


Teacher's Guide

World History I: Ancients through the Renaissance & Reformation

Lessons in Leadership

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Why Should We Study World History, Anyway?

Whether we are in high school or not, it is natural for us to think that the world revolves around us. ©. Certainly, the study of world history, particularly, removes us from center stage and more accurately places us as a miniscule part of a culture that has been shaped and molded by people, ideas and events that came before us. To understand ourselves is to understand how the past has shaped us, and continues to shape us.

*To be ignorant of what
happened before you were
born is to remain a child
forever.*

Cicero (106 BC - 43 BC)

Moreover, examination of various cultures through the centuries helps us recognize that not everyone else sees the world as we do. In our increasingly global world, this realization aids us in better understanding and communicating with those whose experiences, values and worldviews differ vastly from our own.

Not only does careful analysis of historic events enable us to better understand ourselves and others, it also cultivates the type of thinking needed to solve the complex issues we face during contemporary times.¹ This course has been designed not to help students learn the dates of the major wars or the names of the Chinese dynasties. Nor is our purpose to spoon-feed students the opinions of others. Rather, we encourage high school students to personally wrestle with past events and personalities and learn to see the positives and the negatives of decisions made and actions taken; and even more importantly, to understand the impact of those decisions and actions upon others. By examination and analysis of past leaders, we hope students will

*The past is not an anchor to
drag us back but a rudder to
help guide us into the future.*

Warren Wiersbe

ultimately formulate a personal picture of effective leadership for themselves.

Whether students' ultimate interests lie in science, politics, mathematics or health – understanding the contributions of the great minds and cultures of the past will enhance their present understanding of any subject, of themselves, their culture and of their world.²

¹ Quote in Textbox: Wiersbe, Warren W. *50 People Every Christian Should Know: Learning from the Spiritual Giants of the Faith*. Grand Rapids: Baker Books, 2009. Print.

² Paraphrased from PJ Achtemeier, *Harper's Bible Dictionary* (San Francisco: Harper & Row, 1985), p. 832

Why Two Courses for World History Instead of Just One?

Writing a world history course is, at best, daunting! The most reasonable method for a whole book approach was to divide this course into two time periods. While textbooks generally cover world history in one year, in contrast, we desire your student to go much deeper preferring the satisfying feast that whole books provide when compared to “textbook tapas.” This course will involve the Ancients through the Renaissance & Reformation, and World History II will begin with Colonization and progress through the Modern period.

Trying to cover the history of the world in one year also tends to give the Ancients period short shrift. Dividing world history into two years allows for a much more complete study of this fascinating foundational period. Because we see history as authored by God, our first history book is the Old Testament. During Unit I, your students will have the opportunity to read through most of the historical sections of the Old Testament. Additionally, several assignment choices provide greater immersion and in depth study of the Old Testament than is generally offered in a world history course. We suggest you consider this opportunity to help move your student from a childhood familiarity of Sunday School Bible stories to an adult understanding of the Old Testament as history.

In addition to providing a more in depth view of history, we believe that reading whole, living books will give students a more engaging presentation of history. A further benefit of studying history using whole books is that your student's reading skills are bound to improve, along with his or her vocabulary. Studying history in this manner also provides an abundance of opportunities for integrating writing, verbal skills, higher level thinking and projects.

To round out your student's understanding of world history, we encourage you to also require that your student:

1. Complete one or more of our **Ongoing “Tie it All Together” Assignments** for the year.
2. Research and write about the **Mini-research Topics** from Appendix B provided each quarter.

Who Should Take This Course?

World History courses might prove a challenging course for early high school students because they encompass a longer span of time with a proliferation of more unfamiliar events when compared with American History. As well, there is quite a bit of reading, especially compared with some textbook-based courses. For those reasons, we recommend saving World History courses for junior and senior high grade levels.

