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</table>
| 1      | 1–4      | 1–4      | 1        | • Identify ways historians learn about ancient people  
• Analyze reasons that many historians find it impossible to prove when man began life on earth  
• Defend the Bible as a reliable source that records the true origin of man  
• Trace the evolutionist’s thinking process for the development of humans  
• Describe the abilities man had from the beginning according to the Bible  
• Use an outline organizer | • History’s beginning in the Bible  
• God’s inspiration of the Bible  
• Faith in the power of God’s Word  
• God’s creation of man  
• Man’s struggle against God throughout history |
| 2      | 5–7      | 5–7      | 1, 3     | • Identify reasons that it is important to study ancient history  
• Describe methods used by historians to gather and evaluate information | • God’s plan through history  
• A Christian worldview  
• God in control of all things |
| 3      | 8–10     | 4–6      |          | • Apply an understanding of essay vocabulary: analyze, classify, compare and contrast, evaluate, interpret, justify, predict, and trace  
• Write an effective answer to an essay question | |
| 4–5    | 11       | 8        |          | • Practice interview skills  
• Record the history of a person  
• Participate in creating a class history | • Man, the climax of God’s creation  
• God’s creation of man in His image  
• Man’s job given at Creation |
| 6      | 12       | 9        | 7        | • Differentiate between primary and secondary historical resources  
• Evaluate the author’s viewpoint | • Disobedience and sin  
• Each civilization’s failure and its rebellion against God  
• Rebellion of the earth against man’s efforts  
• Man’s sense that God exists  
• False religions and the rejection of God |
| 7      | 13–16    | 10–13    | 2, 8–9   | • Explain the importance of Creation, the Fall, and redemption in God’s plan for the world and man  
• Describe the characteristics of a civilization  
• Explain why religions exist worldwide  
• Use a web organizer | • God’s promised redemption  
• God’s confusion of languages and scattering of His people  
• Rise and fall of nations in accordance with God’s sovereign will  
• God’s provision for man’s salvation |
| 8      | 17       | 14       | 10       | • Demonstrate the process used by archaeologists to draw conclusions about ancient civilizations | |
| 9      | 18–21    | 15–18    | 2, 11–13 | • Practice the E.A.R.S. strategy for listening with comprehension  
• Trace the history of God’s promise of redemption  
• Convey how the events during and after the Flood affected future events in history | |
<p>| 10     | 22       | 14       |          | • Recall concepts and terms from Chapter 1 | |</p>
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<td>• Demonstrate knowledge of concepts from Chapter 1 by taking the test</td>
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<td>12</td>
<td>25–28</td>
<td>19–22</td>
<td>15–16, 241–51</td>
<td>• Trace the development of Sumer from farming villages to cities</td>
<td>• Shem’s descendants in Mesopotamia</td>
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<td>• Identify the role of an archaeologist</td>
<td>• Existence of civilizations before the Flood</td>
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<td>• Explain how an archaeological site is excavated</td>
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<td>• Analyze the importance of the work done by Sir Leonard Woolley</td>
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<td>• Use a wheel and spokes organizer</td>
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<td>29–31</td>
<td>23–25</td>
<td>17–18</td>
<td>• Explain how the Tigris and Euphrates rivers created fertile soil</td>
<td>• Mesopotamian beliefs and biblical truth</td>
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<td>• Trace the development of technology used for farming</td>
<td>• Rejection of God in Mesopotamian religion</td>
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<td>• Describe the techniques used to effectively control and use rivers</td>
<td>• Man’s sense that God exists</td>
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<td>• Trace the development of Sumerian city-states</td>
<td>• God’s warning against worshiping idols</td>
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<td>• Complete a Sumerian civilization web organizer</td>
<td>• Jesus as Mediator</td>
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<td>26</td>
<td>19</td>
<td>• Gather, organize, and write information about a historical invention</td>
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<td>• Design and construct a book jacket</td>
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<td>• Work together in a group</td>
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<td>• Categorize social classes of the Sumerian civilization</td>
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<td>• Analyze the importance of trade in Sumer</td>
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<td>• Describe how records were kept in Sumer</td>
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<td>• Explain the various roles of artisans and buyers in Sumer</td>
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<td>• Evaluate the role religion played in the lives of Sumerians</td>
<td>• Universal flood of legends and biblical truth</td>
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<td>• Analyze the role of priests in Sumerian society</td>
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<td>• Trace the development of kings in Sumerian city-states</td>
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<td>• Compare and contrast Mesopotamian beliefs with biblical truth</td>
<td>• Abandoning the truth of God</td>
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<td>• Trace the development of written language in Mesopotamia</td>
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<td>• Experience the process of writing cuneiform</td>
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<td>• Make a cylinder seal</td>
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<td>45–50</td>
<td>39–44, 412</td>
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<td>• Recognize Mesopotamian contributions to math and science</td>
<td>• Jesus’ birth and the calendar</td>
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<td>• Give examples of the arts attributed to the Mesopotamians</td>
<td>• Accountability in the heart and conscience</td>
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<td>• Compare ancient Mesopotamia to modern-day Iraq</td>
<td>• Close relationship with God</td>
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<td>• Describe daily life in Sumer</td>
<td>• God’s termination of the Sumerian civilization</td>
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<td>• Locate a map the site of ancient Mesopotamia, modern Iraq, Syria, and surrounding countries</td>
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<td>• Analyze the rise and fall of power of the Sumerian civilization</td>
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<td>• Describe the Akkadian Empire</td>
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<td>• Trace the rise of the Amorite civilization and its development into the Babylonian Empire</td>
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<td>• Analyze the importance of Hammurabi</td>
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<td>22</td>
<td>52–55</td>
<td>46–49</td>
<td>27, 241–51</td>
<td>• Locate on a map the site of ancient Mesopotamia, modern Iraq, Syria, and surrounding countries</td>
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| 23     | 56–60    | 50–54    | 27–29, 241–51 | • Analyze the Hittite Empire  
• Compare and contrast Hammurabi’s Code with the Mosaic law  
• Analyze the Assyrian Empire  
• Analyze the Chaldean Empire | • Law of God in hearts  
• Accountability for trusting God  
• God’s mercy to Assyria  
• Assyria’s destruction for turning from God  
• Power of God over Nebuchadnezzar |
| 24     | 61       | 30       |          | • Recall concepts and terms from Chapter 2 | |
| 25     | 61       |          |          | • Demonstrate knowledge of concepts taught in Chapter 2 by taking the test | |
|        |          |          |          | **Chapter 3: Ancient Egypt** | |
| 26     | 63–66    | 55–58    | 31       | • Explain how the geography of the Nile River led to the growth of the Egyptian civilization  
• Identify the natural barriers that discouraged invasions from other civilizations  
• Locate Egypt, the Mediterranean Sea, the Nile River, and the Sahara on a map | • Egyptians as descendants of Ham  
• God as Creator of the Nile  
• Worship of the one true God |
| 27     | 67–70    | 59–62    | 32       | • Explain how the Egyptians depended on the floodwaters of the Nile for survival  
• Identify two ways the Nile helped the Egyptians become successful farmers  
• Describe how God used Joseph to help the Israelites  
• Explain how the flooding of the Nile affected taxes  
• Explain how the flooding of the Nile led to the development of the calendar | • Biblical account of Egyptian famine  
• God’s love shown by giving  
• God’s blessing of those who honor Him  
• Joseph as a servant of the Lord  
• Joseph’s demonstration of forgiveness |
| 28     | 71–74    | 63–66    | 33–34, 241–51 | • Identify the two geographic regions that made up ancient Egypt  
