

Lesson Plan Overview

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Bible Connections
Chapter 1: In the Beginning					
1	1–4	1–4	1	<ul style="list-style-type: none"> Identify ways historians learn about ancient people Analyze reasons that many historians find it impossible to prove when man began life on earth Defend the Bible as a reliable source that records the true origin of man Trace the evolutionist's thinking process for the development of humans Describe the abilities man had from the beginning according to the Bible Use an outline organizer 	<ul style="list-style-type: none"> History's beginning in the Bible God's inspiration of the Bible Faith in the power of God's Word God's creation of man Man's struggle against God throughout history
2	5–7	5–7	1, 3	<ul style="list-style-type: none"> Identify reasons that it is important to study ancient history Describe methods used by historians to gather and evaluate information 	<ul style="list-style-type: none"> God's plan through history A Christian worldview God in control of all things
3	8–10		4–6	<ul style="list-style-type: none"> Apply an understanding of essay vocabulary: analyze, classify, compare and contrast, evaluate, interpret, justify, predict, and trace Write an effective answer to an essay question 	
4–5	11	8		<ul style="list-style-type: none"> Practice interview skills Record the history of a person Participate in creating a class history 	
6	12	9	7	<ul style="list-style-type: none"> Differentiate between primary and secondary historical resources Evaluate the author's viewpoint 	<ul style="list-style-type: none"> Man, the climax of God's creation God's creation of man in His image Man's job given at Creation
7	13–16	10–13	2, 8–9	<ul style="list-style-type: none"> Explain the importance of Creation, the Fall, and redemption in God's plan for the world and man Describe the characteristics of a civilization Explain why religions exist worldwide Use a web organizer 	<ul style="list-style-type: none"> Disobedience and sin Each civilization's failure and its rebellion against God Rebellion of the earth against man's efforts Man's sense that God exists False religions and the rejection of God
8	17	14	10	<ul style="list-style-type: none"> Demonstrate the process used by archaeologists to draw conclusions about ancient civilizations 	
9	18–21	15–18	2, 11–13	<ul style="list-style-type: none"> Practice the E.A.R.S. strategy for listening with comprehension Trace the history of God's promise of redemption Convey how the events during and after the Flood affected future events in history 	<ul style="list-style-type: none"> God's promised redemption God's confusion of languages and scattering of His people Rise and fall of nations in accordance with God's sovereign will God's provision for man's salvation
10	22		14	<ul style="list-style-type: none"> Recall concepts and terms from Chapter 1 	

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11	22			<ul style="list-style-type: none"> Demonstrate knowledge of concepts from Chapter 1 by taking the test 	
Chapter 2: Mesopotamia					
12	25–28	19–22	15–16, 241–51	<ul style="list-style-type: none"> Trace the development of Sumer from farming villages to cities Identify the role of an archaeologist Explain how an archaeological site is excavated Analyze the importance of the work done by Sir Leonard Woolley Use a wheel and spokes organizer 	<ul style="list-style-type: none"> Shem's descendants in Mesopotamia Existence of civilizations before the Flood
13	29–31	23–25	17–18	<ul style="list-style-type: none"> Explain how the Tigris and Euphrates rivers created fertile soil Trace the development of technology used for farming Describe the techniques used to effectively control and use rivers Trace the development of Sumerian city-states Complete a Sumerian civilization web organizer 	
14–15	32	26	19	<ul style="list-style-type: none"> Gather, organize, and write information about a historical invention Design and construct a book jacket Work together in a group 	
16	33–38	27–32	17, 20	<ul style="list-style-type: none"> Categorize social classes of the Sumerian civilization Analyze the importance of trade in Sumer Describe how records were kept in Sumer Explain the various roles of artisans and buyers in Sumer 	
17	39–42	33–36	17, 21–23	<ul style="list-style-type: none"> Evaluate the role religion played in the lives of Sumerians Analyze the role of priests in Sumerian society Trace the development of kings in Sumerian city-states Compare and contrast Mesopotamian beliefs with biblical truth 	<ul style="list-style-type: none"> Mesopotamian beliefs and biblical truth Rejection of God in Mesopotamian religion Man's sense that God exists God's warning against worshiping idols Jesus as Mediator