Moreover, it would be useful to evaluate the other courses planned for the same year as World History in terms of how many total pages of reading that would be required of your student. This course requires approximately 3000 pages of reading, not including any extra reading for Honors. The breakdown for semesters is as follows: first semester: 1380 pages, second semester: 1684 pages.

Our high school history courses require ample amounts of writing and it is assumed that your student is familiar with and practicing the basics of composition at the high school level, including writing well-developed paragraphs using transitional phrases, listing of bibliographical sources in the correct format, using footnotes as needed and self-editing. If your student isn't quite there yet, it would be beneficial for him or her to complete our **Essays Styles** course prior to or concurrently with World History I or II. If a student attempts this course without previous essay writing instruction, he or she may find the essay assignments overly challenging. For your convenience we have included some basic information about the writing required in this curriculum under the "Concerning Writing" section.

Why is the "Lessons in Leadership" Subtitle?

We at Train up a Child Publishing™ strongly believe that one of the crucial goals of homeschooling is character-training. This course offers parents a unique opportunity to study leadership as a "side-note" of world history, and we hope that by examining leaders of the past your student will begin to develop a personal picture of effective leadership. If that is a concept you have thoroughly covered at home or don't deem pertinent to a world history course, please feel free to choose other assignments.

Sample continues with section from Unit I

First Quarter: Ancients I³

Ancients I - General Assignment Choices

1. Period Overview

We recommend oral narration to ensure that the main points of the overview have been understood. Understanding the length of these period overviews, it would be more realistic to have your student give a short narration over many or some sections rather than all of them, especially if your student is not accustomed to oral narration. Alternatively, you may want to discuss the overview with your student or ask him about the parts he found most interesting to check comprehension.

³ The Ancients I unit covers the historical portions of the Old Testament. Choose the Bible translation that you prefer. See the chart in Appendix H for the passages for this unit; depending upon your student's reading ability and what other course reading you will be requiring this semester, consider choosing to begin the reading in the summer before your student begins this class. See further discussion of this in Appendix I.

Alternatively, having your student take reading notes over the overview is another way to insure she comprehends the material as well as allowing her to practice a useful skill, especially if she is college bound.

Answers to questions:

- Civilization: a culture in which a high level of development has occurred; activity is no longer centered upon mere survival. Some citizens grow food, others provide goods and services (often called "job specialization"); individuals buy, sell or trade for what they need. Written records are usually kept, science and technology provides conveniences and a certain level of comfort, many people reside in cities rather than spread out in rural areas, citizens have some sort of governing body
- Commonalities:
 - natural geographic barriers to defend against invaders (Egypt, Indus Valley, Greece)
 - nearby body of water for drinking, crop cultivation (Egypt, China, Greece, Rome, South Pacific Islanders)
- Necessities before a civilization can grow and develop:
 - Nearby water
 - Natural geographic barriers providing an element of safety
 - Area allows for cultivation of enough food to support culture and allow for job specialization

2. Mini-Research Topics

We suggest you review the Mini-Research Topics Rubric located in Appendix C in the World History I curriculum and reinforce the basic requirements for completing this assignment correctly. Use the rubric in Appendix C in the World History I curriculum to calculate a grade for this assignment.

3. Expository Essay about Ancient Culture

Use the rubric in Appendix C – Ancients I rubrics of the World History I curriculum designed for this assignment to calculate a grade.

Should you decide to assign this as an oral presentation, we recommend you evaluate it using these percentages:

- Preparedness of material to be presented 25%
 - Presentation of material including eye contact, smooth speech patterns and organized speaking 25%
 - Clear articulation 15%
-

- Topic is well represented by content of material 35%

4. Code of Hammurabi

This would be an appropriate pass/fail grade requiring that your student has taken a sufficient amount of notes to demonstrate familiarity both with the Code and its author. Encourage active discussion with these types of assignments. If you have a student that does not like to participate in discussions, perhaps he or she would rather write an essay. 😊

