



Teacher's Edition

Advisory Committee*from the administration, faculty, and staff of Bob Jones University*

David Fisher, PhD, Provost

Steven N. Skaggs, MEd, Senior Manager of Product Development, BJU Press

Milton Ashley, MS, Education Content Manager, BJU Press

Dottie Buckley, Elementary Authors Supervisor, BJU Press

NOTE: The fact that materials produced by other publishers may be referred to in this volume does not constitute an endorsement of the content or theological position of materials produced by such publishers. Any references and ancillary materials are listed as an aid to the student or the teacher and in an attempt to maintain the accepted academic standards of the publishing industry.

HERITAGE STUDIES 6 Teacher's Edition**Third Edition****Authors**

Peggy S. Alier
Eileen M. Berry
James R. Davis
Sharon V. Fisher
Annittia Jackson
Cheryl Slocum
Debra White

Second Edition Authors

Peggy Davenport
Sharon Hambrick
Stephanie Ralston
Maggie D. Sloan
E. Anne Smith
Dawn L. Watkins
Karen Wooster

Consultants

Dennis Bollinger
Dennis Peterson
Project Editors
Maria S. Dixson
Paul Michael Garrison

Project Managers

Amy Johnson
Faith Larson

Bible Integration

Brian C. Collins
Bryan Smith

Page Layout

BonniJean Marley

Concept Design

Michael Asire

Cover Design

Peter Crane
Cathryn Pratt

Designer

Dan Van Leeuwen

Permissions

Sylvia Gass
Brenda Hansen
Ashley Hobbs
Joyce Landis

Illustrators

Kathy Pflug

Teacher's Edition photo credits: Cover—Craig Oesterling

Photo credits for *HERITAGE STUDIES 6 Student Text* appear on page A19.

p. 40: Translation of Nabonidus Cylinder, The British Museum (<http://www.mesopotamia.co.uk/ziggurats/explore/>, Accessed 8/16/10.) © Trustees of the British Museum

p. 42: Translation of Brick of Ur-Nammu, The British Museum (<http://www.mesopotamia.co.uk/ziggurats/story/>, Accessed 8/16/10.) © Trustees of the British Museum

p. 283: Diego de Landa, *Yucatan Before and After the Conquest*, trans. William Gates, (Baltimore: The Maya Society, 1937), 82

Produced in cooperation with the Bob Jones University School of Education, Bob Jones Academy, and BJU Press Distance Learning.

CD installation instructions appear on page A24.

BJU Press grants the original purchaser a limited license to copy the reproducible pages in this book for use in his classroom. Further reproduction or distribution shall be a violation of this license.
Copies may not be sold.

© 2012 BJU Press

Greenville, South Carolina 29614

First Edition © 1986 BJU Press

Second Edition © 1998 BJU Press

Printed in the United States of America

All rights reserved

ISBN 978-1-59166-567-0 (Teacher's Edition with CD)

15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Contents

Introduction

Instructional Materialsiv
Goals for <i>HERITAGE STUDIES 6</i>v
Lesson Featuresvi
Christian Worldview of <i>HERITAGE STUDIES 6</i>viii
Teaching a Lessonix
Student Textxi
Activity Manualxi
Teacher's Toolkitxii
Heritage Studies Notebookxiii
Assessment and Gradingxiii
Lesson Plan Overviewxv

Lesson Plans

Chapter 1 In the Beginning1
Chapter 2 Mesopotamia24
Chapter 3 Ancient Egypt62
Chapter 4 Ancient Israel98
Chapter 5 Ancient India132
Chapter 6 Ancient China160
Chapter 7 Ancient Persia192
Chapter 8 Ancient Greece220
Chapter 9 Ancient Rome256
Chapter 10 The Byzantine Empire290
Chapter 11 Mesoamerica324
Chapter 12 Ancient Africa354
Chapter 13 Ancient Japan384
Chapter 14 The Middle Ages in Europe404
Chapter 15 Kingdom from Shore to Shore434

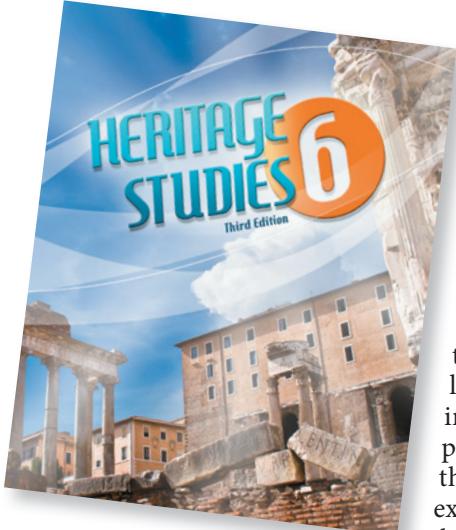
Appendix

Bible Action TruthsA2
Bible PromisesA4
Leading a Child to ChristA5
National Curriculum Standards for Social StudiesA6
IndexA11
Student Text Photo CreditsA19
How to Use the Teacher's ToolkitA24

Teacher's Toolkit CD

- Activity Manual Answer Key
- Christianity and Religions* Chart
- Games
- Graphic Organizers
- History Fair
- History TimeLine
- Instructional Aids
- Maps
- Materials List
- National Curriculum Standards for Social Studies
- Quizzes
- Resource Treasury
- Rubrics
- Visuals

Instructional Materials



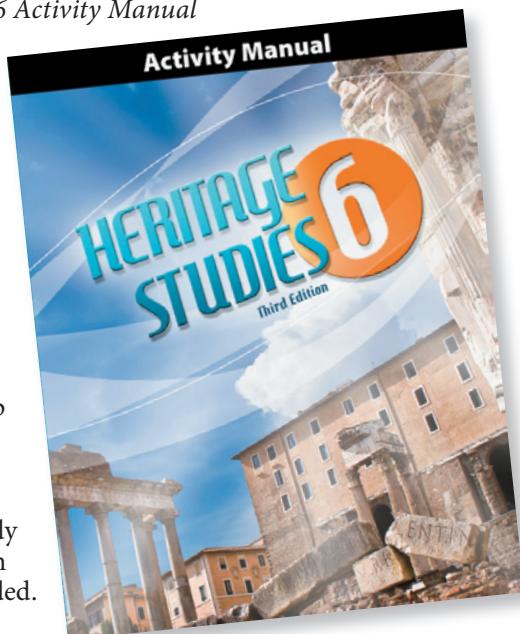
Student Text

HERITAGE STUDIES 6 provides grade-appropriate information about ancient civilizations in Africa, Asia, Europe, and the Americas. The Student Text contains maps, graphs, charts, photographs, and illustrations. Special pages highlight people and moments in ancient history and provide hands-on activities that allow the student to experience some flavor of the times. The Resource Treasury in the back of the book includes primary source documents, an atlas, a gazetteer, a biographical dictionary, and a glossary.

Treasury in the back of the book includes primary source documents, an atlas, a gazetteer, a biographical dictionary, and a glossary.

Activity Manual

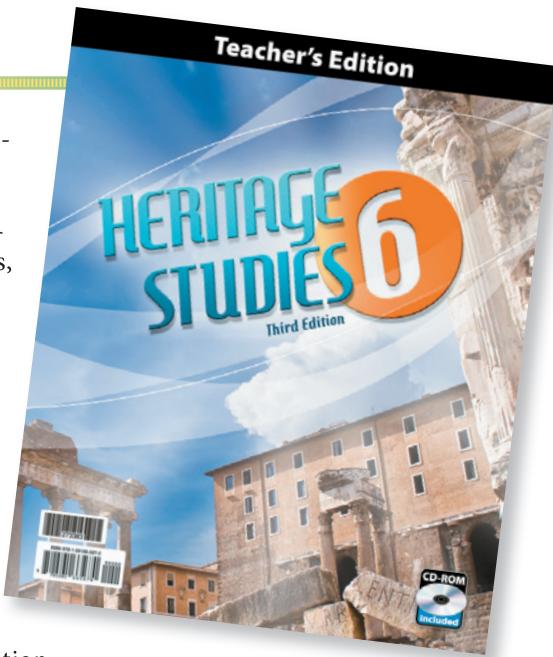
HERITAGE STUDIES 6 Activity Manual is a consumable companion to the Student Text, providing a variety of pages to aid the student's understanding. Study Guides provide a systematic review of concepts. The Chapter Summary is a list of key terms and concepts to help a student prepare for a test. Activity, Bible Connection, Reinforcement, Study Skill, and Expansion pages are also included. There is at least one graphic organizer for each chapter. The History TimeLine of people and events from 3000 BC to AD 2000 is included at the end of the book. The full-page answer key to the Activity Manual is on the Teacher's Toolkit.



Teacher's Edition

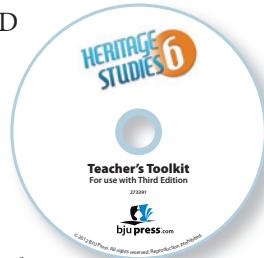
HERITAGE STUDIES 6 Teacher's Edition is the foundation of the program from which all the activities originate. Most of the 165 lessons are enriched with background information, cross-curricular links, and activities. The Teacher's Edition

also includes useful information about Bible integration, management of activities, and assessment and grading. A chart showing the alignment of *HERITAGE STUDIES 6* with the National Curriculum Standards for Social Studies is located in the back of the Teacher's Edition.



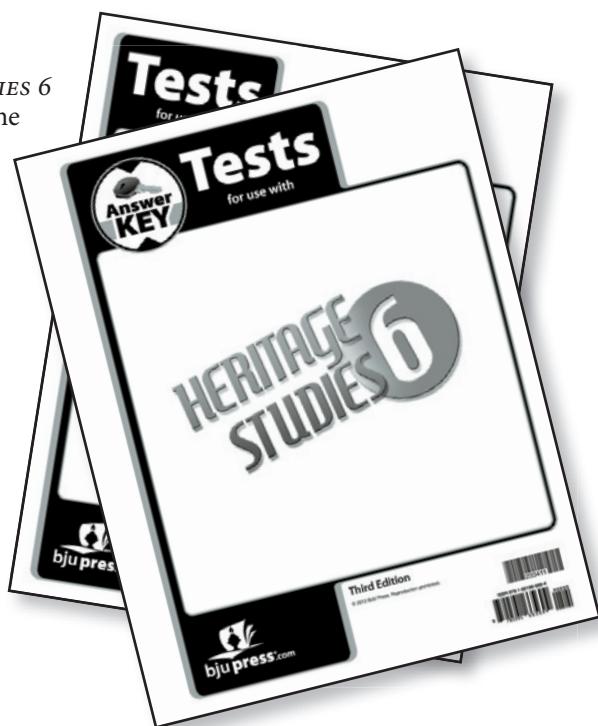
Teacher's Toolkit

HERITAGE STUDIES 6 Teacher's Toolkit CD is located in the inside back cover of the Teacher's Edition. The CD includes the Activity Manual answer key, quizzes, quiz answer keys, rubrics, Instructional Aids, games, a comparative chart of religions, useful information about history fairs, and a complete materials list organized by chapter. Maps and colorful visuals of graphs and photographs are provided to enhance the concepts being taught. The Resource Treasury from the Student Text is included. The graphic organizers and the History TimeLine from the Activity Manual are also on the CD. All sections are in a printer-friendly format.



Tests

HERITAGE STUDIES 6 Tests includes one copy of each of the fifteen chapter tests. Each chapter test includes an essay question. A separate answer key is available.



Goals for HERITAGE STUDIES 6

■ Strengthen knowledge of God and encourage Christian growth.

- Reveal God's wisdom, omnipotence, sovereignty, and benevolence through the study of the history of the world (Ps. 19:1; Rom. 1:20).
- Encourage evaluation and rejection of false philosophies and religions with biblical truth.
- Promote discipline in the student's approach to and performance of responsibilities.
- Reinforce that all people need to trust Christ for salvation (John 3:16–18).

■ Develop good citizenship through the balanced use of history, geography, government, economics, and cultural skills.

- Emphasize Christian philosophy, character, and attitudes.
- Emphasize God's plan for the individual, the family, the nation, and the world.
- Encourage the student to make wise decisions and become a responsible Christian citizen.
- Teach practical skills, such as reading maps and charts, sequencing events, and working with timelines.

■ Present a balanced overview of social studies.

