

Bob Jones University Press

Course Outline—Sixth-Grade

History

| Chapter Content and Objectives | Time | Methods, Activities, and Evaluation | Books and Materials | Biblical Integration |
|--|-------------------------------|--|---|--|
| <p>Chapter 1: Between Great Rivers: Mesopotamia</p> <p>The Students Will:</p> <ul style="list-style-type: none"> • match related words about Mesopotamia (Lesson 1). • label a map of the region of Mesopotamia (Lesson 1). • use key words to write sentences about archaeology (Lesson 2). • sequence the activities of a dig in chronological order (Lesson 2). • make and use a cylinder seal (Lesson 3). • identify key words through the use of context clues (Lesson 4). • create laws determining punishment for certain crimes (Lesson 5). • compare and contrast Sumerian beliefs with biblical truths (Lesson 5). • identify people and items of the Sumerian school system (Lesson 6). | <p>30-45 min. 11 days</p> | <p>Read and discuss material in text.</p> <p>Use interactive and hands-on activities outlined in Teacher’s Edition.</p> <p>Assign worktext pages to provide practice.</p> <p>Evaluation Techniques</p> <p>Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p> | <p><i>Heritage Studies 6 for Christian Schools</i> Pages 2-22</p> <p><u>Teacher’s Edition</u> Pages 2-27</p> <p><u>Student Notebook</u> Pages 1-6</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher’s Edition</p> | <p>BATs: Bible Action Truths</p> <p>BP: Bible Promises</p> <p>BATs:</p> <ul style="list-style-type: none"> • 1a Understanding Jesus Christ • 2a Authority • 2e Work • 5d Communication • 6c Spirit-filled • 7e Humility • 8a Faith in God’s promises • 8b Faith in the power of the Word of God <p>BP:</p> <ul style="list-style-type: none"> • D - Identified in Christ • F - Christ as Intercessor • H - God as Father • I - God as Master |

Sixth Grade: **Heritage Studies**

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|---|-------------------------------|---|---|--|
| <p>Chapter 2: The Gift of the Nile: Ancient Egypt The Students Will:</p> <ul style="list-style-type: none"> • complete statements about ancient Egypt and the Nile river (Lesson 7). • match activities with the appropriate season from the Egyptian calendar (Lesson 8). • draw a picture of Rami doing a seasonal activity (Lesson 8). • complete a word puzzle about ancient Egypt, using the clues given (Lesson 9). • write a journal entry from the perspective of the person who discovered the Rosetta Stone (Lesson 10). • associate specific words with either Joseph or Moses (Lesson 11). • answer questions about Joseph and Moses (Lesson 11). • determine whether sentences about Egypt are true or false (Lesson 12). • make an Egyptian wig (Lesson 13). • answer questions about Egyptian culture (Lesson 13). | <p>30-45 min. 12 days</p> | <p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher’s Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p> | <p><i>Heritage Studies 6 for Christian Schools</i> Pages 24-48</p> <p><u>Teacher’s Edition</u> Pages 29-59</p> <p><u>Student Notebook</u> Pages 7-13</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher’s Edition.</p> | <p>BATs:</p> <ul style="list-style-type: none"> • 1b Repentance and faith • 2c Faithfulness • 2e Work • 4b Purity • 5b Giving • 7b Exaltation of Christ • 7c Praise • 7d Contentment • 8a Faith in God’s promises <p>BP:</p> <ul style="list-style-type: none"> • B - Guiltless by the Blood • E - Christ as Sacrifice • I - God as Master |

Sixth Grade: Heritage Studies

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| <p>Chapter 3: The People of One God: Ancient Israel</p> <p>The Students Will:</p> <ul style="list-style-type: none"> • match statements about early Hebrew history (Lesson14). • build a model of the tabernacle (Lesson15). • complete a crossword puzzle about the Passover and the wilderness wanderings (Lesson 15). • identify correct statements about the Israelites' early years in Canaan (Lesson 16). • decide whether statements about Israel are true or false (Lesson 17). • rewrite false statements about Israel to make them true (Lesson 17). • complete a puzzle about the Babylonian exile (Lesson 18). • use clues to complete a word search puzzle about ancient Israel (Lesson 19). | <p>30-45 min. 7 days</p> | <p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p> | <p><i>Heritage Studies 6 for Christian Schools</i> Pages 50-72</p> <p><u>Teacher's Edition</u> Pages 61-89</p> <p><u>Student Notebook</u> Pages 14-21</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher's Edition</p> | <p>BATs:</p> <ul style="list-style-type: none"> • 1a Understanding Jesus Christ • 1b Repentance and faith • 1c Separation from the world • 2a Authority • 2c Faithfulness • 8a Faith in God's promises • 8d Courage <p>BP:</p> <ul style="list-style-type: none"> • B - Guiltless by the Blood • E - Christ as Sacrifice • H - God as Father • I - God as Master |

