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## World History I: Ancients through the Renaissance & Reformation Lessons in Leadership

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# Introduction

## *Why Should We Study World History, Anyway?*

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.<sup>1</sup> 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

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

*Warren Wiersbe*

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 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, and of their world.<sup>2</sup>

<sup>1</sup> 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.

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

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### *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 students to go much deeper. We prefer the satisfying feast that whole books provide when compared to “textbook tapas.” This course will traverse 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 and foundational period. Because we see history as authored by God, our first history book is the Old Testament. During Unit I, 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, so if the Old Testament has consisted mainly as a series of “stories” heard in Sunday School, we urge that it be presented as the history book that it actually is.

In addition to providing a more in depth view of history, we believe that reading living books is considerably more stimulating than your typical textbook. A further benefit of studying history using whole books is that students' reading skills are bound to improve, along with their vocabulary.

To round out high school scholars' understanding of world history, we encourage them to complete a few **ongoing (throughout the course) assignments**, such as a timeline or notebooking project, in addition to researching and writing about the **mini-research topics** from Appendix B provided each quarter.

To the Student:

### *Our Goals for You*

Additional goals for you as you complete this World History I course are for you to gain:

- a greater love for reading and history
- improved critical and analytical thinking ability
- the capacity to better comprehend the significance of historical people and events through reflection, narration, discussion and writing
- an enhanced knowledge of our world's chronological history

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- increased skills related to researching, organizing, writing and editing
- improved oral narration and verbal skills
- overall confidence in reading and understanding historical works
- a greater ability to see the flow of history and understand how people and events have impacted and shaped the world we live in today
- an understanding of the characteristics of exemplary and poor leadership

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This sample of the Introduction is followed by excerpts from the Teacher's Notes

### Assignments

You are not intended to do all of the assignments listed under each book selection! Your teacher, or you and your teacher, will decide which assignments you will complete; perhaps one to three assignments per book. *Make sure you know exactly what you are supposed to do for each assignment and how your teacher will evaluate you.* If you are not clear about something, ask about it! Repeating the instructions back to your teacher is a useful way to assess whether your teacher has given you all the necessary details and you fully understand an assignment.

As you study history, consider your natural interests and abilities. It is valid and perfectly reasonable to look at history through the lens of music, art, architecture, and/or drama, if those are special interests. In this curriculum we have attempted to include assignments that allow for interests and abilities in notebooking/scrapbooking, illustration, model-building, cooking, event-planning and even one or two that call for costume design.

Additionally, if you would occasionally rather prepare an oral or multi-media presentation than write an essay, or add a visual component to an assignment, ask if that would be permissible. Make suggestions.

Although we want to make this course as engaging as we can, it is equally important that you learn to articulate your thoughts on paper. Optimally, you will have a balance of assignments that include taking reading notes in preparation for discussion, short, multi-paragraph answers, oral presentations, at *least* one multi-media presentation and, at a *minimum*, one of each of the examples of essays described – besides any hands-on projects. A balance of different types of assignments will provide you the most well-rounded world history course.

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### *Vocabulary*

Your teacher may or may not add a vocabulary component to your assignments and reading. Whether it is added or not, getting into the habit of noting unknown words is an excellent habit and will benefit you in the following ways:

- Studying vocabulary related to a specific work often will help you understand it better
- Higher level vocabulary study offers you excellent preparation for the PSAT and SAT
- Having a higher level vocabulary will help you to communicate better both verbally and in writing.

An easy way to learn new words is to just draw a quick circle with a pencil around new words as you come to them either in the curriculum or in your reading assignments. At the end of each day's reading, go back and list the words on a computer document, then cut and paste in the definitions from a dictionary program. You will be expected to know or learn the words in **bold type** in the curriculum.

Scan through the list daily, or at least a few times a week – often enough to learn and remember the words. If you prefer using note cards, write the words on one side and either write or cut-and-paste definitions on the other. (Your teacher may orally quiz you on the words from the curriculum during and at the end of each unit.)

### **Concerning Writing**

Writing about what one is reading is one of the most effective ways to learn. The effort and analysis involved in written narration and in crafting the different types of essays required in this curriculum will develop your ability to process and evaluate information more effectively. The following information is included as a reminder of what the essay writing in this course will entail.

### *The Process of Writing*

Understanding the process of writing is essential for completing many of the assignments in this course. With each style of essay, you will be required to do the following:

- Take sufficient notes to complete the essay
- Write a thesis statement
- Create an outline
- Use the outline to write an essay usually five to eight paragraphs in length

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- Use a checklist to self-edit writing
- Write multiple drafts that improve with each effort
- Complete a final draft that demonstrates knowledge of the essay style, content and writing skills

It is imperative that you complete every step of the writing process. Even if you believe you are talented enough to write an essay without an outline (and not many students demonstrate such ability), it is essential for you to develop this skill for more challenging work in the future. Initially, your teacher will evaluate each step of the process to make sure that you are completing it thoroughly and correctly. We recommend that you turn in outlines along with essay drafts, and with the final copy of the essay, as well.