18	43–44	37–38		<ul style="list-style-type: none"> Trace the development of written language in Mesopotamia Experience the process of writing cuneiform Make a cylinder seal 	
19	45–50	39–44, 412	17, 24–25	<ul style="list-style-type: none"> Recognize Mesopotamian contributions to math and science Give examples of the arts attributed to the Mesopotamians Compare ancient Mesopotamia to modern-day Iraq Describe daily life in Sumer 	<ul style="list-style-type: none"> Universal flood of legends and biblical truth God's condemnation of horoscopes Search for eternal life Abandoning the truth of God
20–21	51	45	26	<ul style="list-style-type: none"> Create a mosaic 	
22	52–55	46–49	27, 241–51	<ul style="list-style-type: none"> Locate on a map the site of ancient Mesopotamia, modern Iraq, Syria, and surrounding countries Analyze the rise and fall of power of the Sumerian civilization Describe the Akkadian Empire Trace the development of date systems used to record years Trace the rise of the Amorite civilization and its development into the Babylonian Empire Analyze the importance of Hammurabi 	<ul style="list-style-type: none"> Jesus' birth and the calendar Accountability in the heart and conscience Close relationship with God God's termination of the Sumerian civilization

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23	56–60	50–54	27–29, 241–51	<ul style="list-style-type: none"> Analyze the Hittite Empire Compare and contrast Hammurabi's Code with the Mosaic law Analyze the Assyrian Empire Analyze the Chaldean Empire 	<ul style="list-style-type: none"> Law of God in hearts Accountability for trusting God God's mercy to Assyria Assyria's destruction for turning from God Power of God over Nebuchadnezzar
24	61		30	<ul style="list-style-type: none"> Recall concepts and terms from Chapter 2 	
25	61			<ul style="list-style-type: none"> Demonstrate knowledge of concepts taught in Chapter 2 by taking the test 	
Chapter 3: Ancient Egypt					
26	63–66	55–58	31	<ul style="list-style-type: none"> Explain how the geography of the Nile River led to the growth of the Egyptian civilization Identify the natural barriers that discouraged invasions from other civilizations Locate Egypt, the Mediterranean Sea, the Nile River, and the Sahara on a map 	<ul style="list-style-type: none"> Egyptians as descendants of Ham God as Creator of the Nile Worship of the one true God
27	67–70	59–62	32	<ul style="list-style-type: none"> Explain how the Egyptians depended on the floodwaters of the Nile for survival Identify two ways the Nile helped the Egyptians become successful farmers Describe how God used Joseph to help the Israelites Explain how the flooding of the Nile affected taxes Explain how the flooding of the Nile led to the development of the calendar 	<ul style="list-style-type: none"> Biblical account of Egyptian famine God's love shown by giving God's blessing of those who honor Him Joseph as a servant of the Lord Joseph's demonstration of forgiveness
28	71–74	63–66	33–34, 241–51	<ul style="list-style-type: none"> Identify the two geographic regions that made up ancient Egypt Identify the largest pyramid in the valley of Giza Describe the significance of the Rosetta stone Explain how the Egyptians used papyrus 	<ul style="list-style-type: none"> False beliefs about afterlife versus biblical truth Diligence and faithfulness
29	75–76	67–68	33–35	<ul style="list-style-type: none"> Explain the mummification process Describe the history behind and the purpose for a cartouche 	<ul style="list-style-type: none"> The Christian's glorified body Temporary value of riches
30	77	69	36	<ul style="list-style-type: none"> Gain an understanding of hieroglyphs Decipher and write hieroglyphs 	
31	78–82	70–74	37–42	<ul style="list-style-type: none"> Describe the three kingdoms of ancient Egypt Describe the Hyksos Explain how God used Moses to free His people from slavery Identify the rulers discussed in this chapter and their significance to this time 	<ul style="list-style-type: none"> Freeing of Israelite slaves by Moses Plagues and Egyptian false gods Folly of false religion
32	83–88	75–79, 413	43–45	<ul style="list-style-type: none"> Describe the social pyramid of ancient Egypt Examine characteristics of Egyptian culture in daily life Identify the significance of religion to the Egyptians Contrast Egyptian beliefs with biblical truth Complete a social pyramid 	<ul style="list-style-type: none"> Egyptian beliefs and biblical truth Worship of the one true God Eternity and relationship with Christ Repentance and faith in Christ Bodily resurrection of believers Judgment of Egypt for pride and worship of false gods