• Identify the largest pyramid in the valley of Giza  
• Describe the significance of the Rosetta stone  
• Explain how the Egyptians used papyrus | • False beliefs about afterlife versus biblical truth  
• Diligence and faithfulness |
| 29     | 75–76    | 67–68    | 33–35    | • Explain the mummification process  
• Describe the history behind and the purpose for a cartouche | • The Christian’s glorified body  
• Temporary value of riches |
| 30     | 77       | 69       | 36       | • Gain an understanding of hieroglyphs  
• Decipher and write hieroglyphs | • Freeing of Israelite slaves by Moses  
• Plagues and Egyptian false gods  
• Folly of false religion |
| 31     | 78–82    | 70–74    | 37–42    | • Describe the three kingdoms of ancient Egypt  
• Describe the Hyksos  
• Explain how God used Moses to free His people from slavery  
• Identify the rulers discussed in this chapter and their significance to this time | |
| 32     | 83–88    | 75–79, 413 | 43–45    | • Describe the social pyramid of ancient Egypt  
• Examine characteristics of Egyptian culture in daily life  
• Identify the significance of religion to the Egyptians  
• Contrast Egyptian beliefs with biblical truth  
• Complete a social pyramid | • Egyptian beliefs and biblical truth  
• Worship of the one true God  
• Eternity and relationship with Christ  
• Repentance and faith in Christ  
• Bodily resurrection of believers  
• Judgment of Egypt for pride and worship of false gods |
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| 33     | 89       | 80       |          | • Create a model of an Egyptian wig  
        |          |          | • Demonstrate the ability to follow directions and work in a group                             |                                          |
| 34     | 90       | 81       | 46       | • Compare and contrast two civilizations  
        |          |          | • Demonstrate the ability to follow directions and work in a group  
        |          |          | • Use a Venn diagram                                                                            |                                          |
| 35     | 91–95    | 82–86    | 47–49,  
491–51 | • Compare the Kushite civilization with the Egyptian civilization  
        |          |          | • Identify the two forms of written language that the Kushites developed  
        |          |          | • Explain how Kush became wealthy  
        |          |          | • Explain the advantages and the disadvantages of the Aswan Dam                                | • Aswan High Dam as example of man’s dominion |
| 36     | 96       | 50       |          | • Recall concepts and terms from Chapter 3                                                   |                                          |
| 37     | 96       |          |          | • Demonstrate knowledge of concepts from Chapter 3 by taking the test                       |                                          |
|        |          |          |          | **Chapter 4: Ancient Israel**                                                                 |                                          |
| 38     | 99–103   | 87–91    | 51, 55   | • Identify Abraham as the father of the nation of Israel  
        |          |          | • Analyze the Abrahamic and Mosaic Covenants  
        |          |          | • Trace the descendants of Abraham who received the promise  
        |          |          | • Analyze the Jews’ population growth and God’s protection of them during their years in Egypt  
        |          |          | • Describe the Exodus of the Israelites from Egypt  
        |          |          | • Identify causes and effects of events in Israel’s early history                              | • Abrahamic and Mosaic covenants  
        |          |          |                                                    | • God’s blessing of all nations through Israel  
        |          |          |                                                    | • Christian’s responsibility to be a light  
        |          |          |                                                    | • Purpose of the Ten Commandments            |
| 39–40  | 104–5    | 92–93    | 51, 56   | • Examine the purpose for the tabernacle  
        |          |          | • Analyze the construction of the tabernacle  
        |          |          | • Participate in a team research project  
        |          |          | • Make a model of and describe the purpose for the tabernacle’s furnishings                    | • Purpose of the tabernacle  
        |          |          |                                                    | • Role of the Holy Spirit                    |
| 41     | 106–8    | 94–95    | 52, 57–58| • Identify monotheism as the belief in one God  
        |          |          | • Recognize the importance of God’s covenants with Israel  
        |          |          | • Identify the important times of worship held by the Israelites  
        |          |          | • Recognize the significance of Passover  
        |          |          | • Compare the New Testament observance of the Lord’s Supper to Passover  
        |          |          | • Explore aspects of Jewish culture                                                            | • Establishment of monotheism  
        |          |          |                                                    | • Establishment of atonement                 
        |          |          |                                                    | • True atonement through Jesus Christ         
        |          |          |                                                    | • Influence of laws on all aspects of life     |
| 42     | 109–13   | 96–100   | 52, 59–60,  
241–51 | • Analyze the dealings between God and the Israelites  
        |          |          | • Trace the developments that occurred when the Israelites entered the Promised Land  
        |          |          | • Compare the region of Israel in ancient times with the modern region  
        |          |          | • Analyze life under the leadership of judges and kings  
        |          |          | • Analyze the Davidic Covenant                                                                 | • Canaan conquered by Joshua  
        |          |          |                                                    | • Mercy and love of God                      
        |          |          |                                                    | • Indwelling of the Holy Spirit within Christians                                           |
| 43     | 114      | 101      | 61       | • Identify the costs and benefits of a decision  
        |          |          | • Record an analysis of historical decisions  
        |          |          | • Apply costs and benefits analysis to personal decision making                              | • Disobedience of the Israelites  
        |          |          |                                                    | • Saul and David as kings                    
        |          |          |                                                    | • Prophecy of Tyre fulfilled                 
        |          |          |                                                    | • Establishment of Davidic Covenant           
        |          |          |                                                    | • Prophecy of a divided kingdom               
<pre><code>    |          |          |                                                    | • God’s love for sinners                     |
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| 44     | 115–18   | 102–5    | 52–53, 62| • Trace the division of the Israelite kingdom  
   • Evaluate the leadership of Jeroboam  
   • Evaluate the kings of the southern tribes called Judah  
   • Trace events and their influence on the lives of the Israelites in captivity | • Israel conquered by Assyria  
   • Destruction of Jerusalem by Nebuchadnezzar  
   • Israelites known as Jews  
   • Gentiles as part of New Covenant |
| 45     | 119–23   | 106–9    | 53, 63–64, 414 | • Examine a primary source cutting from the second book of Maccabees  
   • Trace the return of the Jews to Judea  
   • Describe life under the rule of the Greek Empire  
   • Analyze the importance of the Greek language  
   • Trace the events of the Maccabean Revolt | • Greek translation of the Old Testament  
   • Humble obedience to God  
   • Fulfillment of temple-rededication prophecy  
   • Rejection of the book of Maccabees as Scripture |
| 46     | 124–27   | 110–13   | 53–54, 65–66 | • Analyze the conditions of the Jews under Roman rule  
   • Evaluate the influence of the life of Jesus Christ during the Roman rule  
   • Trace the changes in religious practices following the Jews’ return from exile  
   • Reinforce map skills | ➔ |
| 47     | 128–30   | 114–16   | 54, 67   | • Trace the changes from the Herodian dynasty to Roman rule  
   • Trace the attempts by the Zealots to overthrow Roman rule  
   • Describe the destruction of Jerusalem  
   • Describe the fall of Masada | • Practice of rabbinic Judaism  
   • Jesus not recognized as Messiah  
   • Completion of the Talmud  
   • Verification of Pontius Pilate as Roman governor |
| 48     | 131      | 68       |          | • Recall concepts and terms for Chapter 4 | ➔ |
| 49     | 131      |          |          | • Demonstrate knowledge of concepts from Chapter 4 by taking the test | ➔ |

