Heritage 6, 4th Ed – Lesson Plan Overview

Chapter 1: In the Beginning

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| --- | --- | --- | --- | --- |
| Lesson | Teacher’s Edition | Student Text | Activity Manual | Objectives |
| 1 | 2–5 | 2–5 | 1 | * Defend the Bible as a reliable source that records the true origin of mankind * Explain the Bible’s teaching about inspiration * Summarize evolutionary thinking about prehistory |
| 2 | 6–8 | 6–8 | 2, 7–10 | * List three reasons for studying ancient history * Identify three sources historians use * Distinguish between primary and secondary sources * Explain how an author’s viewpoint affects his historical account * Evaluate the viewpoints, strengths, and weaknesses of historical sources |
| 3 | 9–11 |  | 11 | * Apply an understanding of essay vocabulary * Write an effective answer to an essay question |
| 4–5 | 11 |  |  | * Practice interview skills * Record the history of a person * Participate in creating a class history |
| 6 | 12 |  | 12 | * Demonstrate the process used by archaeologists to draw conclusions about ancient civilizations |
| 7 | 13–15 | 9–11 | 3–4, 13 | * Define the image of God in man and the Creation Mandate * Recount the event of the Fall * Relate the image of God in man and the Creation Mandate to historical study * Relate the Fall to its effects on the unfolding of history * Explain how Genesis 3:15 provides the thesis for human history |
| 8 | 16–18 | 12–14 | 5, 14, 16 | * Illustrate the possible geography of the pre-Flood world * Explain how the Flood may have altered the earth’s geography * Organize the Table of Nations geographically * Defend the supposition that humans formed cities both before and after the Flood |
| 9 | 19–22 | 15–19 | 6, 15 | * Outline the arts and sciences that arose in the pre-Flood and early post-Flood eras * Deduce the job specializations that would have occurred at this time * Hypothesize how world religions devolved from original monotheism |
| 10 | 23 |  | 16–17 | * Recall concepts and terms from Chapter 1 |
| 11 | 23 |  |  | * Demonstrate knowledge of concepts from Chapter 1 by taking the test |

Chapter 2: Mesopotamia

| Lesson | Teacher’s Edition | Student Text | Activity Manual | Objectives |
| --- | --- | --- | --- | --- |
| 12 | 24–27 | 20–23 | 19–20 | * Identify key features that make the Fertile Crescent an ideal location for a civilization to flourish * Describe the role of an archaeologist and how an archaeological site is excavated * Analyze the importance of the work done by Sir Leonard Woolley |
| 13 | 28–30 | 24–26 | 21 | * Compare effects of geography on ancient Mesopotamia with its effects on modern-day Iraq * Explain some advances in farming and irrigation developed by the Sumerians * Trace the development of Sumer from farming settlements to city-states with centralized governments |
| 14 | 31–33 | 27–29 | 22–24 | * Categorize the names and significance of the social classes of the Sumerian civilization * Analyze the importance of trade in Sumer * Explain the importance of the scribe and his tools * Discriminate between the various roles of artisans and buyers in Sumer * Identify the development of early arts and crafts, stemming from the availability of the materials at hand |
| 15 | 34–37 | 30–33 | 25 | * Identify the characteristics of daily life in Sumer including school, family, and clothing |
| 16 | 38–39 | 34–35 | 25–27 | * Identify the role religion played in the lives of Sumerians * Compare and contrast biblical truth with the polytheism of Sumer * Trace the development of Sumerian kings and their impact on the city-states |
| 17–18 | 40–41 | 36–37 | 28 | * Describe the tools, materials, and skills needed to keep records in Sumer * Trace the development of written language in Mesopotamia * Explain the mathematical and scientific advancements made by the Sumerians * Experiment with writing cuneiform * Demonstrate cuneiform and Sumerian record keeping by creating a cylinder seal |
| 19–20 | 42 |  | 29 | * Research a Sumerian invention * Collaborate to present the Sumerian invention via the construction of a book jacket |
| 21 | 43–44 | 38–39 | 28, 30 | * Identify examples of arts attributed to the Mesopotamians * Compare and contrast details of the Epic of Gilgamesh to the Flood account in Genesis 6–8 * Construct a biblical explanation for the large differences between the two accounts |
| 22 | 45–48 | 40–43 | 31 | * Summarize the decline and fall of the Sumerian civilization * Describe the achievements of the Akkadian Empire and its most influential ruler * Associate the Babylonian Empire with the Amorite civilization * Explain the different systems used to number years * Explain the importance of Hammurabi * Compare and contrast Hammurabi’s Code with the Mosaic law * Construct a biblical explanation for the large differences between the two law codes |
| 23 | 49–50 | 44–45 | 31 | * Describe the Hittite Empire and how it relates to the later Mesopotamian empires * Identify the capital city and major characteristics of the Assyrian Empire |
| 24 | 51–52 | 46–47 | 31 | * Identify the significant achievements of the Chaldean Empire, its most notable ruler, and its significance in the ancient world * Identify the date, source, and historical context of Nebuchadnezzar’s letter in Daniel * Summarize the contents of Nebuchadnezzar’s letter * Explain the theme of Nebuchadnezzar’s letter * Relate the theme of the letter to Genesis 3:15 |
| 25 | 53 |  | 32–34 | * Recall concepts and terms from Chapter 2 |
| 26 | 53 |  |  | * Demonstrate knowledge of concepts from Chapter 2 by taking the test |

