

# World History, 6<sup>th</sup> Edition

## Lesson Plan Overview

### Chapter 1: Foundations of World History

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>1.1 The Study of World History</b>			
2–10	1.1.1 Define <i>history</i> . 1.1.2 Summarize key tasks in the historical writing process. 1.1.3 Describe benefits of historical study. 1.1.4 Evaluate the effects of worldview on the study of history. <u>BWS</u> Religion (evaluate)  <b>HaIS</b> 1.1.1 Analyze differing accounts of a historical event. <u>BWS</u> Power (explain) 1.1.2 Create a synthesized account of a historical event.	<b>Activities</b> <ul style="list-style-type: none"> <li>Activity 1: History at Its Source: The Fall of Babylon (pp. 1–4)</li> </ul> <b>BJU Press Trove*</b> <ul style="list-style-type: none"> <li>Link: Digital History</li> <li>PPT pres.: Section 01.1</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Cards for card sort</li> <li>Artifacts (optional)</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 1.1</li> </ul>
<b>1.2 Secular Models of History</b>			
11–15	1.2.1 Summarize explanations of human origins and development as presented by evolutionary prehistory. 1.2.2 Evaluate evolutionary prehistory from a biblical perspective. <u>BWS</u> Religion (evaluate) 1.2.3 Analyze attempts to develop a universal history. 1.2.4 Evaluate the universal history trend from a biblical worldview. <u>BWS</u> Religion (evaluate)  <b>HaIS</b> 1.2.1 Summarize descriptions of origins from biblical and evolutionary writings. 1.2.2 Evaluate evolutionary writings from a biblical worldview. <u>BWS</u> Environment (evaluate)	<b>Activities</b> <ul style="list-style-type: none"> <li>Activity 2: History at Its Source: Views on Origins (pp. 5–8)</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Video: “James Webb Space Telescope”</li> <li>Link: Neanderthals</li> <li>Link: Big History</li> <li>Link: Geology</li> <li>Link: James Webb Space Telescope Website</li> <li>Link: Age of the Universe</li> <li>PPT pres.: Section 01.2</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 1.2</li> </ul>

\*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources	Assessments
<b>1.3 The Beginnings of World History</b> (2 days)			
16–25	<p>1.3.1 Explain the relationship of the Creation Mandate to culture and the development of civilization. <u>BWS</u> All Themes (explain)</p> <p>1.3.2 Identify key features of civilizations.</p> <p>1.3.3 Evaluate the effects of the Fall on the development of civilizations. <u>BWS</u> All Themes (evaluate)</p> <p>1.3.4 Explain how Genesis 3:15 is the Bible’s thesis statement for human history.</p> <p>1.3.5 Trace the rise of nations following the Flood.</p> <p>1.3.6 Relate the worldview themes of justice, power, community, environment, religion, and aesthetics to the study of world history. <u>BWS</u> All Themes (formulate)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Activity 3: Map Study: The Post-Flood World (p. 9)</li> <li>• Activity 4: Organizing History: Foundations of World History (pp. 11–12)</li> <li>• Activity 5: Chapter Review (pp. 13–14)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Video: “The Ancient World”</li> <li>• Video: “Bible Genealogies”</li> <li>• Link: Alaskan Wilderness</li> <li>• Link: Noah’s Ark</li> <li>• Link: Ark Encounter</li> <li>• PPT pres.: Section 01.3</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Task cards for vocations</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Question 1.3</li> </ul>
<b>Review</b>			
26–27			<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Chapter Review</li> </ul>
<b>Test</b>			
			<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 Test</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 Test Bank</li> </ul>

# Chapter 2: The Ancient Near East

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>2.1 Bronze Age Civilizations</b> (2 days)			
28–41	<p>2.1.1 Describe the major characteristics of the Ancient Near East civilizations during the Bronze Age.</p> <p>2.1.2 Evaluate power and religion in Sumer.  <u>BWS</u> Power (evaluate)  <u>BWS</u> Religion (evaluate)</p> <p>2.1.3 Explain the advantages and limitations of archaeology.</p> <p>2.1.4 Evaluate justice in Old Babylon.  <u>BWS</u> Justice (evaluate)</p> <p>2.1.5 Explain how Egypt’s geography shaped the development of its civilization.  <u>BWS</u> Environment (explain)</p> <p>2.1.6 Trace the history of Egypt through the Old and Middle Kingdoms.</p> <p>2.1.7 Assess the importance of the Hebrew civilization for the development of world history.</p> <p><b>HaS</b></p> <p>2.1.1 Analyze the problems with the Utnapishtim’s flood story.  <u>BWS</u> Religion (evaluate)</p> <p>2.1.2 Consider the implications of different flood stories.</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 1: Map Study: Ancient Near East (p. 15)</li> <li>Activity 2: History at Its Source: <i>Epic of Gilgamesh</i> Flood Story (pp. 17–20)</li> </ul> <p><b>BJU Press Trove*</b></p> <ul style="list-style-type: none"> <li>Video: “Archaeology”</li> <li>Video: “Virtual Tours: The Great Pyramid Complex”</li> <li>Video: “The Late Bronze Age Collapse”</li> <li>Link: Animated World History Map</li> <li>Link: Ancient Near East Culture and the Old Testament</li> <li>Link: Bronze Age Swords</li> <li>Link: Polytheism in the Ancient Near East</li> <li>Link: The Biblical City of Babel</li> <li>Link: Seeing through Clay</li> <li>Link: Writing Cuneiform</li> <li>Link: How to Write Cuneiform</li> <li>Link: Exploring Holy Land Digs</li> <li>Link: Archaeology and Technology</li> <li>Link: Hammurabi’s Code Text</li> <li>Link: Egyptian Chronology</li> <li>Link: Hattusa</li> <li>Link: The Hittites in the Bible</li> <li>Link: Abraham</li> <li>Link: Shechem</li> <li>Link: Division of Israel Map</li> <li>Link: Bronze Age Collapse and the Old Testament</li> <li>PPT pres.: Section 02.1</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Clay</li> <li>Cuneiform stylus</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 2.1</li> </ul>

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Pages	Objectives	Resources	Assessments
<b>2.2 Early Iron Age Civilizations</b> (2 days)			
42–48	2.2.1 Evaluate Egyptian culture. <u>BWS</u> Community (evaluate) 2.2.2 Evaluate the Egyptian view of the afterlife. <u>BWS</u> Religion (evaluate) 2.2.3 Describe the major characteristics of the Ancient Near East kingdoms during the Early Iron Age. 2.2.4 Analyze Hebrew culture during the time period recorded in Judges and 1 and 2 Kings.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: Ramses III Describes Invasion of the Sea Peoples</li> <li>• Link: King Tut</li> <li>• Link: Rosetta Stone</li> <li>• Link: The Tale of Wenamun</li> <li>• Link: The Philistines</li> <li>• Link: Philistines of Genesis and 1 and 2 Samuel Understood.</li> <li>• PPT pres.: Section 02.2</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Question 2.2</li> </ul>
<b>2.3 Later Ancient Near East Empires</b>			
49–55	2.3.1 Trace the rise and fall of the Assyrian, Chaldean, and Persian Empires. 2.3.2 Explain how God used these empires to advance His own purposes. <u>BWS</u> Power (explain) 2.3.3 Evaluate justice and power in each of these empires. <u>BWS</u> Justice, Power (evaluate) 2.3.4 Assess the impact of captivity on the Hebrews. <u>BWS</u> Religion (evaluate)  <b>HaIS</b> 2.3.1 Compare the account of the Sennacherib Prism with the account of the same incident in 2 Kings. 2.3.2 Formulate a theory for why the accounts differ in certain places <u>BWS</u> Religion (evaluate)	<b>Activities</b> <ul style="list-style-type: none"> <li>• Activity 3: History at Its Source: Sennacherib Prism (pp. 21–22)</li> <li>• Activity 4: Organizing History: Ancient Near East (pp. 23–24)</li> <li>• Activity 5: Chapter Review (pp. 25–26)</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Sennacherib’s Prism”</li> <li>• Link: Assyrian Empire</li> <li>• Link: Battle of Lachish</li> <li>• Link: Hezekiah’s Tunnel</li> <li>• Link: Drone over Babylon</li> <li>• Link: Problem of Darius the Mede</li> <li>• Link: Podcast on the Question of Darius the Mede</li> <li>• Link: Persian Empire</li> <li>• Link: Zoroastrianism</li> <li>• PPT pres.: Section 02.3</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Question 2.3</li> </ul>
<b>Review</b>			
56–57			<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Chapter Review</li> </ul>
<b>Test</b>			
			<b>Assessments</b> <ul style="list-style-type: none"> <li>• Chapter 2 Test</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Chapter 2 Test Bank</li> </ul>

# Chapter 3: Early India and China

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>3.1 India</b> (2 days)			
58–71	<p>3.1.1 Explain the effects of geography on settlement patterns in the Indian subcontinent.</p> <p>3.1.2 Identify technological innovations of cities in the Indus Valley. <u>BWS</u> Environment (explain)</p> <p>3.1.3 Trace the growth and decline of early Indian civilizations.</p> <p>3.1.4 Describe the effects of foreign invasions on Indian development.</p> <p>3.1.5 Summarize the beliefs of Indian religions and ethical philosophies. <u>BWS</u> Religion (explain)</p> <p>3.1.6 Evaluate the beliefs of Indian religions and ethical philosophies. <u>BWS</u> Religion (evaluate)</p> <p><b>HaIS</b></p> <p>3.1.1 Summarize the description of Alexander the Great’s confrontation with his army.</p> <p>3.1.2 Analyze the value of Arrian’s sources. <u>BWS</u> Power (explain)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 1: History at Its Source: <i>The Anabasis of Alexander</i> (pp. 27–30)</li> </ul> <p><b>BJU Press Trove*</b></p> <ul style="list-style-type: none"> <li>Video: “Stepwells”</li> <li>Video: “Chandragupta Maurya”</li> <li>Link: Geography of India</li> <li>Link: Water Management in India</li> <li>Link: Indian Fairy Tale</li> <li>Link: Science in India</li> <li>PPT pres.: Section 03.1</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Cards for Hinduism, Jainism, and Buddhism</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Questions 3.1</li> </ul>
<b>3.2 China</b> (2 days)			
72–81	<p>3.2.1 Explain the effects of geography on settlement patterns in China.</p> <p>3.2.2 Summarize the political and cultural histories of early Chinese dynasties. <u>BWS</u> Aesthetics (explain)</p> <p>3.2.3 Analyze the impact of new ethical philosophies on Chinese thought and government.</p> <p>3.2.4 Evaluate the ideas of Chinese ethical philosophies. <u>BWS</u> Religion (evaluate)</p> <p>3.2.5 Evaluate justice and the use of power in ancient China. <u>BWS</u> Justice, Power (evaluate)</p> <p><b>HaIS</b></p> <p>3.2.1 Summarize Confucian teachings on virtue.</p> <p>3.2.2 Evaluate teachings of Confucianism. <u>BWS</u> Religion (evaluate)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 2: History at Its Source: <i>Analects</i> (pp. 31–33)</li> <li>Activity 3: Map Study: Han Dynasty China (p. 35)</li> <li>Activity 4: Organizing History: Dynasties of Ancient China (pp. 37–38)</li> <li>Activity 5: Chapter Review (pp. 39–40)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: “Chinese Communication”</li> <li>Video: “Qin Shi Huang”</li> <li>Link: Ancient Chinese Coins</li> <li>Link: Book of Documents</li> <li>Link: Great Wall of China</li> <li>Link: Seismograph</li> <li>Link: Hanging Temple</li> <li>PPT pres.: Section 03.2</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 3.2</li> </ul>

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Pages	Objectives	Resources	Assessments
<b>Review</b>			
82–83			<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Chapter Review</li> </ul>
<b>Test</b>			
			<b>Assessments</b> <ul style="list-style-type: none"> <li>• Chapter 3 Test</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Chapter 3 Test Bank</li> </ul>

# Chapter 4: Greek Civilization

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>4.1 Early Greek Civilization</b>			
84–89	<p>4.1.1 Describe the notable features of the Minoan and Mycenaean civilizations.</p> <p>4.1.2 Assess the impact of Greek mythology on Greek culture. <u>BWS</u> Religion (evaluate)</p> <p><b>HaIS</b></p> <p>4.1.1 Evaluate the historical and cultural value of Homer’s writings. <u>BWS</u> Aesthetics (evaluate)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 1: History at Its Source: Homer’s <i>Odyssey</i> (pp. 41–44)</li> </ul> <p><b>BJU Press Trove*</b></p> <ul style="list-style-type: none"> <li>Link: Minoan Civilization</li> <li>Link: Mycenae</li> <li>Link: Heinrich Schliemann and Troy</li> <li>PPT pres.: Section 04.1</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 4.1</li> </ul>
<b>4.2 Archaic Age</b>			
90–94	<p>4.2.1 Explain the characteristics and significance of Greek city-states. <u>BWS</u> Community (explain)</p> <p>4.2.2 Evaluate the four basic Greek types of government. <u>BWS</u> Power, Community (evaluate)</p> <p>4.2.3 Contrast the cities of Sparta and Athens.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: “Learning from the Greco-Romans”</li> <li>Link: Olympics Games Activity</li> <li>Link: Sparta</li> <li>Link: Athenian Democracy</li> <li>Link: Ostracism</li> <li>PPT pres.: Section 04.2</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Resource cards for diplomacy game</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Questions 4.2</li> </ul>
<b>4.3 Classical Age (2 days)</b>			
95–101	<p>4.3.1 Explain the importance of the Greco-Persian Wars.</p> <p>4.3.2 Evaluate the importance of Pericles for the development of democracy in Athens. <u>BWS</u> Power, Community (evaluate)</p> <p>4.3.3 Assess the impact of the Peloponnesian War on the course of Greek civilization.</p> <p><b>HaIS</b></p> <p>4.3.1 Assess the significance and impact of Thucydides’s <i>History</i></p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 2: History at Its Source: Thucydides’s <i>History of the Peloponnesian War</i> (pp. 45–46)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: “Advance of Civilization”</li> <li>Link: Ionian Revolt</li> <li>Link: Battle of Marathon</li> <li>Link: Themistocles</li> <li>Link: Thermopylae</li> <li>Link: Themistocles and the Battle of Salamis Bay</li> <li>Link: Pericles</li> <li>Link: Pericles of Athens and the Dangers of Democracy</li> <li>Link: Peloponnesian War Simulation</li> <li>PPT pres.: Section 04.3</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 4.3</li> </ul>