### Essay Styles

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Any of the following five styles of essays may be required to complete the written assignments in this curriculum:

- **Expository** – often considered the easiest, this essay teaches or explains about someone or something and often involves additional research.
- **Descriptive** – exactly as it sounds, this essay type describes someone or something, often using many **sensory** (relating to touch, sight, taste, smell, hearing, etc.) details.
- **Narrative** – recounts an event or story, most often written in first person using “I.”
- **Persuasive** – a style that is used to argue a specific point with strong support.
- **Comparison/contrast** – an essay that explains the similarities and differences of two or more ideas, people or things.

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### Understanding the Units


**Each of the World History units covers one quarter, or nine weeks, of the school year.** We chose this design to best execute assignments and related skills. You will need to read more than one book at a time in order to complete World History I or II in a single year.

*Make sure to note the abbreviations in bold type listed before each numbered assignment choice to determine when an assignment is best completed in relation to the reading for that assignment.*

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### *The Abbreviation Key to Assignments*

- **OG** – Ongoing, meaning that the assignment will be worked on throughout the unit or the year and completed by the end of the unit or the course
- **PR** – The assignment is completed **P**rior to the **R**eading
- **AR** – The assignment is completed **A**long with the **R**eading
- **FR** – The assignment is completed **F**ollowing the **R**eading

Also, pay particular attention to who is to read each section of the curriculum, as some sections are written to your teacher, some are to be read by both you and your teacher, and some are written directly to you. For clarity, the sections written directly to you will be indicated throughout the curriculum by a light bulb like this:  at the beginning of the section.

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### Sample of the beginning of Unit 1 including a portion of the Ancients I Period Overview

## First Quarter

Ancients I – Creation through approximately 100 B.C.

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### Ancients I Book List

We recommend using the following books for this nine week<sup>3</sup> unit:

1. **The Holy Bible** (Old Testament) – *please choose the translation you prefer. Note that we will not be reading the entire Old Testament, but concentrating on the historical sections. See the chart in Appendix H for the passages read in this unit.*

- Reading level: Less challenging to challenging, depending upon the translation used and your familiarity with the Old Testament.
- Amount of reading: About 434<sup>4</sup> pages

### 2. **Temples, Tombs & Hieroglyphs: a Popular History of Ancient Egypt**

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<sup>3</sup> You may begin reading in the summer to get a head's up on the reading and give you less to read per week. (Don't forget to ask what assignment(s) you will be expected to complete as you read.)

<sup>4</sup> The number of pages was derived from a 1986 NIV Bible without study notes.



## Sample of World History I: Ancients through the Renaissance & Reformation

by Barbara Mertz ISBN 9780061252761

- Reading level: Less challenging, and, with the author's entertaining style, quite readable
- Amount of reading: 308 pages

### 3. **China: Its History and Culture** by W. Scott Morton and Charlton M. Lewis

ISBN 0071412794

- We are reading the first ten chapters in World History I and chapters 11-19 in World History II.
- Reading level: More challenging due to detailed subject matter
- Amount of reading: We will read 80 pages in this unit

### Honors Selections

*Note: these books are optional, not included in the page totals above, and are read at the discretion of your teacher.*

#### 1. **A House for My Name** by Peter J. Leithart

This is an excellent though somewhat scholarly book containing analysis of literary features of the Bible as well as historical events, appropriate for a World Literature or World History course. It is most effective for students (and teachers) who already have a competent working knowledge of the Old Testament. There are study questions at the end of each section of reading, the completion of which we have included as one of our Honors assignment choices in this unit. (The answers to the study questions are included in the downloadable *Teacher's Guide* that accompanied the purchase of this course.)

#### 2. **The History of the Ancient World** by Susan Wise Bauer

This is a comprehensive, quite lengthy book that covers the time periods of Ancients I and II. We would recommend this book only for very advanced readers, unless it is assigned as summer reading prior to taking this course, as there is already an abundance of reading in this curriculum for most students. Note that the author is an 'old earth' proponent.

#### 3. **The Analects\*** by Confucius

This is a wonderful introduction to the philosophy of Confucius. Although appearing quite lengthy, the edition we have on our book pages under World History I includes both the Chinese and the English translations.