Sixth Grade: Heritage Studies

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| <p>Chapter 4: Mysteries of the Indus: Ancient India</p> <p>The Students Will:</p> <ul style="list-style-type: none"> • locate India on a map or globe (Lesson 20). • label the major landforms on a map of India (Lesson 20). • answer questions about India’s major landforms (Lesson20). • record and catalog an artifact (Lesson 21). • get information from circle graphs (Lesson 22). • determine whether sentences about the Indus civilization are true or false (Lesson 22). • match Hindu beliefs with bible verses that refute them (Lesson 23). • match statements about ancient India (Lesson 24). • contrast the differences between Hinduism and Buddhism with biblical truth (Lesson 24). | <p>30-45 min. 10 days</p> | <p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher’s Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p> | <p><i>Heritage Studies 6 for Christian Schools</i> Pages 74-96</p> <p><u>Teacher’s Edition</u> Pages 91-117</p> <p><u>Student Notebook</u> Pages 22-29</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher’s Edition</p> | <p>BATs:</p> <ul style="list-style-type: none"> • 1a Understanding Jesus Christ • 2b Servanthood • 5a Love • 5c Evangelism and missions • 7a Grace • 7d Contentment • 7e Humility <p>BP:</p> <ul style="list-style-type: none"> • H-God as Father • I-God as Master |

Sixth Grade: Heritage Studies

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| <p>Chapter 5: Dynasties in Seclusion: Ancient China</p> <p>The Students Will:</p> <ul style="list-style-type: none"> • complete sentences about China with appropriate words from the lesson (Lesson 25). • write a sentence that uses two or more Chinese characters (Lesson 26). • complete paragraphs about Shang priests, Chinese writing, and Confucius's teaching (Lesson 26). • match words about China with their descriptions (Lesson 27). • complete a crossword puzzle about China (Lesson 28). • draw an invention that is both decorative and useful (Lesson 28). • make their own paper (Lesson 29). • identify true and false statements about China (Lesson 29). • correct false information about China (Lesson 29). | <p>30-45 min. 10 days</p> | <p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p> | <p><i>Heritage Studies 6 for Christian Schools</i> Pages 98-118</p> <p><u>Teacher's Edition</u> Pages 119-39</p> <p><u>Student Notebook</u> Pages 30-35</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher's Edition</p> | <p>BATs:</p> <ul style="list-style-type: none"> • 1b Repentance and faith • 2a Authority • 6a Bible Study • 6b Prayer • 7d Contentment <p>BP:</p> <ul style="list-style-type: none"> • A-Liberty from Sin • I-God as Master |

Sixth Grade: Heritage Studies

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| <p>Chapter 6: A Glory by the Sea: Classical Greece</p> <p>The Students Will:</p> <ul style="list-style-type: none"> • complete statements about Greece by identifying the missing words (Lesson 30). • determine characteristics of Athens and Sparta (Lesson 31). • complete statements about ancient Athens (Lesson 32). • identify statements about myths and the Parthenon as being true or false (Lesson 33). • match people or items to their descriptions (Lesson 34). • design a mask that conveys a particular emotion (Lesson 35). • sequence events in chronological order (Lesson 36). • give examples of Greek influences that occur in society today (Lesson 36). | <p>30-45 min. 12 days</p> | <p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p> | <p><i>Heritage Studies 6 for Christian Schools</i> Pages 120-44</p> <p><u>Teacher's Edition</u> Pages 141-67</p> <p><u>Student Notebook</u> Pages 36-40</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher's Edition</p> | <p>BATs:</p> <ul style="list-style-type: none"> • 1a Understanding Jesus Christ • 3a Self-concept • 5b Giving • 5c Evangelism and missions • 7a Grace • 7b Exaltation of Christ • 7c Praise • 7e Humility • 8b Faith in the power of the Word of God • 8c Fight • 8d Courage <p>BP:</p> <ul style="list-style-type: none"> • A - Liberty from Sin • B - Guiltless by the Blood • D - Identified with Christ • E - Christ as Sacrifice |