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33	89	80		<ul style="list-style-type: none"> • Create a model of an Egyptian wig • Demonstrate the ability to follow directions and work in a group 	
34	90	81	46	<ul style="list-style-type: none"> • Compare and contrast two civilizations • Demonstrate the ability to follow directions and work in a group • Use a Venn diagram 	
35	91–95	82–86	47–49, 241–51	<ul style="list-style-type: none"> • Compare the Kushite civilization with the Egyptian civilization • Identify the two forms of written language that the Kushites developed • Explain how Kush became wealthy • Explain the advantages and the disadvantages of the Aswan Dam 	<ul style="list-style-type: none"> • Aswan High Dam as example of man's dominion
36	96		50	<ul style="list-style-type: none"> • Recall concepts and terms from Chapter 3 	
37	96			<ul style="list-style-type: none"> • Demonstrate knowledge of concepts from Chapter 3 by taking the test 	
Chapter 4: Ancient Israel					
38	99–103	87–91	51, 55	<ul style="list-style-type: none"> • Identify Abraham as the father of the nation of Israel • Analyze the Abrahamic and Mosaic Covenants • Trace the descendants of Abraham who received the promise • Analyze the Jews' population growth and God's protection of them during their years in Egypt • Describe the Exodus of the Israelites from Egypt • Identify causes and effects of events in Israel's early history 	<ul style="list-style-type: none"> • Abrahamic and Mosaic covenants • God's blessing of all nations through Israel • Christian's responsibility to be a light • Purpose of the Ten Commandments
39–40	104–5	92–93	51, 56	<ul style="list-style-type: none"> • Examine the purpose for the tabernacle • Analyze the construction of the tabernacle • Participate in a team research project • Make a model of and describe the purpose for the tabernacle's furnishings 	<ul style="list-style-type: none"> • Purpose of the tabernacle • Role of the Holy Spirit
41	106–8	94–95	52, 57–58	<ul style="list-style-type: none"> • Identify monotheism as the belief in one God • Recognize the importance of God's covenants with Israel • Identify the important times of worship held by the Israelites • Recognize the significance of Passover • Compare the New Testament observance of the Lord's Supper to Passover • Explore aspects of Jewish culture 	<ul style="list-style-type: none"> • Establishment of monotheism • Establishment of atonement • True atonement through Jesus Christ • Influence of laws on all aspects of life
42	109–13	96–100	52, 59–60, 241–51	<ul style="list-style-type: none"> • Analyze the dealings between God and the Israelites • Trace the developments that occurred when the Israelites entered the Promised Land • Compare the region of Israel in ancient times with the modern region • Analyze life under the leadership of judges and kings • Analyze the Davidic Covenant 	<ul style="list-style-type: none"> • Canaan conquered by Joshua • Mercy and love of God • Indwelling of the Holy Spirit within Christians
43	114	101	61	<ul style="list-style-type: none"> • Identify the costs and benefits of a decision • Record an analysis of historical decisions • Apply costs and benefits analysis to personal decision making 	<ul style="list-style-type: none"> • Disobedience of the Israelites • Saul and David as kings • Prophecy of Tyre fulfilled • Establishment of Davidic Covenant • Prophecy of a divided kingdom • God's love for sinners

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44	115–18	102–5	52–53, 62	<ul style="list-style-type: none"> Trace the division of the Israelite kingdom Evaluate the leadership of Jeroboam Evaluate the kings of the southern tribes called Judah Trace events and their influence on the lives of the Israelites in captivity 	
45	119–23	106–9	53, 63–64, 414	<ul style="list-style-type: none"> Examine a primary source cutting from the second book of Maccabees Trace the return of the Jews to Judea Describe life under the rule of the Greek Empire Analyze the importance of the Greek language Trace the events of the Maccabean Revolt 	<ul style="list-style-type: none"> Israel conquered by Assyria Destruction of Jerusalem by Nebuchadnezzar Israelites known as Jews Gentiles as part of New Covenant
46	124–27	110–13	53–54, 65–66	<ul style="list-style-type: none"> Analyze the conditions of the Jews under Roman rule Evaluate the influence of the life of Jesus Christ during the Roman rule Trace the changes in religious practices following the Jews' return from exile Reinforce map skills 	<ul style="list-style-type: none"> Greek translation of the Old Testament Humble obedience to God Fulfillment of temple-rededication prophecy Rejection of the book of Maccabees as Scripture