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Pages	Objectives	Resources	Assessments
<b>4.4 Hellenistic Age</b>			
102–5	<p>4.4.1 Summarize Alexander the Great's conquests and legacy.</p> <p>4.4.2 Relate the historical record of Alexander's conquests and the division of his empire to Daniel 8. <u>BWS</u> Power (explain)</p> <p>4.4.3 Trace the history of Judea during the Hellenistic Age.</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 3: Writing History: Alexander's Empire (p. 47)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: "Alexander the Great"</li> <li>Link: Were the Ancient Macedonians Greeks?</li> <li>Link: Alexander the Great's Letter to Darius</li> <li>Link: Summary of I Maccabees</li> <li>PPT pres.: Section 04.4</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 4.4</li> </ul>
<b>4.5 Legacy of Greece</b>			
106–12	<p>4.5.1 Describe the major Greek philosophers and their key ideas. <u>BWS</u> Religion (explain)</p> <p>4.5.2 Evaluate major Greek philosophies from Scripture. <u>BWS</u> Religion (evaluate)</p> <p>4.5.3 Evaluate the influence of Greek achievements in science, math, and the arts on Western civilization. <u>BWS</u> Aesthetics (evaluate)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 4: Organizing Philosophies: Greek Philosophy and Scripture (pp. 49–50)</li> <li>Activity 5: Chapter Review (pp. 51–52)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: "Greek Contributions"</li> <li>Link: Paul in Athens</li> <li>Link: Greek Drama Activity</li> <li>PPT pres.: Section 04.5</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Greek food</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Questions 4.5</li> </ul>
<b>Review</b>			
113–15			<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Chapter Review</li> </ul>
<b>Test</b>			
			<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Chapter 4 Test</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Chapter 4 Test Bank</li> </ul>

# Chapter 5: The Roman Republic

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>5.1 Beginnings of Roman Civilization</b>			
116–20	5.1.1 Explain the effects of geography on Roman development. 5.1.2 Describe the early inhabitants of the Italian Peninsula. 5.1.3 Summarize legends surrounding the founding of Rome. 5.1.4 Describe the social structure and government of Rome during the time of the monarchy. <u>BWS</u> Community (explain)	<b>BJU Press Trove*</b> <ul style="list-style-type: none"> <li>• Link: Roman Concrete</li> <li>• Link: Geography of Italy</li> <li>• PPT pres.: Section 05.1</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Question 5.1</li> </ul>
<b>5.2 The Early Republic</b>			
121–29	5.2.1 Explain the political structure of the Roman Republic. 5.2.2 Explain the internal and external conflicts facing the early republic. <u>BWS</u> Justice, Power (explain) 5.2.3 Analyze the causes, course, and outcomes of the first two Punic Wars. 5.2.4 Formulate a plan for personal political participation based on lessons learned from the Roman Republic. <u>BWS</u> Community (formulate)  <b>HalS</b> 5.2.1 Analyze Livy’s purpose in writing a history of Rome. <u>BWS</u> Community (explain) 5.2.2 Describe challenges faced by Hannibal’s army in its crossing of the Alps. 5.2.3 Evaluate the tone of Livy’s account and the potential impact on its audience.	<b>Activities</b> <ul style="list-style-type: none"> <li>• Activity 1: Map Study: Punic Wars (p. 53)</li> <li>• Activity 2: History at Its Source: <i>The History of Rome</i> (pp. 55–58)</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Roman Republic”</li> <li>• Video: “Cincinnatus”</li> <li>• Link: Law of the Twelve Tables</li> <li>• Link: Sea Power</li> <li>• PPT pres.: Section 05.2</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Question 5.2</li> </ul>

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Pages	Objectives	Resources	Assessments
<b>5.3 The Mediterranean—A Roman Sea</b>			
130–35	<p>5.3.1 Describe the destruction of Carthage in the Third Punic War.</p> <p>5.3.2 Explain the challenges a developing empire posed for Rome. <u>BWS</u> Power, Justice (explain)</p> <p>5.3.3 Evaluate responses of key leaders to problems of the Republic. <u>BWS</u> Power, Justice (evaluate)</p> <p>5.3.4 Evaluate potential effects of prosperity on a civilization. <u>BWS</u> Religion (evaluate)</p> <p>5.3.5 Formulate a plan for a Christian to live faithfully in a prosperous society. <u>BWS</u> Religion (formulate) <u>BWS</u> Community (formulate)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 3: Organizing History: Challenges of the Later Republic (pp. 59–61)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: “Effects of Prosperity”</li> <li>PPT pres.: Section 05.3</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 5.3</li> </ul>
<b>5.4 Decline into a Dictatorship</b>			
136–40	<p>5.4.1 Describe circumstances and outcomes of civil wars in the late republic.</p> <p>5.4.2 Analyze the actions of significant leaders in the final years of the republic.</p> <p>5.4.3 Relate key events to the decline of the republic.</p> <p>5.4.4 Formulate rules for good government based on lessons learned from the Roman Republic. <u>BWS</u> Power, Justice (formulate)</p> <p><b>HalS</b></p> <p>5.4.1 Relate Cicero’s political experiences to his writings.</p> <p>5.4.2 Analyze Cicero’s intended audience and purpose for writing.</p> <p>5.4.3 Summarize Cicero’s views on moral duties.</p> <p>5.4.4 Evaluate Cicero’s views on moral duties. <u>BWS</u> Community (evaluate)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 4: History at Its Source: <i>On Duties</i> (pp. 63–66)</li> <li>Activity 5: Chapter Review (pp. 67–68)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: “Julius Caesar”</li> <li>PPT pres.: Section 05.4</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Task cards for significant leaders</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 5.4</li> </ul>
<b>Review</b>			
141–43			<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Chapter Review</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Test</b>			
			<b>Assessments</b> <ul style="list-style-type: none"> <li>• Chapter 5 Test</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Chapter 5 Test Bank</li> </ul>

# Chapter 6: The Roman Empire and the Early Church

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>6.1 Pax Romana</b> (2 days)			
144–58	<p>6.1.1 Evaluate the Pax Romana. <u>BWS</u> Power (evaluate) <u>BWS</u> Justice (evaluate)</p> <p>6.1.2 Describe the goals and reforms of Augustus Caesar.</p> <p>6.1.3 Compare and contrast the accomplishments of Augustus’s reign with those of previous rulers.</p> <p>6.1.4 Analyze the importance of the coming of Jesus Christ and the spread of the gospel. <u>BWS</u> Religion (evaluate)</p> <p>6.1.5 Identify the rulers who followed Augustus during the Pax Romana.</p> <p><b>HaS</b></p> <p>6.1.1 Analyze Pliny’s attitude toward Christians.</p> <p>6.1.2 Evaluate what the letters reveal about Roman treatment of Christians during this time. <u>BWS</u> Religion (evaluate)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Activity 1: Map Study: Roman Empire at Its Greatest Extent (p. 69)</li> <li>• Activity 2: Primary Source: Josephus’s Account of the Destruction of the Temple (pp. 71–74)</li> <li>• Activity 3: History at Its Source: Letters between Pliny the Younger and Emperor Trajan (pp. 75–77)</li> </ul> <p><b>BJU Press Trove*</b></p> <ul style="list-style-type: none"> <li>• Link: Battle of Teutoburg Forest</li> <li>• Link: Roman Emperors</li> <li>• Link: Paul’s Missionary Journeys</li> <li>• Link: Death of Nero</li> <li>• Link: <i>Foxe’s Book of Martyrs</i></li> <li>• Link: Masada</li> <li>• Link: Pompeii</li> <li>• Link: Pompeii Discoveries</li> <li>• Link: Polycarp</li> <li>• PPT pres.: Section 06.1</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Questions 6.1</li> </ul>
<b>6.2 Roman Cultural Achievements and Religion</b>			
159–65	<p>6.2.1 Describe the contributions of Roman culture. <u>BWS</u> Aesthetics (explain)</p> <p>6.2.2 Evaluate Roman religions based on Scripture. <u>BWS</u> Religion (evaluate)</p> <p>6.2.3 Evaluate the impact of Roman culture on modern society. <u>BWS</u> Power (evaluate)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Video: “Roman Culture”</li> <li>• Link: Plutarch’s <i>Parallel Lives</i></li> <li>• Link: Virtual Tour: Rome</li> <li>• Link: Critiques of Roman Games</li> <li>• Link: Roman State Religion</li> <li>• PPT pres.: Section 06.2</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Questions 6.2</li> </ul>

\*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources	Assessments
<b>6.3 The Growing Church</b>			
166–70	<p>6.3.1 Trace the spread of the early church throughout the Roman world. <u>BWS</u> Religion (explain)</p> <p>6.3.2 Summarize the reform and reorganization attempts.</p> <p>6.3.3 Assess the importance of Constantine and the Council of Nicaea in the history of the church.</p> <p>6.3.4 Describe the important church fathers and their contributions.</p> <p>6.3.5 Apply knowledge of church history to respond to modern myths about the early church. <u>BWS</u> Religion (apply)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Video: “Perpetua and Felicity”</li> <li>• Video: “Myths about the Early Church”</li> <li>• Link: “Shepherd of Tender Youth”</li> <li>• Link: Irenaeus</li> <li>• Link: Living through Persecution</li> <li>• Link: Forty Brave Soldiers for Jesus</li> <li>• Link: Third-Century Crisis</li> <li>• Link: Diocletian’s Persecution</li> <li>• PPT pres.: Section 06.3</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Question 6.3</li> </ul>
<b>6.4 Collapse of the Western Roman Empire</b>			
171–74	<p>6.4.1 Describe the factors contributing to the decline of the Western Roman Empire.</p> <p>6.4.2 Analyze the causes of the fall of the Western Roman Empire.</p> <p>6.4.3 Assess the impact of Christianity on the Roman Empire. <u>BWS</u> Religion (evaluate)</p> <p>6.4.4 Compare and contrast the elements of the decline and fall of the Western Roman Empire with current cultural trends of Western civilization.</p> <p><b>HalS</b></p> <p>6.4.1 Explain Marcellinus’s criticisms.</p> <p>6.4.2 Compare the actions of the Roman elites to those of today’s elite. <u>BWS</u> Power, Justice (apply)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Activity 4: History at Its Source: “The Luxury of the Rich in Rome” (pp. 79–82)</li> <li>• Activity 5: Chapter Review (pp. 83–84)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Video: “Telemachus”</li> <li>• Link: Christians in Rome Map</li> <li>• Link: Fall of Rome Simulation</li> <li>• Link: AI Simulation of Rome’s Fall</li> <li>• Link: Using Hexagons to Make Connections</li> <li>• Link: <i>City of God</i> Summaries</li> <li>• PPT pres.: Section 06.4</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Question 6.4</li> </ul>
<b>Review</b>			
175–77			<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Chapter Review</li> </ul>
<b>Test</b>			
			<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Chapter 6 Test</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Chapter 6 Test Bank</li> </ul>

# Chapter 7: The Byzantine and Islamic Empires

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>7.1 The Byzantine Empire</b> (2 days)			
178–89	<p>7.1.1 Explain the origins of the Byzantine Empire.</p> <p>7.1.2 Describe highlights of Justinian’s reign.</p> <p>7.1.3 Evaluate judicial reform efforts under Justinian.  <u>BWS</u> Justice (evaluate)</p> <p>7.1.4 Formulate strategies for maintaining a just balance between too few and too many laws.</p> <p>7.1.5 Compare and contrast the development of the Eastern Orthodox and Roman Catholic churches.  <u>BWS</u> Religion (explain)</p> <p>7.1.6 Describe threats to the Byzantine Empire and responses to those threats.</p> <p>7.1.7 Describe cultural contributions of the Byzantine Empire.  <u>BWS</u> Aesthetics, Religion (explain)</p> <p>7.1.8 Identify areas of Byzantine influence in Russia.</p> <p><b>HaS</b></p> <p>7.1.1 Analyze the effect of viewpoint on the recording of history.  <u>BWS</u> Power (explain)</p> <p>7.1.2 Trace the course of the Nika Revolt.</p> <p>7.1.3 Evaluate the tone of Procopius’s account.</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 1: History at Its Source: <i>History of the Wars</i> (pp. 85–88)</li> </ul> <p><b>BJU Press Trove*</b></p> <ul style="list-style-type: none"> <li>Video: “Belisarius”</li> <li>Link: Aqueduct of Valens</li> <li>Link: Ecumenical Patriarchate</li> <li>PPT pres.: Section 07.1</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Questions 7.1</li> </ul>