Chapter 3: Ancient Egypt

| Lesson | Teacher’s Edition | Student Text | Activity Manual | Objectives |
| --- | --- | --- | --- | --- |
| 27 | 54–56 | 48–50 | 35 | * Explain how the Nile affected the survival, growth, and success of the Egyptian civilization * Identify natural barriers that discouraged invasions from other civilizations * Locate Egypt, the Mediterranean Sea, the Nile, and the Sahara on a map |
| 28 | 57–60 | 51–54 | 36–37 | * Compare geographic effects on ancient Egypt with those on modern-day Egypt * Analyze how God used Joseph to help the Egyptians and the Israelites * Compare and contrast how taxes were assessed in ancient Egypt with how American taxes are assessed |
| 29 | 61–63 | 55–57 | 39 | * Explain the naming of Upper and Lower Egypt * Explain the purpose of the pyramids in Giza * Explain how Egyptians used papyrus and why much of it has survived until today * Analyze the significance of the Rosetta stone |
| 30–31 | 64–65 | 58–59 | 39, 41–42 | * Sequence the mummification process * Attribute the Egyptians’ significant understanding of anatomy to the mummification process * Decipher hieroglyphics * Design a cartouche |
| 32 | 66 |  |  | * Research an Egyptian artifact or pharaoh * Collaborate to present the Egyptian artifact or pharaoh by creating a poster |
| 33 | 67–69 | 60–62 | 43, 45, 47 | * Identify the characteristics of the three kingdoms of ancient Egypt * Explain the significance of Moses to Egyptian history * Identify the important rulers of the New Kingdom and their significance * Compare the importance of Howard Carter’s archaeological contribution in Egypt to the importance of Leonard Woolley’s in Sumer |
| 34–35 | 70–71 | 63–64 | 48 | * Categorize the social classes of the Egyptian civilization * Summarize the characteristics of Egyptian culture in daily life * Create a model of an Egyptian wig based on information about Egyptians’ daily lives |
| 36–37 | 72–75 | 65–68 | 48–51 | * Infer the significance of religion to Egyptians based on the examples of religious symbols, art, and rituals in daily life * Compare and contrast Egyptian religious beliefs with biblical truth * Analyze a selection of text from an inscription on a pyramid |
| 38 | 76 |  | 52 | * Construct a Venn diagram to compare and contrast the geography, climate, governmental structure, social structure, occupations, religion, and advancements of ancient Sumer with those of ancient Egypt |
| 39 | 77–80 | 69–73 | 53 | * Compare the Kushite civilization with the Egyptian civilization * Describe the two forms of written language developed by the Kushites * Summarize the rise and fall of Kushite wealth * Compare effects of geography on ancient Kush with its effects on modern-day Sudan * Locate Kush and Lake Nasser on a map * Evaluate effects of the Aswan High Dam |
| 40 | 81 |  | 55–56 | * Recall concepts and terms from Chapter 3 |
| 41 | 81 |  |  | * Demonstrate knowledge of concepts from Chapter 3 by taking the test |