47	128–30	114–16	54, 67	<ul style="list-style-type: none"> Trace the changes from the Herodian dynasty to Roman rule Trace the attempts by the Zealots to overthrow Roman rule Describe the destruction of Jerusalem Describe the fall of Masada 	<ul style="list-style-type: none"> Practice of rabbinic Judaism Jesus not recognized as Messiah Completion of the Talmud Verification of Pontius Pilate as Roman governor
48	131		68	<ul style="list-style-type: none"> Recall concepts and terms for Chapter 4 	
49	131			<ul style="list-style-type: none"> Demonstrate knowledge of concepts from Chapter 4 by taking the test 	
Chapter 5: Ancient India					
50	133–37	117–21	69–70, 241–51	<ul style="list-style-type: none"> Locate ancient and modern places in India and the surrounding countries on a map Use a web organizer Infer facts about the excavation process from a photo Explain the significance of the discovery of Harappa and Mohenjo-Daro Identify key features of ancient Indian homes Identify evidences that the Harappan civilization was highly advanced Differentiate the way secular and Christian historians view ancient civilizations Identify and describe India's landforms 	<ul style="list-style-type: none"> Intelligence of ancient minds Highly developed minds in accordance with Creation Creation of man in God's image
51	138	122	71–72	<ul style="list-style-type: none"> Catalog an artifact, recording details about its appearance and location 	
52	139–41	123–25	69, 73–74, 241–51	<ul style="list-style-type: none"> Use a web organizer Recognize the importance of language translation in understanding a civilization Identify possible reasons for the disappearance of the Harappan civilization Identify characteristics of the Aryan civilization Discuss ways racism displays itself Contrast Hitler's racist views with God's view of people 	<ul style="list-style-type: none"> Reflection of religious beliefs in art Hitler's belief in the inferiority of the Jewish race God's view in the equality of races

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53	142–46	126–30	73, 75	<ul style="list-style-type: none"> • Complete a social pyramid • Contrast Hinduism with biblical truth • Detect false ideas promoted in the Rig-Veda • Recognize the importance of the group over the individual in ancient Indian culture • Contrast the ancient Indian family with the modern traditional American family • Explain how a person's caste affected his relationships and choices in life 	<ul style="list-style-type: none"> • Hinduism and biblical truth • Origin of the gospel with God • Mankind's invention of religion • Salvation not by works • Only one death for man • Control of breath and life by God
54	147–51	131–34, 415	73, 76–77	<ul style="list-style-type: none"> • Analyze the benefits or disadvantages of the caste system for members of different castes • Analyze an ancient primary source about the caste system • Trace Siddhartha Gautama's development of Buddhism • Contrast Buddhist beliefs with biblical truth • Explain why Buddhism appealed to the members of lower castes and untouchables • Compare characteristics of three religions 	<ul style="list-style-type: none"> • Buddhism and biblical truth • Unequal treatment of people as a result of sin • Righteousness and peace from God
55	152	135	78	<ul style="list-style-type: none"> • Recognize Sanskrit's influence on English • Recognize that languages influence each other as people in those language groups have contact • Identify the etymologies of several words English borrowed from Sanskrit • Write a paragraph comparing Sanskrit and English meanings 	
56	153	136	79	<ul style="list-style-type: none"> • Identify cause and effect • Recognize words writers use to signal a cause or an effect • Identify cause and effect relationships in the history of India 	
57	154–57	137–40	80–83, 241–51	<ul style="list-style-type: none"> • Use a web organizer • Explain how the Mauryan Empire began • Distinguish between positive and negative aspects of Chandragupta Maurya's rule • Identify reasons that Asoka is often considered the greatest Mauryan ruler • Explain Asoka's role in the growth of Buddhism in India's neighboring countries • Describe John Marshall's accomplishments in uncovering ancient Indian civilizations 	<ul style="list-style-type: none"> • Good works and salvation • Results of spiritual blindness • Forced religion • Promised hope for India
58	158		84	<ul style="list-style-type: none"> • Recall concepts and terms from Chapter 5 	
59	158			<ul style="list-style-type: none"> • Demonstrate knowledge of concepts from Chapter 5 by taking the test 	
Chapter 6: Ancient China					