## Chapter 5: Ancient India

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| 50     | 133–37   | 117–21   | 69–70, 241–51 | • Locate ancient and modern places in India and the surrounding countries on a map  
   • Use a web organizer  
   • Infer facts about the excavation process from a photo  
   • Explain the significance of the discovery of Harappa and Mohenjo-Daro  
   • Identify key features of ancient Indian homes  
   • Identify evidences that the Harappan civilization was highly advanced  
   • Differentiate the way secular and Christian historians view ancient civilizations  
   • Identify and describe India’s landforms | • Intelligence of ancient minds  
   • Highly developed minds in accordance with Creation  
   • Creation of man in God’s image |
| 51     | 138      | 122      | 71–72    | • Catalog an artifact, recording details about its appearance and location | ➔ |
| 52     | 139–41   | 123–25   | 69, 73–74, 241–51 | • Use a web organizer  
   • Recognize the importance of language translation in understanding a civilization  
   • Identify possible reasons for the disappearance of the Harappan civilization  
   • Identify characteristics of the Aryan civilization  
   • Discuss ways racism displays itself  
   • Contrast Hitler’s racist views with God’s view of people | • Reflection of religious beliefs in art  
   • Hitler’s belief in the inferiority of the Jewish race  
   • God’s view in the equality of races |
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<td>• Complete a social pyramid</td>
<td>• Hinduism and biblical truth</td>
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<td>• Contrast Hinduism with biblical truth</td>
<td>• Origin of the gospel with God</td>
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<td>• Detect false ideas promoted in the Rig-Veda</td>
<td>• Mankind’s invention of religion</td>
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<td>• Recognize the importance of the group over the individual in ancient Indian culture</td>
<td>• Salvation not by works</td>
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<td>• Contrast the ancient Indian family with the modern traditional American family</td>
<td>• Only one death for man</td>
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<td>• Explain how a person’s caste affected his relationships and choices in life</td>
<td>• Control of breath and life by God</td>
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<td>• Analyze the benefits or disadvantages of the caste system for members of different castes</td>
<td>• Buddhism and biblical truth</td>
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<td>• Analyze an ancient primary source about the caste system</td>
<td>• Unequal treatment of people as a result of sin</td>
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<td>• Trace Siddhartha Gautama’s development of Buddhism</td>
<td>• Righteousness and peace from God</td>
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<td>• Contrast Buddhist beliefs with biblical truth</td>
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<td>• Explain why Buddhism appealed to the members of lower castes and untouchables</td>
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<td>• Compare characteristics of three religions</td>
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<td>55</td>
<td>152</td>
<td>135</td>
<td>78</td>
<td>• Recognize Sanskrit’s influence on English</td>
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<td>• Recognize that languages influence each other as people in those language groups have contact</td>
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<td>• Identify the etymologies of several words English borrowed from Sanskrit</td>
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<td>• Write a paragraph comparing Sanskrit and English meanings</td>
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<td>153</td>
<td>136</td>
<td>79</td>
<td>• Identify cause and effect</td>
<td>• Good works and salvation</td>
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<td>• Recognize words writers use to signal a cause or an effect</td>
<td>• Results of spiritual blindness</td>
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<td>• Identify cause and effect relationships in the history of India</td>
<td>• Forced religion</td>
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<td>• Use a web organizer</td>
<td>• Promised hope for India</td>
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<tr>
<td>57</td>
<td>154–57</td>
<td>137–40</td>
<td>80–83, 241–51</td>
<td>• Identify reasons that Asoka is often considered the greatest Mauryan ruler</td>
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<td>• Explain Asoka’s role in the growth of Buddhism in India’s neighboring countries</td>
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<td></td>
<td>• Describe John Marshall’s accomplishments in uncovering ancient Indian civilizations</td>
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<tr>
<td>58</td>
<td>158</td>
<td></td>
<td>84</td>
<td>• Recall concepts and terms from Chapter 5</td>
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<tr>
<td>59</td>
<td>158</td>
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<td>• Demonstrate knowledge of concepts from Chapter 5 by taking the test</td>
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**Chapter 6: Ancient China**