\*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources	Assessments
<b>7.2 The Rise of Islam</b> (2 days)			
190–93	<p>7.2.1 Describe conditions on the Arabian Peninsula prior to the rise of Islam.</p> <p>7.2.2 Summarize important events in Muhammad’s life.</p> <p>7.2.3 Trace the rise of the Islamic religion.</p> <p>7.2.4 Explain the basic teachings of the Islamic religion. <u>BWS</u> Religion (explain)</p> <p>7.2.5 Evaluate the beliefs of Islam. <u>BWS</u> Religion (evaluate)</p> <p><b>HaS</b></p> <p>7.2.1 Explain how the writer of the Qur’an and the speaker are different.</p> <p>7.2.2 Contrast the organization and makeup of the Qur’an with that of the Bible.</p> <p>7.2.3 Analyze Islamic teachings on belief, war, Jesus, and future judgment. <u>BWS</u> Religion (explain)</p> <p>7.2.4 Defend the Christian teaching about Jesus against the Islamic teaching. <u>BWS</u> Religion (apply)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 2: History at Its Source: The Qur’an (pp. 89–92)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: “Mecca”</li> <li>PPT pres.: Section 07.2</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 7.2</li> </ul>
<b>7.3 The Expansion of Islam</b>			
194–99	<p>7.3.1 Describe the problem of succession following the death of Muhammad.</p> <p>7.3.2 Trace the rise and fall of significant caliphates.</p> <p>7.3.3 Explain internal and external tensions that threatened caliphates.</p> <p>7.3.4 Analyze the military, political, and economic developments of Islamic caliphates.</p> <p>7.3.5 Evaluate the treatment of minority groups within caliphates. <u>BWS</u> Justice, Religion (evaluate)</p> <p>7.3.6 Describe cultural contributions of the Arab world. <u>BWS</u> Aesthetics (explain)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 3: Map Study: Expansion of Islam (p. 93)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: “Divisions within Islam”</li> <li>Link: Avicenna</li> <li>Link: The Thousand and One Nights</li> <li>Link: Mosque Tour</li> <li>PPT pres.: Section 07.3</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 7.3</li> </ul>

Pages	Objectives	Resources	Assessments
<b>7.4 The Ottoman and Safavid Empires</b>			
200–202	<p>7.4.1 Trace the rise and expansion of the Ottoman Empire. <u>BWS</u> Religion (evaluate)</p> <p>7.4.2 Analyze the military, political, and economic developments of the Ottoman Empire.</p> <p>7.4.3 Describe cultural contributions of the Ottoman Empire.</p> <p>7.4.4 Trace the rise and expansion of the Safavid Empire.</p> <p>7.4.5 Analyze the military, political, and economic developments of the Safavid Empire.</p> <p>7.4.6 Describe cultural contributions of the Safavid Empire.</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 4: Organizing History: The Ottoman and Safavid Empires (pp. 95–96)</li> <li>Activity 5: Chapter Review (pp. 97–98)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: “Muslim Culture”</li> <li>Link: Isfahan Architecture</li> <li>PPT pres.: Section 07.4</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 7.4</li> </ul>
<b>Review</b>			
203–5			<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Chapter Review</li> </ul>
<b>Test</b>			
			<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Chapter 7 Test</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Chapter 7 Test Bank</li> </ul>

# Chapter 8: Civilizations of Asia

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>8.1 China: Tang and Song Dynasties</b>			
206–11	8.1.1 Describe China’s government during the Tang and Song dynasties. 8.1.2 Explain the cultural achievements of the Tang and Song dynasties. 8.1.3 Evaluate religion in China during the Tang and Song dynasties. <u>BWS</u> Religion (evaluate)	<b>BJU Press Trove*</b> <ul style="list-style-type: none"> <li>• Link: Chang’an</li> <li>• Link: Tang Poetry</li> <li>• Link: Nestorian Stele</li> <li>• Link: Nestorian Stele Text</li> <li>• Link: Song Dynasty</li> <li>• Link: Chinese Civil Service Examinations</li> <li>• PPT pres.: Section 08.1</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Questions 8.1</li> </ul>
<b>8.2 The Mongols</b>			
212–19	8.2.1 Explain how the Mongols adapted to their environment. <u>BWS</u> Environment (explain) 8.2.2 Trace the rise and expansion of the Mongol Empire. 8.2.3 Assess the impact of the expansion of Mongol power. <u>BWS</u> Power, Justice (explain) 8.2.4 Describe the Golden Horde and the Mughal Empire. 8.2.5 Analyze the decline and fall of the Mongol Empire.  <b>HaIS</b> 8.2.1 Explain what can be learned about Mongol life from the letter. <u>BWS</u> Religion (explain) 8.2.2 Describe the rhetorical techniques Genghis uses to persuade the monk.	<b>Activities</b> <ul style="list-style-type: none"> <li>• Activity 1: History at Its Source: Genghis Khan’s Letter to Ch’ang Ch’un (pp. 99–100)</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Tamerlane”</li> <li>• Link: Mongol Throat Song</li> <li>• Link: Mongol Nomadic Existence</li> <li>• Link: Mongolian Ger Instructions</li> <li>• Link: Rise and Fall of the Mongol Empire</li> <li>• Link: Mongol Animated Map</li> <li>• Link: The Great Yasa</li> <li>• Link: Yuan Dynasty Inflation</li> <li>• Link: Tamerlane on Trial</li> <li>• PPT pres.: Section 08.2</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Question 8.2</li> </ul>

\*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources	Assessments
<b>8.3 East Asia</b>			
220–25	<p>8.3.1 Explain how Japanese and Korean geography shaped their cultures.</p> <p>8.3.2 Summarize Japan’s history from origins to the rise of the samurai.</p> <p>8.3.3 Summarize Korea’s history from origins to the end of the Koryo dynasty.</p> <p>8.3.4 Identify key areas of Chinese influence on Japan and Korea.</p> <p>8.3.5 Evaluate justice, power, religion, and community in Japanese and Korean culture.  <u>BWS</u> Justice, Power, Religion, Community (evaluate)</p> <p><b>HalS</b></p> <p>8.3.1 Describe elements of Japanese culture.</p> <p>8.3.2 Formulate a biblical understanding of how to respond in the midst of poverty.  <u>BWS</u> Religion (formulate)  <u>BWS</u> Community (formulate)  <u>BWS</u> Power, Justice (formulate)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 2: History at Its Source: “A Dialogue on Poverty” (pp. 101–2)</li> <li>Activity 3: Oral Histories: Korean Tangun Myth (p. 103)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Japanese Timeline</li> <li>Link: Shotoku’s Constitution</li> <li>Link: Reform Edict of Taika</li> <li>Link: The Bushido Code</li> <li>Link: Feudal Japan Simulation</li> <li>Link: Annals of the Chosun dynasty</li> <li>Link: Learning Hangul</li> <li>PPT pres.: Section 08.3</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Questions 8.3</li> </ul>
<b>8.4 Southeast Asian Kingdoms</b>			
226–27	<p>8.4.1 Explain how India and China influenced Southeast Asian cultural development.</p> <p>8.4.2 Describe the different Southeast Asian kingdoms.</p> <p>8.4.3 Evaluate the religions of classical Southeast Asia.  <u>BWS</u> Religion (evaluate)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: “Angkor Wat”</li> <li>Link: Spread of Buddhism</li> <li>PPT pres.: Section 08.4</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Southeast Asian food (Vietnamese or Cambodian)</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 8.4</li> </ul>
<b>8.5 China: Ming Dynasty</b>			
228–30	<p>8.5.1 Evaluate power and justice in the Ming dynasty.  <u>BWS</u> Power, Justice (evaluate)</p> <p>8.5.2 Explain the cultural achievements of the Ming dynasty.  <u>BWS</u> Aesthetics (explain)</p> <p>8.5.3 Analyze Zheng He’s naval expeditions.</p> <p>8.5.4 Analyze the decline of the Ming dynasty.</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 4: Organizing History: Asian Civilizations (p. 104)</li> <li>Activity 5: Chapter Review (pp. 105–6)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: “Admiral Zheng He”</li> <li>Link: Which Emperor Are You?</li> <li>Link: Admiral Zheng He Simulation</li> <li>PPT pres.: Section 08.5</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 8.5</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Review</b>			
231–33			<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Chapter Review</li> </ul>
<b>Test</b>			
			<b>Assessments</b> <ul style="list-style-type: none"> <li>• Chapter 8 Test</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Chapter 8 Test Bank</li> </ul>

# Chapter 9: Civilizations of Africa

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>9.1 Early African Civilization</b> (2 days)			
234–43	<p>9.1.1 Identify sources of information for early African history.</p> <p>9.1.2 Describe the effects of geography on economic development in Africa.</p> <p>9.1.3 Analyze possible explanations for the Bantu migration.</p> <p>9.1.4 Describe the early development of African culture.</p> <p>9.1.5 Summarize the history and cultural accomplishments of the kingdoms of Kush and Aksum.</p> <p>9.1.6 Evaluate African traditional religions. <u>BWS</u> Religion (evaluate)</p> <p>9.1.7 Analyze the impact of Christianity on the development of the kingdom of Aksum. <u>BWS</u> Religion (explain)</p> <p><b>HaIS</b></p> <p>9.1.1 Summarize the descriptions of Africa.</p> <p>9.1.2 Analyze the effects of perspective on historical writing. <u>BWS</u> Community (explain)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 1: Organizing History: Early African Civilization (pp. 107–8)</li> <li>Activity 2: History at Its Source: <i>The History and Description of Africa</i> (pp. 109–10)</li> </ul> <p><b>BJU Press Trove*</b></p> <ul style="list-style-type: none"> <li>Video: “Frumentius”</li> <li>Link: Ibn Battuta</li> <li>Link: Stelae Park</li> <li>PPT pres.: Section 09.1</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Task cards for geography/economics exploration</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 9.1</li> </ul>
<b>9.2 Islamic Kingdoms in North Africa</b>			
244–48	<p>9.2.1 Describe the impact of Islam on the African continent. <u>BWS</u> Religion (explain)</p> <p>9.2.2 Summarize the history of Islamic dynasties in Morocco.</p> <p>9.2.3 Compare and contrast the governing of Egypt by the Mamluk Sultanate and the Ottoman Empire.</p> <p>9.2.4 Analyze the modernizing efforts of Muhammad Ali and Ismail Pasha.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Section 09.2</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 9.2</li> </ul>

\*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources	Assessments
<b>9.3 Development of Western and Central Africa</b>			
249–54	<p>9.3.1 Describe historical solutions to problems of the trans-Saharan trade.</p> <p>9.3.2 Formulate strategies for conducting trade in hostile environments. <u>BWS</u> Environment (formulate)</p> <p>9.3.3 Explain the impact of trade on the development of West Africa.</p> <p>9.3.4 Trace the histories of the Kanem-Bornu, Ghana, Mali, and Songhai Empires.</p> <p>9.3.5 Describe the relationship between European traders and the Akan states.</p> <p>9.3.6 Analyze the effects of Portuguese influence on the Kingdom of Kongo.</p> <p>9.3.7 Evaluate the treatment of conquered peoples by Kongo rulers. <u>BWS</u> Justice (evaluate)</p> <p><b>HaIS</b></p> <p>9.3.1 Describe the letters' writer and recipient.</p> <p>9.3.2 Summarize the content of the letters.</p> <p>9.3.3 Analyze the purpose of the letters.</p> <p>9.3.4 Evaluate the justice of the king's complaint. <u>BWS</u> Justice (evaluate)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 3: Organizing History: Central and West African Trade Empires (pp. 111–12)</li> <li>Activity 4: History at Its Source: Letters of King Afonso of Kongo (pp. 113–14)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: "The Sahara"</li> <li>Link: Bloomery Furnace</li> <li>PPT pres.: Section 09.3</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Cards for trade empires</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 9.3</li> </ul>
<b>9.4 Settlement of Eastern and Southern Africa</b>			
255–61	<p>9.4.1 Trace the rise and fall of the Zagwe dynasty.</p> <p>9.4.2 Explain the impact of trade on the East African coast.</p> <p>9.4.3 Describe significant characteristics of East African city-states.</p> <p>9.4.4 Analyze the importance of the kingdom of Zimbabwe.</p> <p>9.4.5 Trace the rise and fall of the Mutapa kingdom.</p> <p>9.4.6 Describe the art and music of sub-Saharan Africa. <u>BWS</u> Aesthetics (explain)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 5: Chapter Review (pp. 115–16)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Rock Church</li> <li>Link: Great Zimbabwe</li> <li>Link: Zimbabwe Controversy</li> <li>Link: Kente Cloth</li> <li>Link: African Rock Art</li> <li>Link: Zither</li> <li>Link: Gankoqui Bells</li> <li>Link: Lamellaphone</li> <li>Link: Kora</li> <li>PPT pres.: Section 09.4</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 9.4</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Review</b>			
262–65			<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Chapter Review</li> </ul>
<b>Test</b>			
			<b>Assessments</b> <ul style="list-style-type: none"> <li>• Chapter 9 Test</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Chapter 9 Test Bank</li> </ul>