Chapter 4: Ancient Israel

| Lesson | Teacher’s Edition | Student Text | Activity Manual | Objectives |
| --- | --- | --- | --- | --- |
| 42 | 82–86 | 74–78 | 57 | * Identify Abraham as the father of the nation of Israel * Analyze the Abrahamic Covenant * Identify Egypt as the location where Israel grew from a family into a nation * Relate the event of the Exodus to the cultural ideas and practices of ancient Israel |
| 43 | 87–88 | 79–81 | 58–59 | * Analyze the Mosaic Covenant * Outline Israel’s religious beliefs and practices |
| 44–45 | 89 | 81 | 60 | * Present a team research project * Create a model of and report the purpose for the tabernacle’s furnishings |
| 46–47 | 90–93 | 82–85 | 61–64 | * Summarize the developments that occurred when the Israelites entered the Promised Land * Compare the effects of geography on ancient Israel with its effects on modern-day Israel, Lebanon, Jordan, and Syria * Relate the Davidic Covenant to the Abrahamic Covenant * Identify costs and benefits of decisions * Apply costs and benefits analysis to personal decision making |
| 48 | 94–95 | 86–87 | 65–66 | * Trace Israel’s history from the division of the kingdom through the Babylonian exile * Summarize the message of the prophets to Israel and Judah * Contrast the impact of the exile on the culture of the northern tribes and the culture of Judah * Analyze the ramifications of the New Covenant on its beneficiaries |
| 49–50 | 96–101 | 88–92 | 67–69 | * Explain the role of geography in Israel’s conflicts with other nations * Trace Israel’s history from the return from exile to Roman occupation * Analyze the impact that Greek culture had on Israel * Evaluate a passage from 2 Maccabees based on authorship, intended audience, and purpose |
| 51 | 102–4 | 93–95 | 70–71 | * Explain how Jesus of Nazareth fulfilled the Messianic promises in the Old Testament covenants * Explain how archaeological evidence supports Pontius Pilate’s role as prefect in Judea * Contrast Judaism to the biblical account of religion of the Old Testament |
| 52 | 105–6 | 96–97 | 72 | * Analyze the impact of Roman rule on the nation of Israel * Trace the history of the Jewish people from the end of the Maccabean Revolt to the fall of Masada |
| 53 | 107 |  | 73–74 | * Recall concepts and terms from Chapter 4 |
| 54 | 107 |  |  | * Demonstrate knowledge of concepts from Chapter 4 by taking the test |

Chapter 5: Ancient India

| Lesson | Teacher’s Edition | Student Text | Activity Manual | Objectives |
| --- | --- | --- | --- | --- |
| 55 | 108–13 | 98–103 | 75–76 | * Explain how archaeologists discovered Harappa and Mohenjo-Daro * Analyze the significance of the discovery of Harappa and Mohenjo-Daro * List the main achievements of the Harappan civilization * Relate the geographic features of India to the development of its civilization * Infer possible causes for the disappearance of the Harappan civilization * Attribute the accomplishments of the Harappan civilization to the image of God in all humans |
| 56 | 114 |  | 77–78 | * Catalog an artifact, recording details about its appearance and location |
| 57–58 | 115–16 | 104–5 | 79–81 | * Summarize the history of the Aryan civilization * List the major cultural accomplishments of the Aryans * Relate the geography of India to the development of Aryan culture * Evaluate justice, power, citizenship, and environment in the Aryan civilization * Relate Sanskrit’s influence on English by completing an activity |
| 59 | 117–22 | 106–11 | 82 | * Explain how Hinduism developed in the Aryan culture * List the major tenets of Hinduism * Analyze the impact of Hinduism on the Aryan culture and practices * Compare and contrast Hinduism with biblical truth * Evaluate a Hindu primary source * Identify the two basic social groups under Hinduism * Explain the influence of Hinduism on family and social life |
| 60 | 123 | 100–105 | 83 | * Examine the Student Text to identify the wording that writers use to signal a cause or an effect * Examine the Student Text to identify cause-and-effect relationships in the history of India |
| 61 | 124–25 | 112–13 | 84–86 | * Relate how Buddhism developed from Hinduism * List the major tenets of Buddhism * Compare and contrast Buddhist beliefs with biblical truth * Explain why Buddhism appealed to the members of lower castes and the outcastes |
| 62 | 126–27 | 114–15 | 87–89 | * Explain how the Mauryan Empire began * Evaluate Chandragupta Maurya’s rule * Explain why Asoka is often considered the greatest Mauryan ruler * Assess Asoka’s impact on the growth of Buddhism * Discuss Sir John Marshall and his archaeological work in India |
| 63 | 128–29 |  | 90 | * Recall concepts and terms from Chapter 5 |
| 64 | 129 |  |  | * Demonstrate knowledge of concepts from Chapter 5 by taking the test |