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<td>141–45</td>
<td>85–86, 241–51</td>
<td>• Explain why the Chinese called their land the Middle Kingdom</td>
<td>• Intelligence of man from Creation</td>
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<td>• Locate on a map the site of the ancient Chinese civilization, modern China and its regions, and the surrounding countries</td>
<td>• False Chinese religious beliefs</td>
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<td>• Describe the geographic features of China</td>
<td>• Worship of God alone</td>
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<td>• Identify the Huang He as being where the Shang settled</td>
<td>• Guidance through prayer and Bible study</td>
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<td></td>
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<td></td>
<td>• Contrast ancestor worship with biblical truth</td>
<td>• Honor of God above parents</td>
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<td></td>
<td>• Use a fishbone organizer</td>
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<td>61</td>
<td>166</td>
<td>146</td>
<td></td>
<td>• Interpret flat maps</td>
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<td>• Plan and design a relief map</td>
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</table>
| 62     | 167–70   | 147–50   | 85, 87–88| • Describe Shang achievements in the arts  
• Locate the sources of minerals on a mineral resources map  
• Locate the Chou dynasty and the Gobi Desert on a map  
• Explain how the Mandate of Heaven was used to justify the Chou leaders’ rebellion against the Shang  
• Explain what happened during the Chou dynasty that makes it China’s classical age  
• Use a fishbone organizer | • False belief in the Mandate of Heaven |
| 63     | 171–74   | 151–53,  
416 | 88–89,  
241–51 | • Identify kinds of classical art produced during the Chou dynasty  
• Describe the importance of education during the Chou dynasty  
• Identify Confucius as a philosopher who greatly influenced China  
• Contrast Confucianism with biblical truth  
• Analyze some of the sayings of Confucius | • Creation for God’s glory  
• Earthly wisdom and godly wisdom  
• God as the true source of happiness, contentment, and joy  
• Effect of human behavior on societal unity and harmony  
• Confucianism and biblical truth  
• Sin nature of man |
| 64     | 175      | 154      |          | • Identify and interpret proverbs  
• Illustrate a proverb | • Grace and strength from God |
| 65     | 176–78   | 155–57   | 88, 90–93| • Compare and contrast Confucianism with Taoism  
• Contrast Taoism with biblical truth  
• Describe Legalism as a philosophy  
• Identify what a bureaucracy was in ancient China and relate its use in the United States today  
• Describe the achievements of the Qin dynasty  
• Use a fishbone organizer | • Biblical proverbs |
| 66     | 179–82   | 158–61   | 93–96,  
241–51 | • Describe the purpose and the construction of the Great Wall  
• Describe Qin Shi Huang Ti’s use of censorship and his attitude toward education  
• Describe the terra-cotta army and its purpose  
• Trace the use of currency in China  
• Identify the purpose of the civil service exam in the Han government  
• Use a fishbone organizer  
• Identify costs and benefits | • God’s guidance of Christians  
• Man’s creation in God’s image  
• God’s control of all things  
• Legalism, Taoism, and biblical truth  
• Submission to authority |
| 67     | 183–85   | 162–64   | 96       | • Describe the achievements of the Han dynasty  
• Describe the use of acupuncature  
• Explain how the seismoscope worked and identify who invented it  
• Identify the uses of paper during the Han dynasty | • False beliefs about the afterlife and biblical truth  
• Value of earthly treasures |
| 68     | 186      | 165      |          | • Use a process to make paper  
• Produce a sheet of paper | • Biblical stewardship of resources  
• False belief about peace and bliss  
• Christian’s glorified body  
• Buddhism and biblical truth  
• Salvation as the fundamental need of all people |
| 69     | 187–89   | 166–68   | 96–99    | • Identify the problems and benefits of the Silk Road  
• Contrast Mahayana Buddhism with biblical truth  
• State the meaning of bodhisattva  
• Describe the social changes during the Han dynasty |        |
<p>| 70     | 190      | 100      |          | • Recall concepts and terms from Chapter 6 |        |</p>
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<td>• Demonstrate knowledge of concepts from Chapter 6 by taking the test</td>
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<td>193–97</td>
<td>169–73</td>
<td>101, 241–51</td>
<td>• Locate key cities and geographic features of ancient Persia on a modern map</td>
<td>• Daniel’s role in Persian history</td>
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<td>• Describe the origin of the Persian Empire</td>
<td>• Truth of prophecy</td>
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<td>• Identify the two empires that Cyrus overthrew before establishing the Persian Empire</td>
<td>• God’s use of the ungodly to accomplish His purposes</td>
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<td>• Relate Daniel 5 to the fall of the Chaldean Empire</td>
<td>• Freedom of Israelites granted by Cyrus II</td>
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<td>• Relate the Cyrus Cylinder to the biblical account of Israel’s return to its land</td>
<td>• Supporting biblical accounts by artifacts</td>
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<td>• Compare the extent of Cyrus’s empire with the extent of Darius’s empire</td>
<td>• Divine direction in the rise and fall of nations</td>
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<td>73</td>
<td>198–202</td>
<td>174–78</td>
<td>102–5</td>
<td>• Recognize God’s authority to determine an empire’s rise and fall</td>
<td>• Aramaic as a language of the Old Testament</td>
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<td>• Identify the first three rulers of the Achaemenid period in Persia</td>
<td>• Zoroastrianism and biblical truth</td>
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<td>• Explain the reasons for the growth of trade in the Persian Empire</td>
<td>• Visit at Christ’s birth by Persian priests called magi</td>
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<td>• Identify ways that Darius organized, connected, and protected his empire</td>
<td>• Darius’s role in rebuilding the Jewish temple</td>
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<td>• Identify qualities of a good historian</td>
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<td>• Evaluate the value of Herodotus’s work as a historian</td>
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<td>• Identify the common language of the Persian Empire</td>
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<td>• Infer information about the ancient Persians from depictions of them in artwork</td>
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<td>• Recognize the importance of the Behistun carvings in deciphering ancient cuneiform</td>
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<td>• Contrast Zoroastrianism with biblical truth</td>
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<td>• Identify the role of Darius in God’s plan for the Israelites’ restoration of the temple</td>
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<td>74</td>
<td>203–6</td>
<td>179–82</td>
<td>102, 106</td>
<td>• Apply knowledge of history to an archaeological find</td>
<td>• Story of Esther in historical context</td>
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<td>• Describe an artifact as precisely as possible</td>
<td>• Art based on biblical description</td>
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<td>• Infer uses of an artifact based on its design</td>
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<td>75</td>
<td>207</td>
<td>183</td>
<td></td>
<td>• Determine the major cause for the Persian Wars</td>
<td>• God’s use of Artaxerxes</td>
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<td>• Describe the major events and outcome of each battle of the Persian Wars</td>
<td>• Jesus’ visit to the restored temple</td>
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<td>• Identify major figures in each battle of the Persian Wars</td>
<td>• Introduction of Islam by Arab invaders</td>
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<td>• Identify and trace the routes used by a military force on a map</td>
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<td>• Differentiate between historical fact and legend</td>
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<td>76</td>
<td>208–10</td>
<td>184–86</td>
<td>102, 107–8</td>
<td>• Conduct research on a battle from the Persian Wars</td>
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<td>• Design an annotated map</td>
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<td>• Present the completed map</td>
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<td>77</td>
<td>211</td>
<td>187</td>
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<td>• Place the biblical story of Esther in its historical context</td>
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<td>• Recognize God’s providential use of Esther in His plan to deliver the Jews</td>
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<td>• Create an artist’s rendering of the palace room described in Esther 1:5–6</td>
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<td>• Analyze how the renderings help interpret the biblical description</td>
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<td>78</td>
<td>212–13</td>
<td>188–89</td>
<td>109</td>
<td>• Describe the way God used the Persian king Artaxerxes in His plan for the nation of Israel</td>
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<td>• Identify reasons for the decline of the Persian Empire</td>
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<td>• Explain Alexander’s role in the fall of the empire</td>
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<td>• Trace the value given to Persian culture through the Seleucid, Parthian, and Sassanid periods</td>
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<td>• Compare the rule of the Sassanids with the rule of the Achaemenids and the Parthians</td>
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<td>80</td>
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<td>112</td>
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<td>• Recall concepts and terms from Chapter 7</td>
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<td>81</td>
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<td>• Demonstrate knowledge of concepts from Chapter 7 by taking the test</td>
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### Chapter 8: Ancient Greece