# Chapter 10: Civilizations of the Americas

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>10.1 Mesoamerican Civilizations</b> (2 days)			
266–74	<p>10.1.1 Outline the development and expansion of the Maya.</p> <p>10.1.2 Analyze the reasons for the decline of the Mayan civilization.</p> <p>10.1.3 Analyze the development of the Aztec civilization.</p> <p>10.1.4 Apply lessons learned from Mesoamerican religious practices to the modern-day practices of abortion and euthanasia. <u>BWS</u> Religion, Justice (apply)</p> <p><b>HaIS</b></p> <p>10.1.1 Evaluate the Mayan culture based on these artifacts. <u>BWS</u> Religion, Aesthetics (evaluate)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 1: Map Study: The Americas (pp. 117–18)</li> <li>Activity 2: History at Its Source: Mayan Artifacts (pp. 119–21)</li> </ul> <p><b>BJU Press Trove*</b></p> <ul style="list-style-type: none"> <li>Video: “Teotihuacán”</li> <li>Link: Pre-Columbian Americas Map</li> <li>Link: Virtual Tour: La Venta</li> <li>Link: Mayan Hot Chocolate</li> <li>Link: Virtual Tour: Tikal</li> <li>Link: Mayan Artifacts</li> <li>Link: When Did People Arrive in the Americas?</li> <li>Link: Virtual Tour: Tula</li> <li>Link: Mesoamerican Ballgame</li> <li>Link: Directions for Pok-A-Tok</li> <li>Link: Virtual Tour: Tenochtitlán</li> <li>Link: Skull Statue Article</li> <li>PPT pres.: Section 10.1</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Questions 10.1</li> </ul>
<b>10.2 North American Civilizations</b>			
275–80	<p>10.2.1 Expand theories of how the people of the Americas arrived on the continents.</p> <p>10.2.2 Explain the effects of geography on the early civilizations in the Americas.</p> <p>10.2.3 Outline the development and expansion of North American civilizations.</p> <p>10.2.4 Evaluate the religious beliefs of North American civilizations. <u>BWS</u> Religion (evaluate)</p> <p><b>HaIS</b></p> <p>10.2.1 Contrast the key differences between the Genesis Flood account and the Ojibwe flood story. <u>BWS</u> Religion (explain)</p> <p>10.2.2 Evaluate the purpose of this story.</p> <p>10.2.3 Explain the problems and advantages of oral tradition.</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 3: History at Its Source: Ojibwe Flood Story (pp. 123–26)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Crossing the Bering Strait</li> <li>PPT pres.: Section 10.2</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 10.2</li> </ul>

\*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources	Assessments
<b>10.3 South American Civilizations</b>			
281–85	10.3.1 Outline the development and expansion of the Incan civilization. 10.3.2 Evaluate the Incan culture. <u>BWS</u> Justice (evaluate) 10.3.3 Evaluate the religious beliefs of the Incan civilization. <u>BWS</u> Religion (evaluate)	<b>Activities</b> <ul style="list-style-type: none"> <li>• Activity 4: Organizing History: Civilizations of the Americas (pp. 127–28)</li> <li>• Activity 5: Chapter Review (pp. 129–30)</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: Quechua Pronunciation</li> <li>• Link: Quechua Grammar and Phrases</li> <li>• Link: Ancestors of the Inka</li> <li>• Link: Virtual Tour: Machu Picchu</li> <li>• Link: Quipus</li> <li>• Link: Quipu How-To</li> <li>• PPT pres.: Section 10.3</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Cords for tying quipus</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Questions 10.3</li> </ul>
<b>Review</b>			
286–87			<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Chapter Review</li> </ul>
<b>Test</b>			
			<b>Assessments</b> <ul style="list-style-type: none"> <li>• Chapter 10 Test</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Chapter 10 Test Bank</li> </ul>

# Chapter 11: Europe in the Middle Ages

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>11.1 Rise of Feudalism</b> (2 days)			
288–95	11.1.1 Trace the development of Germanic kingdoms in Europe. 11.1.2 Summarize the military and administrative activities of Charlemagne’s empire. 11.1.3 Describe achievements of the Carolingian Renaissance. <u>BWS</u> Religion (explain) 11.1.4 Explain the transition to a feudal society in Europe. 11.1.5 Describe fundamental elements of feudalism. 11.1.6 Analyze the effects of feudalism on European society and government.  <b>HaIS</b> 11.1.1 Identify typical characteristics of a biography. 11.1.2 Describe personal qualities of Charlemagne. 11.1.3 Analyze the effect of Einhard’s viewpoint on the portrayal of Charlemagne. 11.1.4 Formulate a biblical view of forced conversion. <u>BWS</u> Religion (formulate)	<b>Activities</b> <ul style="list-style-type: none"> <li>Activity 1: History at Its Source: <i>Life of Charlemagne</i> (pp. 131–34)</li> <li>Activity 2: Map Study: Treaty of Verdun, 843 (p. 135)</li> </ul> <b>BJU Press Trove*</b> <ul style="list-style-type: none"> <li>Video: “Charlemagne”</li> <li>Video: “Feudalism”</li> <li>Link: Windsor Castle</li> <li>PPT pres.: Section 11.1</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 11.1</li> </ul>
<b>11.2 European Religion and Culture</b> (2 days)			
296–304	11.2.1 Trace the expansion of church authority in the early Middle Ages. 11.2.2 Assess the impact of the church on daily life in the Middle Ages. <u>BWS</u> Community (evaluate) 11.2.3 Evaluate shifts of power between church and state during the High and later Middle Ages. <u>BWS</u> Power, Religion (evaluate) 11.2.4 Describe key characteristics of medieval art, architecture, music, and literature. <u>BWS</u> Aesthetics, Religion (explain) 11.2.5 Explain medieval contributions to European intellectual life.	<b>Activities</b> <ul style="list-style-type: none"> <li>Activity 3: Aesthetics Connection: Cathedrals (pp. 137–38)</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Video: “Thomas Aquinas”</li> <li>Link: Gregorian Chant</li> <li>Link: Organum</li> <li>Link: <i>Beowulf</i></li> <li>Link: <i>Canterbury Tales</i></li> <li>PPT pres.: Section 11.2</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Questions 11.2</li> </ul>

\*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources	Assessments
<b>11.3 Decline of Feudalism and the Development of European States</b> (2 days)			
305–13	11.3.1 Identify forces that contributed to the decline of feudalism in Europe. 11.3.2 Analyze the weaknesses of the Holy Roman Empire. 11.3.3 Relate principles of limited government to the legal and constitutional contributions of medieval England. <u>BWS</u> Justice, Community (explain) 11.3.4 Describe the transformation of France from a feudal society to a strong national monarchy. 11.3.5 Analyze the significance of the Crusades. <u>BWS</u> Religion (evaluate) 11.3.6 Apply principles of limited government in case studies. <u>BWS</u> Justice, Community (apply)	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Transitions”</li> <li>• Video: “Alfred the Great”</li> <li>• Link: Anglo-Saxon Chronicle</li> <li>• Link: Submission to the Pope</li> <li>• PPT pres.: Section 11.3</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Question 11.3</li> </ul>
<b>11.4 European Calamities</b>			
314–17	11.4.1 Explain the circumstances of the Great Famine. <u>BWS</u> Environment (explain) 11.4.2 Trace the course of the Black Death in Europe. 11.4.3 Describe major campaigns of the Hundred Years’ War. 11.4.4 Assess the impact of calamities on late medieval Europe. 11.4.5 Formulate a biblical view of calamities. <u>BWS</u> Environment (formulate) <u>BWS</u> Community (formulate)  <b>HaIS</b> 11.4.1 Describe the background of Henry Knighton. 11.4.2 Assess possible purposes for recording national history. 11.4.3 Analyze the effects of the Black Death on England’s economy. 11.4.4 Evaluate responses to calamity. <u>BWS</u> Justice (evaluate)	<b>Activities</b> <ul style="list-style-type: none"> <li>• Activity 4: History at Its Source: <i>Chronicon</i> (pp. 139–41)</li> <li>• Activity 5: Chapter Review (pp. 143–44)</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: Battle of Crécy</li> <li>• PPT pres.: Section 11.4</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Cards for campaigns of the Hundred Years’ War</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Question 11.4</li> </ul>
<b>Review</b>			
318–21			<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Chapter Review</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Test</b>			
			<b>Assessments</b> <ul style="list-style-type: none"> <li>• Chapter 11 Test</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Chapter 11 Test Bank</li> </ul>

# Chapter 12: The Renaissance

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>12.1 Transition to the Renaissance</b> (2 days)			
322–30	12.1.1 Explain the causes of the Renaissance. 12.1.2 Summarize the decline of the Roman Catholic Church in this era. 12.1.3 Summarize the basic components of a Renaissance worldview. 12.1.4 Contrast the Renaissance and medieval worldviews. <u>BWS</u> Religion (evaluate)	<b>BJU Press Trove*</b> <ul style="list-style-type: none"> <li>• Video: “Renaissance vs. Medieval”</li> <li>• Link: Hans Holbein’s <i>The Ambassadors</i></li> <li>• Link: Papal Schism</li> <li>• PPT pres.: Section 12.1</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Questions 12.1</li> </ul>
<b>12.2 Southern Renaissance</b> (2 days)			
331–44	12.2.1 Describe the art, architecture, literature, and music of the Southern Renaissance. <u>BWS</u> Aesthetics (explain) 12.2.2 Analyze cultural developments during the Southern Renaissance. 12.2.3 Evaluate the artistic characteristics of the Southern Renaissance. <u>BWS</u> Aesthetics (evaluate)  <b>HaIS</b> 12.2.1 Analyze Machiavelli’s argument from the excerpts of <i>The Prince</i> . 12.2.2 Evaluate Machiavelli’s purpose in writing <i>The Prince</i> . 12.2.3 Contrast the use of justice and power in <i>The Prince</i> with their scriptural use. <u>BWS</u> Power, Justice (evaluate)	<b>Activities</b> <ul style="list-style-type: none"> <li>• Activity 1: Primary Source: “Election of a Pope” (pp. 145–46)</li> <li>• Activity 2: History at Its Source: <i>The Prince</i> (pp. 147–52)</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Cesare Borgia”</li> <li>• Link: Linear Perspective</li> <li>• Link: Virtual Tour: Florence</li> <li>• Link: Petrarch’s Sonnets</li> <li>• Link: How Machiavellian Am I?</li> <li>• Link: Bacchus Painting</li> <li>• Link: <i>The Baptism of Christ</i></li> <li>• Link: Da Vinci Invention Quiz</li> <li>• Link: Republic of Venice</li> <li>• Link: Brunelleschi</li> <li>• Link: Josquin des Prez Music</li> <li>• Link: Palestrina Music</li> <li>• PPT pres.: Section 12.2</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Question 12.2</li> </ul>

\*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources	Assessments
<b>12.3 Northern Renaissance</b>			
345–49	<p>12.3.1 Analyze the characteristics of the Northern Renaissance.</p> <p>12.3.2 Contrast the Northern and Southern Renaissance.</p> <p>12.3.3 Formulate a position about the value of learning from the classics. <u>BWS</u> Religion, Aesthetics (formulate)</p> <p><b>HaIS</b></p> <p>12.3.1 Describe the art piece from a technical perspective.</p> <p>12.3.2 Analyze the message of the painting.</p> <p>12.3.3 Evaluate how the artwork expresses Renaissance values. <u>BWS</u> Aesthetics (evaluate)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Activity 3: History at Its Source: Northern Renaissance Art (pp. 153–55)</li> <li>• Activity 4: Organizing History: Middle Ages vs. the Renaissance (p. 157)</li> <li>• Activity 5: Chapter Review (pp. 159–60)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Link: Bruges Virtual Tour</li> <li>• Link: Shakespeare: <i>Julius Caesar</i> Scene</li> <li>• Link: Shakespeare: <i>Antony and Cleopatra</i> Scene</li> <li>• Link: Shakespeare: <i>Romeo and Juliet</i> Scene</li> <li>• Link: Shakespeare: <i>Macbeth</i> Scene</li> <li>• Link: Shakespeare: <i>Henry V</i> Scene</li> <li>• PPT pres.: Section 12.3</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Question 12.3</li> </ul>
<b>Review</b>			
350–51			<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Chapter Review</li> </ul>
<b>Test</b>			
			<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Chapter 12 Test</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Chapter 12 Test Bank</li> </ul>