Chapter 6: Ancient China

| Lesson | Teacher’s Edition | Student Text | Activity Manual | Objectives |
| --- | --- | --- | --- | --- |
| 65–67 | 130–34 | 116–20 | 91 | * Identify the major geographic features of China * Compare the effects of geography on ancient China to its effects on modern-day China * Relate the major geographic features of China to the development of its civilizations |
| 68 | 135–36 | 121–22 | 92–93 | * Summarize the achievements of the Shang dynasty * Evaluate ancestor worship from a biblical worldview * Infer the importance of mineral trade from a mineral resources map |
| 69 | 137–38 | 123–24 |  | * Summarize achievements during the Zhou dynasty * Locate the Zhou dynasty on a map * Summarize the events during the Zhou dynasty |
| 70–71 | 139–41 | 125–26 | 95 | * Summarize the history and tenets of Confucianism * Compare and contrast Confucianism with biblical truth |
| 72 | 141–42 | 127 | 94, 96–98 | * Summarize the history and tenets of Taoism * Compare and contrast Confucianism with Taoism * Evaluate Taoism from a biblical worldview |
| 73 | 143–45 | 128–30 | 99 | * Summarize the Qin dynasty’s rise to power * Locate the Qin dynasty’s territory on a map * Describe Qin Shi Huang’s rule, achievements, and practices * Analyze the Qin dynasty’s form of government * Evaluate the Qin dynasty’s use of power |
| 74–75 | 146–50 | 131–35 | 101–2 | * Summarize the achievements during the Han dynasty * Analyze the Han form of government * Explain why Wu Ti is the most famous Han ruler |
| 76 | 151–52 | 136–37 | 100, 103–4 | * Summarize the tenets of Mahayana Buddhism * Evaluate Mahayana Buddhism from a biblical worldview * Locate the Han dynasty’s territory on a map * Describe the social changes during the Han dynasty |
| 77 | 153 |  | 105 | * Recall concepts and terms from Chapter 6 |
| 78 | 153 |  |  | * Demonstrate knowledge of concepts from Chapter 6 by taking the test |

Chapter 7: Ancient Persia

| Lesson | Teacher’s Edition | Student Text | Activity Manual | Objectives |
| --- | --- | --- | --- | --- |
| 79–80 | 154–58 | 138–42 | 107 | * Describe the origin of the Persian Empire * Relate the geographic features of Persia to the development of its civilization * Summarize the fall of Babylon |
| 81 | 159–62 | 143–46 | 108–12 | * Contrast the extent of Cyrus’s empire with the extent of Darius’s empire by comparing maps * Identify the first three rulers of Persia during the Achaemenid period * State the reasons for the growth of trade in the Persian Empire * Identify ways that Darius organized, connected, and protected the Persian Empire * Summarize the value of Herodotus’s work * Explain the role of Darius in the Israelites’ restoration of the temple |
| 82 | 163–67 | 147–51 | 113 | * Identify the language spoken in the Persian Empire * Relate the importance of the Behistun carvings in deciphering ancient cuneiform * Infer information about ancient Persia from art * Compare and contrast Zoroastrianism with biblical truth |
| 83 | 168 |  |  | * Apply knowledge of history to an archaeological find * Describe an artifact * Infer possible uses from an artifact’s design |
| 84–85 | 169–71 | 152–54 | 114–17 | * Recall how the Persian Wars began * Describe the major events and outcomes of the three key battles of the Persian Wars * Identify major figures in the Persian Wars * Trace the routes used by a military force * Distinguish between historical fact and legend * Research a battle from the Persian Wars * Design an annotated map |
| 86–87 | 172–73 | 155–56 | 118–19 | * Summarize the decline of the Persian Empire * Relate the book of Esther to that decline * Identify reasons for the decline of the Persian Empire * Explain Alexander the Great’s role in the fall of the Persian Empire * Identify the ruling family and the culture of Persia after Alexander the Great’s death * Create an artist’s rendering of the palace room described in Esther 1:5–6 |
| 88 | 174 | 157 | 120–21 | * Trace how Persian culture changed through the Parthian and Sassanian periods * Evaluate the rule of the Parthians and the Sassanians |
| 89 | 175 |  | 122 | * Recall concepts and terms from Chapter 7 |
| 90 | 175 |  |  | * Demonstrate knowledge of concepts from Chapter 7 by taking the test |