- American history—the study of America's past
World history—the study of the past of the world's nations
 - Appreciate and comprehend the past as it relates to the present.
 - Interpret the significance of events.
 - Identify historical precedent as a way of solving current problems.
 - Express the need for worldwide missions (Acts 1:8).
 - Distinguish God's leading in historical events.
 - Examine the record of God's dealing with man.
 - Relate how obedience to or rebellion against God has affected different nations (Jer. 29:32).
- Geography—the study of the earth's surface and how it is used
 - Interpret maps and other geographic representations and tools to acquire and report information.

- Demonstrate the wise use of natural resources to God's glory (Gen. 1:28).
- Praise God for creating the world (Gen. 1:1).
- Government—the study of the political systems used in nations
 - Identify the basic differences between the major forms of government.
 - Demonstrate a willingness to consider other points of view.
 - Examine the Christian's responsibility in government.
- Economics—the study of how people use resources to meet their needs
 - Identify that people everywhere have needs and wants.
 - Examine ways a nation's economy can influence its moral and political character.
 - Acknowledge that the physical environment affects the way people live and work.
 - See how Christians need God for survival (Phil. 4:19).
- Culture—the study of the way of life of a group of people
 - Demonstrate how historians rely on primary and secondary sources to learn about the past.
 - Explain that landforms, climate, and resources influence individuals and society.
 - See how all people reflect God's image (Gen. 1:27).
 - Create a desire to witness (Acts 1:8).

■ Promote an understanding and an ability to discern connections between events.

- Provide opportunities to use several skills, such as making decisions and inferring relationships.
- Teach cause-and-effect relationships to explain contemporary progress and problems.

■ Organize knowledge in a spiral pattern and in chronological order.

- Study the same themes systematically (spiral).
- Explore eras in historical order to see progression and connections between events (chronological).

Lesson Features

The objectives describe the outcome of instruction in terms of the student's behavior.

Use the **materials list** to determine the materials needed to teach the lesson.

The Instructional Aids, Maps, and Visuals are found on the **Teacher's Toolkit CD**.

Broaden the student's knowledge by incorporating **enrichment** information and activities.

Locate the necessary **materials** for enrichment with the activity description.

Reinforce **study skills** with **graphic organizers** from the Activity Manual.

Feature pages entitled Discovering How, Exploring How, Things People Did, Echoes from the Past, The Region Today, Famous People, and In the Bible are used to expand student learning.

Give the student a purpose for reading with **Focus questions**.

Focus

- What happened when the Israelites did not trust God to help them take the land of Canaan?
- What additional promise did God make to Israel's second king?

Dwelling in Canaan

God led the Israelites from Sinai to the edge of the land of Canaan. Along the way the people complained about God's way. They lacked faith, forgetting care of them. They did not believe God's promise to help them take the land from the Canaanites. Because they did not trust God, they wandered for forty years in the desert before entering the Promised Land.

Entering the Promised Land

Once in the Promised Land, the Israelites were to do what Adam had failed to do—exercise good and wise dominion over the land. But before they could live in the land, they had to conquer it. Because the people of Canaan were very wicked, God commanded the Israelites to purge them from the land.

Moses' successor, Joshua, led the Israelites to obey God and conquer Canaan. God showed the people that when they obeyed Him, He would bless them and do marvelous works on their behalf. When the people disobeyed God, He punished them with defeat. God helped the Israelites by parting the Jordan River. He also caused the walls of Jericho to fall. Under Joshua's leadership, the people of Israel conquered the land.

Priests leading the people around Jericho, one of the Canaanite cities Israel defeated

Materials

- Chapter 4 Organizer from Lesson 41
- Israel Then and Now, M 4.2
- Davidic Covenant, V 4.6

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

The actions and choices made by the Israelites as they lived in Canaan illustrate man's sinful nature. More importantly, we see God's patience as He asks people to turn to Him. We learn that man is hopeless without the mercy and the love of God.

Answers

- They wandered in the wilderness for forty years.
- He would have a great name. His dynasty would last forever.

**Student Text pages 96–100
Activity Manual pages 52, 59–60, 241–51**

Lesson 42

Discussion

page 96

Guide the student in completing the appropriate section of the Chapter 4 Organizer.

► What caused the Israelites to complain on their journey to the land of Canaan? *They lacked faith and forgot God's mighty works. They did not believe God's promise to help them take the land from the Canaanites.*

► Why do you think God wanted the Israelites to purge the wicked Canaanites from the land? *possible answers: to execute His judgment on the Canaanites through Israel; to prevent the Israelites from being influenced by ungodly people [BAT: 1c Separation from the world]*

► How did Joshua show the leadership God expected? *He led the Israelites to obey God and conquer Canaan.*

► What happened when the people disobeyed God? *They were punished with defeat.*

► Why do you think God used a miracle to conquer Jericho? *The people needed to depend on God rather than their own strength.*

Teach for Understanding

Answers

- They wandered in the wilderness for forty years.
- He would have a great name. His dynasty would last forever.

Chapter 4 • Lesson 42

109

The Region Today

Israel

Location—Israel is located in the Middle East on the eastern shore of the Mediterranean Sea. The ancient territory of Canaan is now Israel, Lebanon, Jordan, and Syria.

Climate—The climate is temperate with mild winters and warm summers. Temperatures range from 48°F (9°C) in the winter to 90°F (32°C) in the summer. In the northern mountains annual precipitation may reach 40 inches (102 cm). In the southern deserts little or no rain falls.

Topography—Five major land regions run north to south. The coastal plain lies along the Mediterranean Sea. Rolling hills and valleys lead to the Lebanon Mountains in the northeast. The valley of the Jordan River lies to the east of these hills, and farther east is a large plateau. The desert lies to the southeast.

Natural Resources—Modern Israel has few natural resources. Petroleum and natural gas are available. Salt is mined near the Dead Sea.

Background

Capital of Israel—Jerusalem is Israel's official capital and is holy to three major world religions. The United Nations recognizes Tel Aviv as the unofficial capital. Tel Aviv is Israel's commercial and cultural center, making it Israel's financial capital.

Search and compare—Challenge the student to use a Bible, a concordance, or another resource to find Bible verses about Syria, Lebanon, and Egypt. Use the verses to answer the following questions.

► What relationship did each country have with Israel?

► What were the religious beliefs of the people and the government?

► How would you describe the political power of each nation as described in the Bible?

Extend the activity by directing the student to use encyclopedias, reference books, or the Internet to answer the same questions with information about modern Syria, Lebanon, and Egypt. The answers can be placed in a T-chart to compare the ancient and the modern governments.

Heritage Studies 6 TE

Lesson 42

Discussion

page 99

- Why did God continue to bless David even though he sinned? *He confessed his sin and repented and led the nation in worshiping the one true God.*
- Christians do not need to feel that God can never use them after they sin. He will forgive when a Christian honestly confesses sin. [BAT: 1b Repentance and faith]
- Direct attention to *The Phoenicians* box.
- Why was Phoenicia a successful civilization? *It was people were prosperous traders, craftsmen, and businesspeople.*
- Why was purple dye an important trade item? *It was popular with royalty and wealthy people.*
- Why was the forest of Lebanon important? *The cedars were used in large construction projects.*
- For what projects did David and Solomon use the cedars of Lebanon? *the palace and the temple in Jerusalem*
- Why was the development of the Phoenician alphabet important? *It was one of the first alphabets. Our modern English alphabet can be traced back to the Phoenician alphabet.*
- How was biblical prophecy fulfilled through the city of Tyre? *Ezekiel warned that Tyre would be destroyed. In 571 BC Nebuchadnezzar destroyed the city.*
- Caption answer: *They were used to make a causeway to the remaining island city of Tyre.*

Evaluate the understanding of Heritage Studies concepts through **discussion**.

Apply integrated Bible truths and principles.

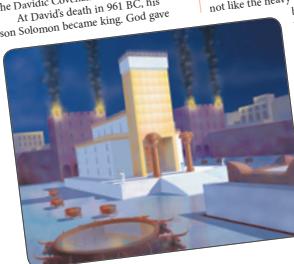
Encourage the student's curiosity and history awareness by using **pictures, graphs, timelines, and maps**.

DAVIDIC COVENANT

2 Samuel 7:17
God promised David that he would always have a legitimate heir to his throne. God would establish David's throne for ever. Jesus, David's descendant, will rule from David's throne forever, fulfilling this promise.

Just as God had made special covenants with Abraham and with the Israelites, God made a covenant with David. In the Davidic Covenant, God promised that David would have a great name. David's dynasty would last forever, and God would be a father to the Davidic kings. If David's descendants disobeyed God, they would be punished. But God promised that He would fulfill all the promises of the Davidic Covenant in the end.

At David's death in 961 BC, his son Solomon became king. God gave



100

Discussion

page 100

- Display the Davidic Covenant visual.
- What did God promise David in the Davidic Covenant? *David would always have a legitimate heir to his throne, and God would establish David's throne forever.*
- How will the second promise be fulfilled? *Jesus will return to earth to rule and reign.*
- How did the Davidic Covenant secure the future of Israel? *God promised that David's dynasty would last forever.*
- How was God going to continue to deal with the sins of Israel? *He would continue to punish them.*
- Why do you think God was going to fulfill His promise to David even though the Israelite people continued to sin? *God is*

Ancient Israel

Lesson 42

THE PHOENICIANS

Canaan contained several different civilizations. One was the Phoenicians. They were prosperous traders, craftsmen, and businesspeople. Traders from other civilizations went to their cities for some of its special products—a purple dye made from shellfish. People used this dye to color cloth. This purple cloth was very popular and was worn by royal or wealthy people.

The hills of Phoenicia were covered with forests. Many of the trees in these forests were the famous cedar of Lebanon. David used wood from these forests when he built his palace. Solomon also included Lebanon cedar in the construction of the temple in Jerusalem.

The Phoenicians' greatest achievement was the development of one of the first alphabets. In fact, our modern English

alphabet can be traced back to the Phoenician alphabet.

The leading city-state of Phoenicia was Tyre. It was located along the eastern coast of the Mediterranean Sea both on the mainland and on an island. Tyre grew. However, the prophet Ezekiel warned that Tyre would be destroyed. Nebuchadnezzar, the Babylonian King, destroyed the port, the harbor of Tyre in 571 BC. Years later the city's rubble was thrown into the sea to expand a causeway, or land bridge, to the remaining island city of Tyre. After this time it was never again a powerful city.

The ruins of Tyre
How were many of the stones used after Tyre was destroyed?



David was the king of God's special choosing. He would serve as a model for all the kings who followed him. David was not a perfect king. He did some very

bad things. But when confronted with his wrongdoing, David confessed his sin and repented. Most importantly, David led the nation in worshiping the true God.

99

Producing Tyrian purple—Challenge the student to research and create a flow chart showing the production process of the purple dye from Tyre in ancient Phoenicia. Direct the student to relate the labor involved to the value of the dye.

Trading in Tyre—Read Ezekiel 27. Create a chart identifying the merchandise that was traded through Tyre and the places those goods came from. Relate the effect of Tyre's destruction as foretold in Ezekiel 26 and 27:31–36 and the economy.

Reinforce, review, and enrich student learning with pages from the **Activity Manual**.

HERITAGE STUDIES 6 TE

Assess the student's work and knowledge by using a **quiz, rubric, or test**.

Clarify and enhance the lesson with information from the **background** and from **Teacher Helps**.

Promote higher-level thinking skills.
Answers to these questions are not taken directly from the pages being discussed.

Christian Worldview of HERITAGE STUDIES 6

God wrote a completely accurate history in the Bible. The Bible presents us with a view to examine history as we read and learn about it. This biblical view is called a **Christian worldview**.

What Is Our Place in God's World?

God made humans to declare His glory by being like Him. He has made each of us in His image (Gen. 1:26–27). In the **Creation Mandate** (the first command of God found in Genesis 1:28), God called us to imitate His deeds. God is the infinite Ruler of the universe, and people are to be finite rulers of His earth. As people have attempted to live out the Creation Mandate, they have created a way of living, or culture, that includes language, religion, government, customs, and the arts.

Tragically, shortly after Creation, people sinned. Adam and Eve disobeyed and failed to exercise the dominion given to them (Gen. 3:6). However, God did not abandon His image bearers. At that time God promised to redeem the world to Himself, principally by sending His own Son into the world to save people from sin (Gen. 3:15). The story of the human race is the story of God's redemptive acts to rescue His people and destroy His enemies.

Why Teach HERITAGE STUDIES 6?