*\*Note that there is an honors assignment in the last quarter of this course that requires this book to be read and compared with another book read later. If you assign this book now, please read the honors assignments in Unit #4 so you can decide whether or not your student should take the required notes as he reads this book.*

## Ancients I Objectives

Historical:

## Sample of World History I: Ancients through the Renaissance & Reformation

1. Consider the characteristics of a “civilization” and what conditions exist that allow a civilization to exist and flourish.
2. Understand that the Old Testament is not just a series of moral stories; rather, it is an account of actual historical events.
3. Develop an overview of Old Testament history, especially as it pertains to the Israelite people.
4. Learn about the Egyptian civilization including its geography, leaders, religion and beliefs and practices concerning the ‘afterlife.’
5. Develop an understanding of several other ancient civilizations, including their governments, leaders, religions and geography.
6. Discover the dynasties of Ancient China and learn the unique characteristics of each.
7. Evaluate characteristics of exemplary leadership while reading about various leaders during this unit’s reading.

### Language/Other Subject Connections:

1. Memorize the books of the Old Testament and know in which category (Books of the Law, Books of History, Books of Poetry, Books of the Major Prophets and Books of the Minor Prophets) each book belongs.
2. Using the Biblical account for comparison, research and learn about flood stories in the literature of other ancient cultures.
3. Practice taking reading notes and providing oral and written narrations.
4. Learn about the history of language and the alphabet.
5. Read about artistic advances in Ancient China.
6. Learn to prepare or practice preparing a multi-media presentation.

### Honors Objectives

1. Write an analysis of a major historical character in the Old Testament.
2. Develop a more complete understanding of the themes, concepts and symbolism of the Old Testament.
3. Compare and contrast an Egyptian pharaoh with a Biblical leader.
4. Compare and contrast Confucius’ ideal man with a biblical wise man according to the book of Proverbs.

### **Final Note**

With the exception of what we know from God’s Word, understand that information presented about the ancient world is sketchy, for two reasons:

- There are few **primary sources** (letters, diaries, legal documents, photographs and other documents created during the actual time period in history being studied) to rely upon for an accurate portrayal of people and events of this period.
- Archaeologists, **philologists** (those who study ancient languages) and **cultural anthropologists** (those who study ancient texts) are constantly at work deciphering, translating and revising the current body of knowledge about this period. For that

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reason, there are differing opinions between historians on dates, names and most everything else during the Ancients period!



### Ancients I Period Overview

This period covers from Creation to roughly 100 B.C. – at least 5,000 years (and some believe *many* more). Realizing that written records were unavailable and/or incomplete during much of this time period, the dates that are given are suggested, not carved in stone; and, because of the scarcity of solid records we have omitted a number of cultures that lived during the Ancients I period.

*As you are reading, note the circumstances present, if mentioned, that allowed for the growth of a civilization.*

#### Creation

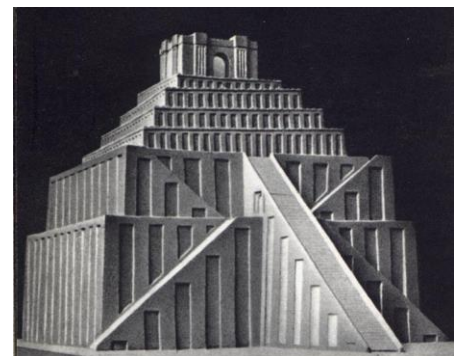
*In the beginning, God created the heavens and the earth.* Gen. 1:1. While we usually agree on this particular fact, **Christians** often disagree on the details of exactly when Creation occurred and how long the process lasted. Young Earth **Creationists** interpret the Creation story literally and believe that Creation occurred in six, 24 hour periods. Old Earth Creationists believe that the days of Creation were not 24 hour days, but ages of differing numbers of years. There are sincere, respectable and knowledgeable Christians of both opinions.

Whichever belief your family holds, you should recognize that Christians have different understandings of the timing of Creation as well as other areas of Scripture. As believers our goal is to study the Bible and be like the Bereans, who *searched out the Scriptures daily to see if what they had heard was true.* (Acts 17:11) Rather than letting differing opinions on Creation and Scripture in general be divisive, we must remember that *all believers are members of one body, each with a different purpose, but all existing in order to build up the body in love.* (Ephesians 4:16)

We suggest you utilize the Bible to learn about ancient history. We underscore that the Bible is history. It is HIS-story, because it is God's revelation to mankind: it is not only a record of ancient history, but it is also God's revelation of His Son, Jesus Christ.

#### Mesopotamia

The first 38 chapters in the book of Genesis replicate much of what is described from other ancient sources about Mesopotamian life. The Garden of Eden was located in or nearby Mesopotamia, as was the Tower of Babel, which was probably a **ziggurat**. Mesopotamia was also the birthplace of Abram (later changed to Abraham), in Ur. Other biblical **patriarchs** either lived or found their wives in this area. The Genesis account of how families related to one another, the raising of cattle and sheep, the geography, construction methods and many other aspects of daily life are in



**Sumerian Ziggurat**

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agreement with other Mesopotamian records.

In contrast, historians at one time assumed the Great Flood account of Genesis was copied from Mesopotamian literature, specifically, from *The Epic of Gilgamesh*. But because of the substantial differences between the two accounts, it is now thought that the biblical and Mesopotamian narratives arose separately from the same geographic event, which took place approximately 2350 B.C.