Chapter 8: Ancient Greece

| Lesson | Teacher’s Edition | Student Text | Activity Manual | Objectives |
| --- | --- | --- | --- | --- |
| 91 | 176–81 | 158–63 | 123 | * Identify the major geographic features of Greece * Compare the effect of geography on ancient Greece to its effect on modern-day Greece * Compare the Minoan and Mycenaean civilizations * Locate Greece, Crete, the Peloponnesus, and key Greek cities on a map |
| 92–93 | 182–86 | 164–68 | 124–27 | * Analyze the development of city-states in ancient Greece * Compare and contrast Athens’s form of government with Sparta’s form of government * Compare and contrast life in Athens with life in Sparta * Evaluate justice, power, and citizenship in Athens * Evaluate justice, power, and citizenship in Sparta * Assess the impact of Athens on the development of Greek culture and Western culture * Assess the impact of Sparta on Greek culture |
| 94 | 187–89 | 169–71 | 128–29 | * Summarize the effects the Persian Wars had on the Greek civilization * Summarize the events of the Peloponnesian War * List the contributions Pericles made during the classical age in Athens * List the contributions Thucydides made to Greek history |
| 95 | 190–93 | 172–75 | 130–32 | * Explain how polytheism influenced Greek culture * Identify the three major philosophers of ancient Athens * Analyze teachings of ancient Greek philosophers * Evaluate Greek beliefs from a biblical worldview |
| 96–97 | 194–96 | 176–78 | 133 | * Summarize education in ancient Greece * Describe Homer’s contributions * Describe the genres of Greek literature * Analyze Greek myths |
| 98–99 | 197–99 | 179–81 | 134 | * Summarize the mathematical and scientific achievements in ancient Greece * Compare and contrast the Olympic Games in ancient Greece to modern-day Olympic Games * List key Greek achievements in art and architecture |
| 100 | 200 | 182–83 | 135 | * Explain the role of Alexander the Great in spreading Greek culture * Assess the impact the Hellenistic culture had on the ancient world * Identify cultural contributions of ancient Greece to modern times |
| 101 | 201 |  | 136–37 | * Recall concepts and terms from Chapter 8 |
| 102 | 201 |  |  | * Demonstrate knowledge of concepts from Chapter 8 by taking the test |

Chapter 9: Ancient Rome

| Lesson | Teacher’s Edition | Student Text | Activity Manual | Objectives |
| --- | --- | --- | --- | --- |
| 103 | 202–6 | 184–88 | 139–40 | * Relate the geographic features of Italy to the development of its civilizations * Examine the cause for the Latins becoming the earliest settlers in the Italian Peninsula * Relate the improvements the Etruscans made to the Roman way of life * Describe Roman social classes |
| 104–5 | 207–9 | 189–90 | 141–42 | * Recall information about the governing branches of the Roman republic * Identify the inequality experienced by the plebeians * Examine the concessions the patricians made to the plebeians * Explain the importance of the Law of the Twelve Tables and the importance of its location * Participate in the Roman process of making a new law * Evaluate the method used to make a law |
| 106 | 210–13 | 191–94 | 143–44 | * Compare and contrast Polybius’s descriptions of Carthage and Rome * Summarize the Punic Wars * State the role of Hannibal in the Punic Wars * Identify geographic locations in Roman history on a map * Explain the importance of Roman roads |
| 107 | 214–17 | 195–98 | 145–48 | * Describe problems that arose from Rome’s expansion * Identify the men who formed a triumvirate * Explain the significance of the Gregorian calendar |
| 108 | 218–22 | 199–203 | 149 | * Describe the significance of the Pax Romana * Contrast education during the Pax Romana with education today * Analyze an ancient Roman poem by Virgil * Identify the architectural features of the Colosseum and the Pantheon |
| 109 | 223–24 | 204–5 | 150 | * Summarize Epicureanism * Summarize Stoicism * Contrast Epicureanism and Stoicism with biblical truth |
| 110 | 225–26 | 206–7 | 151 | * Describe Christ’s life and teaching in the Roman Empire and His response to Roman government * Trace the spread of Christianity and its influence on Roman culture * Describe the persecution of Christians and its impact |
| 111 | 227–28 | 208–9 |  | * Identify factors that contributed to the collapse of the Roman Empire * Apply factors that contributed to the collapse of the Roman Empire to critique modern American culture * Contrast the key achievements of Roman civilization with those of Greek civilization |
| 112 | 229 |  | 152 | * Recall concepts and terms from Chapter 9 |
| 113 | 229 |  |  | * Demonstrate knowledge of concepts from Chapter 9 by taking the test |