Sixth Grade: Heritage Studies

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| <p>Chapter 7: Power of the Seven Hills: Roman World</p> <p>The Students Will:</p> <ul style="list-style-type: none"> • solve word puzzles relating to the founding and development of Rome (Lesson 37). • recount the story of the founding of Rome and its first settlers (Lesson 37). • participate in a role-playing activity (Lesson 38). • match characteristics and other facts with the appropriate terms (Lesson 38). • answer questions about the history and government of the United States (Supplement). • plan and implement a class project (Supplement). • complete a word puzzle about the growth of Rome (Lesson 39). • identify statements about Julius Caesar and the calendar as either true or false (Lesson 40). • complete statements about the Roman Empire (Lesson 41). • list examples of how the Roman influence exists today (Lesson 42). • number in order the states of Rome's history (Lesson 42). | <p>30-45 min. 16 days</p> | <p>Read and discuss material in text.</p> <p>Use interactive and hands-on activities outlined in Teacher's Edition.</p> <p>Assign worktext pages to provide practice.</p> <p>Evaluation Techniques</p> <p>Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p> | <p><i>Heritage Studies 6 for Christian Schools</i> Pages 146-68</p> <p><u>Teacher's Edition</u> Pages 169-201</p> <p><u>Student Notebook</u> Pages 41-46</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher's Edition</p> | <p>BATs:</p> <ul style="list-style-type: none"> • 1a Understanding Jesus Christ • 1b Repentance and faith • 2a Authority • 2b Servanthood • 2e Work • 2f Enthusiasm • 3b Mind • 3d Body as temple • 3e Unity of Christ and the church • 4b Purity • 5a Love • 5c Evangelism and Missions • 5d Communication • 6c Spirit-filled • 7a Grace • 7c Praise • 7e Humility • 8b Faith in the power of the Word of God • 8c Fight • 8d Courage <p>BP:</p> <ul style="list-style-type: none"> • D - Identified in Christ • E - Christ as Sacrifice • F - Christ as Intercessor |

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| <p>Chapter 8: Of Jade and Stone: Ancient Mayas The Students Will:</p> <ul style="list-style-type: none"> determine whether sentences about the Mayas are true or false (Lesson 43). correct false information about the Mayas (Lesson 43). recognize incorrect answers to questions about the Mayas (Lesson 44). evaluate the priority level of beauty and hygiene in magazine advertisements (Lesson 45). complete statements about the Mayan culture (Lesson 45). match descriptions of people in Mayan society with the appropriate class (Lesson 46). answer questions about Mayan traditions and celebrations (Lesson 47). record observations and interpretations of archaeological items (Lesson 48). match Mayan beliefs with Bible verses that refute them (Lesson 48). | <p>30-45 min. 15 days</p> | <p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p> | <p><i>Heritage Studies 6 for Christian Schools</i> Pages 170-90</p> <p><u>Teacher's Edition</u> Pages 203-27</p> <p><u>Student Notebook</u> Pages 47-54</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher's Edition</p> | <p>BATs:</p> <ul style="list-style-type: none"> 1a Understanding Jesus Christ 2a Authority 2c Faithfulness 2e Work 4b Purity 5a Love 5c Evangelism and missions 6a Bible study 6d Clear conscience 6e Forgiveness 7e Humility 8a Faith in the power of the Word of God <p>BP:</p> <ul style="list-style-type: none"> E - Christ as Sacrifice I - God as Master |

Sixth Grade: Heritage Studies

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| <p>Chapter 9: Story Keepers and Kings: Ancient Africa</p> <p>The Students Will:</p> <ul style="list-style-type: none"> • label the major landforms on a map of Africa (Lesson 49). • answer questions about Africa’s major landforms (Lesson 49). • tell a story (Lesson 50). • match African groups to the characteristics that describe them (Lesson 51). • write about a travel experience (Lesson 52). • complete statements about the African empires (Lesson 52). • identify true or false statements about eastern and central Africa (Lesson 53). • correct false statements by making them true (Lesson 53). | <p>30-45 min. 17 days</p> | <p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher’s Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p> | <p><i>Heritage Studies 6 for Christian Schools</i> Pages 192-212</p> <p><u>Teacher’s Edition</u> Pages 229-49</p> <p><u>Student Notebook</u> Pages 55-59</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher’s Edition</p> | <p>BATs:</p> <ul style="list-style-type: none"> • 1a Understanding Jesus Christ • 5a Love • 5b Giving • 5c Evangelism and missions • 6a Bible study • 6b Prayer • 7d Contentment • 8b Faith in the power of the Word of God <p>BP:</p> <ul style="list-style-type: none"> • D - Identified in Christ • G - Guiltless by the Blood • G - Christ as Friend • H - God as Father • I - God as Master |