One of the oldest documents ever found is a Sumerian 'king list.' By comparing the Sumerian list with other such lists and even the literature, stories and legends of other people groups inhabiting the same area at the same times, historians can often sort out fact from fiction (although the details are certainly not clear). Gilgamesh, the colorful protagonist of *The Epic of Gilgamesh*, was thought to have been an actual Mesopotamian king of the city of Uruk.

Despite the disagreement of many Egyptologists, Sumerians are commonly credited as the people group who invented writing, about 3000 B.C. Their marking system, using a wedge-shaped stylus to imprint wet clay, was called **cuneiform**. Over a period of time this system evolved to include **pictograms** that eventually stood for particular sounds.

The people groups of this general **Fertile Crescent**/Middle East area included the Israelites, Sumerians, Phoenicians, Assyrians, Babylonians, Akkadians, Elamites, Amorites as well as many others. Realizing that this time period covered thousands of years, we understand that there was an ebb and flow of many other tribal peoples immigrating into, rising to dominance and emigrating from this same geographic area.

### The Ancient Israelites

After the Great Flood of Genesis Chapter Six, Noah's sons, Japheth, Ham and Shem, with their wives, were tasked by God to subdue and repopulate the earth. All of the current day races descend from one of Noah's three sons.

One of Shem's descendants, Abram, is considered the father of the Israelite nation and the first of its Patriarchs. The period of the Patriarchs spans from the birth of Abram to the death of Jacob (later renamed Israel).

Standing apart from most other ancient peoples because of their **monotheistic** beliefs, the Israelites had strict rules of living: what they ate and how they prepared it, whom they could marry, and how they were to worship. One of the characteristics of the Israelites is that they did not intermarry with or become allies of other peoples; instead they remained separate; or as the Bible often states, "set apart."

A few hundred years after the Great Flood, the Israelites, as a result of a severe famine, migrated to Egypt where they were to stay for the next 400 years. Using Moses and his brother Aaron, God set the Israelites free from their eventual slavery to the Egyptians in the dramatic *Exodus*. After wandering in the desert for 40 years, it was Joshua who finally led the Israelites into the Promised Land, where each of the 12 tribes was allotted a specific portion of land they were to conquer and cultivate.

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After the period of the *Judges*, a time of cyclical rebelliousness by Israel and deliverance from God, Israel decided it wanted to be like the foreign nations it had conquered and have an earthly king. Under protest the prophet Samuel anointed Saul as Israel's first king, followed by David, the writer of many of the Bible's psalms, and then his son, Solomon.

As a result of human frailty and sin and God's judgment, eventually Israel was divided into two nations, the Northern and the Southern Kingdoms, and ultimately each nation was taken captive by foreign powers.

### Ancient Egypt

It is believed that the first settlers of Ancient Egypt were descendants of Ham's son, Mizraim. In fact, the ancient Arabic name for Egypt is *Mizraim*. With the Mediterranean Sea to the north and the desert to the east, south and west, the geography of Ancient Egypt provided a natural barrier to outside invaders. The Nile River with its yearly floods, called *The Inundation* by the early Egyptians, kept the soil of the Nile Valley rich and healthy, providing vast opportunities for agriculture. Other than the annual flooding, Egypt is noted for its hot, dry climate – ideal for preserving a treasure trove of ancient **relics** for **posterity**. We know substantially more about Ancient Egypt than most of the other early cultures that existed at the same time because of its countless, well-preserved archeological remains.

Egypt is naturally divided into two parts: Upper Egypt, which is actually the southern part of the country, but of a higher elevation, causing the Nile River to flow south to north, and Lower Egypt, including the delta area to the north. Beginning the first **dynasty**, Menes united the two parts of Egypt under his rule in 3100 B.C. He declared himself the son of Ra, the sun god, and the people called him *Pharaoh*, meaning "great house." Establishing himself as the son of a god gave Menes absolute rule over every Egyptian. This claim of **divine origin** was perpetuated throughout the line of Pharaohs and adopted by leaders of many other countries, as well, for hundreds of years.

The Egyptian culture abounded with scientific and technological innovations, allowing the Egyptians to make their rainless land productive, communicate with one another in writing, and preserve their dead for centuries!

Egyptian pharaohs believed in life after death for themselves and whomever they chose. They built massive, hidden tombs carefully housed in pyramids. Along with the pharaohs'

mummified remains were buried representations of all that they might need in the afterlife. These tombs full of riches have been sought after by both tomb robbers and archaeologists for generations.



**Pharaoh wearing the Menes Headdress or double crown of Upper and Lower Egypt**

## Sample of World History I: Ancients through the Renaissance & Reformation

Egypt's ancient history included some fascinating characters. One of the most successful pharaohs was actually a woman, Queen Hatshepsut, who kept public order, improved trade and attempted to bring peace to Egypt after many years of war.