Chapter 10: The Byzantine Empire

| Lesson | Teacher’s Edition | Student Text | Activity Manual | Objectives |
| --- | --- | --- | --- | --- |
| 114 | 230–34 | 210–14 | 153 | * Identify the geographic features that made Byzantium an ideal city for trading and a suitable capital for the Roman Empire * Trace the efforts Constantine made to help the church * Locate modern Turkey and surrounding countries on a map |
| 115 | 235–39 | 215–19 | 154–56 | * Explain why the Eastern Roman Empire lasted longer than the Western Roman Empire * Identify conditions in Constantinople that also existed in other ancient civilizations * Compare Justinian’s rule and system of law with that of the current American government * Trace the conquests of Belisarius * Summarize the events of the Nika Revolt * Analyze a political cartoon |
| 116–17 | 240–41 | 220–21 | 154, 157–58 | * Evaluate Justinian’s use of justice and power * Create a mosaic to appreciate Byzantine art * Identify several causes of the decline of the Byzantine Empire |
| 118 | 242–43 | 222–23 | 159 | * Summarize the struggle that challenged the rulers of the Byzantine Empire after  Justinian’s rule * Trace the invasion of Byzantium * Summarize the accomplishments of Heraclius |
| 119–20 | 244–46 | 224–26 | 160–62 | * Identify key geographic features and cities on the Arabian Peninsula * Identify the geographic features that affected Mecca’s growth * Recall important events in the history of Muhammad and his followers * Explain the Muslim conquests that led to the demise of the Byzantines * Evaluate Islam from a biblical worldview * Describe the impact of Islam |
| 121 | 247–48 | 227–28 | 163 | * Summarize the leadership of Leo III * Summarize the Muslim invasion of Byzantium * Explain the division within the Eastern Orthodox Church over iconoclasm * Compare Eastern Orthodoxy with Protestant beliefs |
| 122 | 249–51 | 229–31 | 165–66, 168 | * Describe the golden age of the Byzantine Empire * Summarize the leadership of Basil II * Summarize the influence the Crusades had on Western Europe * Trace the routes of the Crusades, identifying key cities and countries * Determine the effects Christian missionaries had on European culture * Summarize the recovery of the Byzantine Empire after the Crusades |
| 123 | 252–53 | 232–33 | 164, 169 | * Trace the fall of the Byzantine Empire * Assess the impact of the Black Death on Europe and Constantinople * Summarize the historical significance of the Byzantine Empire * Compare the size of the Byzantine Empire in 1092, 1350, and 1453 |
| 124 | 253 |  | 167 | * Recall concepts and terms from Chapter 10 |
| 125 | 253 |  |  | * Demonstrate knowledge of concepts from Chapter 10 by taking the test |

Chapter 11: Mesoamerica

| Lesson | Teacher’s Edition | Student Text | Activity Manual | Objectives |
| --- | --- | --- | --- | --- |
| 126–27 | 254–59 | 234–39 | 171–74 | * State why ancient American civilizations were hidden from the rest of the world for many years * Trace possible migration routes of people from Asia to the Americas * Identify how the geographic features of Mesoamerica contributed to the development of its civilizations * Trace the history of the Olmec culture and its impact on other Mesoamerican civilizations * Classify the characteristics of the Olmec civilization * Assess the significance of the discovery and use of rubber by the Mesoamericans |
| 128–29 | 260–62 | 240–42 | 175–77 | * Classify the characteristics of the Mayan civilization * Identify the importance of Diego de Landa’s contributions to the understanding of the Mayan culture * Evaluate de Landa’s approaches to converting the Mayas to Catholicism * Explain the importance of being able to read Mayan hieroglyphics * Analyze artistic representations of a Mayan man |
| 130 | 263–65 | 243–45 | 175–77 | * Classify the characteristics of the Mayan civilization * Compare Mayan social classes * Explain the importance of the cacao bean * Use a codex image to analyze the daily lives of the Mayas * Compare the role of women in the Mayan culture to the role of women today * Explain the importance of trade in the Mayan civilization |
| 131 | 266–69 | 246–49 | 175–79 | * Classify the characteristics of the Mayan civilization * List the major tenets of Mayan religion * Evaluate Mayan religion from a biblical worldview * Evaluate the proposed reasons for the decline of the Mayan civilization |
| 132–33 | 270–75 | 250–55 | 180–81 | * Identify the migration and geographic locations of the Aztec civilization * Identify geographic features that influence the development of civilization * Analyze the role of religion in Aztec culture * Classify the characteristics of the Aztec civilization * Infer details of Aztec culture from an Aztec codex * Evaluate the consequences of the Spanish invasion of the Aztec civilization * Compare and contrast the Mayas and the Aztecs |
| 134 | 275 |  | 182–83 | * Recall concepts and terms from Chapter 11 |
| 135 | 275 |  |  | * Demonstrate knowledge of concepts from Chapter 11 by taking the test |