HERITAGE STUDIES 6 is part of a developmental social studies program used to teach history, geography, government, economics, and cultural skills, as well as a knowledge of God and Christian character. History is the record of the past acts of God and humans on earth from Creation to the present. It records mankind's attempts to live out the Creation Mandate in a fallen world. *HERITAGE STUDIES 6* focuses on a small but important part of this study—the beginning of civilizations and their relation to God and His truth. History is an account of good and evil, of great advances for God's work of redemption, and of human sin and suffering.

Why should sixth graders be taught about the accounts of evil in history? We believe there are at least three important reasons for studying the evil as well as the good.

To Learn Lessons for Life

In studying events from the past, the student can see right and wrong choices and their consequences. The main lesson that should be learned from these choices is that people should trust God and obey His Word. This truth can be

seen in the events of this book, such as the Persian Wars, the destruction of Jerusalem, iconoclasm, the development of religions, and the Roman Empire. As the student studies and applies lessons from these events, he gains not only knowledge but, more importantly, wisdom.

To Understand World Religions

Studying *HERITAGE STUDIES 6* will help the student understand the religious beliefs of many cultures throughout the world. Many people possess very little knowledge about other people's religions. Yet without this understanding, these people cannot know some of the most important reasons for the way others live and act.

Politically, it is important for our nation to understand the religious beliefs of various cultures as our nation develops allies, makes economic agreements, or defends itself and its interests around the world. More importantly, the student needs to understand other religions so he can effectively share the gospel with others. As the United States becomes more religiously diverse, the student needs a better understanding of what he believes and what others believe to remain a solid Christian who is able to effectively evangelize others.

To See God at Work

The Bible teaches that redemption in Jesus Christ is the goal of history. God has planned and directed all events to establish Christ's kingdom on earth (1 Cor. 15:28; Eph. 1:10–11). As the events of the past are taught, regularly ask the student how God may be using these events to carry out His work of redemption.

Understanding how God has been at work will give the student hope for the future. In particular, it will give him an understanding of how God may work in his own life. A student cannot change the fallen world by himself. But he can, by God's grace, do much good. Throughout history Christians were and still are being used by God.



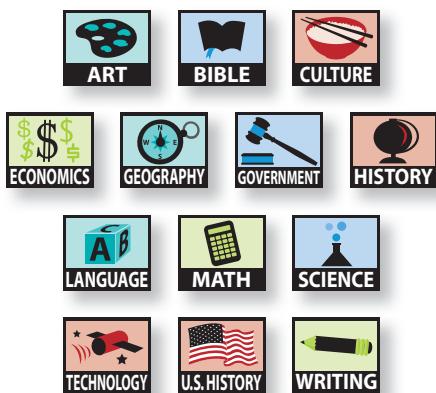
Teaching a Lesson

Overview

The introduction of each lesson asks relevant questions or has a short activity to focus on the day's lesson. Most lessons cover three to five pages of the Student Text. The Focus questions should be presented before the student begins to read the text. The student should then read the material silently on his own. This may be done as a portion of the Heritage Studies class period; however, you may choose to have the student read the text before the lesson begins. Oral reading of the text should be reserved for short passages only as they relate to the discussion.

The lesson provides questions to help the student comprehend what he has read. This discussion provides an auditory reinforcement of key ideas. The higher-level thinking questions (marked with the light bulb icon,) help the student apply the information that he has read by relating it to previous knowledge and everyday situations.

Enrichment information and activities allow the teacher to choose additional material to use with the lesson, based on the class dynamics and the available time. Some enrichment materials and activities reinforce or extend concepts taught in the lesson. These links may also apply the Heritage Studies concepts to other subjects. The following cross-curricular links are found in the Teacher's Edition.



Objectives and Skills

In each lesson the student should achieve particular objectives and skills. At the beginning of each lesson is a list of objectives. Lessons emphasize social studies skills, such as identifying cause and effect, comparing and contrasting, sequencing, and analyzing graphic data. The social studies skills used in each lesson are listed in the Lesson Plan Overview on pages xv–xxix under *Content and skills objectives* and also in the chart at the beginning of each chapter.

Vocabulary

The terms that the student needs to know are found in the Vocabulary section in each chapter chart and at the beginning of each lesson. These terms are also in bold in the Student Text. A complete list of terms for the chapter is located on the Chapter Summary page in the Activity Manual.

Materials

The materials needed to teach the Heritage Studies program can be found in the following sections of the Teacher's Edition:

Instructional Materials, on page iv, identifies all the essential items available for purchase to teach *HERITAGE STUDIES 6*.

The *Materials* section, found at the beginning of each lesson, lists the materials needed to teach that particular lesson.

The *Materials List*, found on the Teacher's Toolkit CD, lists all the materials by chapter needed to teach the entire program.

School supplies found in a student's desk (glue stick, scissors, pencils, paper, Bible, etc.) are not typically listed in the materials list of each lesson. Pages that can be found on the Teacher's Toolkit CD are noted with the CD icon (CD).

Reading for Information

The lessons focus on reading for information, which is an essential skill for the student. It is also a skill emphasized in the Common Core State Standards. The following elements can assist the stu-

dent in developing and refining his informational reading skills. The Focus questions in the Student Text give a purpose for reading. Graphic information, such

as charts, graphs, maps, illustrations, and diagrams, are a means of communicating that enhance the student's reading and understanding. Learning to assimilate information from graphic sources is a reading skill that the student needs to master. In the Student Text, questions have been added to some maps and illustrations to aid the student in making connections to the information gleaned from the text.

- FOCUS**
1. Why is history important?
 2. What are the three major sources that a historian uses for studying history?

Using Primary Sources

Using primary sources to teach makes the study of Heritage Studies an active process instead of a passive one. The student becomes the historian. He looks for clues. He draws inferences and conclusions, formulates hypotheses, and makes judgments. Showing the student primary sources stimulates him to think critically about the subject.

Primary sources are valuable because they were created during the time period. The student needs to understand that each primary source reflects the worldview of whoever created it.

Many of the photographs in the Student Text and in the Visuals on the Teacher's Toolkit CD are primary sources. Primary source documents may also be found in the Student Text Resource Treasury. When choosing your own primary source documents, consider the student's reading level. Many

Teaching a Lesson (cont.)

print sources contain difficult vocabulary, and some may be too long. Primary sources can be located on the Internet, in the library, and in a museum. Virtual field trips can be found on the Internet.

When primary sources are used in teaching, they can spark interest in the topic or assess the student's understanding of concepts and facts. By using the questions in the Teacher's Edition, the student analyzes the source. He may predict what he might learn in future lessons. By providing a variety of sources on a related topic or from a related time period, the student can compare and contrast the sources, analyze the information, make inferences, and draw conclusions. Let the student evaluate a primary source and then explain how it supports or refutes what he has learned.

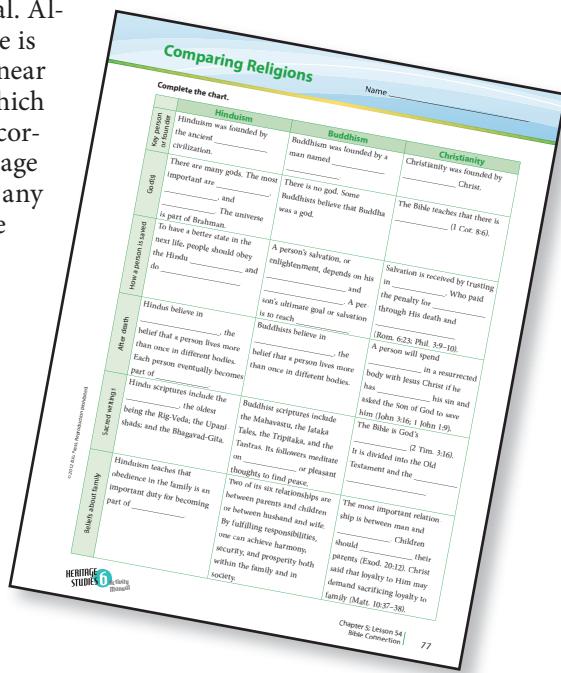
Bible Integration

HERITAGE STUDIES 6 incorporates a Christian worldview by showing God's nature and man's responsibility as revealed through creation. Biblical truth is woven throughout the Student Text. Bible integration is also included as part of the text discussion in the Teacher's Edition. Many lessons provide additional Bible Links for further discussion.

In the Lesson Plan Overview on pages xv–xxix, a column of the table lists a summary of the Bible Connections taught in each lesson. On the Teacher's Toolkit CD, the *Christianity and Religions* chart lists features of religions covered in this course. This chart provides you with additional information for answering questions that may arise during discussion.

Bible Action Truths [BATS] provide Christians with specific goals for their actions and attitudes. A list of BATS, as well as Bible Promises, is in the appendix of the Teacher's Edition. Both sections provide additional Scripture resources for you.

Each chapter also includes a Bible Connection page in the Activity Manual. Although the page is usually placed near the lesson to which it most closely corresponds, the page may be used at any time during the teaching of the chapter.



Discussion

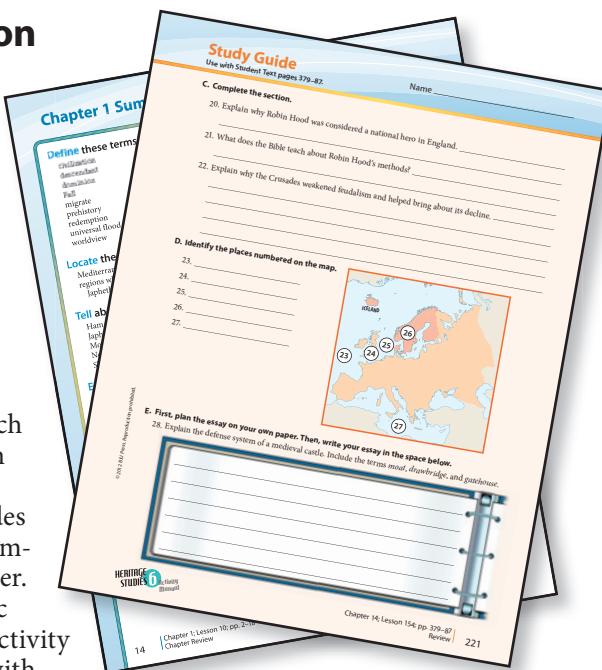
Each lesson includes a discussion section with questions to help you evaluate the understanding of concepts. The questions listed are not exhaustive but are the springboard to help you begin the discussion. Various icons are used to help identify the type of question or section in a lesson.

- ➊ **Teacher's Toolkit CD**—Indicates pages on the CD.
- ➋ **Timeline**—Indicates instruction that incorporates a timeline on the Student Text page or the History TimeLine located in the back of the Activity Manual and on the CD.
- ➌ **Bible Connection**—Indicates a discussion of Bible truths and principles.
- ➍ **Higher-level thinking**—Indicates that the answer to the question is not taken directly from the pages being discussed. Supply any prompts or background needed to guide the student to the answer.
- ➎ **Art or photo**—Indicates a discussion about a piece of art or a photo.
- ➏ **Chart, graph, or diagram**—Indicates a discussion about a chart, a graph, or a diagram.
- ➐ **Map**—Indicates a discussion about a map and reinforcement of map skills.
- ➑ **Activity**—Indicates the use of a student activity.

Review Lesson

A review lesson is planned for each chapter. Use of the suggested game or an alternative from the Game Bank (pp. G1–G2) enables you to reinforce concepts in a fun way.

The material for each chapter test is taken from the Activity Manual Study Guides and the Chapter Summary for that chapter. The chapter graphic organizers in the Activity Manual may help with review and study.



Test Day

The test day has been given a lesson number. There is no material assigned to be taught in this lesson.

Student Text

The Student Text presents to the student a summary of the more detailed study that the lessons offer. It reinforces with grade-level text the concepts developed in the teaching time. Although it contains much information, it is only part of the complete package of learning provided by the combination of the Teacher's Edition, Student Text, Activity Manual, and Teacher's Toolkit.

Vocabulary words, concept words, places, dates, and people are in bold to help the student in studying each chapter.

Organization

The first chapter presents a foundation for the Christian worldview. This foundation is built upon in each of the thirteen ancient civilizations studied. The study of each civilization emphasizes six themes: geography, government, economics, culture, world history, and, where applicable, American history. These chapters also call attention to the five features of a civilization: organized cities and government; social classes; job specialization; arts, sciences, and written language; and religion. The last chapter revisits each civilization, explaining how the gospel spread and how missionary work began.