Several pharaohs later, Amenhotep IV took over leadership. Amazingly, he was unique from the previous **polytheistic** Egyptians and believed in only one god, Aton or Aten. Unusually, he had only one wife, Nefertiti. Amenhotep IV changed his name to Akhenaten which meant "living spirit of Aten." By altering the religious system, which usurped much of the priests' political power, he became an unpopular ruler. In fact, his reign was short-lived and he died by 'unknown means,' but before he died he wrote a hymn to Aton which has an uncanny resemblance to Psalm 104 of the Old Testament! How did his enemies deal with this **heretic** after he died? As was the Egyptian custom, they merely chiseled his name off of every monument!

The end of the Late Dynastic Period was marked by the remarkable Greek Alexander the Great, who arrived and conquered Egypt in approximately 332 B.C., incorporating Egypt into part of the now vast **Hellenistic** (Greek) world. Alexander's successors, the Ptolemy Dynasty, eventually ruled Egypt again as an independent country and restored much of its former glory.

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## Book and Assignment Choices for the Beginning of Unit 1



### Ancients I General Assignment Choices

*Note: These assignments aren't related to any one book.*

**PR, AR, FR 1.** Read the time period overview above for Ancients I. This should help you have an overall understanding of the time period – although don't be discouraged if you have difficulty remembering all of the details and cultures. Reading the books we have selected for this unit as well as researching as many of the mini-research topics as assigned will help solidify the information and people groups in your mind. Remember that Ancients I covers thousands of years!

Following your reading, be prepared to discuss or write answers to the following:

- What is a civilization?
- Did you notice any commonalities in the overview concerning the circumstances about where or how civilizations began? If so, note them.
- What do you think would be necessary for a tribe or culture to become established and grow into a civilization?

**OG 2.** Don't forget to complete work on the mini-research topics for this unit found in Appendix B, as well as any other ongoing assignment your teacher has assigned.

## Sample of World History I: Ancients through the Renaissance & Reformation

**AR 3.** Choose an ancient culture that is not a primary topic of a book we are reading during this unit. There are several groups mentioned in the historical overview if you need some ideas. Research and take notes on what you discover about the people's daily life, their art, religion, scientific and technological advancements, homes, families, diet, etc. Write a 5-8 paragraph **expository essay** about the culture you choose. *Class Hint: If you are taking this world history class with other students, you might each choose a different culture about which to write so you may all benefit from hearing about multiple cultures.* Be sure to follow the steps of the writing process (thesis statement, outline and multiple drafts) as described on page 11 and format your essay for presentation as noted on page 12. Review the grading rubric in Appendix C for this assignment so you will know how you will be evaluated. You may also choose to give an **oral presentation** about this culture rather than write an essay.

**PR 4.** Read the *Code of Hammurabi*, found here:

<http://avalon.law.yale.edu/ancient/hamframe.asp>. (Do not include the period at the end of the sentence in the link.) Make notes as you read, noting any characteristics of the Code that you feel are unusual, especially considering the time period in which it was written. After reading, research King Hammurabi. Take notes demonstrating what you learn about him. Be ready to discuss what you have learned about the Code and its author with your teacher or class.

**PR, AR, FR 5.** Research the Seven Wonders of the Ancient World. Take notes about each wonder, discovering the details of its creation including who created it; if known, why it was created and its description. Write a paragraph about each wonder. Include a graphic representation either downloaded from the Internet or one you have drawn yourself. Add this to your notebook if you are creating a notebook as a part of your world history studies this year. The Seven Wonders could also be used as the topic of an **oral presentation** or you could choose one wonder and write a **descriptive essay** about it. Be sure to follow the steps of the writing process (thesis statement, outline and multiple drafts) as described on page 11 and format your essay for presentation as noted on page 12. Review the *General Descriptive Essay* rubric in Appendix C to see how you will be evaluated.

**AR, FR 6.** Prepare a PowerPoint\* or other **multi-media presentation**, chronologically illustrating in a graphic manner the geographic growth and influence of a civilization during the Ancient I period. Choose one of the following people groups in your presentation: the Babylonians, Akkadians, Egyptians, Greeks, or Chinese. Be sure to look at the rubric in Appendix C to see what your teacher is expecting you to accomplish with this assignment and how you will be evaluated.

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*\*Teacher's Note: There are free alternatives to Microsoft PowerPoint presentation software available through OpenOffice.org and prezzi.com. As students are frequently asked to create multimedia presentations in college and beyond, this is a beneficial skill to learn in high school. If your student does not know how to do this, simply go to [www.youtube.com](http://www.youtube.com) and search under "Making a PowerPoint (or substitute the software name you choose) presentation." There are several videos that cover this topic well; we recommend you preview one to make sure it is suitable for your student.*



### *Assignment Choices for the Holy Bible*

**Book Notes:** The Bible is one big book with 66 smaller books inside. Although forty different human authors wrote its pages, the Bible was inspired by God (2 Tim. 3:16). It spans approximately 1,600 years and is divided into two sections, the Old and New Testaments.