Chapter 12: Ancient Africa

| Lesson | Teacher’s Edition | Student Text | Activity Manual | Objectives |
| --- | --- | --- | --- | --- |
| 136 | 276–80 | 256–60 | 185–87 | * Locate the major regions of Africa * Locate the various geographical features within these major regions * Predict the kinds of communities that might be found in Africa based on the animal life, natural resources, and geographic features |
| 137 | 281 | 261 | 188–90 | * Categorize several narratives based on the type of source * Assess the significance of the griot in preserving African history |
| 138 | 282–84 | 262–64 | 191–92 | * Analyze Aksum’s culture, language, and resources * Locate the Aksum civilization on a map * Assess the significance of Ezana’s spiritual conversion on his kingdom * Locate ancient Ghana on a map and identify the modern country now located on its land * Analyze the effects of the geographic location and natural resources of Ghana on its economic growth |
| 139–40 | 285–89 | 265–69 | 191, 193 | * Analyze an ancient map of Africa * Identify Mali’s two most famous rulers and their accomplishments * Describe the values, culture, and economy of ancient Mali * Summarize the rise and fall of the Mali and Songhai Empires * Locate ancient Songhai on the map * Summarize the accomplishments of the most influential ruler of Songhai * Recognize legends based on the lives of ancient African heroes * Assess the influence of trade on the spread of Islam in Africa * Analyze how principles of supply and demand affect prices in an economy |
| 141–42 | 290–93 | 270–72 | 197 | * Identify the common method of dividing Africa’s early people groups * Evaluate the influence that natural resources and geography had on the nomadic people of northern Africa * Trace the migration route of the Bantu and the people groups they encountered * Identify methods the ancient Shona used to build zimbabwes |
| 143 | 294–95 | 273 | 194–97 | * Identify common features of the coastal cities in eastern Africa * Evaluate how traders influenced Africa |
| 144–45 | 295–97 | 274–75 | 197–98 | * Assess the conditions that gave rise to the African slave trade * Assess the influence of Christian missions on Africa * Compare and contrast traditional African beliefs with biblical truth * Compare and contrast an African creation myth with the biblical account |
| 146 | 297 |  | 199–200 | * Recall concepts and terms from Chapter 12 |
| 147 | 297 |  |  | * Demonstrate knowledge of concepts from Chapter 12 by taking the test |

Chapter 13: Ancient Japan

| Lesson | Teacher’s Edition | Student Text | Activity Manual | Objectives |
| --- | --- | --- | --- | --- |
| 148 | 298–302 | 276–80 | 201 | * Locate the four major islands of Japan on a map * Explain how Japan forms an archipelago * Identify key events of the ancient Japanese civilization on a timeline * Explain why little is known of Japan’s early history * Compare the Japanese creation myth to the biblical account of Creation * Explain the significance of archaeological findings to Japan’s early history |
| 149–50 | 303–5 | 281–83 | 203, 205–6 | * Identify the civilizations that influenced Japan * Summarize the rise of the Yamato clan in Japan * Assess the importance of Jimmu Tenno and Prince Shotoku to Japanese history and culture * Analyze characteristics of the Japanese civilization * Contrast Shintoism with biblical truth * Identify the religion from China that Prince Shotoku introduced to Japan * Analyze the importance of the Taika Reforms * Identify the father of calligraphy * Contrast how the Japanese and Americans write * Assess the influence of the Chinese in the Japanese way of life |
| 151–53 | 306–8 | 284–86 | 207 | * Summarize the changes in Japanese culture during the Heian period * Evaluate whether the Heian period was a time of peace and security |
| 154 | 309–11 | 287–89 | 209 | * Summarize the changes in Japanese culture during the Heian Period * Analyze the Japanese blending of Shintoism and Buddhism * Explain how the Fujiwara family rose to power * Evaluate the use of power by the Fujiwara * Evaluate whether the Heian period was a time of peace and security |
| 155 | 312–13 | 290–91 | 209 | * Analyze the Japanese feudal system of government * Distinguish the four levels of social classes in Japan’s feudal system * Evaluate the Japanese view of citizenship during the feudal era * Identify the cause for the Mongol defeat |
| 156 | 313 |  | 211–12 | * Recall concepts and terms from Chapter 13 |
| 157 | 313 |  |  | * Demonstrate knowledge of concepts from Chapter 13 by taking the test |