Primary and Secondary Sources

The Student Text contains many primary and secondary sources. A primary source gives a firsthand, eyewitness account of an event. A secondary source usually contains information taken from a primary source. Historians use these sources to gain insight into events in history. The student

will learn to evaluate and draw conclusions about historical sources.

Special Pages

Each chapter has several of the following special pages:

Discovering How provides hands-on activities that enliven the lesson and allow the student to experience some flavor of the times as well as develop social-studies and thinking skills.

Echoes from the Past connects past events with the present.

Exploring Together provides group or team activities that allow the student to experience an aspect of the civilization as he learns to cooperate and work together in a team.

Famous People highlights important people.

In the Bible points out biblical references to ancient civilizations, showing their significance in God's plan for world history.

The Region Today enhances not only the student's understanding of the ancient civilization but also his knowledge of modern geography. The map compares the ancient site of each region studied to its modern-day counterpart while the text identifies specific geographic and cultural details.

Things People Did focuses on common trades, skills, or practices of the past.

Activity Manual

The Activity Manual provides a variety of pages to aid the student's understanding. Study Guides provide a systematic review of concepts. The Chapter Summary is a list of key terms and concepts to help the student prepare for a test. Activity, Bible Connection, Expansion, Reinforcement, and Study Skill pages are also included. The Activity Manual pages may be used at any time after the lesson number listed at the bottom of the page.

A graphic organizer is provided for each chapter. The organizer helps the student learn what information is important and how to organize it in a suitable study pattern. It also helps him learn to take notes. You may choose to guide the student in completing the organizer as part of instruction, or you may choose to have the student complete it independently. The appropriate sections in an organizer may be completed during the lesson or all at once at the end of the lesson. The organizers are also provided on the CD. (Blank versions of some organizers are also included.)

Piecing Artifacts Together

Pottery is one of the objects most often found at an archaeological site. But most pottery that archaeologists find is broken. The pieces of one broken artifact may even be scattered over a large area. If an archaeologist can put the broken shards, or pieces, of an artifact together, he can tell more about it. Pottery from different periods sometimes has different designs. Depending on the era, a pot might have been made with a certain shape, texture, color, or style. The more consistent an artifact is, the more an archaeologist can make reasonable guesses about it and the people who made it.

1. You will need a bag of pottery shards, modeling clay, and craft glue.
2. Lay the shards out on the floor or a table and study them closely. Carefully put the pot back together. Use tape or glue to hold the pieces in place.
3. Write a detailed description of the pot, using precise words. Describe the pot's color, shape, texture, and what you think it was used for.

Teacher's Toolkit

These pages are noted in the materials list of each lesson with a CD icon (CD).

Activity Manual Answer Key

The answer key for the Activity Manual may be found in full-page size on the CD. It may be printed.

Christianity and Religions Chart

The *Christianity and Religions* chart is a comparative chart that lists features of the major religions in this course. This resource provides you with additional information for answering questions that may arise during discussion.

Games

A selection of games that can be used to review any lesson or chapter is found in the Game Bank. Maps and game pieces needed to play some of the chapter review games are also included.

Graphic Organizers

Graphic organizers from the Activity Manual may be found in the Activity Manual Organizers section. You may choose to display each organizer as you guide the student in completing it. Blank versions of some of the organizers are also included.

History Fair

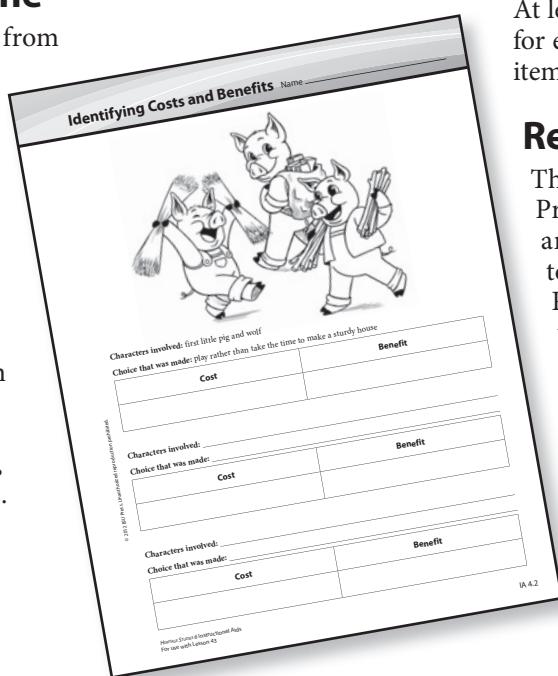
The pages in this section of the CD include information for you and the student. The teacher pages provide information on organizing a history fair. Rubrics and a sample judging form are also included. The student pages guide the student through the steps of a history fair project.

History TimeLine

The History TimeLine from the Activity Manual may be used for reference and can be reproduced for display.

Instructional Aids

Pages you will need to print for teaching the lessons can be found in the Instructional Aids section of the CD. Included are blank maps, charts, and worksheets.



Maps

The Lesson maps include every map found in the Student Text as well as additional colored maps. You may choose to make a copy of the maps to display during your lesson. The outline maps include each of the continents and the *Then & Now* maps from the Student Text. You may use the outline *Then & Now* maps to challenge the student to learn and memorize the names and locations of modern countries in each region studied.

Materials List

The Materials List is a comprehensive list of materials needed for each chapter.

National Curriculum Standards for Social Studies

The BJU Press Heritage Studies texts are developed after reviewing many standards, including the standards from the National Council for the Social Studies (NCSS). The NCSS National Curriculum Standards for Social Studies are grouped under ten thematic strands. Early grades, middle grades, and high school each have their own performance expectations.

The table provides an overview of the areas in which *HERITAGE STUDIES 6* aligns with the National Curriculum Standards for Social Studies for the middle grades. An X on the table indicates that at least one component of the standard is addressed in the chapter. The table is also found in the back of the Teacher's Edition.

The topics listed in the table are interpreted and discussed in *HERITAGE STUDIES 6* according to a Christian worldview.

Quizzes

At least one quiz and corresponding answer key are provided for each chapter of the Student Text. Each quiz consists of ten items and serves as a helpful study aid for the student.

Resource Treasury

This section includes the following from the Student Text: Primary Sources, Atlas, Gazetteer, Biographical Dictionary, and Glossary. The maps in the Atlas can be reproduced to help the student pinpoint areas for discussion. These Resource Treasury pages may also be printed for student use in papers and projects.

Rubrics

A rubric is a scoring aid that helps you assess activities. It allows you to establish criteria and evaluate performance based on those criteria. Three prepared rubrics

are provided as optional assessments for the Learning How and Exploring Together pages. These rubrics are designed for general use with the activities, presentations, and projects. A blank grid is also included if you choose to complete a rubric with your own criteria. Also included is a page with copies of an essay rubric. The essay rubric can be attached to an Activity Manual page containing an essay.

Visuals

Colorful charts and photographs are found in the Visuals section on the CD for you to reproduce to enhance the lesson for the student.

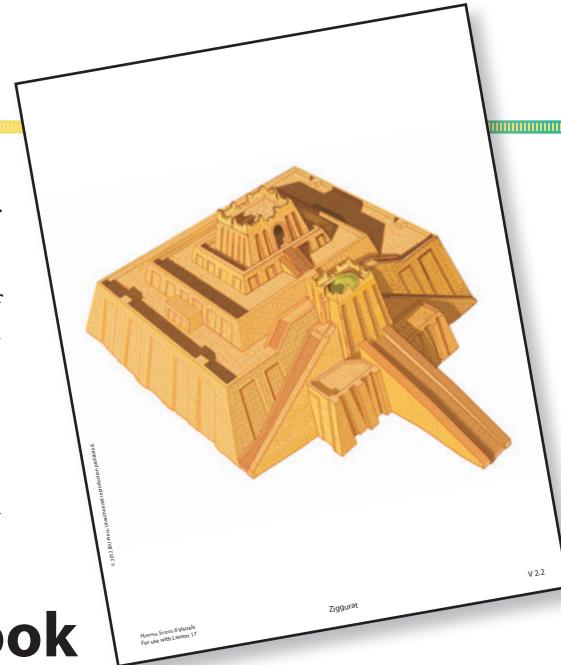
Heritage Studies Notebook

It is highly recommended that the student keep a loose-leaf notebook for Heritage Studies. The Activity Manual pages are three-hole punched to accommodate this suggestion. A notebook will allow the student to keep Study Guides, Chapter Summaries, activity records, graphic organizers, and other useful information organized.

Assessment and Grading

A test packet for *HERITAGE STUDIES 6* includes chapter tests based on the Study Guide and Chapter Summary pages from the Activity Manual.

To assess Activity lessons, the Teacher's Toolkit includes a selection of rubrics. Also included is an essay rubric to assess the essays written in the Activity Manual and on the chapter tests. Rubrics can be used in many ways. A rubric is a valuable tool for evaluating work that is not objective. In a group activity, it is often beneficial not only to give the group as a whole a grade but also to give each student an individual grade. Sometimes allowing each member of a group to evaluate the contributions of the other members in the group will encourage all the students to participate. Rubrics can also be given to the student for self-assessment. A rubric allows a student to see why he received a particular grade and shows him areas in which he can improve.



The sixth-grade student should be learning to take notes. He may use the PQ3R, the SQ3R, or the E.A.R.S. Listening Strategy (Lesson 9) method as a guide in taking notes as he reads the Student Text. The student should note the main ideas as you discuss the lesson. These notes should be kept in a section of his Heritage Studies notebook.

Activity Rubric		Name _____	
		Title <i>Piecing Artifacts Together</i>	
		Comments:	
Instructions Student followed instructions correctly.		Possible points 10	Points earned 8
Completed Task Student completed task in a timely manner.		15	15
Content Student showed understanding of content.		20	20
Independent Work Student worked well independently.		X	X
Group Work Student worked independently when required or made a worthwhile contribution to the group if working with a group.		15	7
Neatness Student completed task or project neatly.		5	5
Total	65	55	Grade 85%

*Melanie,
Your description of your artifact was written well. However, you need to allow other team members an opportunity to contribute to the project.
Good job!*

Lesson Plan Overview

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Bible Connections
Chapter 1: In the Beginning					
1	1–4	1–4	1	<ul style="list-style-type: none"> Identify ways historians learn about ancient people Analyze reasons that many historians find it impossible to prove when man began life on earth Defend the Bible as a reliable source that records the true origin of man Trace the evolutionist's thinking process for the development of humans Describe the abilities man had from the beginning according to the Bible Use an outline organizer 	<ul style="list-style-type: none"> History's beginning in the Bible God's inspiration of the Bible Faith in the power of God's Word God's creation of man Man's struggle against God throughout history
2	5–7	5–7	1, 3	<ul style="list-style-type: none"> Identify reasons that it is important to study ancient history Describe methods used by historians to gather and evaluate information 	<ul style="list-style-type: none"> God's plan through history A Christian worldview God in control of all things
3	8–10		4–6	<ul style="list-style-type: none"> Apply an understanding of essay vocabulary: analyze, classify, compare and contrast, evaluate, interpret, justify, predict, and trace Write an effective answer to an essay question 	
4–5	11	8		<ul style="list-style-type: none"> Practice interview skills Record the history of a person Participate in creating a class history 	
6	12	9	7	<ul style="list-style-type: none"> Differentiate between primary and secondary historical resources Evaluate the author's viewpoint 	<ul style="list-style-type: none"> Man, the climax of God's creation God's creation of man in His image Man's job given at Creation
7	13–16	10–13	2, 8–9	<ul style="list-style-type: none"> Explain the importance of Creation, the Fall, and redemption in God's plan for the world and man Describe the characteristics of a civilization Explain why religions exist worldwide Use a web organizer 	<ul style="list-style-type: none"> Disobedience and sin Each civilization's failure and its rebellion against God Rebellion of the earth against man's efforts Man's sense that God exists False religions and the rejection of God
8	17	14	10	<ul style="list-style-type: none"> Demonstrate the process used by archaeologists to draw conclusions about ancient civilizations 	
9	18–21	15–18	2, 11–13	<ul style="list-style-type: none"> Practice the E.A.R.S. strategy for listening with comprehension Trace the history of God's promise of redemption Convey how the events during and after the Flood affected future events in history 	<ul style="list-style-type: none"> God's promised redemption God's confusion of languages and scattering of His people Rise and fall of nations in accordance with God's sovereign will God's provision for man's salvation
10	22		14	<ul style="list-style-type: none"> Recall concepts and terms from Chapter 1 	
11	22			<ul style="list-style-type: none"> Demonstrate knowledge of concepts from Chapter 1 by taking the test 	