60	161–65	141–45	85–86, 241–51	<ul style="list-style-type: none"> • Explain why the Chinese called their land the Middle Kingdom • Locate on a map the site of the ancient Chinese civilization, modern China and its regions, and the surrounding countries • Describe the geographic features of China • Identify the Huang He as being where the Shang settled • Contrast ancestor worship with biblical truth • Use a fishbone organizer 	<ul style="list-style-type: none"> • Intelligence of man from Creation • False Chinese religious beliefs • Worship of God alone • Guidance through prayer and Bible study • Honor of God above parents
61	166	146		<ul style="list-style-type: none"> • Interpret flat maps • Plan and design a relief map 	

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62	167–70	147–50	85, 87–88	<ul style="list-style-type: none"> Describe Shang achievements in the arts Locate the sources of minerals on a mineral resources map Locate the Chou dynasty and the Gobi Desert on a map Explain how the Mandate of Heaven was used to justify the Chou leaders' rebellion against the Shang Explain what happened during the Chou dynasty that makes it China's classical age Use a fishbone organizer 	<ul style="list-style-type: none"> False belief in the Mandate of Heaven
63	171–74	151–53, 416	88–89, 241–51	<ul style="list-style-type: none"> Identify kinds of classical art produced during the Chou dynasty Describe the importance of education during the Chou dynasty Identify Confucius as a philosopher who greatly influenced China Contrast Confucianism with biblical truth Analyze some of the sayings of Confucius 	<ul style="list-style-type: none"> Creation for God's glory Earthly wisdom and godly wisdom God as the true source of happiness, contentment, and joy Effect of human behavior on societal unity and harmony Confucianism and biblical truth Sin nature of man
64	175	154		<ul style="list-style-type: none"> Identify and interpret proverbs Illustrate a proverb 	<ul style="list-style-type: none"> Grace and strength from God
65	176–78	155–57	88, 90–93	<ul style="list-style-type: none"> Compare and contrast Confucianism with Taoism Contrast Taoism with biblical truth Describe Legalism as a philosophy Identify what a bureaucracy was in ancient China and relate its use in the United States today Describe the achievements of the Qin dynasty Use a fishbone organizer 	<ul style="list-style-type: none"> Biblical proverbs
66	179–82	158–61	93–96, 241–51	<ul style="list-style-type: none"> Describe the purpose and the construction of the Great Wall Describe Qin Shi Huang Ti's use of censorship and his attitude toward education Describe the terra-cotta army and its purpose Trace the use of currency in China Identify the purpose of the civil service exam in the Han government Use a fishbone organizer Identify costs and benefits 	<ul style="list-style-type: none"> God's guidance of Christians Man's creation in God's image God's control of all things Legalism, Taoism, and biblical truth Submission to authority
67	183–85	162–64	96	<ul style="list-style-type: none"> Describe the achievements of the Han dynasty Describe the use of acupuncture Explain how the seismoscope worked and identify who invented it Identify the uses of paper during the Han dynasty 	<ul style="list-style-type: none"> False beliefs about the afterlife and biblical truth Value of earthly treasures
68	186	165		<ul style="list-style-type: none"> Use a process to make paper Produce a sheet of paper 	<ul style="list-style-type: none"> Biblical stewardship of resources
69	187–89	166–68	96–99	<ul style="list-style-type: none"> Identify the problems and benefits of the Silk Road Contrast Mahayana Buddhism with biblical truth State the meaning of <i>bodhisattva</i> Describe the social changes during the Han dynasty 	<ul style="list-style-type: none"> False belief about peace and bliss Christian's glorified body Buddhism and biblical truth Salvation as the fundamental need of all people
70	190		100	<ul style="list-style-type: none"> Recall concepts and terms from Chapter 6 	

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71	190			<ul style="list-style-type: none"> • Demonstrate knowledge of concepts from Chapter 6 by taking the test 	
Chapter 7: Ancient Persia					
72	193–97	169–73	101, 241–51	<ul style="list-style-type: none"> • Locate key cities and geographic features of ancient Persia on a modern map • Describe the origin of the Persian Empire • Identify the two empires that Cyrus overthrew before establishing the Persian Empire • Relate Daniel 5 to the fall of the Chaldean Empire • Relate the Cyrus Cylinder to the biblical account of Israel's return to its land • Compare the extent of Cyrus's empire with the extent of Darius's empire 	<ul style="list-style-type: none"> • Daniel's role in Persian history • Truth of prophecy • God's use of the ungodly to accomplish His purposes • Freedom of Israelites granted by Cyrus II • Supporting biblical accounts by artifacts