The word **testament** means **covenant**, witness or will. The Old Testament is the account of God's promise to bless the world through His people, the Hebrews, whom we came to know later as the Israelites, and now, as the Jewish nation. The most important Blessing foreshadowed in the Old Testament is clearly revealed in the New: Jesus, Whom God sent into the world to redeem it from sin.

The Bible helps us become acquainted with and teaches us about God, the Father, His Son, Jesus and the Holy Spirit. In addition to the Old Testament tracing the history of the Israelites, it also offers the reader much wisdom and instruction about the way we are to live. We are going to focus primarily on the historical aspects of the Bible in this course.

*Note to students and teachers: We have created assignments for this book with varying degrees of difficulty to provide for students who are familiar as well as those who are not as well-acquainted with the Old Testament.*

**PR, OG 1.** Make a list of the books of the Old Testament under the following categories: Books of Law, Books of History, Books of Poetry, Books of the Major Prophets and Books of the Minor Prophets. Memorize the books in each group.

**OG 2.** Make a copy of the Old Testament Reading Assignment Chart in Appendix H. As you read your assignments, note the major events during each historical period listed in the chart. List the events in chronological order. (These would also be useful put on note cards later if your teacher decides to have you memorize these events.)

**AR 3.** Many other ancient cultures have flood stories similar to the biblical account, as mentioned in the overview for this unit. You have two choices with this assignment: Either research at least two other cultures' flood stories and complete a chart comparing and



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contrasting all three, or choose one other flood story and write a five paragraph

**comparison/contrast essay** about the Biblical Flood account and the other culture's account. If you choose to write the essay, be sure to follow the steps of the writing process (thesis statement, outline and multiple drafts) as described on page 11 and format your essay for presentation as noted on page 12. Review the grading rubric in Appendix C for this assignment so you will know how your work will be evaluated.

**AR 4. Create an illustration** of one of the plagues of Egypt, as described in the Old Testament. Use any medium you prefer. Research the plague and make your illustration as biblically accurate as possible. Along with your illustration, type out the passage of Scripture that relates to it and display them together. Make sure you check the rubric in Appendix C to see what your teacher expects from this assignment and how it will be evaluated.

**AR 5.** Research the Jewish celebration of **Passover** and the traditional Passover meal, called the **Seder**. Take detailed notes over what you discover, including what is served, the order of what is served, how the table is set, what is said during the meal and the symbolism of each food. Write a 5-8 paragraph **narrative essay** as if you were one of the participants in the festival and meal. Be sure to follow the steps of the writing process (thesis statement, outline and multiple drafts) as described on page 11 and format your essay for presentation as noted on page 12. Review the grading rubric in Appendix C for this assignment so you will know how your work will be evaluated.

**AR, OG 6.** Research and **make a model of the tabernacle** as described in the Old Testament. Allow time for research, purchasing of materials and construction. This could be a long term project, showing everything inside (without the roof) or be a shorter one if you make a small, simpler model of the outside. Label the parts and provide Scripture references as back up. Review the grading rubric in Appendix C for this assignment so you will know how your model will be evaluated.

**AR 7.** Instead of making a model in the assignment above, write a 5-8 paragraph **descriptive essay** about the tabernacle. Make sure you describe each item in the tabernacle, where it was placed and for what purpose it was used. Be sure to follow the steps of the writing process (thesis statement, outline and multiple drafts) as described on page 11 and format your essay for presentation as noted on page 12. Review the grading rubric in Appendix C for this assignment so you will know how your work will be evaluated. You may choose to make this an **oral presentation** instead of an essay. If you choose this option, you must have a detailed visual aid/illustration of the Tabernacle to accompany your presentation.

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### Assignment Choices for Temples, Tombs & Hieroglyphs

**Book Notes:** Written by an expert Egyptologist as well as a popular historical fiction writer, this very readable book gives us a fascinating picture of a culture that left behind an archaeological feast of **artifacts**. This book chronicles the life of the pharaohs and other important characters in Egyptian society and includes the results of the most recent excavations and historical research concerning Ancient Egypt.

**PR, AR 1.** Using your text and at least three outside sources, write an **expository essay** of 5-8 paragraphs describing the construction of the pyramids. Trace the technological challenges and advances from the first pyramid constructed to those that were built much later. Be sure to follow the steps of the writing process (thesis statement, outline and multiple drafts) as described on page 11 and format your essay for presentation as noted on page 12. Review the grading rubric in Appendix C for this assignment so you will know what your teacher is expecting you to accomplish with this assignment and how it will be evaluated.