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Bible Connections
Chapter 2: Mesopotamia					
12	25–28	19–22	15–16, 241–51	<ul style="list-style-type: none"> Trace the development of Sumer from farming villages to cities Identify the role of an archaeologist Explain how an archaeological site is excavated Analyze the importance of the work done by Sir Leonard Woolley Use a wheel and spokes organizer 	<ul style="list-style-type: none"> Shem's descendants in Mesopotamia Existence of civilizations before the Flood
13	29–31	23–25	17–18	<ul style="list-style-type: none"> Explain how the Tigris and Euphrates rivers created fertile soil Trace the development of technology used for farming Describe the techniques used to effectively control and use rivers Trace the development of Sumerian city-states Complete a Sumerian civilization web organizer 	
14–15	32	26	19	<ul style="list-style-type: none"> Gather, organize, and write information about a historical invention Design and construct a book jacket Work together in a group 	
16	33–38	27–32	17, 20	<ul style="list-style-type: none"> Categorize social classes of the Sumerian civilization Analyze the importance of trade in Sumer Describe how records were kept in Sumer Explain the various roles of artisans and buyers in Sumer 	
17	39–42	33–36	17, 21–23	<ul style="list-style-type: none"> Evaluate the role religion played in the lives of Sumerians Analyze the role of priests in Sumerian society Trace the development of kings in Sumerian city-states Compare and contrast Mesopotamian beliefs with biblical truth 	<ul style="list-style-type: none"> Mesopotamian beliefs and biblical truth Rejection of God in Mesopotamian religion Man's sense that God exists God's warning against worshiping idols Jesus as Mediator
18	43–44	37–38		<ul style="list-style-type: none"> Trace the development of written language in Mesopotamia Experience the process of writing cuneiform Make a cylinder seal 	
19	45–50	39–44, 412	17, 24–25	<ul style="list-style-type: none"> Recognize Mesopotamian contributions to math and science Give examples of the arts attributed to the Mesopotamians Compare ancient Mesopotamia to modern-day Iraq Describe daily life in Sumer 	<ul style="list-style-type: none"> Universal flood of legends and biblical truth God's condemnation of horoscopes Search for eternal life Abandoning the truth of God
20–21	51	45	26	<ul style="list-style-type: none"> Create a mosaic 	
22	52–55	46–49	27, 241–51	<ul style="list-style-type: none"> Locate on a map the site of ancient Mesopotamia, modern Iraq, Syria, and surrounding countries Analyze the rise and fall of power of the Sumerian civilization Describe the Akkadian Empire Trace the development of date systems used to record years Trace the rise of the Amorite civilization and its development into the Babylonian Empire Analyze the importance of Hammurabi 	<ul style="list-style-type: none"> Jesus' birth and the calendar Accountability in the heart and conscience Close relationship with God God's termination of the Sumerian civilization
23	56–60	50–54	27–29, 241–51	<ul style="list-style-type: none"> Analyze the Hittite Empire Compare and contrast Hammurabi's Code with the Mosaic law Analyze the Assyrian Empire Analyze the Chaldean Empire 	<ul style="list-style-type: none"> Law of God in hearts Accountability for trusting God God's mercy to Assyria Assyria's destruction for turning from God Power of God over Nebuchadnezzar
24	61		30	<ul style="list-style-type: none"> Recall concepts and terms from Chapter 2 	
25	61			<ul style="list-style-type: none"> Demonstrate knowledge of concepts taught in Chapter 2 by taking the test 	

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Bible Connections
Chapter 3: Ancient Egypt					
26	63–66	55–58	31	<ul style="list-style-type: none"> Explain how the geography of the Nile River led to the growth of the Egyptian civilization Identify the natural barriers that discouraged invasions from other civilizations Locate Egypt, the Mediterranean Sea, the Nile River, and the Sahara on a map 	<ul style="list-style-type: none"> Egyptians as descendants of Ham God as Creator of the Nile Worship of the one true God
27	67–70	59–62	32	<ul style="list-style-type: none"> Explain how the Egyptians depended on the floodwaters of the Nile for survival Identify two ways the Nile helped the Egyptians become successful farmers Describe how God used Joseph to help the Israelites Explain how the flooding of the Nile affected taxes Explain how the flooding of the Nile led to the development of the calendar 	<ul style="list-style-type: none"> Biblical account of Egyptian famine God's love shown by giving God's blessing of those who honor Him Joseph as a servant of the Lord Joseph's demonstration of forgiveness
28	71–74	63–66 33–34, 241–51		<ul style="list-style-type: none"> Identify the two geographic regions that made up ancient Egypt Identify the largest pyramid in the valley of Giza Describe the significance of the Rosetta stone Explain how the Egyptians used papyrus 	<ul style="list-style-type: none"> False beliefs about afterlife versus biblical truth Diligence and faithfulness
29	75–76	67–68	33–35	<ul style="list-style-type: none"> Explain the mummification process Describe the history behind and the purpose for a cartouche 	<ul style="list-style-type: none"> The Christian's glorified body Temporary value of riches
30	77	69	36	<ul style="list-style-type: none"> Gain an understanding of hieroglyphs Decipher and write hieroglyphs 	
31	78–82	70–74	37–42	<ul style="list-style-type: none"> Describe the three kingdoms of ancient Egypt Describe the Hyksos Explain how God used Moses to free His people from slavery Identify the rulers discussed in this chapter and their significance to this time 	<ul style="list-style-type: none"> Freeing of Israelite slaves by Moses Plagues and Egyptian false gods Folly of false religion
32	83–88	75–79, 413	43–45	<ul style="list-style-type: none"> Describe the social pyramid of ancient Egypt Examine characteristics of Egyptian culture in daily life Identify the significance of religion to the Egyptians Contrast Egyptian beliefs with biblical truth Complete a social pyramid 	<ul style="list-style-type: none"> Egyptian beliefs and biblical truth Worship of the one true God Eternity and relationship with Christ Repentance and faith in Christ Bodily resurrection of believers Judgment of Egypt for pride and worship of false gods
33	89	80		<ul style="list-style-type: none"> Create a model of an Egyptian wig Demonstrate the ability to follow directions and work in a group 	
34	90	81	46	<ul style="list-style-type: none"> Compare and contrast two civilizations Demonstrate the ability to follow directions and work in a group Use a Venn diagram 	
35	91–95	82–86	47–49, 241–51	<ul style="list-style-type: none"> Compare the Kushite civilization with the Egyptian civilization Identify the two forms of written language that the Kushites developed Explain how Kush became wealthy Explain the advantages and the disadvantages of the Aswan Dam 	<ul style="list-style-type: none"> Aswan High Dam as example of man's dominion
36	96		50	<ul style="list-style-type: none"> Recall concepts and terms from Chapter 3 	
37	96			<ul style="list-style-type: none"> Demonstrate knowledge of concepts from Chapter 3 by taking the test 	

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Bible Connections
Chapter 4: Ancient Israel					
38	99–103	87–91	51, 55	<ul style="list-style-type: none"> Identify Abraham as the father of the nation of Israel Analyze the Abrahamic and Mosaic Covenants Trace the descendants of Abraham who received the promise Analyze the Jews' population growth and God's protection of them during their years in Egypt Describe the Exodus of the Israelites from Egypt Identify causes and effects of events in Israel's early history 	<ul style="list-style-type: none"> Abrahamic and Mosaic covenants God's blessing of all nations through Israel Christian's responsibility to be a light Purpose of the Ten Commandments
39–40	104–5	92–93	51, 56	<ul style="list-style-type: none"> Examine the purpose for the tabernacle Analyze the construction of the tabernacle Participate in a team research project Make a model of and describe the purpose for the tabernacle's furnishings 	<ul style="list-style-type: none"> Purpose of the tabernacle Role of the Holy Spirit
41	106–8	94–95	52, 57–58	<ul style="list-style-type: none"> Identify monotheism as the belief in one God Recognize the importance of God's covenants with Israel Identify the important times of worship held by the Israelites Recognize the significance of Passover Compare the New Testament observance of the Lord's Supper to Passover Explore aspects of Jewish culture 	<ul style="list-style-type: none"> Establishment of monotheism Establishment of atonement True atonement through Jesus Christ Influence of laws on all aspects of life
42	109–13	96–100	52, 59–60, 241–51	<ul style="list-style-type: none"> Analyze the dealings between God and the Israelites Trace the developments that occurred when the Israelites entered the Promised Land Compare the region of Israel in ancient times with the modern region Analyze life under the leadership of judges and kings Analyze the Davidic Covenant 	<ul style="list-style-type: none"> Canaan conquered by Joshua Mercy and love of God Indwelling of the Holy Spirit within Christians
43	114	101	61	<ul style="list-style-type: none"> Identify the costs and benefits of a decision Record an analysis of historical decisions Apply costs and benefits analysis to personal decision making 	<ul style="list-style-type: none"> Disobedience of the Israelites Saul and David as kings Prophecy of Tyre fulfilled Establishment of Davidic Covenant Prophecy of a divided kingdom God's love for sinners
44	115–18	102–5	52–53, 62	<ul style="list-style-type: none"> Trace the division of the Israelite kingdom Evaluate the leadership of Jeroboam Evaluate the kings of the southern tribes called Judah Trace events and their influence on the lives of the Israelites in captivity 	
45	119–23	106–9	53, 63– 64, 414	<ul style="list-style-type: none"> Examine a primary source cutting from the second book of Maccabees Trace the return of the Jews to Judea Describe life under the rule of the Greek Empire Analyze the importance of the Greek language Trace the events of the Maccabean Revolt 	<ul style="list-style-type: none"> Israel conquered by Assyria Destruction of Jerusalem by Nebuchadnezzar Israelites known as Jews Gentiles as part of New Covenant
46	124–27	110–13	53–54, 65–66	<ul style="list-style-type: none"> Analyze the conditions of the Jews under Roman rule Evaluate the influence of the life of Jesus Christ during the Roman rule Trace the changes in religious practices following the Jews' return from exile Reinforce map skills 	<ul style="list-style-type: none"> Greek translation of the Old Testament Humble obedience to God Fulfillment of temple-rededication prophecy Rejection of the book of Maccabees as Scripture
47	128–30	114–16	54, 67	<ul style="list-style-type: none"> Trace the changes from the Herodian dynasty to Roman rule Trace the attempts by the Zealots to overthrow Roman rule Describe the destruction of Jerusalem Describe the fall of Masada 	<ul style="list-style-type: none"> Practice of rabbinic Judaism Jesus not recognized as Messiah Completion of the Talmud Verification of Pontius Pilate as Roman governor
48	131		68	<ul style="list-style-type: none"> Recall concepts and terms for Chapter 4 	
49	131			<ul style="list-style-type: none"> Demonstrate knowledge of concepts from Chapter 4 by taking the test 	