73	198–202	174–78	102–5	<ul style="list-style-type: none"> • Recognize God's authority to determine an empire's rise and fall • Identify the first three rulers of the Achaemenid period in Persia • Explain the reasons for the growth of trade in the Persian Empire • Identify ways that Darius organized, connected, and protected his empire • Identify qualities of a good historian • Evaluate the value of Herodotus's work as a historian 	<ul style="list-style-type: none"> • Divine direction in the rise and fall of nations
74	203–6	179–82	102, 106	<ul style="list-style-type: none"> • Identify the common language of the Persian Empire • Infer information about the ancient Persians from depictions of them in artwork • Recognize the importance of the Behistun carvings in deciphering ancient cuneiform • Contrast Zoroastrianism with biblical truth • Identify the role of Darius in God's plan for the Israelites' restoration of the temple 	<ul style="list-style-type: none"> • Aramaic as a language of the Old Testament • Zoroastrianism and biblical truth • Visit at Christ's birth by Persian priests called magi • Darius's role in rebuilding the Jewish temple
75	207	183		<ul style="list-style-type: none"> • Apply knowledge of history to an archaeological find • Describe an artifact as precisely as possible • Infer uses of an artifact based on its design 	
76	208–10	184–86	102, 107–8	<ul style="list-style-type: none"> • Determine the major cause for the Persian Wars • Describe the major events and outcome of each battle of the Persian Wars • Identify major figures in each battle of the Persian Wars • Identify and trace the routes used by a military force on a map • Differentiate between historical fact and legend 	
77	211	187		<ul style="list-style-type: none"> • Conduct research on a battle from the Persian Wars • Design an annotated map • Present the completed map 	
78	212–13	188–89	109	<ul style="list-style-type: none"> • Place the biblical story of Esther in its historical context • Recognize God's providential use of Esther in His plan to deliver the Jews • Create an artist's rendering of the palace room described in Esther 1:5–6 • Analyze how the renderings help interpret the biblical description 	<ul style="list-style-type: none"> • Story of Esther in historical context • Art based on biblical description
79	214–18	190–94	102, 110–11	<ul style="list-style-type: none"> • Describe the way God used the Persian king Artaxerxes in His plan for the nation of Israel • Identify reasons for the decline of the Persian Empire • Explain Alexander's role in the fall of the empire • Trace the value given to Persian culture through the Seleucid, Parthian, and Sassanid periods • Compare the rule of the Sassanids with the rule of the Achaemenids and the Parthians 	<ul style="list-style-type: none"> • God's use of Artaxerxes • Jesus' visit to the restored temple • Introduction of Islam by Arab invaders

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80	219		112	<ul style="list-style-type: none"> Recall concepts and terms from Chapter 7 	
81	219			<ul style="list-style-type: none"> Demonstrate knowledge of concepts from Chapter 7 by taking the test 	
Chapter 8: Ancient Greece					
82	221–25	195–99	113, 115, 241–51	<ul style="list-style-type: none"> Use a web to describe the location of places on a map Explain why the classical age of Greece is described as glorious Explain the influence of the land on Greek occupations Compare the Minoan and Mycenaean civilizations Identify the beginning of the Greek dark age Locate Greece, Crete, the Peloponnesus, and major Greek cities on a map 	<ul style="list-style-type: none"> Javan's sons as possible Greek ancestors Philistia possibly a Minoan colony
83	226–29	200–203	113–14, 116–17	<ul style="list-style-type: none"> Use a web to define terms from the chapter Identify our source for information about the dark age of Greece Identify reasons Greece had city-state governments rather than a central government Trace the development of Athens from an oligarchy to a democracy Explain the agora's role in Greek culture Identify Sparta's major aim and its methods of achieving it Compare and contrast life in Athens with life in Sparta 	<ul style="list-style-type: none"> Honesty never conditional
84	230	204	118	<ul style="list-style-type: none"> Compare voting today with voting in ancient Athens Make decisions on various issues presented for voting Participate in various methods of ancient voting 	