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</table>
| 82     | 221–25   | 195–99   | 113, 115, 241–51 | • Use a web to describe the location of places on a map  
• Explain why the classical age of Greece is described as glorious  
• Explain the influence of the land on Greek occupations  
• Compare the Minoan and Mycenae civilization  
• Identify the beginning of the Greek dark age  
• Locate Greece, Crete, the Peloponnesus, and major Greek cities on a map | • Javan’s sons as possible Greek ancestors  
• Philistia possibly a Minoan colony |
| 83     | 226–29   | 200–203  | 113–14, 116–17 | • Use a web to define terms from the chapter  
• Identify our source for information about the dark age of Greece  
• Identify reasons Greece had city-state governments rather than a central government  
• Trace the development of Athens from an oligarchy to a democracy  
• Explain the agora’s role in Greek culture  
• Identify Sparta’s major aim and its methods of achieving it  
• Compare and contrast life in Athens with life in Sparta | • Honesty never conditional |
| 84     | 230      | 204      | 118      | • Compare voting today with voting in ancient Athens  
• Make decisions on various issues presented for voting  
• Participate in various methods of ancient voting |                  |
| 85     | 231–36   | 205–9, 418 | 113–14, 119–20 | • Use a web to describe people from the chapter  
• Explain how the Peloponnesian War influenced the Greeks  
• Recognize Pericles’ contributions to the classical age in Athens  
• Trace the events surrounding the Peloponnesian War  
• Describe the consequences of the Peloponnesian War for Athens and Sparta  
• Recognize Thucydides’ contributions to the knowledge of Greek history | • Christian’s confidence from trust in God  
• Greek gods and philosophies and biblical truth  
• True origin of wisdom  
• Renewing of man’s mind by the Spirit of God  
• Behavioral control through Christ and the Holy Spirit  
• Redemption through Christ  
• Happiness not found in wealth |
| 86     | 237–40   | 210–13   | 114, 119, 121, 241–51 | • Explain how the Greek belief in gods influenced the people’s lives  
• Analyze the lasting appeal of the Greek myths  
• Identify the three major philosophers of ancient Athens and describe the important teachings of each  
• Recognize the failure of Greek philosophy to provide true wisdom or transform behavior  
• Compare Greek beliefs with biblical truth |                  |
| 87     | 241–44   | 214–17   | 114, 119, 122 | • Compare education in ancient Greece with education today  
• Describe Homer’s contributions to literature  
• Distinguish between genres of Greek literature, including epics, fables, plays, and myths  
• Analyze a retelling of a myth |                  |
| 88     | 245      | 218      |          | • Analyze a character’s emotions in a drama  
• Create a mask that expresses a specific emotion  
• Participate in a Greek mask drama |                  |
| 89     | 246–49   | 219–22   | 114, 119, 123–25 | • Describe the accomplishments of Greece’s prominent figures in math and science  
• Compare the ancient and modern Olympic Games  
• Recognize Greek contributions to music, art, and architecture  
• Explain what makes the Parthenon’s architecture unique |                  |
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<td>• Distinguish between the three main styles of Greek columns &lt;br&gt;• Design and carve a plaster column</td>
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<td>251–53</td>
<td>224–26</td>
<td>119, 126–27</td>
<td>• Label a map with Greek cities mentioned in the Bible &lt;br&gt;• Compare the Greek and English alphabets &lt;br&gt;• Identify the traits that made Alexander the Great a unique leader &lt;br&gt;• Explain the reason for the spread of Hellenistic culture &lt;br&gt;• Relate historical knowledge of ancient Greece to the biblical account of Paul’s sermon on Mars’ Hill &lt;br&gt;• Recognize the importance of the Greek language to the spread of the gospel &lt;br&gt;• Identify influences of ancient Greece seen today</td>
<td>• God’s Word and the Greek language &lt;br&gt;• Paul’s message to the Greeks</td>
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<td>• Recall concepts and terms from Chapter 8</td>
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<td>• Demonstrate knowledge of concepts from Chapter 8 by taking the test</td>
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**Chapter 9: Ancient Rome**

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<td>257–61</td>
<td>227–31</td>
<td>129–30</td>
<td>• Identify and describe places in Italy and surrounding countries on a map &lt;br&gt;• Complete a PERSIA organizer &lt;br&gt;• Organize events in order on a timeline &lt;br&gt;• Identify the Latins as the earliest inhabitants of Italy &lt;br&gt;• Explain how the Etruscans improved the Roman way of life &lt;br&gt;• Describe the Roman social classes &lt;br&gt;• Describe the geographic features of Italy</td>
<td>• Birth of Christ as a major event in history &lt;br&gt;• Respect, honor, and obedience to authority</td>
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<td>262–64</td>
<td>232–34</td>
<td>129, 131–33</td>
<td>• Complete a government organizer &lt;br&gt;• Describe the governing branches of the Roman Republic &lt;br&gt;• Describe the concessions that the patricians made to the plebeians &lt;br&gt;• Explain the importance of the Law of the Twelve Tables &lt;br&gt;• Identify where the Law of the Twelve Tables was displayed</td>
<td>• The Word of God as a weapon of strength &lt;br&gt;• Impossibility of keeping the Law &lt;br&gt;• Christ as the hope of eternal life</td>
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<td>96</td>
<td>265</td>
<td>235</td>
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<td>• Participate in the Roman process of making a new law &lt;br&gt;• Evaluate the method used to make the law</td>
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<td>97</td>
<td>266–70</td>
<td>236–40</td>
<td>129, 134–35, 241–51</td>
<td>• Contrast Carthage and Rome &lt;br&gt;• Identify and summarize the three major wars between Rome and Carthage &lt;br&gt;• Describe the role of Hannibal in the Punic Wars &lt;br&gt;• Match events to locations on a map &lt;br&gt;• Explain the purpose and importance of the Roman roads</td>
<td>• Biblical armor for the Christian &lt;br&gt;• Victory over sin through the power of the Holy Spirit &lt;br&gt;• Roman roads traveled by the apostle Paul &lt;br&gt;• “Romans Road” gospel verses</td>
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<td>98</td>
<td>271–75</td>
<td>241–45</td>
<td>129, 136–37</td>
<td>• Describe the problems that arose from Rome’s expansion &lt;br&gt;• Identify those involved with the Triumvirate &lt;br&gt;• Explain the significance of the Gregorian calendar &lt;br&gt;• Recall concepts and terms by using the Study Guide</td>
<td>• Christlike leadership qualities</td>
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<td>99–100</td>
<td>276</td>
<td>246</td>
<td></td>
<td>• Experience the process of researching and writing about an ancient place &lt;br&gt;• Make a travel brochure</td>
<td>• Converted tax collectors &lt;br&gt;• Affairs of men and nations used to accomplish God’s purposes</td>
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<tr>
<td>101</td>
<td>277–81</td>
<td>247–50</td>
<td>129, 138</td>
<td>• Describe the significance of the Pax Romana in Rome’s history &lt;br&gt;• Compare education during the Pax Romana with education today &lt;br&gt;• Identify the architectural features of the Colosseum and the Pantheon</td>
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| 102    | 282–84   | 251–53   | 129, 139, 241–51 | • Contrast Epicurianism and Stoicism with biblical truth  
• Describe Christ’s earthly life in the Roman Empire  
• Describe the acceptance of Christianity in the Roman Empire | • Epicureanism and biblical truth  
• Stoicism and biblical truth  
• Christ the Savior as the only source for everlasting peace |
| 103    | 285–87   | 254–56   | 140–41, 241–51 | • Explain the spread of Christianity  
• Trace the factors that led to the collapse of the Roman Empire  
• Describe the role of Diocletian in the persecution of Christians  
• Describe the role of Paul in the spreading of the gospel | • Requirements for Christian service  
• Roman gods and true worship of God  
• Blessed hope of Christ’s return  
• Jesus as the Son of God  
• Rejection of Jesus as Messiah by the Jews  
• Prophecy of Caesar’s decree fulfilled  
• Jesus’ submission to the Roman government |
| 104    | 288      |          | 142      | • Recall concepts and terms from Chapter 9 | • Spread of gospel throughout the Roman world  
• Fulfillment of the Great Commission  
• Persecution as a cause of church growth  
• Benefit of the Edict of Milan and Council of Nicaea |
| 105    | 288      |          |          | • Demonstrate knowledge of concepts from Chapter 9 by taking the test | |