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Bible Connections
Chapter 5: Ancient India					
50	133–37	117–21	69–70, 241–51	<ul style="list-style-type: none"> Locate ancient and modern places in India and the surrounding countries on a map Use a web organizer Infer facts about the excavation process from a photo Explain the significance of the discovery of Harappa and Mohenjo-Daro Identify key features of ancient Indian homes Identify evidences that the Harappan civilization was highly advanced Differentiate the way secular and Christian historians view ancient civilizations Identify and describe India's landforms 	<ul style="list-style-type: none"> Intelligence of ancient minds Highly developed minds in accordance with Creation Creation of man in God's image
51	138	122	71–72	<ul style="list-style-type: none"> Catalog an artifact, recording details about its appearance and location 	
52	139–41	123–25	69, 73–74, 241–51	<ul style="list-style-type: none"> Use a web organizer Recognize the importance of language translation in understanding a civilization Identify possible reasons for the disappearance of the Harappan civilization Identify characteristics of the Aryan civilization Discuss ways racism displays itself Contrast Hitler's racist views with God's view of people 	<ul style="list-style-type: none"> Reflection of religious beliefs in art Hitler's belief in the inferiority of the Jewish race God's view in the equality of races
53	142–46	126–30	73, 75	<ul style="list-style-type: none"> Complete a social pyramid Contrast Hinduism with biblical truth Detect false ideas promoted in the Rig-Veda Recognize the importance of the group over the individual in ancient Indian culture Contrast the ancient Indian family with the modern traditional American family Explain how a person's caste affected his relationships and choices in life 	<ul style="list-style-type: none"> Hinduism and biblical truth Origin of the gospel with God Mankind's invention of religion Salvation not by works Only one death for man Control of breath and life by God
54	147–51	131–34, 415	73, 76–77	<ul style="list-style-type: none"> Analyze the benefits or disadvantages of the caste system for members of different castes Analyze an ancient primary source about the caste system Trace Siddhartha Gautama's development of Buddhism Contrast Buddhist beliefs with biblical truth Explain why Buddhism appealed to the members of lower castes and untouchables Compare characteristics of three religions 	<ul style="list-style-type: none"> Buddhism and biblical truth Unequal treatment of people as a result of sin Righteousness and peace from God
55	152	135	78	<ul style="list-style-type: none"> Recognize Sanskrit's influence on English Recognize that languages influence each other as people in those language groups have contact Identify the etymologies of several words English borrowed from Sanskrit Write a paragraph comparing Sanskrit and English meanings 	
56	153	136	79	<ul style="list-style-type: none"> Identify cause and effect Recognize words writers use to signal a cause or an effect Identify cause and effect relationships in the history of India 	
57	154–57	137–40	80–83, 241–51	<ul style="list-style-type: none"> Use a web organizer Explain how the Mauryan Empire began Distinguish between positive and negative aspects of Chandragupta Maurya's rule Identify reasons that Asoka is often considered the greatest Mauryan ruler Explain Asoka's role in the growth of Buddhism in India's neighboring countries Describe John Marshall's accomplishments in uncovering ancient Indian civilizations 	<ul style="list-style-type: none"> Good works and salvation Results of spiritual blindness Forced religion Promised hope for India
58	158		84	<ul style="list-style-type: none"> Recall concepts and terms from Chapter 5 	
59	158			<ul style="list-style-type: none"> Demonstrate knowledge of concepts from Chapter 5 by taking the test 	

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Bible Connections
Chapter 6: Ancient China					
60	161–65	141–45	85–86, 241–51	<ul style="list-style-type: none"> Explain why the Chinese called their land the Middle Kingdom Locate on a map the site of the ancient Chinese civilization, modern China and its regions, and the surrounding countries Describe the geographic features of China Identify the Huang He as being where the Shang settled Contrast ancestor worship with biblical truth Use a fishbone organizer 	<ul style="list-style-type: none"> Intelligence of man from Creation False Chinese religious beliefs Worship of God alone Guidance through prayer and Bible study Honor of God above parents
61	166	146		<ul style="list-style-type: none"> Interpret flat maps Plan and design a relief map 	
62	167–70	147–50	85, 87–88	<ul style="list-style-type: none"> Describe Shang achievements in the arts Locate the sources of minerals on a mineral resources map Locate the Chou dynasty and the Gobi Desert on a map Explain how the Mandate of Heaven was used to justify the Chou leaders' rebellion against the Shang Explain what happened during the Chou dynasty that makes it China's classical age Use a fishbone organizer 	<ul style="list-style-type: none"> False belief in the Mandate of Heaven
63	171–74	151–53, 416	88–89, 241–51	<ul style="list-style-type: none"> Identify kinds of classical art produced during the Chou dynasty Describe the importance of education during the Chou dynasty Identify Confucius as a philosopher who greatly influenced China Contrast Confucianism with biblical truth Analyze some of the sayings of Confucius 	<ul style="list-style-type: none"> Creation for God's glory Earthly wisdom and godly wisdom God as the true source of happiness, contentment, and joy Effect of human behavior on societal unity and harmony Confucianism and biblical truth Sin nature of man
64	175	154		<ul style="list-style-type: none"> Identify and interpret proverbs Illustrate a proverb 	<ul style="list-style-type: none"> Grace and strength from God
65	176–78	155–57	88, 90–93	<ul style="list-style-type: none"> Compare and contrast Confucianism with Taoism Contrast Taoism with biblical truth Describe Legalism as a philosophy Identify what a bureaucracy was in ancient China and relate its use in the United States today Describe the achievements of the Qin dynasty Use a fishbone organizer 	<ul style="list-style-type: none"> Biblical proverbs
66	179–82	158–61	93–96, 241–51	<ul style="list-style-type: none"> Describe the purpose and the construction of the Great Wall Describe Qin Shi Huang Ti's use of censorship and his attitude toward education Describe the terra-cotta army and its purpose Trace the use of currency in China Identify the purpose of the civil service exam in the Han government Use a fishbone organizer Identify costs and benefits 	<ul style="list-style-type: none"> God's guidance of Christians Man's creation in God's image God's control of all things Legalism, Taoism, and biblical truth Submission to authority
67	183–85	162–64	96	<ul style="list-style-type: none"> Describe the achievements of the Han dynasty Describe the use of acupuncture Explain how the seismoscope worked and identify who invented it Identify the uses of paper during the Han dynasty 	<ul style="list-style-type: none"> False beliefs about the afterlife and biblical truth Value of earthly treasures
68	186	165		<ul style="list-style-type: none"> Use a process to make paper Produce a sheet of paper 	<ul style="list-style-type: none"> Biblical stewardship of resources
69	187–89	166–68	96–99	<ul style="list-style-type: none"> Identify the problems and benefits of the Silk Road Contrast Mahayana Buddhism with biblical truth State the meaning of <i>bodhisattva</i> Describe the social changes during the Han dynasty 	<ul style="list-style-type: none"> False belief about peace and bliss Christian's glorified body Buddhism and biblical truth Salvation as the fundamental need of all people
70	190		100	<ul style="list-style-type: none"> Recall concepts and terms from Chapter 6 	
71	190			<ul style="list-style-type: none"> Demonstrate knowledge of concepts from Chapter 6 by taking the test 	

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Bible Connections
Chapter 7: Ancient Persia					
72	193–97	169–73	101, 241–51	<ul style="list-style-type: none"> Locate key cities and geographic features of ancient Persia on a modern map Describe the origin of the Persian Empire Identify the two empires that Cyrus overthrew before establishing the Persian Empire Relate Daniel 5 to the fall of the Chaldean Empire Relate the Cyrus Cylinder to the biblical account of Israel's return to its land Compare the extent of Cyrus's empire with the extent of Darius's empire 	<ul style="list-style-type: none"> Daniel's role in Persian history Truth of prophecy God's use of the ungodly to accomplish His purposes Freedom of Israelites granted by Cyrus II Supporting biblical accounts by artifacts
73	198–202	174–78	102–5	<ul style="list-style-type: none"> Recognize God's authority to determine an empire's rise and fall Identify the first three rulers of the Achaemenid period in Persia Explain the reasons for the growth of trade in the Persian Empire Identify ways that Darius organized, connected, and protected his empire Identify qualities of a good historian Evaluate the value of Herodotus's work as a historian 	<ul style="list-style-type: none"> Divine direction in the rise and fall of nations
74	203–6	179–82	102, 106	<ul style="list-style-type: none"> Identify the common language of the Persian Empire Infer information about the ancient Persians from depictions of them in artwork Recognize the importance of the Behistun carvings in deciphering ancient cuneiform Contrast Zoroastrianism with biblical truth Identify the role of Darius in God's plan for the Israelites' restoration of the temple 	<ul style="list-style-type: none"> Aramaic as a language of the Old Testament Zoroastrianism and biblical truth Visit at Christ's birth by Persian priests called magi Darius's role in rebuilding the Jewish temple
75	207	183		<ul style="list-style-type: none"> Apply knowledge of history to an archaeological find Describe an artifact as precisely as possible Infer uses of an artifact based on its design 	
76	208–10	184–86	102, 107–8	<ul style="list-style-type: none"> Determine the major cause for the Persian Wars Describe the major events and outcome of each battle of the Persian Wars Identify major figures in each battle of the Persian Wars Identify and trace the routes used by a military force on a map Differentiate between historical fact and legend 	
77	211	187		<ul style="list-style-type: none"> Conduct research on a battle from the Persian Wars Design an annotated map Present the completed map 	
78	212–13	188–89	109	<ul style="list-style-type: none"> Place the biblical story of Esther in its historical context Recognize God's providential use of Esther in His plan to deliver the Jews Create an artist's rendering of the palace room described in Esther 1:5–6 Analyze how the renderings help interpret the biblical description 	<ul style="list-style-type: none"> Story of Esther in historical context Art based on biblical description
79	214–18	190–94	102, 110–11	<ul style="list-style-type: none"> Describe the way God used the Persian king Artaxerxes in His plan for the nation of Israel Identify reasons for the decline of the Persian Empire Explain Alexander's role in the fall of the empire Trace the value given to Persian culture through the Seleucid, Parthian, and Sassanid periods Compare the rule of the Sassanids with the rule of the Achaemenids and the Parthians 	<ul style="list-style-type: none"> God's use of Artaxerxes Jesus' visit to the restored temple Introduction of Islam by Arab invaders
80	219		112	<ul style="list-style-type: none"> Recall concepts and terms from Chapter 7 	
81	219			<ul style="list-style-type: none"> Demonstrate knowledge of concepts from Chapter 7 by taking the test 	

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Bible Connections
Chapter 8: Ancient Greece					
82	221–25	195–99	113, 115, 241–51	<ul style="list-style-type: none"> Use a web to describe the location of places on a map Explain why the classical age of Greece is described as glorious Explain the influence of the land on Greek occupations Compare the Minoan and Mycenaean civilizations Identify the beginning of the Greek dark age Locate Greece, Crete, the Peloponnesus, and major Greek cities on a map 	<ul style="list-style-type: none"> Javan's sons as possible Greek ancestors Philistia possibly a Minoan colony
83	226–29	200–203	113–14, 116–17	<ul style="list-style-type: none"> Use a web to define terms from the chapter Identify our source for information about the dark age of Greece Identify reasons Greece had city-state governments rather than a central government Trace the development of Athens from an oligarchy to a democracy Explain the agora's role in Greek culture Identify Sparta's major aim and its methods of achieving it Compare and contrast life in Athens with life in Sparta 	<ul style="list-style-type: none"> Honesty never conditional
84	230	204	118	<ul style="list-style-type: none"> Compare voting today with voting in ancient Athens Make decisions on various issues presented for voting Participate in various methods of ancient voting 	
85	231–36	205–9, 418	113–14, 119–20	<ul style="list-style-type: none"> Use a web to describe people from the chapter Explain how the Peloponnesian War influenced the Greeks Recognize Pericles' contributions to the classical age in Athens Trace the events surrounding the Peloponnesian War Describe the consequences of the Peloponnesian War for Athens and Sparta Recognize Thucydides' contributions to the knowledge of Greek history 	<ul style="list-style-type: none"> Christian's confidence from trust in God
86	237–40	210–13	114, 119, 121, 241–51	<ul style="list-style-type: none"> Explain how the Greek belief in gods influenced the people's lives Analyze the lasting appeal of the Greek myths Identify the three major philosophers of ancient Athens and describe the important teachings of each Recognize the failure of Greek philosophy to provide true wisdom or transform behavior Compare Greek beliefs with biblical truth 	<ul style="list-style-type: none"> Greek gods and philosophies and biblical truth True origin of wisdom Renewing of man's mind by the Spirit of God Behavioral control through Christ and the Holy Spirit Redemption through Christ
87	241–44	214–17	114, 119, 122	<ul style="list-style-type: none"> Compare education in ancient Greece with education today Describe Homer's contributions to literature Distinguish between genres of Greek literature, including epics, fables, plays, and myths Analyze a retelling of a myth 	<ul style="list-style-type: none"> Happiness not found in wealth
88	245	218		<ul style="list-style-type: none"> Analyze a character's emotions in a drama Create a mask that expresses a specific emotion Participate in a Greek mask drama 	
89	246–49	219–22	114, 119, 123–25	<ul style="list-style-type: none"> Describe the accomplishments of Greece's prominent figures in math and science Compare the ancient and modern Olympic Games Recognize Greek contributions to music, art, and architecture Explain what makes the Parthenon's architecture unique 	
90	250	223		<ul style="list-style-type: none"> Distinguish between the three main styles of Greek columns Design and carve a plaster column 	
91	251–53	224–26	119, 126–27	<ul style="list-style-type: none"> Label a map with Greek cities mentioned in the Bible Compare the Greek and English alphabets Identify the traits that made Alexander the Great a unique leader Explain the reason for the spread of Hellenistic culture Relate historical knowledge of ancient Greece to the biblical account of Paul's sermon on Mars' Hill Recognize the importance of the Greek language to the spread of the gospel Identify influences of ancient Greece seen today 	<ul style="list-style-type: none"> God's Word and the Greek language Paul's message to the Greeks
92	254		128	<ul style="list-style-type: none"> Recall concepts and terms from Chapter 8 	
93	254			<ul style="list-style-type: none"> Demonstrate knowledge of concepts from Chapter 8 by taking the test 	

