

Teacher Edition

A large, light orange compass rose graphic is centered on the page. It features a circular frame with a compass needle pointing towards the upper right. The letter 'N' is positioned at the top of the circle. Two horizontal lines intersect the center of the compass rose.

SIXTH EDITION

WORLD HISTORY

The logo for BJU Press, featuring a stylized black and white icon of an open book with a flame or light source above it.

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Part
1

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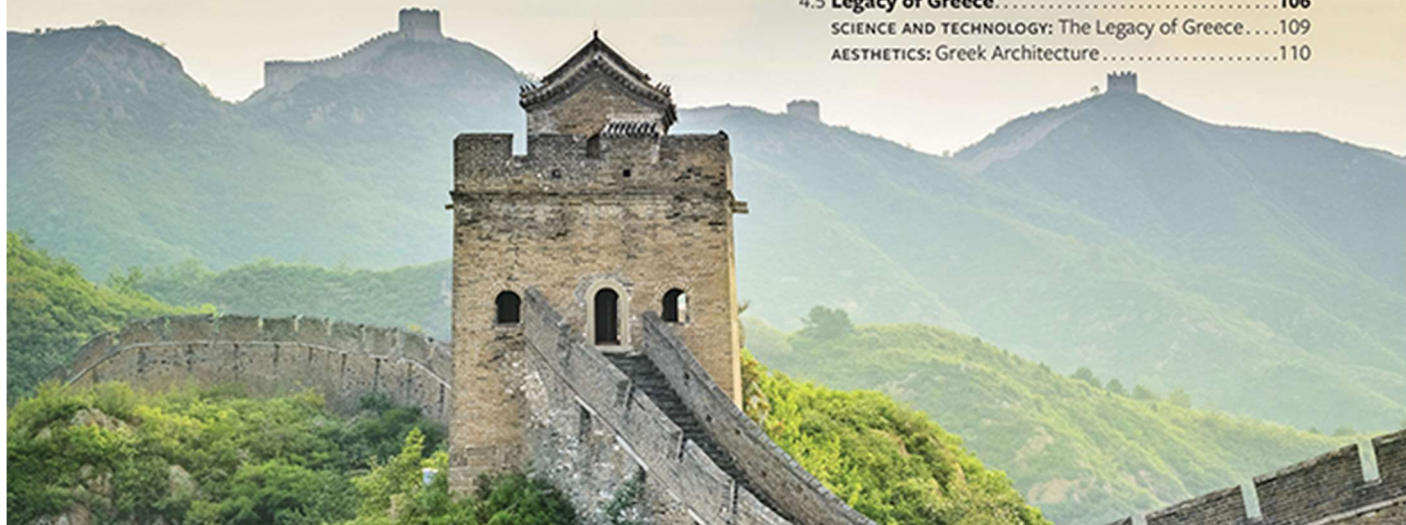
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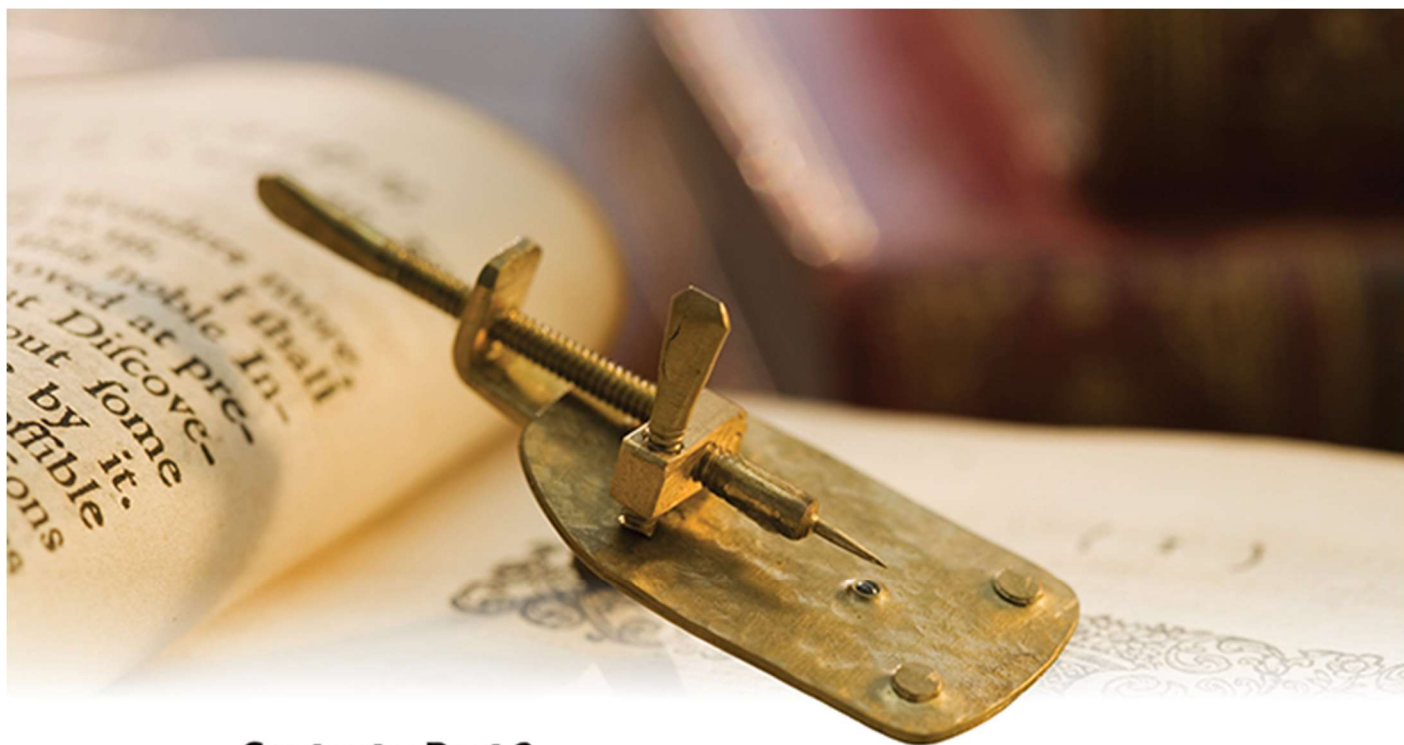
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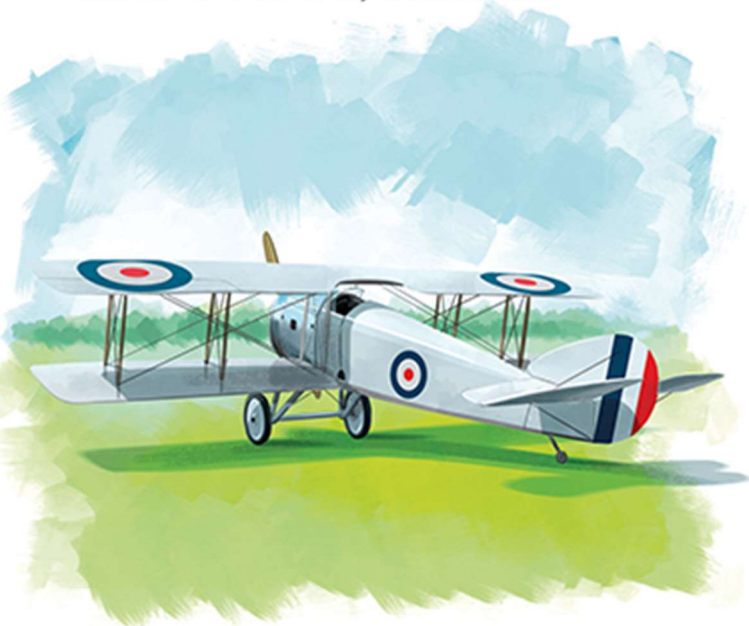
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Teacher Edition Features

The **Lesson Plan Overview** at the beginning of each chapter provides a consolidated view of the schedule, along with objectives, resources, materials, and assessments for that chapter.