**Chapter 10: The Byzantine Empire**

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</table>
| 106    | 291–96   | 257–62, 420 | 143, 146 | • Locate on a map modern Turkey and surrounding countries and the site of the ancient Byzantine civilization  
• Use a Venn diagram  
• Trace the growth and structure of the New Testament church  
• Analyze the importance of the Edict of Milan  
• Analyze the reasons it was difficult for the Roman church to remain true to Scripture  
• Trace the effect that false doctrines had on the purity of the church  
• Compare the Eastern Orthodox religion to Protestant beliefs | • God’s plan of judgment  
• Importance of Mount Ararat  
• Early church organization  
• Impact of false teachers  
• Eastern Orthodoxy compared with Protestant Christianity  
• Authority of church traditions  
• Divine right to rule  
• Biblical responsibility of kings  
• Christ and the law  
• Emotional control |
| 107    | 297–301  | 263–67   | 143, 147–48 | • Describe the protection of and the standard of living in Constantinople  
• Identify characteristics of Justinian’s rule  
• Evaluate the effectiveness of General Belisarius  
• Describe the political groups in Constantinople  
• Describe the events of the Nika Revolt and the influence that Theodora had on its outcome | |
| 108    | 302–3    | 268–69   | 143      | • Evaluate the significance of Justinian’s building projects  
• Describe the beauty of the Hagia Sophia  
• Experience the art of creating a mosaic | • Significance of the Hagia Sophia |
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</table>
| 109    | 304–9    | 270–75, 421 | 143–44, 149 | • Evaluate the legacy of Justinian I  
• Describe the condition of the empire following the death of Justinian  
• Evaluate the leadership of Heraclius as emperor  
• Evaluate the Islamic impact on world conditions and the Byzantine Empire | • Affect of trade routes on religious ideas  
• Impact of Christianity and Judaism on Muhammad  
• Biblical warning about visions  
• Christians’ responsibility toward Muslims  
• Islam and biblical truth |
| 110    | 310      | 276      | 150      | • Conduct biblical research on Jesus’ being the Son of God  
• Evaluate the Islamic position on Who Jesus is  
• Describe the methods of conquest used by the Muslims against the Persians and the Byzantines  
• Identify the three cities considered sacred by the Muslims  
• Analyze the leadership of Leo III against Muslim invasion  
• Describe the golden age of the Byzantine Empire  
• Explain the conflict over iconoclasm | • Bible research skills  
• The Bible as the basis for beliefs  
• Spread of the gospel by true believers  
• Forced Islamic conversions  
• Refusal by Christians to make false confessions  
• Iconoclasm controversy  
• Early missions in eastern Europe  
• Split between the Roman Catholic Church and the Eastern Orthodox Church |
| 111    | 311–14   | 277–80   | 144–45, 151–52, 241–51 | • Read a map and map key to answer questions  
• Evaluate the leadership of Basil II  
• Analyze the causes and effects of the Crusades  
• Trace the struggles and progress of the Byzantine Empire from 1204 to 1261  
• Advantages and disadvantages of the Crusades  
• Biblical response to offenses  
• Results of a nation following biblical actions | • Recall concepts and terms from Chapter 10  
• Demonstrate knowledge of concepts from Chapter 10 by taking the test |
| 112    | 315–18   | 281–84   | 145, 153, 241–51 | • Analyze a political cartoon  
• Read a map, a map key, and a graph to answer questions  
• Locate and label places on a map  
• Analyze the weakening of the Byzantine Empire  
• Describe the economic conditions faced by the emperors and their attempts to seek military help from Europe and the pope  
• Describe the effects of the Black Death  
• Describe the military victories of the Ottoman Turks and Constantinople’s attempts to defend itself  
• Analyze the historical significance of the Byzantine Empire | • Recall concepts and terms from Chapter 10  
• Demonstrate knowledge of concepts from Chapter 10 by taking the test |

Chapter 11: Mesoamerica
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| 117    | 325–30   | 289–94   | 159–63   | • Locate on a map the site of the ancient Mesoamerican civilizations, modern Mesoamerica and its regions, and the surrounding countries  
• Color a map of Mesoamerica according to a key  
• Analyze the obstacles to discovering the origins and history of Mesoamerica’s ancient civilizations  
• Analyze the different possible migrations of people to the continents of North and South America  
• Describe Mesoamerica today  
• Describe the discovery and use of rubber  
• Trace the history and the impact the Olmec civilization had on other Mesoamerican civilizations | • Native Americans’ origin  
• Native Americans as descendants of Adam and Noah |
| 118    | 331      | 295      | 164      | • Draw conclusions based on observations  
• Determine the characteristics of a person based on his possessions | • Importance of an archaeologist’s worldview  
• Christian archaeologists |
| 119    | 332–35   | 296–99   | 159–62, 165, 241–51 | • Interpret and compare photographs  
• Identify the period and trace the history of the Mayas as they developed into a civilization  
• Describe Mayan achievements  
• Evaluate the contribution of Diego de Landa to the knowledge of the Mayas  
• Identify the importance of being able to read Mayan hieroglyphs  
• Describe the physical appearances of the Mayan people | • Correlation of Tower of Babel and Mayan stories  
• Biblical witnessing  
• Man’s intelligence as a demonstration of his creation by God  
• Biblical warning against idols |
| 120    | 336      | 300      | 159–62, 166 | • Illustrate the appearance of a Maya  
• Sculpt a model from clay | • Uniqueness of the body |
| 121    | 337–40   | 301–4    | 159–62, 166 | • Complete a Venn diagram to compare and contrast Mayan dress for men and women  
• Sequence the steps of Mayan farming during the dry season  
• Describe the level of social classes in the Mayan civilization  
• Describe Mayan dress  
• Explain the importance of the cacao bean to the Mayas  
• Describe the types of Mayan homes  
• Describe the daily lives of the various levels in Mayan society | • Control of Mayan society by their belief in gods  
• Religious roles of kings and priests  
• Biblical role of a ruler |
| 122    | 341–44   | 305–8    | 159–62, 167 | • Distinguish social-class characteristics of the Mayas  
• Describe the role of women in the Mayan society  
• Discuss trading in the Mayan civilization  
• Analyze the Mayan religion  
• Identify the religious significance of the Mayan ball game  
• Discuss the decline of the Mayan civilization | • Free reign of Satan  
• False beliefs of Mayan civilization and biblical truth  
• Biblical position on gambling |
| 123    | 345      | 309      | 159–62, 168–69 | • Contrast Egyptian pyramids with Mesopotamian pyramids  
• Experience making a codex in the same style the Mayas used  
• Illustrate the use of an organizer for comprehending the content in a lesson | • Power of evil and wicked imaginations  
• Man without excuse for sin  
• God’s creation and Aztec’s concept of creation  
• False concept of blood sacrifice and biblical truth |
| 124    | 346–49   | 310–13   | 159–62, 170–71, 241–51 | • Compare and contrast the Aztecs with the Mayas using a Venn diagram  
• Examine the Bible to answer questions concerning the worship of idols  
• Trace the migration and development of the Aztec civilization  
• Describe the unusual location and building of the city of Tenochtitlán  
• Contrast Aztec beliefs with biblical truth  
• Describe the military ability and objectives of the Aztecs  
• Describe the Aztec social structure | |
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| 125    | 350–52   | 314–16   | 159–62, 170, 172–73 | • Contrast Mesoamerican beliefs with biblical truth  
• Identify places on a map of Mesoamerica  
• Evaluate the economy of the Aztec civilization  
• Discuss the significance of the Aztecs’ language and technological advances  
• Analyze the effect the Spanish invasion had on the demise of the Aztec civilization | • Destruction of society by religious practices |
| 126    | 353      | 290–316  | 174      | • Recall concepts and terms from Chapter 11 | |
| 127    | 353      |          |          | • Demonstrate knowledge of concepts from Chapter 11 by taking the test | |