# Chapter 13: The Reformation

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>13.1 The Beginning of the Reformation</b> (2 days)			
352–59	13.1.1 Summarize major causes of the Reformation. 13.1.2 Describe the roles of early reformers in preparing Europe for the Reformation. 13.1.3 Trace Martin Luther’s development as a reformer. 13.1.4 Explain the controversy over the sale of indulgences. 13.1.5 Analyze key arguments of the Ninety-Five Theses. 13.1.6 Evaluate key arguments of the Ninety-Five Theses. <u>BWS</u> Religion (evaluate)	<b>BJU Press Trove*</b> <ul style="list-style-type: none"> <li>• Video: “John Huss”</li> <li>• Link: Ninety-Five Theses</li> <li>• Link: Leipzig Debate</li> <li>• Link: Luther’s Pamphlets</li> <li>• PPT pres.: Section 13.1</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Question 13.1</li> </ul>
<b>13.2 The Reformation Established</b> (2 days)			
360–67	13.2.1 Explain key ideas of the Reformation. 13.2.2 Describe contributions of key reformers. 13.2.3 Trace the spread of the Reformation in Europe. 13.2.4 Analyze political and religious consequences of the Reformation. 13.2.5 Evaluate key ideas of the Reformation. <u>BWS</u> Religion (evaluate)	<b>Activities</b> <ul style="list-style-type: none"> <li>• Activity 1: Organizing History: Spread of the Reformation (pp. 161–62)</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “A Mighty Fortress Is Our God”</li> <li>• Video: “Influence of the Reformation”</li> <li>• Link: Mighty Fortress</li> <li>• Link: Table Talk</li> <li>• Link: Anabaptists</li> <li>• PPT pres.: Section 13.2</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Cards for card sort: development of church in England</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Questions 13.2</li> </ul>

\*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources	Assessments
<b>13.3 The Counter Reformation</b>			
368–71	<p>13.3.1 Describe reforming efforts in the Catholic Church.</p> <p>13.3.2 Explain the role of missions in the revival of Catholic influence.</p> <p>13.3.3 Evaluate attempts of the Catholic Church to reduce Protestant influence in Europe. <u>BWS</u> Religion, Justice (evaluate)</p> <p>13.3.4 Evaluate the key decisions of the Council of Trent. <u>BWS</u> Religion (evaluate)</p> <p>13.3.5 Formulate a personal position statement in key doctrinal areas. <u>BWS</u> Religion (formulate)</p> <p><b>HaIS</b></p> <p>13.3.1 Explain the purpose of statements of faith.</p> <p>13.3.2 Describe the background to the writing of the Augsburg Confession and the Tridentine Profession of Faith.</p> <p>13.3.3 Compare and contrast key statements of the Augsburg Confession and the Tridentine Profession of Faith. <u>BWS</u> Religion (evaluate)</p> <p>13.3.4 Formulate a personal statement of faith.</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 2: History at Its Source: Statements of Faith (pp. 163–68)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Jesuit History</li> <li>PPT pres.: Section 13.3</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 13.3</li> </ul>
<b>13.4 Religious Warfare</b>			
372–76	<p>13.4.1 Trace internal religious conflicts in France, Scotland, the Holy Roman Empire, and Switzerland.</p> <p>13.4.2 Describe Spain’s efforts to restore Catholicism in the Netherlands and England.</p> <p>13.4.3 Summarize the four phases of the Thirty Years’ War.</p> <p>13.4.4 Assess the significance of religious warfare to the political and religious development of Europe.</p> <p><b>HaIS</b></p> <p>13.4.1 Describe the personal and professional background of Robert Carey.</p> <p>13.4.2 Summarize Carey’s description of the invasion of the Spanish Armada. <u>BWS</u> Religion (evaluate)</p> <p>13.4.3 Analyze Carey’s tone concerning the outcome of the invasion.</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 3: History at Its Source: The Spanish Armada (pp. 169–70)</li> <li>Activity 4: Organizing History: The Thirty Years’ War (p. 171)</li> <li>Activity 5: Chapter Review (pp. 173–74)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Gustavus Adolphus</li> <li>PPT pres.: Section 13.4</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Task cards for significance of religious warfare</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 13.4</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Review</b>			
377–79			<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Chapter Review</li> </ul>
<b>Test</b>			
			<b>Assessments</b> <ul style="list-style-type: none"> <li>• Chapter 13 Test</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Chapter 13 Test Bank</li> </ul>

# Chapter 14: Discovery and Colonization

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>14.1 Preparation for Discovery</b>			
380–84	14.1.1 Describe the motives that led to the exploration of lands beyond Europe’s borders. 14.1.2 Explain how technological advancements made world exploration possible. <u>BWS</u> Environment (explain)	<b>BJU Press Trove*</b> <ul style="list-style-type: none"> <li>• Video: “Marco Polo”</li> <li>• Link: Prester John</li> <li>• Link: The Astrolabe</li> <li>• Link: How to Sail</li> <li>• PPT pres.: Section 14.1</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Compasses</li> <li>• Road maps</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Question 14.1</li> </ul>
<b>14.2 Process of Discovery (2 days)</b>			
385–98	14.2.1 Trace the European exploration of the world. 14.2.2 Analyze the success of world exploration expeditions. <u>BWS</u> Environment (evaluate) 14.2.3 Analyze the early interactions between the explorers and indigenous peoples. 14.2.4 Evaluate the treatment of indigenous people by European explorers. <u>BWS</u> Justice (evaluate)  <b>HaIS</b> 14.2.1 Explain how Columbus describes the islands and people he met. 14.2.2 Analyze what is said in the letter. 14.2.3 Evaluate Columbus’s accomplishments in light of his original goals. <u>BWS</u> Religion, Justice (evaluate) 14.2.4 Describe Las Casas’s criticisms of the Spanish. 14.2.5 Explain Las Casas’s purpose in writing this essay. 14.2.6 Evaluate Las Casas’s description of the native islanders and the Spanish colonizers’ actions toward them. <u>BWS</u> Justice, Power, Religion (evaluate)	<b>Activities</b> <ul style="list-style-type: none"> <li>• Activity 1: History at Its Source: Columbus’s Letter (pp. 175–78)</li> <li>• Activity 2: History Mysteries: The Voyages of John Cabot (pp. 179–82)</li> <li>• Activity 3: History at Its Source: <i>The Devastation of the Indies</i> (pp. 183–86)</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Christopher Columbus”</li> <li>• Chart: World History Timeline</li> <li>• Link: Navigation School Site</li> <li>• Link: Portugal as a Sea Power</li> <li>• Link: Explorer Interactive Map and Summary</li> <li>• Link: Columbus’s Voyages</li> <li>• Link: Treaty of Tordesillas Simulation</li> <li>• Link: The Requerimiento Text</li> <li>• Link: Sailing the Southern Ocean</li> <li>• Link: Cortés’s Letter</li> <li>• Link: Florentine Codex Reading</li> <li>• Link: Reconciliation of Montezuma’s and Cortes’s Descendants</li> <li>• Link: Coronado</li> <li>• Link: New France</li> <li>• Link: Sir Francis Drake</li> <li>• PPT pres.: Section 14.2</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Questions 14.2</li> </ul>

\*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources	Assessments
<b>14.3 The Commercial Revolution</b>			
399–401	14.3.1 Explain the difference between mercantilism and merchant capitalism. 14.3.2 Compare and contrast the methods of producing wealth in mercantilism and merchant capitalism. 14.3.3 Assess the impact of the introduction of new plants, animals, and diseases on both the New and Old Worlds. <u>BWS</u> Environment (explain)	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• PPT pres.: Section 14.3</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Question 14.3</li> </ul>
<b>14.4 The Transatlantic Slave Trade</b>			
402–3	14.4.1 Evaluate the treatment of people in America and Africa by the Europeans. <u>BWS</u> Justice, Power, Religion (evaluate) 14.4.2 Critique the practice of slavery during the sixteenth through nineteenth centuries. <u>BWS</u> Justice, Power, Religion (formulate)	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: Dum Diversas Text</li> <li>• Link: Triangular Trade Route</li> <li>• Link: Slave Voyages</li> <li>• PPT pres.: Section 14.4</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Question 14.4</li> </ul>
<b>14.5 Colonization of the Americas</b>			
404–8	14.5.1 Describe the process of colonization of the Americas. 14.5.2 Compare and contrast the political development of Spanish and Portuguese colonial empires in the Americas. 14.5.3 Evaluate the role of the Catholic Church in government procedures and policies in Latin America. <u>BWS</u> Justice, Religion (evaluate) 14.5.4 Contrast patterns of European settlement in North America and Latin America.	<b>Activities</b> <ul style="list-style-type: none"> <li>• Activity 4: Organizing History: Explorers (pp. 187–88)</li> <li>• Activity 5: Chapter Review (pp. 189–90)</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: Mayflower Compact Text</li> <li>• PPT pres.: Section 14.5</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Question 14.5</li> </ul>
<b>Review</b>			
409–11			<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Chapter Review</li> </ul>
<b>Test</b>			
			<b>Assessments</b> <ul style="list-style-type: none"> <li>• Chapter 14 Test</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Chapter 14 Test Bank</li> </ul>

# Chapter 15: The Pursuit of Power

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>15.1 Triumph of Absolutism in France</b> (2 days)			
412–19	<p>15.1.1 Describe Cardinal Richelieu’s efforts to increase the power of the French throne.  <u>BWS</u> Power, Community (evaluate)</p> <p>15.1.2 Explain the significance of the Fronde.</p> <p>15.1.3 Analyze the bureaucratic, military, and financial policies of Louis XIV.</p> <p>15.1.4 Assess the impact of Louis XIV’s support of the arts and sciences.</p> <p>15.1.5 Evaluate Louis XIV’s use of power in France.  <u>BWS</u> Power, Religion (evaluate)</p> <p><b>HaIS</b></p> <p>15.1.1 Explain the background of Louis de Rouvroy.</p> <p>15.1.2 Summarize the description of Louis XIV.  <u>BWS</u> Community (evaluate)</p> <p>15.1.3 Assess the impact of the writing on the reputation of Louis XIV.</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 1: History at Its Source: <i>Mémoires</i> (pp. 191–94)</li> </ul> <p><b>BJU Press Trove*</b></p> <ul style="list-style-type: none"> <li>Video: “The Enlightened World”</li> <li>Video: “The Divine Right of Kings”</li> <li>Link: Bishop Bossuet</li> <li>Link: Hall of Mirrors</li> <li>Link: Edict of Nantes</li> <li>Link: Revocation of the Edict of Nantes</li> <li>PPT pres.: Section 15.1</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 15.1</li> </ul>
<b>15.2 Spread of Absolutism in Europe</b>			
420–24	<p>15.2.1 Analyze differences in the development of absolutism in central and eastern Europe from its development in western Europe.</p> <p>15.2.2 Trace the growth of the Habsburg state.</p> <p>15.2.3 Explain the consolidation and militarization of the Prussian state.</p> <p>15.2.4 Describe the changing relationships between czar, nobles, and peasants in Russia.</p> <p>15.2.5 Analyze the effects of Peter the Great’s reforms on Russia and the Russian people.</p> <p>15.2.6 Evaluate the attitudes and actions of monarchs of Eastern Europe toward their subjects.  <u>BWS</u> Power, Community (evaluate)</p> <p><b>HaIS</b></p> <p>15.2.1 Analyze Peter the Great’s reforms of Russian fashions.</p> <p>15.2.2 Assess Jean Rousset de Missy’s qualifications to record the history of contemporary rulers.</p> <p>15.2.3 Analyze who the author’s intended audience may have been.</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 2: Organizing History: Absolutism across Europe (pp. 195–96)</li> <li>Activity 3: History at Its Source: Peter the Great (pp. 197–98)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: “Frederick William”</li> <li>Link: Burg Hohenzollern Castle</li> <li>PPT pres.: Section 15.2</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 15.2</li> </ul>

\*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources	Assessments
<b>15.3 Defeat of Absolutism in England</b> (2 days)			
425–31	15.3.1 Trace the course of the English Civil War. 15.3.2 Explain Oliver Cromwell's role in the English Civil War and the Protectorate. 15.3.3 Analyze attitudes of the English Parliament toward the Stuart monarchs during the Restoration. 15.3.4 Relate provisions of the English Bill of Rights to circumstances in seventeenth-century England. 15.3.5 Evaluate the effects of the Glorious Revolution on the structure of governmental power in England. <u>BWS</u> Power (evaluate) 15.3.6 Formulate a position on the proper use of governmental power. <u>BWS</u> Power (formulate)	<b>Activities</b> <ul style="list-style-type: none"> <li>Activity 4: Case Study: English Bill of Rights (pp. 199–200)</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Link: UK Parliament</li> <li>PPT pres.: Section 15.3</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 15.3</li> </ul>
<b>15.4 Maintaining a Balance of Power</b>			
432–36	15.4.1 Explain key political rivalries in the seventeenth and early eighteenth centuries. 15.4.2 Describe the siege of Vienna in 1683. 15.4.3 Trace the course of the Great Northern War. 15.4.4 Describe military conflicts between France and the Grand Alliance. 15.4.5 Analyze issues at stake in the Spanish succession. 15.4.6 Assess the impact of the Treaty of Utrecht on the international community.	<b>Activities</b> <ul style="list-style-type: none"> <li>Activity 5: Chapter Review (pp. 201–2)</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Link: Interactive Map</li> <li>PPT pres.: Section 15.4</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 15.4</li> </ul>
<b>Review</b>			
437–39			<b>Student Edition</b> <ul style="list-style-type: none"> <li>Chapter Review</li> </ul>
<b>Test</b>			
			<b>Assessments</b> <ul style="list-style-type: none"> <li>Chapter 15 Test</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Chapter 15 Test Bank</li> </ul>