Lesson Plan Overview

2 The Ancient Near East

PPT pres.: Powerpoint presentation

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
20-41	<p>2.1 Bronze Age Civilizations (2 days)</p> <p>2.1.1 Describe the major characteristics of the Ancient Near East civilizations during the Bronze Age.</p> <p>2.1.2 Evaluate power and religion in Sumer. SWK Power (evaluate) SWK Religion (evaluate)</p> <p>2.1.3 Explain the advantages and limitations of archaeology.</p> <p>2.1.4 Evaluate justice in Old Babylon. SWK Justice (evaluate)</p> <p>2.1.5 Explain how Egypt's geography shaped the development of its civilization. SWK Environment (explain)</p> <p>2.1.6 Trace the history of Egypt through the Old and Middle Kingdoms.</p> <p>2.1.7 Assess the importance of the Hebrew civilization for the development of world history.</p> <p>Hint: Analyze the problems with the Utnapishtim's flood story. SWK Religion (evaluate)</p> <p>Hint: Consider the implications of different flood stories.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none">Activity 1: Map Study: Ancient Near East (p. 15)Activity 2: History at Its Source: Epic of Gilgamesh Flood Story (pp. 17-20) <p>BUJ PRESS TROVE*</p> <ul style="list-style-type: none">Video: "Archaeology"Video: "Virtual Tours: The Great Pyramid Complex"Video: "The Late Bronze Age Collapse"Link: Animated World History MapLink: Ancient Near East Culture and the Old TestamentLink: Bronze Age SwordsLink: Polytheism in the Ancient Near EastLink: The Biblical City of BabelLink: Seeing through ClayLink: Writing CuneiformLink: How to Write CuneiformLink: Exploring Holy Land DigsLink: Archaeology and TechnologyLink: Hammurabi's Code TextLink: Egyptian ChronologyLink: HattusaLink: The Hittites in the BibleLink: AbrahamLink: ShechemLink: Division of Israel MapLink: Bronze Age Collapse and the Old TestamentPPT pres.: Section 02.1 <p>MATERIALS</p> <ul style="list-style-type: none">ClayCuneiform stylus	<p>STUDENT EDITION</p> <ul style="list-style-type: none">Reading Check QuestionsCritical Thinking Question 2.1

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

Chapter Objectives outline the knowledge and skills students should gain by the end of the chapter.

CHAPTER OVERVIEW

Chapter 1 Objectives

- 1.1 Describe the work of a historian.
- 1.2 Contrast secular accounts of human origins with the Creation account of Genesis.
- 1.3 Trace key events of early human history from Creation to the rise of nations.
- 1.4 Explain worldview themes for the course.

1 Foundations of World History

1.1 The Study of World History | 1.2 Secular Models of History | 1.3 The Beginnings of World History

Essential Questions are posed to students at the beginning of a lesson or chapter to motivate, engage, and demonstrate the relevance of the content in a way that drives the students to persevere through instruction to find the answer.

Objectives communicate specific, measurable outcomes that the students should be able to do, accomplish, or demonstrate by the end of the lesson.

Biblical Worldview Shaping Statements link an objective to its biblical worldview theme and level on the biblical worldview shaping taxonomy.

HAIS Essential Questions alert students to key ideas they will encounter in sources.

HAIS Objectives provide outcomes to measure student success in new History at Its Source activities.

Printed Resources are available from BJU Press and include materials from the Activities book.

Digital Resources are available in BJU Press Trove or AfterSchoolHelp.com and include videos and links.

Materials list physical objects and supplies needed for a lesson.