**Chapter 12: Ancient Africa**

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| 128    | 355–59   | 317–21   | 175–77   | • Distinguish a creation myth from biblical truth  
• Locate Africa’s major regions and five ancient kingdoms on a map  
• Describe various geographic features of Africa  
• Identify the biomes of Africa on a map  
• Identify animal life in each of Africa’s biomes | • Creation myths  
• Biblical oral history |
| 129    | 360–63   | 322–23, 423–24 | 175–76, 178 | • Identify methods of learning about civilizations that did not have a written language  
• Explain how linguistics can be used to track the migration of a people group  
• Explain how botany can be used to gain information about a people group  
• Identify types of information that can be learned from archaeology  
• Identify the role of an African griot in preserving a people’s history  
• Analyze a tale from Africa’s oral history | |
| 130    | 364      | 324      | 179      | • Identify oral history in the Bible  
• Orally communicate a historical family event  
• Listen to the oral histories of others  
• Demonstrate being a respectful audience member  
• Practice reciting oral histories from memory | • African traditional beliefs and biblical truth  
• Introduction of the gospel by European missionaries  
• Influence of Islam |
| 131    | 365–68   | 325–28   | 175–76, 180–81 | • Distinguish characteristics of the African peoples  
• Identify the common method of dividing Africa’s early people groups  
• Describe the Tuareg and locate their region  
• Describe the Maasai and locate their region  
• Describe the Pygmies, the Bushmen, and the Khoikhoi, and locate their region  
• Compare traditional African beliefs with biblical truth | |
• Describe Aksum’s culture, language, and resources  
• Identify what likely influenced Ezana’s spiritual conversion and how it influenced his kingdom  
• Examine the biblical account of the queen of Sheba in light of history  
• Locate ancient Ghana on a map and identify the modern country in which it was located  
• Describe the importance of trade to Ghana’s economy | • Christianity as the official religion in Aksum  
• Impact of a servant’s spirit by Frumentius  
• Introduction of Christianity by Byzantine traders  
• Queen of Sheba’s visit to Solomon  
• Christ’s mention of the queen of Sheba |
| 133    | 373      | 333      | 184      | • Identify the time in different African time zones  
• Relate the art of fabric dyeing to African trade  
• Make a tie-dyed shirt | |
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| 134    | 374–76   | 334–36   | 175–76, 185 | • Locate ancient Mali and the modern country of Mali on a map  
• Locate ancient Songhai on a map  
• Determine causes and effects of events  
• Identify Mali’s two famous rulers and their accomplishments  
• Describe the values, culture, and economy of ancient Mali  
• Summarize the rise and fall of the empires of Mali and Songhai  
• Identify the most significant ruler of Songhai and his accomplishments  
• Recognize legends based on the lives of ancient African heroes | • Domination of Mali by Islam and traditional beliefs |
| 135    | 377–78   | 337–38   |          | • Define economy, consumer, demand, and supply  
• Analyze how the law of supply and demand affects prices in an economy  
• Predict what will happen to a country’s economy in different scenarios  
• Discuss predictions with classmates | • Spread of the gospel through contact with other continents  
• Prophecy that Christ’s kingdom will include people from all nations  
• Importance of evangelism |
| 136    | 379–82   | 339–42   | 175–76, 186–87, 241–51 | • Label places on a map of Africa  
• Locate ancient Mwene Mutapa and the modern country of Zimbabwe on a map  
• Identify features of buildings of the ancient Shona  
• Identify common features of the coastal cities in eastern Africa  
• Identify how traders and explorers influenced Africa and whether the results were positive or negative  
• Identify ways to aid in the spread of the gospel | |
| 137    | 383      | 334–35   | 188      | • Recall concepts and terms from Chapter 12 | |
| 138    | 383      | 334–35   | 188      | • Demonstrate knowledge of concepts from Chapter 12 by taking the test | |

**Chapter 13: Ancient Japan**

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</table>
| 139    | 385–89   | 343–47   | 189–97, 241–51 | • Locate on a map the site of the ancient Japanese civilization, modern Japan and its regions, and the surrounding countries  
• Identify key events of the ancient Japanese civilization on a timeline  
• Explain why little is known of Japan’s early history  
• Identify the civilizations that influenced Japan  
• Describe characteristics of the Japanese civilization  
• Explain how Japan forms an archipelago  
• Identify and label the four main islands of Japan on a map  
• Contrast Shintoism with biblical truth  
• Identify the religion from China that Prince Shotoku introduced to Japan  
• Analyze the importance of the Taika Reform for Japan  
• Identify the Father of Calligraphy  
• Describe the differences between how Japanese and Americans write  
• Create original art that expresses a theme for a Japanese event  
• Demonstrate the ability to follow directions and work cooperatively  
• Compare maps to determine geographic features and locations  
• Identify latitude and longitude for a location  
• Calculate distance using a map scale | • Creation by God  
• Emperor worship and biblical truth  
• Biblical principle of training children early  
• Shintoism and biblical truth  
• Blend of Shintoism and Buddhism  
• Freedom of religion |
| 141    | 393      | 351      | 200      | | |
| 142    | 394–97   | 352–55   | 189–96, 201 | • Identify the family that rose to power during the Heian period  
• Identify the official language of the Japanese court  
• Describe the characteristics of Japanese literature and art  
• Describe how the Japanese blended Shintoism and Buddhism  
• Describe imperial court etiquette | |
### Content and skill objectives

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</table>
| 143    | 398      | 356      |          | • Demonstrate an understanding of the form of a haiku  
• Create a haiku  
• Illustrate a haiku |                  |
| 144    | 399–402  | 357–60   | 189–96, 202–5 | • Analyze the feudal system of government adopted by the Japanese  
• Distinguish the four levels of social classes in Japan’s feudal system  
• Identity the cause for the Mongol defeat  
• Compare and contrast the samurai with the Christian soldier  
• Label places on a map of Japan | • Emperor’s desire for religious control  
• Gift of salvation through Christ’s death |
| 145    | 403      | 206      |          | • Recall concepts and terms from Chapter 13 |                  |
| 146    | 403      |          |          | • Demonstrate knowledge of concepts from Chapter 13 by taking the test |                  |