85	231–36	205–9, 418	113–14, 119–20	<ul style="list-style-type: none"> Use a web to describe people from the chapter Explain how the Peloponnesian War influenced the Greeks Recognize Pericles' contributions to the classical age in Athens Trace the events surrounding the Peloponnesian War Describe the consequences of the Peloponnesian War for Athens and Sparta Recognize Thucydides' contributions to the knowledge of Greek history 	<ul style="list-style-type: none"> Christian's confidence from trust in God
86	237–40	210–13	114, 119, 121, 241–51	<ul style="list-style-type: none"> Explain how the Greek belief in gods influenced the people's lives Analyze the lasting appeal of the Greek myths Identify the three major philosophers of ancient Athens and describe the important teachings of each Recognize the failure of Greek philosophy to provide true wisdom or transform behavior Compare Greek beliefs with biblical truth 	<ul style="list-style-type: none"> Greek gods and philosophies and biblical truth True origin of wisdom Renewing of man's mind by the Spirit of God Behavioral control through Christ and the Holy Spirit Redemption through Christ
87	241–44	214–17	114, 119, 122	<ul style="list-style-type: none"> Compare education in ancient Greece with education today Describe Homer's contributions to literature Distinguish between genres of Greek literature, including epics, fables, plays, and myths Analyze a retelling of a myth 	<ul style="list-style-type: none"> Happiness not found in wealth
88	245	218		<ul style="list-style-type: none"> Analyze a character's emotions in a drama Create a mask that expresses a specific emotion Participate in a Greek mask drama 	
89	246–49	219–22	114, 119, 123–25	<ul style="list-style-type: none"> Describe the accomplishments of Greece's prominent figures in math and science Compare the ancient and modern Olympic Games Recognize Greek contributions to music, art, and architecture Explain what makes the Parthenon's architecture unique 	

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90	250	223		<ul style="list-style-type: none"> Distinguish between the three main styles of Greek columns Design and carve a plaster column 	
91	251–53	224–26	119, 126–27	<ul style="list-style-type: none"> Label a map with Greek cities mentioned in the Bible Compare the Greek and English alphabets Identify the traits that made Alexander the Great a unique leader Explain the reason for the spread of Hellenistic culture Relate historical knowledge of ancient Greece to the biblical account of Paul's sermon on Mars' Hill Recognize the importance of the Greek language to the spread of the gospel Identify influences of ancient Greece seen today 	<ul style="list-style-type: none"> God's Word and the Greek language Paul's message to the Greeks
92	254		128	<ul style="list-style-type: none"> Recall concepts and terms from Chapter 8 	
93	254			<ul style="list-style-type: none"> Demonstrate knowledge of concepts from Chapter 8 by taking the test 	
Chapter 9: Ancient Rome					
94	257–61	227–31	129–30	<ul style="list-style-type: none"> Identify and describe places in Italy and surrounding countries on a map Complete a PERSIA organizer Organize events in order on a timeline Identify the Latins as the earliest inhabitants of Italy Explain how the Etruscans improved the Roman way of life Describe the Roman social classes Describe the geographic features of Italy 	<ul style="list-style-type: none"> Birth of Christ as a major event in history Respect, honor, and obedience to authority
95	262–64	232–34	129, 131–33	<ul style="list-style-type: none"> Complete a government organizer Describe the governing branches of the Roman Republic Describe the concessions that the patricians made to the plebeians Explain the importance of the Law of the Twelve Tables Identify where the Law of the Twelve Tables was displayed 	<ul style="list-style-type: none"> The Word of God as a weapon of strength Impossibility of keeping the Law Christ as the hope of eternal life
96	265	235		<ul style="list-style-type: none"> Participate in the Roman process of making a new law Evaluate the method used to make the law 	
97	266–70	236–40	129, 134–35, 241–51	<ul style="list-style-type: none"> Contrast Carthage and Rome Identify and summarize the three major wars between Rome and Carthage Describe the role of Hannibal in the Punic Wars Match events to locations on a map Explain the purpose and importance of the Roman roads 	<ul style="list-style-type: none"> Biblical armor for the Christian Victory over sin through the power of the Holy Spirit Roman roads traveled by the apostle Paul "Romans Road" gospel verses