Lesson Openers provide a snapshot of the lesson's essential question, objectives, biblical worldview shaping opportunities, resources, and materials.

SECTION 5.4

Why did the Roman Republic decline?

Objectives

S.A.1 Describe circumstances and outcomes of civil wars in the late republic.

S.A.2 Analyze the actions of significant leaders in the final years of the republic.

S.A.3 Relate key events to the decline of the republic.

S.A.4 Formulate rules for good government based on lessons learned from the Roman Republic. **LEAP**

Biblical Worldview Shaping

Power, Justice (formulate): While Scripture provides divine guidance for human government, Christians also learn from history valuable lessons about exercising power to ensure justice. (S.A.4)

HAIS Essential Questions

What principles should guide private and public behavior?

Objectives

HAIS S.A.1 Relate Cicero's political experiences to his writings.

HAIS S.A.2 Analyze Cicero's intended audience and purpose for writing.

HAIS S.A.3 Summarize Cicero's views on moral duties.

HAIS S.A.4 Evaluate Cicero's views on moral duties. **LEAP**

Biblical Worldview Shaping

Community (evaluate): Pagan philosophers can rightly discern some aspects of moral responsibility in human society, but apart from a biblical worldview their understanding will always be deficient in its ultimate grounding, motivation, and goal. (HAIS S.A.4)

Printed Resources

- Activity 4: History at Its Source: On Duties
- Activity 5: Chapter Review

Digital Resource

- Video: "Julius Caesar"

Materials

- Task cards for significant leaders

GUIDING QUESTIONS

- What happened during and after civil wars in the late republic?
- How did the actions of significant leaders shape the final years of the republic?
- How did key events cause the republic to decline?
- What lessons for good government can be learned from the example of the Roman Republic?

Decline into a Dictatorship

Why did the Roman Republic decline?

In the first century BC, Rome was the greatest power in the Mediterranean world. However, during the first century before Christ, the very foundations of the republic were shaken and a Roman emperor became the ruler of Rome.

The First Civil War

Following the death of the Gracchi brothers, the common people found a new champion for their cause in Marcus Licinius Crassus. Crassus was a talented general who was elected to the consulship repeatedly to respond to various military threats against the republic. To maintain the shrinking Roman army, Crassus changed his organization, allowing the poor and landless to hold the long term of service. He also promised to soldiers a share in the spoils of war—land and money. Up to this time, soldiers served in the army out of duty to their country. Now Roman soldiers fought for financial gain rather than for a patriotic cause. As a result, soldiers' devotion to the commander of the army became greater than their devotion to Rome. This shift in loyalty would later be the undoing of Rome as generals used their armies to further their own interests rather than those of the people and the state.

Julius Caesar (73 BC) was another skilled military commander, he served under Marcus in several campaigns. He was from a patrician background and wanted to strengthen the power of the Senate. In 60 BC, he was allied with Gnaeus Pompeius Magnus, who was elected consul and he became appointed to lead the Roman army in the east. The Italian Assembly, however, rejected the leaders' choice and elected normal consuls. The consuls then disbanded Pompey's army into a full-scale civil war.

ENGAGE

THE DEVELOPMENT OF THE ROMAN REPUBLIC

Divide students into two teams for a board race to review circumstances surrounding the development of the Roman Republic. Divide the board in half. Direct team members to take turns writing as many ideas as possible related to the development of the Roman Republic. (Ideas can be taken from any of the three sections that have already been covered.) Provide a time limit for the race. The winner is the team that provides the most unique and factually accurate ideas.

INSTRUCT

THE FIRST CIVIL WAR

Guide a visual analysis of the First Civil War map to review circumstances and outcomes of civil wars in the late republic.