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| <p>Chapter 10: Golden Age of the Orient: Japan, China, India</p> <p>The Students Will:</p> <ul style="list-style-type: none"> • identify terms relating to China’s golden years by completing sentences (Lesson 54). • match Chinese innovations with their definitions (Lesson 55). • identify words in a crossword puzzle and use the words to complete sentences about ancient China (Lesson 56). • identify words relating to ancient Japan by unscrambling them and using specific letters from the words to solve a riddle (Lesson 57). • write one or more haiku (Lesson 58). • identify key terms about India by making false statements true (Lesson 59). • write a journal entry about some of the achievements in ancient India (Lesson 60). • identify terms about the orient by matching them with their appropriate countries (Lesson 61). | <p>30-45 min. 19 days</p> | <p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher’s Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p> | <p><i>Heritage Studies 6 for Christian Schools</i> Pages 214-42</p> <p><u>Teacher’s Edition</u> Pages 251-85</p> <p><u>Student Notebook</u> Pages 60-70</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher’s Edition</p> | <p>BATs:</p> <ul style="list-style-type: none"> • 3a Self-concept • 6a Bible Study • 7b Exaltation of Christ • 7c Praise • 7e Humility <p>BP:</p> <ul style="list-style-type: none"> • I - God as Master |

Sixth Grade: **Heritage Studies**

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| <p>Chapter 11: Mosaics and Minarets: Byzantine Empire</p> <p>The Students Will:</p> <ul style="list-style-type: none"> • use clues to identify events and items about Byzantium (Lesson 62). • answer questions about the early Byzantine empire (Lesson 63). • match descriptions to the correct Byzantine person or term (Lesson 64). • make a mosaic (Lesson 64). • identify statements about the Byzantine army as either true or false (Lesson 65). • complete a word-search puzzle about the beginnings of Islam (Lesson 66). • write a newspaper article (Lesson 67). • answer questions about the crusades (Lesson 68). • complete a crossword puzzle about the Byzantine empire (Lesson 69). | <p>30-45 min. 21 days</p> | <p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p> | <p><i>Heritage Studies 6 for Christian Schools</i> Pages 243-70</p> <p><u>Teacher's Edition</u> Pages 287-323</p> <p><u>Student Notebook</u> Pages 71-77</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher's Edition.</p> | <p>BATs:</p> <ul style="list-style-type: none"> • 1a Understanding Jesus Christ • 1b Repentance and faith • 2a Authority • 4c Honesty • 5c Evangelism and missions • 8a Faith in God's promises <p>BP:</p> <ul style="list-style-type: none"> • H - God as Father • I - God as Master |

Sixth Grade: **Heritage Studies**

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| <p>Chapter 12: Shadow of the Castle: Middle Ages</p> <p>The Students Will:</p> <ul style="list-style-type: none"> • define terms about the Middle Ages by matching them with their definitions (Lesson 70). • identify the names of major people in the Frankish kingdom by solving a crossword puzzle (Lesson 71). • identify differences between lords and serfs (Lesson 72). • identify key names in the lesson by unscrambling them (Lesson 73). • identify weapons and armor by matching words with pictures (Lesson 74). • state opinions on how a knight would use a particular weapon or piece of armor (Lesson 74). • name important people and events of the Middle Ages by answering questions while playing a human chess game (Lesson 75). • explain courtroom activities by participating in a mock trial (Lesson 76). | <p>30-45 min. 17 days</p> | <p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p> | <p><i>Heritage Studies 6 for Christian Schools</i> Pages 272-94</p> <p><u>Teacher's Edition</u> Pages 325-52</p> <p><u>Student Notebook</u> Pages 78-86</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher's Edition</p> | <p>BATs:</p> <ul style="list-style-type: none"> • 1b Repentance and faith • 1c Separation from the world • 2a Authority • 2c Faithfulness • 2d Goal setting • 2e Work • 3a Self-concept • 7b Exaltation of Christ • 8b Faith in the power of the Word of God • 8c Fight • 8d Courage |