Chapter 14: The Middle Ages in Europe

| Lesson | Teacher’s Edition | Student Text | Activity Manual | Objectives |
| --- | --- | --- | --- | --- |
| 158 | 314–17 | 292–95 | 213 | * Summarize the major events that began the medieval period * Summarize the conditions of the Western Roman Empire that increased the influence of the Roman Catholic Church * Trace the paths of Germanic invaders on a map * Locate modern countries, medieval kingdoms, and other geographic features on a map |
| 159 | 318–19 | 296–97 | 214–17 | * Distinguish the types of Roman Catholic clergy and their various responsibilities and lifestyles * Assess Benedict’s role in defining the lifestyle of a monk * Evaluate the teachings of medieval Roman Catholicism from a biblical worldview |
| 160 | 320–21 | 298–99 | 218 | * Identify the major Frankish kings and their accomplishments * Assess the importance of the alliance between the Frankish kings and the Roman Catholic Church * Summarize Charlemagne’s accomplishments |
| 161 | 322 | 300 | 219 | * Identify reasons that led to the division of the Frankish Empire * Examine the changes in language at the time of the division of the empire * Compare the divisions of Charlemagne’s empire with the divisions of modern Europe on  a map |
| 162 | 323 | 301 | 220 | * Evaluate the author’s point of view of the Vikings * Identify the impact of the Vikings on Europe |
| 163–64 | 324–29 | 302–7 | 221–22 | * Explain why feudalism arose in the Middle Ages * Identify the roles of people on a manor * List the steps of becoming a knight * Evaluate advantages and disadvantages of the feudal system |
| 165–66 | 330–34 | 308–11 | 223–24 | * Summarize the Battle of Hastings * Assess the impact of the Norman conquest on England’s history * Identify Henry II’s contributions to England’s legal system * Contrast trial by ordeal and trial by jury * Trace the events that led to the Magna Carta * Assess the significance of the Magna Carta and its influence on later documents |
| 167 | 335–36 | 312–13 | 225–29 | * Explain the role of the medieval castle in the system of feudalism * Compare a medieval banquet to a special holiday meal today * Identify weapons and simple machines used in castle defenses |
| 168 | 337–38 | 314–15 | 230–32 | * Summarize the events causing the decline of feudalism in Europe * Identify the Renaissance as a cultural revival that linked medieval times to modern times |
| 169 | 339 |  | 233–34 | * Recall concepts and terms from Chapter 14 |
| 170 | 339 |  |  | * Demonstrate knowledge of concepts from Chapter 14 by taking the test |

Chapter 15: A Kingdom from Shore to Shore

| Lesson | Teacher’s Edition | Student Text | Activity Manual | Objectives |
| --- | --- | --- | --- | --- |
| 171–72 | 340–44 | 316–20 | 235–37 | * Explain how the Creation Mandate is the foundation for all civilizations * Identify the effects of the Fall * Relate the kingship of Christ to God’s plan of redemption * Formulate a personal worldview |
| 173–74 | 345–49 | 321–25 | 240 | * Analyze Egypt, Mesopotamia, and Persia according to Creation, Fall, and Redemption * Trace the spread of the gospel in Egypt, Mesopotamia, and Persia * Assess the impact of the gospel in Egypt, Mesopotamia, and Persia |
| 175–77 | 350–53 | 326–29 | 241–42 | * Analyze Greece, Rome, Europe, India, and Africa according to Creation, Fall, and Redemption * Trace the spread of the gospel in Greece, Rome, Europe, India, and Africa * Assess the impact of the gospel in Greece, Rome, Europe, India, and Africa |
| 178 | 354–55 | 330–31 | 238–39 | * Analyze Latin America, China, and Japan according to Creation, Fall, and Redemption * Trace the spread of the gospel in Latin America, China, and Japan * Assess the impact of the gospel in Latin America, China, and Japan |
| 179 | 356 |  | 243–44 | * Recall concepts and terms from Chapter 15 |
| 180 | 356 |  |  | * Demonstrate knowledge of concepts from Chapter 15 by taking the test |