- Who prompted the war that broke out in 88 BC through his expansion into Asia Minor? (Mithridates VI)
- What key events occurred in 88 BC? Eastern command was given to Sulla but then to Marius. Sulla marched on Rome and reclaimed command. Marius fled to Africa.
- What were Marius and Sulla doing in 87–86 BC? Marius retook Rome and declared Sulla an enemy of the state. Meanwhile, Sulla sacked Athens and defeated the army of Mithridates VI in two decisive battles.

APPLY

BIBLICAL VIEW OF CALAMITIES

Direct students to create outlines to formulate a biblical view of calamities. The outlines could be used as the basis for papers, class presentations, or digital slide shows. The topic of the outlines should be "A Christian View of Calamities." The questions asked below can give students direction for content and biblical support.

What competing economic problems were caused by the population decline in Europe? A significant labor shortage and less demand for goods.

Clarifying Notes provide additional information that may inform the teacher's instruction.

The Problem of Evil: Pages 145–46 of BJU Press's Bible Doctrines (pp. 157–58 of the Teacher Edition) would also be a helpful resource for information on the problem of evil.

Explanation of Calamity

- Why is there suffering and death in the physical world according to Romans 5:14 and 8:22? Suffering and death are the results of sin and of the curse placed on humans and the world because of sin.
- Are calamities outside of God's control? See Isaiah 45:7. No, God's sovereignty includes the suffering that results from calamities, a suffering which God may allow for many reasons.

BATTLE OF THERMOPYLAE

The Thermopylae pass was named after nearby hot sulfur springs and was strategically located on a narrow strip of land in eastern central Greece, north of large Greek cities. Thermopylae played an important role in Greek affairs when it was chosen as the site for about seven thousand Greek soldiers (including the famous 300 Spartans) to delay the invasion of Greece in 480 BC. Blocked by a river on one side and steep mountains on the other, the Persian forces were forced to march through this narrow pass that may have been as narrow as 330 feet wide. The ensuing battle slowed the Persian advance and cost the lives of many Persians. It also provided the Greeks with much-needed time to evacuate their cities and prepare for the advancing Persian forces.

Background Notes provide enrichment information that the teacher may share with students during instruction to enhance student learning.

Teaching Strategies aligned with lesson objectives offer ideas to teach, reinforce, and assess content while promoting engagement and critical thinking.

Clarifying Notes provide additional information that may inform the teacher's instruction.

DIFFERENTIATED INSTRUCTION**Social Classes**

Direct students to create **semantic maps** to make connections between related terms. The concept of social classes is a foundational idea that students will encounter repeatedly during their study of world history. Direct students to place "social class" at the center of their maps, including a definition of the term if desired (relationships based on socioeconomic status). The rest of the maps should consist of examples of social classes from ancient, medieval, or modern history. For example, they might mention the patricians and plebeians of Rome, the castes of India, the serfs and lords of the Middle Ages, or Karl Marx's bourgeoisie and proletariat.

Differentiated Instruction provides ideas to adjust instruction to reinforce or enrich material for students.

ASSESS**CRITICAL THINKING**

Direct students to complete the Critical Thinking 14.3 question and be ready to discuss the answer.

Merchant capitalism provided a greater opportunity for individuals to gain wealth. Rather than hoarding precious metals in royal treasuries, capitalists used wealth to increase their wealth. Many benefited from this increased wealth, and the country prospered.

Formative Assessments help the teacher determine whether the students have mastered the main ideas of a lesson or whether further teaching is needed.