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Bible Connections
Chapter 9: Ancient Rome					
94	257–61	227–31	129–30	<ul style="list-style-type: none"> Identify and describe places in Italy and surrounding countries on a map Complete a PERSIA organizer Organize events in order on a timeline Identify the Latins as the earliest inhabitants of Italy Explain how the Etruscans improved the Roman way of life Describe the Roman social classes Describe the geographic features of Italy 	<ul style="list-style-type: none"> Birth of Christ as a major event in history Respect, honor, and obedience to authority
95	262–64	232–34	129, 131–33	<ul style="list-style-type: none"> Complete a government organizer Describe the governing branches of the Roman Republic Describe the concessions that the patricians made to the plebeians Explain the importance of the Law of the Twelve Tables Identify where the Law of the Twelve Tables was displayed 	<ul style="list-style-type: none"> The Word of God as a weapon of strength Impossibility of keeping the Law Christ as the hope of eternal life
96	265	235		<ul style="list-style-type: none"> Participate in the Roman process of making a new law Evaluate the method used to make the law 	
97	266–70	236–40	129, 134–35, 241–51	<ul style="list-style-type: none"> Contrast Carthage and Rome Identify and summarize the three major wars between Rome and Carthage Describe the role of Hannibal in the Punic Wars Match events to locations on a map Explain the purpose and importance of the Roman roads 	<ul style="list-style-type: none"> Biblical armor for the Christian Victory over sin through the power of the Holy Spirit Roman roads traveled by the apostle Paul “Romans Road” gospel verses
98	271–75	241–45	129, 136–37	<ul style="list-style-type: none"> Describe the problems that arose from Rome’s expansion Identify those involved with the Triumvirate Explain the significance of the Gregorian calendar Recall concepts and terms by using the Study Guide 	<ul style="list-style-type: none"> Christlike leadership qualities
99–100	276	246		<ul style="list-style-type: none"> Experience the process of researching and writing about an ancient place Make a travel brochure 	<ul style="list-style-type: none"> Converted tax collectors Affairs of men and nations used to accomplish God’s purposes
101	277–81	247–50	129, 138	<ul style="list-style-type: none"> Describe the significance of the Pax Romana in Rome’s history Compare education during the Pax Romana with education today Identify the architectural features of the Colosseum and the Pantheon 	
102	282–84	251–53	129, 139, 241–51	<ul style="list-style-type: none"> Contrast Epicurianism and Stoicism with biblical truth Describe Christ’s earthly life in the Roman Empire Describe the acceptance of Christianity in the Roman Empire 	<ul style="list-style-type: none"> Epicureanism and biblical truth Stoicism and biblical truth Christ the Savior as the only source for everlasting peace
103	285–87	254–56	140–41, 241–51	<ul style="list-style-type: none"> Explain the spread of Christianity Trace the factors that led to the collapse of the Roman Empire Describe the role of Diocletian in the persecution of Christians Describe the role of Paul in the spreading of the gospel 	<ul style="list-style-type: none"> Requirements for Christian service Roman gods and true worship of God Blessed hope of Christ’s return Jesus as the Son of God Rejection of Jesus as Messiah by the Jews Prophecy of Caesar’s decree fulfilled Jesus’ submission to the Roman government
104	288		142	<ul style="list-style-type: none"> Recall concepts and terms from Chapter 9 	<ul style="list-style-type: none"> Spread of gospel throughout the Roman world Fulfillment of the Great Commission Persecution as a cause of church growth Benefit of the Edict of Milan and Council of Nicaea
105	288			<ul style="list-style-type: none"> Demonstrate knowledge of concepts from Chapter 9 by taking the test 	

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Bible Connections
Chapter 10: The Byzantine Empire					
106	291–96	257–62, 420	143, 146	<ul style="list-style-type: none"> Locate on a map modern Turkey and surrounding countries and the site of the ancient Byzantine civilization Use a Venn diagram Trace the growth and structure of the New Testament church Analyze the importance of the Edict of Milan Analyze the reasons it was difficult for the Roman church to remain true to Scripture Trace the effect that false doctrines had on the purity of the church Compare the Eastern Orthodox religion to Protestant beliefs 	<ul style="list-style-type: none"> God's plan of judgment Importance of Mount Ararat Early church organization Impact of false teachers Eastern Orthodoxy compared with Protestant Christianity Authority of church traditions
107	297–301	263–67	143, 147–48	<ul style="list-style-type: none"> Describe the protection of and the standard of living in Constantinople Identify characteristics of Justinian's rule Evaluate the effectiveness of General Belisarius Describe the political groups in Constantinople Describe the events of the Nika Revolt and the influence that Theodora had on its outcome 	<ul style="list-style-type: none"> Divine right to rule Biblical responsibility of kings Christ and the law Emotional control
108	302–3	268–69	143	<ul style="list-style-type: none"> Evaluate the significance of Justinian's building projects Describe the beauty of the Hagia Sophia Experience the art of creating a mosaic 	<ul style="list-style-type: none"> Significance of the Hagia Sophia
109	304–9	270–75, 421	143–44, 149	<ul style="list-style-type: none"> Evaluate the legacy of Justinian I Describe the condition of the empire following the death of Justinian Evaluate the leadership of Heraclius as emperor Evaluate the Islamic impact on world conditions and the Byzantine Empire 	<ul style="list-style-type: none"> Affect of trade routes on religious ideas Impact of Christianity and Judaism on Muhammad Biblical warning about visions Christians' responsibility toward Muslims Islam and biblical truth
110	310	276	150	<ul style="list-style-type: none"> Conduct biblical research on Jesus' being the Son of God Evaluate the Islamic position on Who Jesus is 	<ul style="list-style-type: none"> Bible research skills The Bible as the basis for beliefs
111	311–14	277–80	144–45, 151–52, 241–51	<ul style="list-style-type: none"> Describe the methods of conquest used by the Muslims against the Persians and the Byzantines Identify the three cities considered sacred by the Muslims Analyze the leadership of Leo III against Muslim invasion Describe the golden age of the Byzantine Empire Explain the conflict over iconoclasm 	<ul style="list-style-type: none"> Spread of the gospel by true believers Forced Islamic conversions Refusal by Christians to make false confessions Iconoclasm controversy Early missions in eastern Europe Split between the Roman Catholic Church and the Eastern Orthodox Church
112	315–18	281–84	145, 153, 241–51	<ul style="list-style-type: none"> Read a map and map key to answer questions Evaluate the leadership of Basil II Analyze the causes and effects of the Crusades Trace the struggles and progress of the Byzantine Empire from 1204 to 1261 	<ul style="list-style-type: none"> Advantages and disadvantages of the Crusades Biblical response to offenses Results of a nation following biblical actions
113	319	285	154–55	<ul style="list-style-type: none"> Analyze a political cartoon 	
114	320–22	286–88	145, 156–57	<ul style="list-style-type: none"> Read a map, a map key, and a graph to answer questions Locate and label places on a map Analyze the weakening of the Byzantine Empire Describe the economic conditions faced by the emperors and their attempts to seek military help from Europe and the pope Describe the effects of the Black Death Describe the military victories of the Ottoman Turks and Constantinople's attempts to defend itself Analyze the historical significance of the Byzantine Empire 	
115	323		158	<ul style="list-style-type: none"> Recall concepts and terms from Chapter 10 	
116	323			<ul style="list-style-type: none"> Demonstrate knowledge of concepts from Chapter 10 by taking the test 	

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Bible Connections
Chapter 11: Mesoamerica					
117	325–30	289–94	159–63	<ul style="list-style-type: none"> Locate on a map the site of the ancient Mesoamerican civilizations, modern Mesoamerica and its regions, and the surrounding countries Color a map of Mesoamerica according to a key Analyze the obstacles to discovering the origins and history of Mesoamerica's ancient civilizations Analyze the different possible migrations of people to the continents of North and South America Describe Mesoamerica today Describe the discovery and use of rubber Trace the history and the impact the Olmec civilization had on other Mesoamerican civilizations 	<ul style="list-style-type: none"> Native Americans' origin Native Americans as descendants of Adam and Noah
118	331	295	164	<ul style="list-style-type: none"> Draw conclusions based on observations Determine the characteristics of a person based on his possessions 	<ul style="list-style-type: none"> Importance of an archaeologist's worldview Christian archaeologists
119	332–35	296–99	159–62, 165, 241–51	<ul style="list-style-type: none"> Interpret and compare photographs Identify the period and trace the history of the Mayas as they developed into a civilization Describe Mayan achievements Evaluate the contribution of Diego de Landa to the knowledge of the Mayas Identify the importance of being able to read Mayan hieroglyphs Describe the physical appearances of the Mayan people 	<ul style="list-style-type: none"> Correlation of Tower of Babel and Mayan stories Biblical witnessing Man's intelligence as a demonstration of his creation by God Biblical warning against idols
120	336	300		<ul style="list-style-type: none"> Illustrate the appearance of a Maya Sculpt a model from clay 	<ul style="list-style-type: none"> Uniqueness of the body
121	337–40	301–4	159–62, 166	<ul style="list-style-type: none"> Complete a Venn diagram to compare and contrast Mayan dress for men and women Sequence the steps of Mayan farming during the dry season Describe the level of social classes in the Mayan civilization Describe Mayan dress Explain the importance of the cacao bean to the Mayas Describe the types of Mayan homes Describe the daily lives of the various levels in Mayan society 	<ul style="list-style-type: none"> Control of Mayan society by their belief in gods Religious roles of kings and priests Biblical role of a ruler
122	341–44	305–8	159–62, 167	<ul style="list-style-type: none"> Distinguish social-class characteristics of the Mayas Describe the role of women in the Mayan society Discuss trading in the Mayan civilization Analyze the Mayan religion Identify the religious significance of the Mayan ball game Discuss the decline of the Mayan civilization 	<ul style="list-style-type: none"> Free reign of Satan False beliefs of Mayan civilization and biblical truth Biblical position on gambling
123	345	309	159–62, 168–69	<ul style="list-style-type: none"> Contrast Egyptian pyramids with Mesopotamian pyramids Experience making a codex in the same style the Mayas used Illustrate the use of an organizer for comprehending the content in a lesson 	
124	346–49	310–13	159–62, 170–71, 241–51	<ul style="list-style-type: none"> Compare and contrast the Aztecs with the Mayas using a Venn diagram Examine the Bible to answer questions concerning the worship of idols Trace the migration and development of the Aztec civilization Describe the unusual location and building of the city of Tenochtitlán Contrast Aztec beliefs with biblical truth Describe the military ability and objectives of the Aztecs Describe the Aztec social structure 	<ul style="list-style-type: none"> Power of evil and wicked imaginations Man without excuse for sin God's creation and Aztec's concept of creation False concept of blood sacrifice and biblical truth
125	350–52	314–16	159–62, 170, 172–73	<ul style="list-style-type: none"> Contrast Mesoamerican beliefs with biblical truth Identify places on a map of Mesoamerica Evaluate the economy of the Aztec civilization Discuss the significance of the Aztecs' language and technological advances Analyze the effect the Spanish invasion had on the demise of the Aztec civilization 	<ul style="list-style-type: none"> Destruction of society by religious practices
126	353	290–316	174	<ul style="list-style-type: none"> Recall concepts and terms from Chapter 11 	
127	353			<ul style="list-style-type: none"> Demonstrate knowledge of concepts from Chapter 11 by taking the test 	