# Chapter 16: Age of Reason

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>16.1 Scientific Revolution</b>			
440–44	16.1.1 Identify key causes of the scientific revolution. 16.1.2 Describe significant figures and their contributions. 16.1.3 Compare and contrast medieval scientific thinking with early modern scientific thinking. 16.1.4 Assess the impact of the scientific revolution on world history. <u>BWS</u> Religion (evaluate)	<b>BJU Press Trove*</b> <ul style="list-style-type: none"> <li>• Video: “Scientific Method”</li> <li>• PPT pres.: Section 16.1</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Cards for a card sort</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Question 16.1</li> </ul>
<b>16.2 Enlightenment Thinking and Culture (2 days)</b>			
445–53	16.2.1 Summarize Enlightenment views of reason, reality, and government. 16.2.2 Evaluate major Enlightenment views of reason, reality, and government. <u>BWS</u> Justice, Power, Community (evaluate) 16.2.3 Identify the major Enlightenment styles of music, visual arts, and literature. 16.2.4 Compare and contrast baroque and neoclassical styles with previous artistic styles. 16.2.5 Formulate a critique of the Enlightenment. <u>BWS</u> Religion (formulate) <b>HaIS</b> 16.2.1 Explain Bacon’s message about learning and study. 16.2.2 Analyze Bacon’s message as an example of the dominant worldview during the scientific revolution. 16.2.3 Evaluate Bacon’s message. <u>BWS</u> Religion (evaluate) 16.2.4 Analyze Hobbes’s observations about human nature. 16.2.5 Evaluate Hobbes’s observations and solutions. <u>BWS</u> Justice, Power, Community (evaluate)	<b>Activities</b> <ul style="list-style-type: none"> <li>• Activity 1: History at Its Source: “Of Studies” (pp. 203–4)</li> <li>• Activity 2: History at Its Source: <i>Leviathan</i> (pp. 205–8)</li> <li>• Activity 3: Primary Source: Voltaire and the Bible (pp. 209–10)</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: Gesture Drawing</li> <li>• Link: Rembrandt van Rijn</li> <li>• Link: Claudio Monteverdi</li> <li>• Link: Preserving Handel’s <i>Messiah</i></li> <li>• Link: Bach</li> <li>• Link: Haydn</li> <li>• Link: Mozart</li> <li>• PPT pres.: Section 16.2</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• <i>British Literature</i> (Third Edition)</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Questions 16.2</li> </ul>

\*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources	Assessments
<b>16.3 Era of Enlightened Absolutism</b>			
454–58	16.3.1 Describe the actions of the enlightened absolute monarchs. 16.3.2 Explain the War of the Austrian Succession and Seven Years' War. 16.3.3 Compare the enlightened absolute monarchs with the earlier absolute rulers. <u>BWS</u> Power, Justice (explain)	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: Seven Years' War Animated Map</li> <li>• PPT pres.: Section 16.3</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Question 16.3</li> </ul>
<b>16.4 Religion and the Enlightenment</b>			
459–62	16.4.1 Summarize major tenets of Enlightenment religion. 16.4.2 Summarize the rise of evangelical religion. 16.4.3 Compare and contrast Enlightenment religion and evangelical religion. 16.4.4 Evaluate Enlightenment religion and evangelical religion. <u>BWS</u> Religion (evaluate)	<b>Activities</b> <ul style="list-style-type: none"> <li>• Activity 4: Primary Source: Account of a Whitefield Meeting (pp. 211–12)</li> <li>• Activity 5: Chapter Review (pp. 213–14)</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: "Jesus, Thy Blood and Righteousness"</li> <li>• Link: The Moravians</li> <li>• Link: Eulogy for Whitefield</li> <li>• PPT pres.: Section 16.4</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Hymnal</li> <li>• <i>American Literature</i> (Third Edition)</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Questions 16.4</li> </ul>
<b>Review</b>			
463–65			<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Chapter Review</li> </ul>
<b>Test</b>			
			<b>Assessments</b> <ul style="list-style-type: none"> <li>• Chapter 16 Test</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Chapter 16 Test Bank</li> </ul>

# Chapter 17: Atlantic Revolutions

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>17.1 The American War for Independence</b>			
466–71	17.1.1 Describe ideas and events that influenced American revolutionaries. 17.1.2 Trace the path to independence for the American colonies. 17.1.3 Analyze key steps in the development of the new American government. 17.1.4 Evaluate the concepts of federalism and popular sovereignty. <u>BWS</u> Power, Community (evaluate)	<b>BJU Press Trove*</b> <ul style="list-style-type: none"> <li>• Link: William Pitt Speech</li> <li>• Link: Charters of Freedom</li> <li>• PPT pres.: Section 17.1</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Question 17.1</li> </ul>
<b>17.2 The French Revolution (2 days)</b>			
472–82	17.2.1 Summarize elements of Enlightenment thought that influenced French revolutionaries. 17.2.2 Explain social, political, and economic factors that contributed to the French Revolution. 17.2.3 Trace the course of the French Revolution. 17.2.4 Evaluate reforms of the French Revolution. <u>BWS</u> Justice (evaluate) 17.2.5 Assess failures of the French Revolution. <u>BWS</u> Power, Justice (evaluate) <u>BWS</u> Religion (evaluate) 17.2.6 Contrast the outcomes of the American War for Independence and the French Revolution. <u>BWS</u> Power, Religion, Justice (evaluate)  <b>HaS</b> 17.2.1 Analyze the introduction to the Declaration. 17.2.2 Summarize the Declaration's descriptions of the rights and duties of citizens. <u>BWS</u> Religion, Community (explain) 17.2.3 Evaluate the Declaration's statements on liberty. <u>BWS</u> Power (evaluate)	<b>Activities</b> <ul style="list-style-type: none"> <li>• Activity 1: Organizing History: The American War for Independence vs. the French Revolution (pp. 215–16)</li> <li>• Activity 2: History at Its Source: Declaration of the Rights of Man and of the Citizen (pp. 217–20)</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: French Revolution Exhibit</li> <li>• Link: Unrest in France</li> <li>• Link: Great Terror</li> <li>• Link: Edmund Burke</li> <li>• PPT pres.: Section 17.2</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Questions 17.2</li> </ul>

\*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources	Assessments
<b>17.3 The Napoleonic Era</b> (2 days)			
483–88	<p>17.3.1 Explain Napoleon’s rise to power.</p> <p>17.3.2 Evaluate Napoleon’s reforms. <u>BWS</u> Justice, Community (evaluate)</p> <p>17.3.3 Describe the development of Napoleon’s empire.</p> <p>17.3.4 Trace the course of Napoleon’s wars.</p> <p>17.3.5 Analyze factors in Napoleon’s ultimate defeat.</p> <p><b>HaS</b></p> <p>17.3.1 Describe the background of Charlotte Anne Eaton.</p> <p>17.3.2 Analyze the physical evidence of the Battle of Waterloo.</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 3: Map Study: Napoleon’s Empire (p. 221)</li> <li>Activity 4: History at Its Source: <i>Narrative of a Residence in Belgium</i> (pp. 223–24)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: “Napoleon Bonaparte”</li> <li>Video: “Lord Nelson”</li> <li>Link: Invasion of Russia</li> <li>PPT pres.: Section 17.3</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 17.3</li> </ul>
<b>17.4 Independence Movements in Latin America</b>			
489–92	<p>17.4.1 Summarize the background to independence movements in Latin America.</p> <p>17.4.2 Analyze the roles of Simón Bolívar and José de San Martín in Latin American independence.</p> <p>17.4.3 Describe independence movements in Haiti, Brazil, and Mexico.</p> <p>17.4.4 Formulate recommendations on how Latin American countries could have promoted stability following independence. <u>BWS</u> Power (formulate)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 5: Chapter Review (pp. 225–26)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Simón Bolívar</li> <li>PPT pres.: Section 17.4</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Task cards</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 17.4</li> </ul>
<b>Review</b>			
493–95			<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Chapter Review</li> </ul>
<b>Test</b>			
			<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Chapter 17 Test</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Chapter 17 Test Bank</li> </ul>

# Chapter 18: Reaction and Revolution

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>18.1 Search for Stability</b>			
496–501	<p>18.1.1 Define <i>liberalism</i>, <i>nationalism</i>, and <i>conservatism</i>. <b>BWS</b> Justice (explain)</p> <p>18.1.2 Describe the outcomes of the Congress of Vienna.</p> <p>18.1.3 Analyze the challenges posed to the Concert of Europe.</p> <p>18.1.4 Evaluate the weaknesses of the alliance system.</p> <p><b>HaIS</b></p> <p>18.1.1 Describe in general the purpose of the treaty.</p> <p>18.1.2 Assess the impact of the treaty on various nations.</p> <p>18.1.3 Evaluate the ideas of power, justice, and community in the treaty. <b>BWS</b> Power, Justice, Community (evaluate)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 1: History at Its Source: Final Act of the Congress of Vienna (pp. 227–30)</li> <li>Activity 2: Map Study: Europe after the Congress of Vienna (p. 231)</li> </ul> <p><b>BJU Press Trove*</b></p> <ul style="list-style-type: none"> <li>Video: “The European World”</li> <li>Link: Congress of Vienna Simulation</li> <li>PPT pres.: Section 18.1</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 18.1</li> </ul>
<b>18.2 Rise of Nationalism</b>			
502–4	<p>18.2.1 Analyze the causes of European revolts in the 1830s and 1848.</p> <p>18.2.2 Explain why some revolts succeeded and others failed.</p> <p>18.2.3 Evaluate conservatism, liberalism, and nationalism. <b>BWS</b> Justice (evaluate)</p> <p>18.2.4 Compare and contrast early nineteenth-century political labels with modern political labels.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Section 18.2</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Questions 18.2</li> </ul>

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Pages	Objectives	Resources	Assessments
<b>18.3 Triumph of Nationalism</b>			
505–10	<p>18.3.1 Describe the characters, causes, course, and conclusion of the Crimean War.</p> <p>18.3.2 Analyze the events leading to the unifications of Italy and of Germany.</p> <p>18.3.3 Describe reforms achieved in Austria and Russia.</p> <p><b>HaIS</b></p> <p>18.3.1 Summarize what the journalist says about the battle.</p> <p>18.2.2 Analyze the bias of the journalist.</p> <p>18.2.3 Evaluate the article based on purpose and audience. <b>BWS</b> Community (evaluate)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 3: History at Its Source: The Battle of Sevastopol (pp. 233–36)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Florence Nightingale</li> <li>Link: “The Charge of the Light Brigade”</li> <li>Link: Political Cartoons</li> <li>Link: Mary Seacole</li> <li>Link: Franco-Prussian War Animated Map</li> <li>PPT pres.: Section 18.3</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 18.3</li> </ul>
<b>18.4 Protest of Nationalism</b>			
511–18	<p>18.4.1 Describe the prominent themes in romanticism.</p> <p>18.4.2 Explain the influence of romanticism on nineteenth-century Europe and the present.</p> <p>18.4.3 Analyze the romantic worldview. <b>BWS</b> Aesthetics (evaluate)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 4: Aesthetics Connection: Romantic Art and Music (pp. 237–40)</li> <li>Activity 5: Chapter Review (pp. 241–42)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Beethoven</li> <li>Link: Chopin</li> <li>Link: Liszt</li> <li>Link: Tchaikovsky</li> <li>Link: Brahms</li> <li>Link: Verdi</li> <li>Link: Wagner</li> <li>PPT pres.: Section 18.4</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Questions 18.4</li> </ul>
<b>Review</b>			
519–22			<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Chapter Review</li> </ul>
<b>Test</b>			
			<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Chapter 18 Test</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Chapter 18 Test Bank</li> </ul>

# Chapter 19: The Industrial Revolution and Changes in Society

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>19.1 The Industrial Revolution</b> (2 days)			
522–31	19.1.1 Explain factors that made the Industrial Age possible. 19.1.2 Describe significant inventions of the Industrial Revolution. <u>BWS</u> Environment (explain) 19.1.3 Analyze the development of the factory system. 19.1.4 Trace the spread of the Industrial Revolution from Great Britain to other parts of the world. 19.1.5 Assess the impact of the Industrial Revolution on quality of life. <u>BWS</u> Justice, Environment (evaluate)	<b>Activities</b> <ul style="list-style-type: none"> <li>Activity 1: Organizing History: The Industrial Revolution (pp. 243–44)</li> </ul> <b>BJU Press Trove*</b> <ul style="list-style-type: none"> <li>Video: “Industrial Revolution”</li> <li>Link: Textile Manufacturing</li> <li>Link: Child Laborers</li> <li>PPT pres.: Section 19.1</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 19.1</li> </ul>
<b>19.2 Responses to the Industrial Revolution</b> (2 days)			
532–38	19.2.1 Explain the purposes of workers’ associations. 19.2.2 Describe legislative reforms of the Industrial Age. 19.2.3 Explain differences between revolutionary philosophies. 19.2.4 Evaluate revolutionary philosophies. <u>BWS</u> Power, Justice (evaluate) 19.2.5 Evaluate Christian attitudes toward industrial reform and the slave trade. <u>BWS</u> Justice (evaluate) 19.2.6 Apply principles of justice to the consideration of slavery in the twenty-first century. <u>BWS</u> Justice (apply)  <b>HaS</b> 19.2.1 Analyze the background to the writing of <i>The Communist Manifesto</i> . 19.2.2 Evaluate communism’s philosophy of history. <u>BWS</u> Power, Community (evaluate)	<b>Activities</b> <ul style="list-style-type: none"> <li>Activity 2: History at Its Source: <i>The Communist Manifesto</i> (pp. 245–46)</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Link: Irish Home Rule</li> <li>PPT pres.: Section 19.2</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 19.2</li> </ul>