Chapter Review Questions

MAKING CONNECTIONS

- How did Christianism seek to improve Roman government and society? List three specific ways.
- Why did the Roman government persecute Christians? List two reasons.
- What happened at the Jerusalem Council?
- In what way could it be said that Greece compared to ancient Rome?
- What were Constantine and Theodosius unable to do?
- What are two reasons the church grew?
- What would have been the result of Christ's duty fulfilled?
- What empire was considered a "Christian king's" empire?
 - Rome
 - Byzantium
 - Spain
 - Constantinople
- What lesson did the Council of Chalcedon teach about the God of the Old Testament and the God of the New Testament?
 - Christians
 - Christians
 - Christians
 - Christians

A modern view of Hadrian's Wall in northern England



THINKING CRITICALLY

- The empire instituted the most effective persecution of Christians.
 - Diocletian
 - Nero
 - Constantine
 - Theodosius
- What did the edicts of Milan accomplish?
 - made Christianity the official religion of Rome
 - established the pope as leader of the church
 - allowed Christians the freedom of worship
 - made emperor worship illegal
- What caused the end of Western Rome?
 - barbarians
 - climate change
 - corruption
 - pestilence

THINKING CRITICALLY

- Compare Augustus and Julius Caesar.
 - Who was the best emperor during the Pax Romana? Who was the worst?
- Use Exodus 20:1, Acts 17:24, and 1 Peter 2:11 to support each Christian's refusal to worship the emperor.
- Actus taught that Christ did not always mean that the way was created by God the Father. Referring to John 1:1-4 and Colossians 2:8-10, refute this theory.
- List at least two reasons the Roman Empire declined.
- Who might have argued Rome never fell?
 - English speakers
 - Latin speakers
 - Spanish speakers
 - French speakers

Chapter Review Answers**MAKING CONNECTIONS**

- any three* He chose government officials based on ability rather than social class; he created postal, fire, and police services; he reorganized the provincial governments; he ordered a census to ensure fairer taxation; he encouraged moral behavior.
- Tiberius engaged in immoral behavior on the island of Capri.
- any two* Romans considered Christians to be social misfits because they would not participate in immoral Roman activities; they represented the Christians' fervent witness for Christ; they feared the rapid growth of the church.

- The apostles accepted that Gentiles did not have to keep the law to be saved.
- Rome adopted the Greek language and culture.
- writing defenses of Christianity
- Christ had promised it would happen, and growth was a natural consequence of the way the Christians valued life.
- Council of Nicaea
- C
- C
- A
- C
- C
- C

THINKING CRITICALLY

- Julius Caesar was a charismatic military genius who took advantage of circumstances to become dictator. Augustus enacted long-lasting reforms and built a governmental system that lasted for two hundred years, a period known as the Pax Romana.
- Students may choose Augustus Caesar (for setting up the system and being the philosopher king) or Marcus Aurelius (for being the philosopher king). For the worst, students might select Nero or Caligula.
- The first commandment is to have no other gods. Peter says in Acts 5:29 we must obey God rather than man. First Peter 2:17 says to honor the king, not worship the king. Worship belongs only to God (Exod. 20:3).
- John 1 teaches that Christ, the Word, was with God from the beginning and is God. Colossians 2:9 declares that Christ is God.
- Reasons may include political disorder, economic trouble, and moral decay.
- The Eastern Roman Empire continued for another thousand years. When that fell, Roman culture was renewed in the West during the Renaissance, and Western civilization in general is a heritage of Rome.
- Religion in their perseverance through suffering, the Christians proved their testimony true and to win the empire over to Christian teaching. Justice: The Christians taught justice by accepting punishment without fighting back, by preserving life through saving abandoned babies, and by being charitable to one another. Power: Slowly in the years after Constantine, the leaders of the church usurped the power of the emperor, and after the fall of Western Rome, the popes were in charge.

Scheduling and Tracking Accommodations

The Lesson Plan Overview suggests one day of instruction per section unless otherwise specified. The pacing and teaching strategies are merely suggestions to help you create a customized learning experience for students, based on your knowledge of each student's needs. You may find that certain strategies work better than others for a particular class. You may also find that time does not permit you to utilize all the strategies listed in the Teacher Edition. In that case, use the strategies as a menu from which to choose those you think are most essential for meeting the objectives. The Teaching Cycle includes recommended links for lesson reinforcement, and additional links to resources have been listed for enrichment opportunities.