## Chapter 14: The Middle Ages in Europe

### Lesson 147

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| 405–8    | 361–64   | 207–10, 241–51 | • Identify the major events that began and ended the medieval period  
• Describe political and religious conditions during the Middle Ages  
• Trace the paths of Germanic invaders on a map of Europe  
• Locate modern countries, medieval kingdoms, and other geographic features on a map of Europe  
• Identify countries in the region of Scandinavia | • Structure provided by the Roman Church during Rome’s collapse  
• Germanic heresy that denied the deity of Christ |

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| 409–12   | 365–68   | 207–9, 211–12 | • Distinguish the general meaning of *catholic* from its meaning in the Roman Catholic Church  
• Differentiate between the types of Roman Catholic clergy and their various responsibilities and lifestyles  
• Evaluate the priests’ changing teachings in light of Scripture  
• Identify Roman Catholic sacraments and the beliefs associated with them  
• Identify Benedict’s role in defining the lifestyle of a monk  
• Contrast the beliefs of the Roman Catholic Church with biblical truth | • Bible not available in Italy  
• Scriptures and the writings of the early churchmen copied by monks  
• Control over worship and practice by the Roman Church  
• Roman Catholicism and biblical truth |

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| 413–16   | 369–72   | 207–9, 213–14 | • Identify the major Frankish kings and their accomplishments  
• Recognize the importance of the alliance between the Frankish kings and the Roman Church  
• Describe Charlemagne’s empire and his contributions to education and learning  
• Identify the modern countries and languages that emerged from the Frankish Empire  
• Compare a map of the divisions of Charlemagne’s empire with a map of modern Europe | • Muslim advance into Western Europe stopped at Tours  
• Alliance between the Roman Church and state |

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| 417–21   | 373–77   | 207–9, 215–17 | • Identify Viking contributions to European culture  
• Recognize narrative details that convey feelings about the Vikings  
• Explain how the Vikings used their ships for a unique strategy of attack  
• Explain why feudalism was necessary in the Middle Ages  
• Identify advantages of the feudal system to people of upper and lower classes  
• Describe the steps in the process of becoming a knight and the roles of people on a manor | • False Viking gods and biblical truth  
• Some weekday names derived from Viking gods |

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| 422      | 378      |          | • Identify symbolism in a coat of arms  
• Design a coat of arms |                  |
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| 152    | 423–26   | 379–82   | 218, 241–51 | • Recognize Robin Hood’s status as a legendary medieval hero  
• Describe the Battle of Hastings and its results for England  
• Identify Henry II’s contributions to England’s legal system  
• Differentiate between trial by ordeal and trial by jury  
• Trace the events that led up to the writing of the Magna Carta  
• Explain the significance of the Magna Carta and its influence on later documents | • Stealing and doing good  
• Opposition to Roman Catholic teaching  
• English translation of the Bible by John Wycliffe |
| 153    | 427      | 383      | 219      | • Participate in a mock trial  
• Discuss the fairness of a trial and the verdict | • Purpose of the Crusades  
• Emergence of the Protestant Reformation |
| 154    | 428–31   | 384–87   | 207–9, 220–21 | • Identify the two functions of medieval castles  
• Identify and describe various castle features and the methods of attacking and defending castles  
• Describe medieval banquets  
• Identify who controlled various parts of Europe during the Middle Ages  
• Identify reasons for the decline of feudalism | |
| 155    | 432      | 388      | 222–25   | • Identify simple machines used in castle defenses and weapons  
• Write a paragraph describing how simple machines helped castle defenses or weapons work | |
| 156    | 433      |          | 226      | • Recall concepts and terms from Chapter 14 | |
| 157    | 433      |          |          | • Demonstrate knowledge of concepts from Chapter 14 by taking the test | |
|        |          |          |          | **Chapter 15: A Kingdom from Shore to Shore** | |
| 158    | 435–40   | 389–94   | 227–31   | • Identify your worldview  
• Summarize the purpose of Creation  
• Explain the consequences of the Fall  
• Analyze the plan of redemption | • Biblical worldview  
• Involvement of God in the affairs of men  
• Creation of man in the image of God  
• God’s command to exercise dominion  
• God’s mercy on display since the Flood  
• Man’s dominion altered by the Fall  
• Jesus the Redeemer  
• Christ’s kingdom and the world’s kingdoms |
| 159    | 441      | 395      | 232–33   | • Identify and explain what is not directly stated in the text by making inferences  
• Draw conclusions based on the text | • Spread of the gospel in the first centuries of the church  
• Spread of the gospel in Mesopotamia and Persia  
• Jesus’ promise of His kingdom’s gradual growth  
• Reasons Christians should be optimistic about presenting the gospel |
| 160    | 442–45   | 396–99   | 227–30, 234 | • Trace the spread of the gospel to Egypt after Christ’s death  
• Explain how the Persian Empire was used by God to aid the Israelites  
• Trace the establishment of churches in the Mesopotamian region  
• Evaluate Persian influence on the growth of the early church  
• Evaluate Constantine’s influence on the growth of the church in Rome  
• Contrast the influence of the early church in eastern nations with current Christian churches | |
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| 161    | 446–50   | 400–404  | 227–30   | • Locate countries on a map  
• Explain why the ideas and philosophies of Greece and Rome were unsatisfying  
• Evaluate the influence of Paul’s ministry on the culture and the spread of the gospel  
• Describe the influence of the Reformation on the nation of England  
• Analyze the impact of Hinduism, Catholicism, and Christianity on India  
• Trace the spread of the gospel on the continent of Africa | • Admonition to believers to be faithful  
• Warning to avoid false teaching |
| 162    | 451      | 405      | 235      | • Locate countries on a map  
• Compare two ancient civilizations in a compare-contrast essay  
• Use a Venn diagram to organize ideas | • Spread of the gospel in Europe  
• Mission work in India and Africa  
• Connection between honoring parents and God’s blessing |
| 163    | 452–56   | 406–10, 430–31 | 227–30, 236–37 | • Locate countries on a map  
• Analyze the influence of the Spaniards on Mesoamerican religion  
• Explain why Protestant Christianity was slow to influence Latin America  
• Trace the growth of Protestant Christianity in Latin America and in China  
• Evaluate the influence of Bible translation in Latin American languages  
• Analyze Christianity in Latin America today | • The Great Commission  
• Spread of the gospel to Latin America by African Americans  
• Spread of the gospel in China  
• Promise that the “gates of hell” will not prevail against the church  
• Christ’s kingdom to grow like a mustard seed  
• Spread of the gospel in the power of the Holy Spirit |
| 164    | 457      |          | 238      | • Recall concepts and terms from Chapter 15 | |
| 165    | 457      |          |          | • Demonstrate knowledge of concepts from Chapter 15 by taking the test | |