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Pages	Objectives	Resources	Assessments
<b>19.3 The Second Industrial Revolution</b>			
539–42	19.3.1 Trace technical developments of the Second Industrial Revolution. 19.3.2 Explain transitions in industrial leadership. 19.3.3 Evaluate effects of the Second Industrial Revolution on nations and individuals. <u>BWS</u> Environment, Religion (evaluate) 19.3.4 Formulate a position on the use of material goods. <u>BWS</u> Religion, Community (formulate)	<b>Activities</b> <ul style="list-style-type: none"> <li>Activity 3: Organizing History: First Industrial Revolution vs. Second Industrial Revolution (pp. 247–48)</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Link: Wright Brothers</li> <li>PPT pres.: Section 19.3</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 19.3</li> </ul>
<b>19.4 Changing Outlooks</b>			
543–50	19.4.1 Describe major scientific developments of the late nineteenth and early twentieth centuries. 19.4.2 Explain political and cultural trends of the late nineteenth and early twentieth centuries. 19.4.3 Evaluate scientific and philosophical challenges to Christianity. <u>BWS</u> Religion (evaluate) 19.4.4 Evaluate the art, literature, and music of the late nineteenth and early twentieth centuries. <u>BWS</u> Aesthetics (evaluate)  <b>HaS</b> 19.4.1 Describe the background of Charles Darwin. 19.4.2 Summarize Darwin’s views on the weak, the origins of humans and language, and the differences between men and women. 19.4.3 Evaluate Darwin’s views. <u>BWS</u> Religion (evaluate)	<b>Activities</b> <ul style="list-style-type: none"> <li>Activity 4: History at Its Source: <i>The Descent of Man</i> (pp. 249–52)</li> <li>Activity 5: Chapter Review (pp. 253–54)</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Video: “Charles Darwin”</li> <li>Link: Marie Curie</li> <li>Link: British North America Act</li> <li>Link: Zionism</li> <li>Link: French Realism</li> <li>Link: “Clair de Lune”</li> <li>PPT pres.: Section 19.4</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Task cards for political and cultural trends</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 19.4</li> </ul>
<b>Review</b>			
551–53			<b>Student Edition</b> <ul style="list-style-type: none"> <li>Chapter Review</li> </ul>
<b>Test</b>			
			<b>Assessments</b> <ul style="list-style-type: none"> <li>Chapter 19 Test</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Chapter 19 Test Bank</li> </ul>

# Chapter 20: Age of European Imperialism

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>20.1 Imperialism in India and Southeast Asia</b>			
554–60	<p>20.1.1 Describe the advance of British power in India during the nineteenth century.</p> <p>20.1.2 Describe the patterns of trade that linked India and China with Europe.</p> <p>20.1.3 Analyze Dutch rule of Indonesia.</p> <p>20.1.4 Evaluate the consequences of British and Dutch control of India and Indonesia. <u>BWS</u> Justice, Power (evaluate)</p> <p>20.1.5 Describe the work of missionaries in India and Southeast Asia.</p> <p><b>HaS</b></p> <p>20.1.1 Compare and contrast the writings of these women.</p> <p>20.1.2 Analyze characteristics of British and Indian culture during this time.</p> <p>20.1.3 Evaluate characteristics of British and Indian culture. <u>BWS</u> Justice (evaluate)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 1: History at Its Source: Perspectives of the Eden Sisters and Amy Carmichael (pp. 255–58)</li> </ul> <p><b>BJU Press Trove*</b></p> <ul style="list-style-type: none"> <li>Video: “British Imperialism”</li> <li>Link: Amy Carmichael’s Legacy</li> <li>Link: “White Man’s Burden” Poem</li> <li>Link: Edmund Burke Speech</li> <li>Link: William Carey</li> <li>Link: Southeast Asia Animated Map</li> <li>Link: Adoniram Judson</li> <li>PPT pres.: Section 20.1</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 20.1</li> </ul>
<b>20.2 Imperialism in China</b>			
561–65	<p>20.2.1 Describe the Manchu rule of China.</p> <p>20.2.2 Analyze the causes of governmental breakdown and social disintegration in China.</p> <p>20.2.3 Analyze Chinese resistance to political contact and trade with Europeans.</p> <p>20.2.4 Analyze the causes and course of the Opium Wars.</p> <p>20.2.5 Evaluate the consequences of the Opium Wars. <u>BWS</u> Power, Justice (evaluate)</p> <p>20.2.6 Evaluate the work of missionaries in China. <u>BWS</u> Religion (evaluate)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Taiping Rebellion Map</li> <li>Link: J. Hudson Taylor</li> <li>Link: Foot-Binding</li> <li>Link: Spheres of Influence Map</li> <li>Link: Letter from China</li> <li>Link: Missionary Journal</li> <li>PPT pres.: Section 20.2</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Manchu snacks</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 20.2</li> </ul>
<b>20.3 Imperialism in Japan</b>			
566–67	<p>20.3.1 Describe the internal and external causes of the Meiji Restoration.</p> <p>20.3.2 Analyze the goals and policies of the Meiji state and their impact on Japan’s modernization.</p> <p>20.3.3 Analyze Japan’s growth in power through three wars.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Treaty of Kanagawa</li> <li>PPT pres.: Section 20.3</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 20.3</li> </ul>

\*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources	Assessments
<b>20.4 Imperialism in Africa and Western Asia</b> (2 days)			
568–75	<p>20.4.1 Trace the course of European imperialistic activity in Africa and Western Asia.</p> <p>20.4.2 Analyze the changes that took place on the African continent in the nineteenth century.</p> <p>20.4.3 Evaluate the policy of imperialism in Africa and Western Asia. <u>BWS</u> Justice, Power, Community (evaluate)</p> <p>20.4.4 Analyze activities of missionaries to Africa in the nineteenth century. <u>BWS</u> Religion (explain)</p> <p><b>HaIS</b></p> <p>20.4.1 Analyze Livingstone’s observations.</p> <p>20.4.2 Evaluate Livingstone’s view of African slavery. <u>BWS</u> Justice (evaluate)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 2: History at Its Source: Livingstone and African Slavery (pp. 259–62)</li> <li>Activity 3: Map Study: Africa, 1914 (p. 263)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: “Cecil Rhodes”</li> <li>Link: Pre-Colonial Africa Map</li> <li>Link: Suez Canal</li> <li>Link: Mary Slessor</li> <li>PPT pres.: Section 20.4</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Mission packets for Great Game simulation</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 20.4</li> </ul>
<b>20.5 Imperialism in Oceania</b>			
576–80	<p>20.5.1 Trace the progression of European exploration in Oceania.</p> <p>20.5.2 Analyze the European colonization effort in Oceania.</p> <p>20.5.3 Formulate a position statement about powerful nations and the proper treatment of weaker nations. <u>BWS</u> Justice, Power, Community (formulate)</p> <p>20.5.4 Analyze missionary work in Oceania.</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 4: Organizing History: Regions of Imperialism (pp. 265–66)</li> <li>Activity 5: Chapter Review (pp. 267–68)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: “James Cook”</li> <li>Link: The King’s Malanga</li> <li>Link: John Paton</li> <li>PPT pres.: Section 20.5</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 20.5</li> </ul>
<b>Review</b>			
581–83			<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Chapter Review</li> </ul>
<b>Test</b>			
			<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Chapter 20 Test</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Chapter 20 Test Bank</li> </ul>

# Chapter 21: World War I and Its Aftermath

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>21.1 Beginnings of Conflict</b>			
584–90	21.1.1 Describe efforts to promote peace prior to World War I. 21.1.2 Trace events that led to the outbreak of war. 21.1.3 Evaluate underlying causes of World War I. <u>BWS</u> Power, Justice (evaluate)	<b>Activities</b> <ul style="list-style-type: none"> <li>Activity 1: Map Study: Rival Alliances, 1914 (p. 269)</li> </ul> <b>BJU Press Trove*</b> <ul style="list-style-type: none"> <li>Video: “War and Unrest”</li> <li>Link: Clifton Chapel</li> <li>Link: Armenian Genocide</li> <li>Link: Austrian Ultimatum</li> <li>Link: Serbian Response</li> <li>PPT pres.: Section 21.1</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 21.1</li> </ul>
<b>21.2 Global Warfare (2 days)</b>			
591–99	21.2.1 Summarize key events of World War I. 21.2.2 Contrast warfare on the western and eastern fronts. 21.2.3 Analyze the effect of new weapons and strategies on the war. 21.2.4 Assess the impact of the war on Africa, Asia, and the Pacific. 21.2.5 Relate changes in alliances to the war’s outcome.  <b>HaIS</b> 21.2.1 Analyze the perspective of the writer. 21.2.2 Describe the attack on the steamer. 21.2.3 Evaluate the writer’s perspective on life. <u>BWS</u> Justice (evaluate)	<b>Activities</b> <ul style="list-style-type: none"> <li>Activity 2: Organizing History: Global Warfare (pp. 271–72)</li> <li>Activity 3: History at Its Source: <i>The War Diary of a German Submarine</i> (pp. 273–74)</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Video: “Alvin York”</li> <li>Link: Eyewitness Account</li> <li>Link: Churchill and Gallipoli</li> <li>Link: Alvin York</li> <li>Link: Freddie Stowers</li> <li>Link: Music of World War I</li> <li>PPT pres.: Section 21.2</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 21.2</li> </ul>
<b>21.3 The Russian Revolution</b>			
600–603	21.3.1 Describe conditions that led to popular unrest in Russia. 21.3.2 Trace the course of the revolutions of 1917. 21.3.3 Analyze the success of the Bolsheviks in the Russian civil war. 21.3.4 Evaluate the treatment of the Russian people under the new Communist state. <u>BWS</u> Power, Justice, Community (evaluate)	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Video: “Vladimir Lenin”</li> <li>PPT pres.: Section 21.3</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 21.3</li> </ul>

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Pages	Objectives	Resources	Assessments
<b>21.4 Pursuit of Peace</b> (2 days)			
604–9	<p>21.4.1 Summarize the activities of the Paris Peace Conference.</p> <p>21.4.2 Explain key provisions of the postwar peace treaties.</p> <p>21.4.3 Describe attempts at peace following World War I.</p> <p>21.4.4 Evaluate the effectiveness of the League of Nations. <b>BWS</b> Power (evaluate)</p> <p>21.4.5 Formulate a position on how to achieve peace. <b>BWS</b> Power (formulate)</p> <p><b>HalS</b></p> <p>21.4.1 Describe Robert Lansing’s relationship with President Wilson.</p> <p>21.4.2 Summarize arguments for and against the establishment of a peacekeeping association.</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 4: History at Its Source: <i>The Peace Negotiations: A Personal Narrative</i> (pp. 275–77)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Treaty of Versailles</li> <li>Link: Treaty of Sèvres</li> <li>PPT pres.: Section 21.4</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 21.4</li> </ul>
<b>21.5 Postwar Politics and Culture</b>			
610–15	<p>21.5.1 Describe economic conditions of democratic countries in the 1920s and 1930s.</p> <p>21.5.2 Explain political developments within democratic countries in the 1920s and 1930s.</p> <p>21.5.3 Analyze the philosophy underlying postwar art, music, and literature. <b>BWS</b> Aesthetics (explain)</p> <p>21.5.4 Evaluate the spirit of disillusionment following World War I. <b>BWS</b> Community (evaluate)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 5: Chapter Review (pp. 279–80)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: “Great Depression”</li> <li>Link: Fireside Chat</li> <li>Link: Nietzsche</li> <li>Link: Harvard and Eugenics</li> <li>Link: Schönberg</li> <li>PPT pres.: Section 21.5</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 21.5</li> </ul>
<b>Review</b>			
616–19			<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Chapter Review</li> </ul>
<b>Test</b>			
			<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Chapter 21 Test</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Chapter 21 Test Bank</li> </ul>

# Chapter 22: The Rise of Dictators and World War II

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>22.1 Rise of Dictators and Preparation for War</b>			
620–30	22.1.1 Describe the key elements of totalitarian regimes. 22.1.2 Analyze the rise of Stalin in Russia. <u>BWS</u> Power, Justice, Community (evaluate) 22.1.3 Relate political and economic conditions to the rise of dictatorships in Italy, Germany, and Japan. <u>BWS</u> Power, Community (explain) 22.1.4 Describe Japan’s invasion of neighboring regions. 22.1.5 Evaluate the response of the democratic powers to the rise of totalitarianism. <u>BWS</u> Power, Justice (evaluate)	<b>Activities</b> <ul style="list-style-type: none"> <li>Activity 1: Primary Source: Gestapo Orders for Kristallnacht (pp. 281–82)</li> </ul> <b>BJU Press Trove*</b> <ul style="list-style-type: none"> <li>Video: “Francisco Franco”</li> <li>Link: Was Stalin a Christian?</li> <li>Link: Kotkin Interview #1</li> <li>Link: Kotkin Interview #2</li> <li>Link: <i>Gulag Archipelago</i> Text</li> <li>Link: Gulag Documentary Part 1</li> <li>Link: Gulag Documentary Part 2</li> <li>Link: Japanese Transition to Fascism</li> <li>Link: Munich Simulation</li> <li>PPT pres.: Section 22.1</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 22.1</li> </ul>
<b>22.2 Course of the Axis Offensive (2 days)</b>			
631–39	22.2.1 Describe the principal theaters of conflict in World War II. 22.2.2 Summarize the successes of the Axis powers in World War II. 22.2.3 Apply lessons learned from the Holocaust to contemporary society. <u>BWS</u> Religion, Power, Justice (apply)  <b>HaS</b> 22.2.1 Analyze the film of Jews being put on trains headed toward Auschwitz. 22.2.2 Describe the conclusions one can make from watching a primary source film. 22.2.3 Evaluate the conclusions about human behavior that can be made. <u>BWS</u> Power, Justice, Community (evaluate)	<b>Activities</b> <ul style="list-style-type: none"> <li>Activity 2: History at Its Source: Settela Steinbach Film (p. 283)</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Video: “Offensive vs. Defensive Warfare”</li> <li>Link: Animated European Theater Map</li> <li>Link: Winston Churchill Quotes</li> <li>Link: Battle for the Mediterranean Sea</li> <li>Link: Battle of Stalingrad</li> <li>Link: Bolich Interview #1</li> <li>Link: Bolich Interview #2</li> <li>Link: Wannsee Introduction</li> <li>Link: The Holocaust</li> <li>Link: Unit 731</li> <li>Link: Settela Steinbach Film</li> <li>PPT pres.: Section 22.2</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 22.2</li> </ul>

