following explanation.

1. The thin, broken blue lines on the map indicate dry stream beds where water runs during heavy winter rains. (A river is shown by a solid blue line.) Such a stream bed is called a *nabal* in Hebrew or a *wadi* in Arabic. The word *nabal* is used in the assignments of the *Guide* since the English translation *brook* is misleading.

When looking at a new map in the *SMM* remember that these blue lines indicate the lowest point in the region, a canyon or valley to which water flows. The small blue dots which can be seen on some maps indicate springs, while the small blue circles show cisterns important enough to appear on the map.

2. If the sides of these stream beds are steep, this is shown by shading as can be easily seen in the center of Map 5-5. Note that the stream beds on the western side of this map are not deep since there is little shading along them. Along the western edge of the Dead Sea (on the eastern side of the map) steep cliffs can be seen (geological faults).
3. Above the shading and between the dry stream beds there are higher ridges, seen in the northern center of the map. The top of the ridge usually is not shaded and appears lighter than the surrounding areas. In hilly regions, routes along these ridges are normally much more convenient for travel.

CHRONOLOGICAL AND NUMERICAL ORDER

Chronology is one of the most thoroughly discussed topics in Biblical studies. The *SMM* does not attempt to present any particular view in this regard but simply follows the apparent *Biblical order* of events. This is the point at which all students of the subject begin. Subsequent studies by each teacher can help the student evaluate internal evidence (within the Bible itself) and other disciplines which may clarify actual chronological order. Discussions in the *Guide* on the period of the Divided Kingdom use the chronological synchronization so well developed in Edwin R. Thiele, *The Mysterious Numbers of the Hebrew Kings* (Grand Rapids: Wm. B. Eerdmans, 1965). A handy paperback condensation of major issues is presented by the same author in *A Chronology of the Hebrew Kings* (Grand Rapids: Zondervan, 1977).

Due to limit on the number of maps in the *SMM*, overview maps (which open each historical section of the *SMM*) have also been used to portray historical events. Sometimes the *Biblical order* and the numerical order in the *SMM* could not be the same. Therefore, some overview maps (4-1, 7-1/2 and 8-1) are out of order when used for historical purposes. This can be clearly seen in the *Index to SMM Maps in the Guide*. It is also stated in all notes in the *SCS* for each relevant map. Within the four chapters of the *Guide*, discussions related to *SCS* subjects are noted by a system of cross-references in the outside column of each page. On the *SCS* itself, the blank space to the left of each subject may be used for relevant dates.

APPENDIX II

THE LAND BETWEEN: A BASIC OUTLINE OF OLD TESTAMENT HISTORY

INTRODUCTION

The purpose of the *Guide* is to teach the *Land Between* through discussions of regional history. However, as students begin their work in the *Guide*, many come to realize that they have little historical background. These students either become discouraged or are tempted to concentrate on learning history rather than allowing history to teach the *dynamic* of the land. The purpose of this appendix is to provide a basic historical framework in chart form which can serve as a reference throughout this study. Thus, it is not included here to teach history but to help the student achieve the primary goal of the *Guide*, to understand the land itself.

In the *Introduction* to the *Guide*, the *Introductory Schematic: Periods from 1500 to 500 B.C.* was marked and briefly discussed. This schematic provided a basic introduction to the major themes of a millennium of history in the land. The chart discussed in Appendix II (enclosed at the back of the *Guide*) is meant to carry that process a step further. The following marking and discussion will make this chart more meaningful. After marking the chart, keep it in view and refer to it often as you read the discussion below and begin your work in Chapter One. Information or marking may be added as the study develops. The approximate dates listed in the margin are all B.C. and are selected to help you gain control of the basic flow of history.

MARKING

The following marking may be supplemented with your own ideas as your study continues. Many students prefer using pencils instead of pens for this marking, except for yellow.

1. Yellow HL on numbers:

- a. Along both the upper and lower time lines = 1500, 1000 and 500.
- b. In the middle of the chart = 930, 722 and 587.

2. Yellow HL on names = NEW KINGDOM—EGYPTIAN DOMINANCE, ASSYRIAN DOMINANCE, BABYLON, PERSIA, David and Solomon.

3. Blue along the broken lines to the right of EGYPTIAN DOMINANCE and ASSYRIAN DOMINANCE.

4. Blue along all arrows with large points: Major campaigns in or through the *Land Between* =

- a. From NEW KINGDOM—EGYPTIAN DOMINANCE to the KINGDOM OF MITANNI and the HITTITE EMPIRE.
- b. All arrows (including their continuation below the Divided Kingdom) pointing down, beginning with Shalmaneser III and Adad-nirari III and on through ASSYRIAN DOMINANCE (Tiglath-pileser III, Shalmaneser V, etc.), BABYLON and PERSIA.