**PR, AR 2.** Rather than writing an expository essay as in the assignment above, prepare to give the material as a three to five minute **oral presentation**. Prepare a visual aid to use with your presentation, such as a diagram of how a pyramid is constructed. Be sure to look at the rubric in Appendix C to see what your teacher is expecting you to accomplish with this assignment and how you will be evaluated.

**AR 3.** Choose one of the Egyptian pharaohs as well as a biblical leader of the Old Testament, such as Moses. Research both of their lives and **take notes in chart or bullet format** to demonstrate what you discover. Note their actions, how they react to different situations, their leadership style and what motivates them to behave in the ways that they do. You should have about a page of double spaced bulleted notes for each person. You may need to consult additional sources for information on the pharaoh.

**AR, FR 4.** Research the process of mummification. Take notes as you read, answering the questions 'who, what, where, why and how' in terms of the topic. From the point of view of the person doing the mummification, write a **narrative essay**, 5-8 paragraphs long, describing the process in detail. Be sure to follow the steps of the writing process (thesis statement, outline and multiple drafts) as described on page 11 and format your essay for presentation as noted on page 12. Review the grading rubric in Appendix C to see what your teacher is expecting you to accomplish with this assignment and how you will be evaluated.

*Teacher's Note: if you decide to have your student do another essay assignment for this book, you may modify this assignment to require your student take notes from his reading and be able*

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to knowledgeably discuss the mummification process using his notes rather than writing another essay.

**AR, FR 5. Make your own Jeopardy!™ Game.** As you read this book, create a board similar to the famous game show board with various categories and answers. You can do this simply by using a poster board or by making a lap book and applying matchbook folded mini-books for the answers. (For more information about how to create the matchbooks or lapbooks, see Dinah Zike's *Big Book of Books*.) To begin your project, you will need to devise categories based on your reading of this book and your research on the mini-topics that pertain to Ancient Egypt. Some suggestions include:

- Pharaohs and their Queens
- Geography and Weather of the Ancient Egypt
- The Ten Biblical Plagues
- Mummies and Mummification
- Religion and Major Gods
- Diet and Daily Life

Next, develop six questions and answers for each category. Avoid using questions like “what year...” Think about what would be important to know and remember from each category. Also, note that on the game show, the answer is displayed and the question has to be asked, so be sure to design your board this way as well and include a separate key with the questions that match the answers. For example, on your board under “Religion and Major Gods,” you might have “Considered a heretic by the Egyptian priests for worshiping only one god, Pharaoh Amenhotep changed his name to Akhenaton to honor this god.” and then on your answer sheet, you would have the correlating question, “Who was Aton?”

You can use this game to stump your friends and family and painlessly learn about history at the same time! See the rubric in Appendix C to be sure that you understand how you will be evaluated for this assignment.

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## Sample Portion from the Teacher’s Guide for World History I

## Sample of World History I: Ancients through the Renaissance & Reformation

### Using this Booklet

Our Teacher's Guide will enable you to easily evaluate your student's work from Train up a Child Publishing's World History I. The evaluation methods we recommend for each of the assignment choices in WHI are described here. These methods include:

- a pass/fail grade for a less complicated assignment or an oral narration
- a teacher's key created for a specific assignment, located in this booklet's appendix
- percentage scales allowing the more important aspects of an assignment have a corresponding weight when compared with less important aspects
- a predesigned rubric created for a particular assignment, located in Appendix C of the curriculum.
- verification that an assignment was completed correctly by checking a website link provided containing the necessary information

You will find the Teacher's Guide separated into four quarters, just as our World History I course. Each tip has been titled and numbered to correspond with each numbered assignment in WHI. Especially if you look at World History I side-by-side with this booklet, Teacher's Guide, you will have no difficulty understanding which tip applies to which assignment.

Under each quarter the tips will be in this order, following the layout of World History I:

1. *General History Assignments*: these are the assignments that apply to the time period being studied that quarter, but that are not associated with any assigned book
2. *Book Assignments (followed by a specific book title)*: these tips pertain to the assignment choices pertaining to each of the book selection read that quarter.
3. *Honors Assignments*: assignment choices suggested for Honors credit. They may pertain to one or more of the book selections for that quarter.

### Ongoing History & Geography Assignments

We suggest that you check your student's progress for ongoing assignments every two to four weeks, rather than at the end of course, to insure that appropriate work is being completed. Be sure to go over the rubrics with your student before starting any of the year-long assignments so he or she knows exactly what you expect and how the assignment will be evaluated.

We have found the easiest way to do this is to note on a calendar or set a reminder on your cell phone when to periodically check the progress of this ongoing work, but at least at the end of every unit. We have included reminders periodically in this booklet to help you. ☺

#### 1. Timeline

Use the Timeline Rubric located in the General and Ongoing Assignment Rubrics in Appendix C in the World History I curriculum both to explain and evaluate this assignment. Note that you may

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decide to combine the timeline assignment and the notebooking assignment; if so, you may use the either this rubric or the General Notebooking Rubric to evaluate this assignment.