\*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources	Assessments
<b>22.3 Course of the Allied Offensive</b> (2 days)			
640–46	<p>22.3.1 Summarize the Allied advance to victory.</p> <p>22.3.2 Analyze the blunders of the Axis powers.</p> <p>22.3.3 Evaluate the use of the atomic bomb to end the war. <u>BWS</u> Power, Justice (evaluate)</p> <p><b>HalS</b></p> <p>22.3.1 Analyze Mr. Williams's story.</p> <p>22.3.2 Evaluate Mr. Williams's actions in the war. <u>BWS</u> Power, Justice, Community (evaluate)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 3: History at Its Source: Hershel “Woody” Williams Interview (p. 284)</li> <li>Activity 4: Debating History: Differing Viewpoints on the Atomic Bomb (pp. 285–92)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Casablanca Conference</li> <li>Link: Invasion of Sicily Newsreel</li> <li>Link: Yalta Agreement Text</li> <li>Link: Yalta Agreement Summary Article</li> <li>Link: D-Day Interactive Site</li> <li>Link: Just One More</li> <li>Link: Hershel “Woody” Williams Interview</li> <li>PPT pres.: Section 22.3</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 22.3</li> </ul>
<b>22.4 Consequences of the War</b>			
647–50	<p>22.4.1 Assess the impact of total war.</p> <p>22.4.2 Evaluate the psychological, philosophical, and religious consequences of the war. <u>BWS</u> Religion (evaluate)</p> <p>22.4.3 Evaluate the changes in economic and political alliances caused by the war. <u>BWS</u> Justice, Power, Community (evaluate)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Activity 5: Chapter Review (pp. 293–94)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Loss of Life Interactive</li> <li>Link: Germany 1945</li> <li>Link: Nuremburg Trials</li> <li>Link: Nuremburg Trials Documents</li> <li>Link: From Enemies to Brothers in Christ</li> <li>PPT pres.: Section 22.4</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Reading Check Questions</li> <li>Critical Thinking Question 22.4</li> </ul>
<b>Review</b>			
651–53			<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Chapter Review</li> </ul>
<b>Test</b>			
			<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Chapter 22 Test</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Chapter 22 Test Bank</li> </ul>

# Chapter 23: The Cold War and the End of the Twentieth Century

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>23.1 Postwar World</b> (2 days)			
654–65	<p>23.1.1 Contrast Soviet postwar expansionist policies with American containment policies.</p> <p>23.1.2 Describe areas of competition between the Western world and the Soviet Union.</p> <p>23.1.3 Summarize domestic conditions in democratic nations during the Cold War era.</p> <p><b>HaIS</b></p> <p>23.1.1 Explain the writer’s qualifications to describe life in Berlin.</p> <p>23.1.2 Analyze effects of the Berlin Wall on the people of East and West Berlin.</p> <p>23.1.3 Evaluate the motivation for the building of the wall. <u>BWS</u> Justice (evaluate)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Activity 1: Map Study: Cold War Europe (p. 295)</li> <li>• Activity 2: History at Its Source: Memories of World War II and Its Aftermath (pp. 297–98)</li> </ul> <p><b>BJU Press Trove*</b></p> <ul style="list-style-type: none"> <li>• Video: “The Modern World”</li> <li>• Video: “Konrad Adenauer”</li> <li>• Video: “Mohandas Gandhi”</li> <li>• Link: Iron Curtain</li> <li>• Link: Long Telegram</li> <li>• Link: Berlin Airlift</li> <li>• Link: European Union</li> <li>• PPT pres.: Section 23.1</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Question 23.1</li> </ul>
<b>23.2 Conflicts of the Cold War Era</b> (2 days)			
666–72	<p>23.2.1 Explain the implementation of communism in China.</p> <p>23.2.2 Trace the course of the Korean and Vietnam Wars.</p> <p>23.2.3 Describe Middle Eastern conflicts of the Cold War era.</p> <p>23.2.4 Analyze the effects of Cold War tensions on Africa and Latin America.</p> <p>23.2.5 Evaluate the role of the United Nations in world affairs. <u>BWS</u> Power (evaluate)</p> <p>23.2.6 Evaluate the success of containment in Cold War conflicts. <u>BWS</u> Power (evaluate)</p> <p><b>HaIS</b></p> <p>23.2.1 Describe the perspective of the writer.</p> <p>23.2.2 Summarize the accounts of battlefield activities.</p> <p>23.2.3 Analyze the effects of war on members of the military.</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Activity 3: History at Its Source: <i>Growing Up in Vietnam</i> (pp. 299–302)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Video: “Golda Meir”</li> <li>• Link: Korean War</li> <li>• Link: Korean War Intelligence</li> <li>• PPT pres.: Section 23.2</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Question 23.2</li> </ul>

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Pages	Objectives	Resources	Assessments
<b>23.3 Showdown between the Superpowers</b> (2 days)			
673–78	<p>23.3.1 Explain changes in Cold War tensions during the 1950s and 1960s.</p> <p>23.3.2 Summarize the goals and outcomes of détente.</p> <p>23.3.3 Analyze challenges to the Cold War status quo in the 1980s.</p> <p>23.3.4 Assess the impact of the collapse of the Soviet Union and its Communist allies in Eastern Europe. <u>BWS</u> Religion (evaluate)</p> <p>23.3.5 Formulate a plan for confronting evil based on the example of Ronald Reagan. <u>BWS</u> Community (formulate)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Video: “Collapse of Soviet Empire”</li> <li>• Video: “Berlin Wall”</li> <li>• Link: Afghanistan</li> <li>• Link: Mikhail Gorbachev</li> <li>• Link: Iron Dome</li> <li>• Link: German Reunification</li> <li>• Link: Berlin Wall Speech</li> <li>• PPT pres.: Section 23.3</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Question 23.3</li> </ul>
<b>23.4 Developments in Africa and Latin America</b>			
679–82	<p>23.4.1 Explain economic opportunities and challenges of the late twentieth century for the continent of Africa.</p> <p>23.4.2 Trace the expansion of Christianity and Islam on the African continent in the late twentieth century. <u>BWS</u> Religion (explain)</p> <p>23.4.3 Evaluate political crises faced by nations of Africa in the 1980s and 1990s. <u>BWS</u> Power, Community (evaluate)</p> <p>23.4.4 Analyze the economic potential of the Latin American region. <u>BWS</u> Environment (explain)</p> <p>23.4.5 Assess the effects of political instability of the late twentieth century on the people of Latin America. <u>BWS</u> Power (evaluate)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Activity 4: Organizing History: Developments in Africa, Latin America, and Asia (pp. 303–4)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Link: Petrobras</li> <li>• PPT pres.: Section 23.4</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Reading Check Question</li> <li>• Critical Thinking Question 23.4</li> </ul>

Pages	Objectives	Resources	Assessments
<b>23.5 Developments in Asia</b>			
683–85	23.5.1 Trace the course of the first Gulf War. 23.5.2 Explain significant developments in Israeli-Arab relations in the 1980s and 1990s. 23.5.3 Analyze the influence of Iran and Saudi Arabia in the Middle East. 23.5.4 Assess outcomes of Asian economic reforms of the 1980s. 23.5.5 Evaluate governmental responses to popular protests in Asia. <u>BWS</u> Power, Justice (evaluate) 23.5.6 Analyze Christianity’s growth and challenges in Asia.	<b>Activities</b> <ul style="list-style-type: none"> <li>• Activity 5: Chapter Review (pp. 305–6)</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• PPT pres.: Section 23.5</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Question 23.5</li> </ul>
<b>Review</b>			
686–89			<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Chapter Review</li> </ul>
<b>Test</b>			
			<b>Assessments</b> <ul style="list-style-type: none"> <li>• Chapter 23 Test</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Chapter 23 Test Bank</li> </ul>

# Chapter 24: The Twenty-First Century

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>24.1 War on Terror and Events in the Islamic World</b> (2 days)			
690–99	<p>24.1.1 Trace major conflicts between the Western powers and Islamic extremists following 9/11.</p> <p>24.1.2 Evaluate the nation-building strategy of the West. <u>BWS</u> Power, Justice (evaluate)</p> <p>24.1.3 Analyze the causes and outcomes of the Arab Spring. <u>BWS</u> Power, Justice (evaluate)</p> <p>24.1.4 Evaluate why the mass migration of people from the Mideast to Europe happened following the Arab Spring and its impact on Europe. <u>BWS</u> Justice, Community (evaluate)</p>	<p><b>BJU Press Trove*</b></p> <ul style="list-style-type: none"> <li>• Video: “Nation Building”</li> <li>• Link: Talking to Children about Terrorism</li> <li>• Link: Interview about Todd Beamer</li> <li>• Link: Interview with Lisa Beamer</li> <li>• Link: ISIS Survey</li> <li>• Link: Kurdistan</li> <li>• Link: Nuclear Proliferation Diplomacy Simulation</li> <li>• PPT pres.: Section 24.1</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Questions 24.1</li> </ul>
<b>24.2 The Great Recession, the Pandemic, and Urbanization</b> (2 days)			
700–703	<p>24.2.1 Analyze the global effects of the 2008 Great Recession.</p> <p>24.2.2 Describe the worldwide response to the COVID-19 outbreak.</p> <p>24.2.3 Analyze the worldwide response to the COVID-19 outbreak.</p> <p>24.2.4 Analyze changes in populations and cultures during the twenty-first century.</p> <p>24.2.5 Evaluate the worldview conflict between the rural and urban peoples. <u>BWS</u> Community, Environment, Religion (evaluate)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Link: 2008 Global Financial Crisis Explained</li> <li>• PPT pres.: Section 24.2</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Question 24.2</li> </ul>

\*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources	Assessments
<b>24.3 Global Trends of the Twenty-First Century</b> (2 days)			
704–15	<p>24.3.1 Trace global power shifts in the twenty-first century.</p> <p>24.3.2 Analyze significant geopolitical trends of the twenty-first century.</p> <p>24.3.3 Formulate a policy for the wise use of technology. <u>BWS</u> Community, Environment (formulate)</p> <p>24.3.4 Evaluate challenges and opportunities of Christianity in the twenty-first century. <u>BWS</u> Religion (evaluate)</p> <p>24.3.5 Apply the future hope of the kingdom of God on earth to everyday life. <u>BWS</u> Religion (apply)</p> <p><b>HaIS</b></p> <p>24.3.1 Summarize the threats to liberty in the twenty-first century that Klaus identifies.</p> <p>24.3.2 Evaluate Klaus's conclusions regarding and remedies for the threats to liberty. <u>BWS</u> Justice (evaluate)</p> <p>24.3.3 Summarize the goals of the UN in Agenda 2030.</p> <p>24.3.4 Evaluate Agenda 2030 from a biblical worldview. <u>BWS</u> Justice, Power, Community (evaluate)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Activity 1: History at Its Source: “The Threats to Liberty in the 21st Century” (pp. 307–10)</li> <li>• Activity 2: History at Its Source: Agenda 2030 (pp. 311–14)</li> <li>• Activity 3: Thinking Biblically: Transhumanism (pp. 315–18)</li> <li>• Activity 4: Organizing Current Events: The World Today (pp. 319–22)</li> <li>• Activity 5: Chapter Review (pp. 323–24)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Video: “Elon Musk”</li> <li>• Link: BREXIT Simulation</li> <li>• Link: What Is BRICS?</li> <li>• Link: Blockchain Game</li> <li>• Link: Ukraine Memorandum on Security Assurances</li> <li>• Link: Hong Kong Crisis</li> <li>• Link: Why Taiwan Is Important</li> <li>• Link: Growth of Christianity Maps</li> <li>• Link: Persecution of Christians Map</li> <li>• PPT pres.: Section 24.3</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Reading Check Questions</li> <li>• Critical Thinking Question 24.3</li> </ul>
<b>Review</b>			
716–17			<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Chapter Review</li> </ul>
<b>Test</b>			
			<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Chapter 24 Test</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Chapter 24 Test Bank</li> </ul>