Distinctives of the Code*:

- The Code was the earliest recorded organized, legal **system**, with a total of 282 laws. (There were earlier records found that indicate earlier 'published' laws, but the Code is a complete system of laws designed to provide a peaceful coexistence of a large group of people, telling them what was expected of them in terms of their relationships with others and what the penalties would be for infractions.)
- It protected rights of the weak, women, widows and orphans
- It was recopied and used for at least 1500 years⁴

*Note that your student will not necessarily have the same information. You are just evaluating that your student indeed read the code and responded with what was considered interesting or unusual. Hammurabi created the code in 1750 B.C., in a successful attempt to unify a culturally diverse group of people under one system of laws that covered many aspects of daily life including commerce, family life, legal relationships governing different social classes and protection of the weaker members of society. Some consider Hammurabi to have been a great leader during ancient times and his Code to be one of the most valuable contributions to the ancient world.

5. Seven Wonders

In weighing the grade for this assignment, we recommend the following percentage or points based on a 100 point scale to evaluate paragraphs:

- Complete information about each of the Seven Wonders 60%
- Well-developed paragraphs with clear topic sentences and supporting points 30%
- Grammar, punctuation and spelling 10%

For an oral presentation, evaluate using the General Oral Presentation Rubric located in Appendix C in the World History Curriculum.

For a descriptive essay, use the General Descriptive Essay Rubric located in Appendix C in the World History I curriculum.

⁴ Rev. Claude Herman Walter Johns, "The Code of Hammurabi," The Avalon Project: Babylonian Law.
<http://avalon.law.yale.edu/ancient/hammpre.asp>, accessed on 6/14/13.

If you desire or need information regarding the seven wonders, you may refer to this site:
<http://www.history.com/topics/seven-ancient-wonders-of-the-world>.

6. Multi-media Presentation on Ancient Culture

Use the rubric for this assignment found in the Ancients I rubrics in Appendix C in the World History I curriculum to explain and evaluate this assignment.

Ancients I – The Bible Assignment Choices

1. Categorizing Old Testament Books

This assignment would be appropriate for a pass/fail grade. To pass the first part of the assignment, your student must correctly categorize the books of the Old Testament as in the answer key in Appendix G of the World History I curriculum. The second part of this assignment is to memorize the books under each category. You may choose to grade each part of the assignment separately - you could give a pass/fail grade for the second part as well, or have your student continue working until the books were memorized.

2. Major Events per Historical Period

The answer key for this assignment is located in Appendix A of this publication. Your student need not have the exact answers as in the key; however, all major events should be included. Pass/fail would be appropriate way to evaluate this assignment.

3. Flood Comparison/Contrast Chart or Comparison/Contrast Essay

A sample graphic organizer in Appendix A of this publication as an example of the chart your student might use, with the first few references filled out for the biblical account. In weighing the grade we recommend the following percentage or points based on a 100 point scale:

- Several points of comparison/contrast were charted between the accounts 45%
- Two other cultures' flood stories were used along with the Biblical account, and biblical references were included for the biblical account 45%
- Grammar, punctuation and spelling 10%

If your student is writing the comparison/contrast essay instead, we recommend using the rubric in Appendix C- Ancients I section of the World History I curriculum that has been designed for this assignment. Follow the directions for using a rubric in order to calculate a numerical grade for your student.

4. Plague Illustration

We recommend using the rubric designed for this assignment located in the Ancients I section of Appendix C in the World History I curriculum. Follow the directions for using a rubric in order to calculate a numerical grade for your student.

This is the end of the World History I Teacher's Guide Sample. (Note that although the sample is in color, the book is printed in black and white.)

I hope you're as excited as me about this course and Teacher's Guide! If you have more questions, read more about the World History I course [here](#) or contact us at infodesk@trainupachildpub.com.

To learn more about us and get two helpful FREE e-books, check [here](#).

Thanks for reading! ☺