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Bible Connections
Chapter 12: Ancient Africa					
128	355–59	317–21	175–77	<ul style="list-style-type: none"> Distinguish a creation myth from biblical truth Locate Africa's major regions and five ancient kingdoms on a map Describe various geographic features of Africa Identify the biomes of Africa on a map Identify animal life in each of Africa's biomes 	<ul style="list-style-type: none"> Creation myths Biblical oral history
129	360–63	322–23, 423–24	175–76, 178	<ul style="list-style-type: none"> Identify methods of learning about civilizations that did not have a written language Explain how linguistics can be used to track the migration of a people group Explain how botany can be used to gain information about a people group Identify types of information that can be learned from archaeology Identify the role of an African griot in preserving a people's history Analyze a tale from Africa's oral history 	
130	364	324	179	<ul style="list-style-type: none"> Identify oral history in the Bible Orally communicate a historical family event Listen to the oral histories of others Demonstrate being a respectful audience member Practice reciting oral histories from memory 	
131	365–68	325–28	175–76, 180–81	<ul style="list-style-type: none"> Distinguish characteristics of the African peoples Identify the common method of dividing Africa's early people groups Describe the Tuareg and locate their region Describe the Maasai and locate their region Describe the Pygmies, the Bushmen, and the Khoikhoi, and locate their region Compare traditional African beliefs with biblical truth 	<ul style="list-style-type: none"> African traditional beliefs and biblical truth Introduction of the gospel by European missionaries Influence of Islam
132	369–72	329–32	175–76, 182–83, 241–51	<ul style="list-style-type: none"> Contrast characteristics of African civilizations Describe Aksum's culture, language, and resources Identify what likely influenced Ezana's spiritual conversion and how it influenced his kingdom Examine the biblical account of the queen of Sheba in light of history Locate ancient Ghana on a map and identify the modern country in which it was located Describe the importance of trade to Ghana's economy 	<ul style="list-style-type: none"> Christianity as the official religion in Aksum Impact of a servant's spirit by Frumentius Introduction of Christianity by Byzantine traders Queen of Sheba's visit to Solomon Christ's mention of the queen of Sheba
133	373	333	184	<ul style="list-style-type: none"> Identify the time in different African time zones Relate the art of fabric dyeing to African trade Make a tie-dyed shirt 	
134	374–76	334–36	175–76, 185	<ul style="list-style-type: none"> Locate ancient Mali and the modern country of Mali on a map Locate ancient Songhai on a map Determine causes and effects of events Identify Mali's two famous rulers and their accomplishments Describe the values, culture, and economy of ancient Mali Summarize the rise and fall of the empires of Mali and Songhai Identify the most significant ruler of Songhai and his accomplishments Recognize legends based on the lives of ancient African heroes 	<ul style="list-style-type: none"> Domination of Mali by Islam and traditional beliefs
135	377–78	337–38		<ul style="list-style-type: none"> Define <i>economy, consumer, demand, and supply</i> Analyze how the law of supply and demand affects prices in an economy Predict what will happen to a country's economy in different scenarios Discuss predictions with classmates 	
136	379–82	339–42	175–76, 186–87, 241–51	<ul style="list-style-type: none"> Label places on a map of Africa Locate ancient Mwene Mutapa and the modern country of Zimbabwe on a map Identify features of buildings of the ancient Shona Identify common features of the coastal cities in eastern Africa Identify how traders and explorers influenced Africa and whether the results were positive or negative Identify ways to aid in the spread of the gospel 	<ul style="list-style-type: none"> Spread of the gospel through contact with other continents Prophecy that Christ's kingdom will include people from all nations Importance of evangelism
137	383		188	<ul style="list-style-type: none"> Recall concepts and terms from Chapter 12 	
138	383			<ul style="list-style-type: none"> Demonstrate knowledge of concepts from Chapter 12 by taking the test 	

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Bible Connections
Chapter 13: Ancient Japan					
139	385–89	343–47	189–97, 241–51	<ul style="list-style-type: none"> Locate on a map the site of the ancient Japanese civilization, modern Japan and its regions, and the surrounding countries Identify key events of the ancient Japanese civilization on a timeline Explain why little is known of Japan's early history Identify the civilizations that influenced Japan Describe characteristics of the Japanese civilization Explain how Japan forms an archipelago 	<ul style="list-style-type: none"> Creation by God Emperor worship and biblical truth Biblical principle of training children early
140	390–92	348–50	189–96, 198–99, 241–51	<ul style="list-style-type: none"> Identify and label the four main islands of Japan on a map Contrast Shintoism with biblical truth Identify the religion from China that Prince Shotoku introduced to Japan Analyze the importance of the Taika Reform for Japan Identify the Father of Calligraphy Describe the differences between how Japanese and Americans write 	<ul style="list-style-type: none"> Shintoism and biblical truth Blend of Shintoism and Buddhism
141	393	351	200	<ul style="list-style-type: none"> Create original art that expresses a theme for a Japanese event Demonstrate the ability to follow directions and work cooperatively Compare maps to determine geographic features and locations Identify latitude and longitude for a location Calculate distance using a map scale 	
142	394–97	352–55	189–96, 201	<ul style="list-style-type: none"> Identify the family that rose to power during the Heian period Identify the official language of the Japanese court Describe the characteristics of Japanese literature and art Describe how the Japanese blended Shintoism and Buddhism Describe imperial court etiquette 	<ul style="list-style-type: none"> Freedom of religion
143	398	356		<ul style="list-style-type: none"> Demonstrate an understanding of the form of a haiku Create a haiku Illustrate a haiku 	
144	399–402	357–60	189–96, 202–5	<ul style="list-style-type: none"> Analyze the feudal system of government adopted by the Japanese Distinguish the four levels of social classes in Japan's feudal system Identify the cause for the Mongol defeat Compare and contrast the samurai with the Christian soldier Label places on a map of Japan 	<ul style="list-style-type: none"> Emperor's desire for religious control Gift of salvation through Christ's death
145	403		206	<ul style="list-style-type: none"> Recall concepts and terms from Chapter 13 	
146	403			<ul style="list-style-type: none"> Demonstrate knowledge of concepts from Chapter 13 by taking the test 	

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Bible Connections
Chapter 14: The Middle Ages in Europe					
147	405–8	361–64	207–10, 241–51	<ul style="list-style-type: none"> Identify the major events that began and ended the medieval period Describe political and religious conditions during the Middle Ages Trace the paths of Germanic invaders on a map of Europe Locate modern countries, medieval kingdoms, and other geographic features on a map of Europe Identify countries in the region of Scandinavia 	<ul style="list-style-type: none"> Structure provided by the Roman Church during Rome's collapse Germanic heresy that denied the deity of Christ
148	409–12	365–68	207–9, 211–12	<ul style="list-style-type: none"> Distinguish the general meaning of <i>catholic</i> from its meaning in the Roman Catholic Church Differentiate between the types of Roman Catholic clergy and their various responsibilities and lifestyles Evaluate the priests' changing teachings in light of Scripture Identify Roman Catholic sacraments and the beliefs associated with them Identify Benedict's role in defining the lifestyle of a monk Contrast the beliefs of the Roman Catholic Church with biblical truth 	<ul style="list-style-type: none"> Bible not available in Italy Scriptures and the writings of the early churchmen copied by monks Control over worship and practice by the Roman Church Roman Catholicism and biblical truth
149	413–16	369–72	207–9, 213–14	<ul style="list-style-type: none"> Identify the major Frankish kings and their accomplishments Recognize the importance of the alliance between the Frankish kings and the Roman Church Describe Charlemagne's empire and his contributions to education and learning Identify the modern countries and languages that emerged from the Frankish Empire Compare a map of the divisions of Charlemagne's empire with a map of modern Europe 	<ul style="list-style-type: none"> Muslim advance into Western Europe stopped at Tours Alliance between the Roman Church and state
150	417–21	373–77	207–9, 215–17	<ul style="list-style-type: none"> Identify Viking contributions to European culture Recognize narrative details that convey feelings about the Vikings Explain how the Vikings used their ships for a unique strategy of attack Explain why feudalism was necessary in the Middle Ages Identify advantages of the feudal system to people of upper and lower classes Describe the steps in the process of becoming a knight and the roles of people on a manor 	<ul style="list-style-type: none"> False Viking gods and biblical truth Some weekday names derived from Viking gods
151	422	378		<ul style="list-style-type: none"> Identify symbolism in a coat of arms Design a coat of arms 	
152	423–26	379–82	218, 241–51	<ul style="list-style-type: none"> Recognize Robin Hood's status as a legendary medieval hero Describe the Battle of Hastings and its results for England Identify Henry II's contributions to England's legal system Differentiate between trial by ordeal and trial by jury Trace the events that led up to the writing of the Magna Carta Explain the significance of the Magna Carta and its influence on later documents 	<ul style="list-style-type: none"> Stealing and doing good Opposition to Roman Catholic teaching English translation of the Bible by John Wycliffe
153	427	383	219	<ul style="list-style-type: none"> Participate in a mock trial Discuss the fairness of a trial and the verdict 	
154	428–31	384–87	207–9, 220–21	<ul style="list-style-type: none"> Identify the two functions of medieval castles Identify and describe various castle features and the methods of attacking and defending castles Describe medieval banquets Identify who controlled various parts of Europe during the Middle Ages Identify reasons for the decline of feudalism 	<ul style="list-style-type: none"> Purpose of the Crusades Emergence of the Protestant Reformation
155	432	388	222–25	<ul style="list-style-type: none"> Identify simple machines used in castle defenses and weapons Write a paragraph describing how simple machines helped castle defenses or weapons work 	
156	433		226	<ul style="list-style-type: none"> Recall concepts and terms from Chapter 14 	
157	433			<ul style="list-style-type: none"> Demonstrate knowledge of concepts from Chapter 14 by taking the test 	

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Bible Connections
Chapter 15: A Kingdom from Shore to Shore					
158	435–40	389–94	227–31	<ul style="list-style-type: none"> Identify your worldview Summarize the purpose of Creation Explain the consequences of the Fall Analyze the plan of redemption 	<ul style="list-style-type: none"> Biblical worldview Involvement of God in the affairs of men Creation of man in the image of God God's command to exercise dominion God's mercy on display since the Flood Man's dominion altered by the Fall Jesus the Redeemer Christ's kingdom and the world's kingdoms
159	441	395	232–33	<ul style="list-style-type: none"> Identify and explain what is not directly stated in the text by making inferences Draw conclusions based on the text 	
160	442–45	396–99	227–30, 234	<ul style="list-style-type: none"> Trace the spread of the gospel to Egypt after Christ's death Explain how the Persian Empire was used by God to aid the Israelites Trace the establishment of churches in the Mesopotamian region Evaluate Persian influence on the growth of the early church Evaluate Constantine's influence on the growth of the church in Rome Contrast the influence of the early church in eastern nations with current Christian churches 	<ul style="list-style-type: none"> Spread of the gospel in the first centuries of the church Spread of the gospel in Mesopotamia and Persia Jesus' promise of His kingdom's gradual growth Reasons Christians should be optimistic about presenting the gospel
161	446–50	400–404	227–30	<ul style="list-style-type: none"> Locate countries on a map Explain why the ideas and philosophies of Greece and Rome were unsatisfying Evaluate the influence of Paul's ministry on the culture and the spread of the gospel Describe the influence of the Reformation on the nation of England Analyze the impact of Hinduism, Catholicism, and Christianity on India Trace the spread of the gospel on the continent of Africa 	<ul style="list-style-type: none"> Admonition to believers to be faithful Warning to avoid false teaching
162	451	405	235	<ul style="list-style-type: none"> Locate countries on a map Compare two ancient civilizations in a compare-contrast essay Use a Venn diagram to organize ideas 	<ul style="list-style-type: none"> Spread of the gospel in Europe Mission work in India and Africa Connection between honoring parents and God's blessing
163	452–56	406–10, 430–31	227–30, 236–37	<ul style="list-style-type: none"> Locate countries on a map Analyze the influence of the Spaniards on Mesoamerican religion Explain why Protestant Christianity was slow to influence Latin America Trace the growth of Protestant Christianity in Latin America and in China Evaluate the influence of Bible translation in Latin American languages Analyze Christianity in Latin America today 	<ul style="list-style-type: none"> The Great Commission Spread of the gospel to Latin America by African Americans Spread of the gospel in China Promise that the "gates of hell" will not prevail against the church Christ's kingdom to grow like a mustard seed Spread of the gospel in the power of the Holy Spirit
164	457		238	<ul style="list-style-type: none"> Recall concepts and terms from Chapter 15 	
165	457			<ul style="list-style-type: none"> Demonstrate knowledge of concepts from Chapter 15 by taking the test 	