### *2. Notebooking*

Use the Notebooking Rubric located in the General and Ongoing Assignment Rubrics in Appendix C in the World History I curriculum both to explain and evaluate this assignment.

### *3. Mini-Research Topics*

Use the Mini-Research Topics Rubric located in the General and Ongoing Assignment Rubrics in Appendix C in the World History I curriculum both to explain and evaluate this assignment.

### *4. Map Book*

Use the Map Book Rubric located in the General and Ongoing Assignment Rubrics in Appendix C in the World History I curriculum both to explain and evaluate this assignment.

### *5. Ideal Leader*

The goal of this assignment is to, first, engage your student in analysis of what makes an ideal leader as he or she reads about and identifies the leadership characteristics of a number of past leaders. The secondary goal is for your student to develop his or her own list of the characteristics of an ideal leader, and hopefully, internalize some of these characteristics.

Begin this assignment with a general discussion of leadership, especially if your student seems vague about this topic or you have never discussed this before. Give this thought before you have the discussion, and generate a short list of leadership characteristics on your own prior to the discussion. The goal is not for you to tell your student what leadership entails. The goal is for your student to identify and list these, even if you have to ask questions to prompt this type of thinking. Typical discussion prompts could include:

- What types of things come to mind when you think about leadership? (If your student makes general statements here, ask him or her to be more specific until you get to behaviors, such as, "Leaders are strong," or "Leaders make others want to follow them." It might be helpful to have a white board or paper and take notes of what your student says and/or what turns up in your mutual discussion pertaining to leadership characteristics.)
- Who are the "leaders" you've encountered in your life? (answers might include parents, teachers, youth group leaders, pastors, perhaps political leaders your student has either encountered or read about)
  - Have you had some leaders that were better than others? How did the ones you considered better act differently?
  - How did the ones you didn't consider such good leaders act?

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Following your discussion, have your student make a list of important leadership characteristics. Tell your student you will be evaluating this list during every unit, and you expect that this list to be addressed regularly throughout the reading assignments with references and examples of decent and poor leaders. (References would include the person's name and examples of positive and negative behaviors/incidences, along with the book title and pages from which the examples were derived.) This could be done in a chart format or on two different pages (i.e., "Exemplary Leadership" on one page and "Poor Leadership" on another.

### *Examples of Leadership Skills that May be Included:*

Outstanding Character  
Clear on Mission  
Has long-term vision  
Competent/expert in field  
Works well with and through others  
Excellent Communication Skills  
Inspires Confidence  
Motivates Others  
Excellent Example  
Takes responsibility  
Humility (humble)  
Compassion for others  
Courageous  
Supportive

Evaluate primarily the genuine effort given to this assignment using the following percentages:

- Active participation in at least five ongoing discussions of his list (initial discussion plus one each quarter) 10% - each discussion = 50% of overall grade
- List shows evidence each quarter of positive and negative examples given with appropriate documentation given as assigned 10% each quarter = 40% of overall grade
- Neatness and clarity of list 10%

## ***First Quarter: Ancients I<sup>5</sup>***

### ***Ancients I - General Assignment Choices***

#### ***1. Period Overview***

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<sup>5</sup> 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 you r student begins this class. See further discussion of this in Appendix I.

## Sample of World History I: Ancients through the Renaissance & Reformation

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.

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**

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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**

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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%

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- 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 years<sup>6</sup>

\*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.

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<sup>6</sup> 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.



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

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. 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.

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### 5. *Passover Narrative Essay*

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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. To ascertain that your student sufficiently researched the topic you may reference this website for verification:

<http://www.crivoice.org/seder.html#15>

### 6. *Tabernacle Model*

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This project should be evaluated both in terms of biblical accuracy and effort demonstrated in completing this project. It is not necessary that the project be perfectly accurate in scale, just that it has all the items mentioned in Scripture in the proper locations. Most study bibles have a chart or illustration of the tabernacle you may use for verification. We recommend using the rubric in the Ancients I section of Appendix C in the World History I curriculum to evaluate this assignment. Follow the directions for using a rubric in order to calculate a numerical grade for your student.

### 7. *Tabernacle Descriptive Essay*

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We recommend using the rubric designed for this assignment located in the Ancients I section of Appendix C in the World History I curriculum to evaluate this essay. Follow the directions for using a rubric in order to calculate a numerical grade for your student. Should you decide to assign this as an oral presentation instead, we recommend you evaluate it using these percentages:

- Prepared appropriate visual aid according to instructions 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%

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**This is the end of the sample of World History I! If you have any questions about this or any of our other courses, we would love to hear from you at the email address below.**