98	271–75	241–45	129, 136–37	<ul style="list-style-type: none"> Describe the problems that arose from Rome's expansion Identify those involved with the Triumvirate Explain the significance of the Gregorian calendar Recall concepts and terms by using the Study Guide 	<ul style="list-style-type: none"> Christlike leadership qualities
99–100	276	246		<ul style="list-style-type: none"> Experience the process of researching and writing about an ancient place Make a travel brochure 	<ul style="list-style-type: none"> Converted tax collectors Affairs of men and nations used to accomplish God's purposes
101	277–81	247–50	129, 138	<ul style="list-style-type: none"> Describe the significance of the Pax Romana in Rome's history Compare education during the Pax Romana with education today Identify the architectural features of the Colosseum and the Pantheon 	

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Bible Connections
102	282–84	251–53	129, 139, 241–51	<ul style="list-style-type: none"> • Contrast Epicurianism and Stoicism with biblical truth • Describe Christ's earthly life in the Roman Empire • Describe the acceptance of Christianity in the Roman Empire 	<ul style="list-style-type: none"> • Epicureanism and biblical truth • Stoicism and biblical truth • Christ the Savior as the only source for everlasting peace
103	285–87	254–56	140–41, 241–51	<ul style="list-style-type: none"> • Explain the spread of Christianity • Trace the factors that led to the collapse of the Roman Empire • Describe the role of Diocletian in the persecution of Christians • Describe the role of Paul in the spreading of the gospel 	<ul style="list-style-type: none"> • Requirements for Christian service • Roman gods and true worship of God • Blessed hope of Christ's return • Jesus as the Son of God • Rejection of Jesus as Messiah by the Jews • Prophecy of Caesar's decree fulfilled • Jesus' submission to the Roman government
104	288		142	<ul style="list-style-type: none"> • Recall concepts and terms from Chapter 9 	<ul style="list-style-type: none"> • Spread of gospel throughout the Roman world • Fulfillment of the Great Commission • Persecution as a cause of church growth • Benefit of the Edict of Milan and Council of Nicaea
105	288			<ul style="list-style-type: none"> • Demonstrate knowledge of concepts from Chapter 9 by taking the test 	
Chapter 10: The Byzantine Empire					
106	291–96	257–62, 420	143, 146	<ul style="list-style-type: none"> • Locate on a map modern Turkey and surrounding countries and the site of the ancient Byzantine civilization • Use a Venn diagram • Trace the growth and structure of the New Testament church • Analyze the importance of the Edict of Milan • Analyze the reasons it was difficult for the Roman church to remain true to Scripture • Trace the effect that false doctrines had on the purity of the church • Compare the Eastern Orthodox religion to Protestant beliefs 	<ul style="list-style-type: none"> • God's plan of judgment • Importance of Mount Ararat • Early church organization • Impact of false teachers • Eastern Orthodoxy compared with Protestant Christianity • Authority of church traditions
107	297–301	263–67	143, 147–48	<ul style="list-style-type: none"> • Describe the protection of and the standard of living in Constantinople • Identify characteristics of Justinian's rule • Evaluate the effectiveness of General Belisarius • Describe the political groups in Constantinople • Describe the events of the Nika Revolt and the influence that Theodora had on its outcome 	<ul style="list-style-type: none"> • Divine right to rule • Biblical responsibility of kings • Christ and the law • Emotional control
108	302–3	268–69	143	<ul style="list-style-type: none"> • Evaluate the significance of Justinian's building projects • Describe the beauty of the Hagia Sophia • Experience the art of creating a mosaic 	<ul style="list-style-type: none"> • Significance of the Hagia Sophia

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Bible Connections
109	304–9	270–75, 421	143–44, 149	<ul style="list-style-type: none"> Evaluate the legacy of Justinian I Describe the condition of the empire following the death of Justinian Evaluate the leadership of Heraclius as emperor Evaluate the Islamic impact on world conditions and the Byzantine Empire 	<ul style="list-style-type: none"> Affect of trade routes on religious ideas Impact of Christianity and Judaism on Muhammad Biblical warning about visions Christians' responsibility toward Muslims Islam and biblical truth
110	310	276	150	<ul style="list-style-type: none"> Conduct biblical research on Jesus' being the Son of God Evaluate the Islamic position on Who Jesus is 	<ul style="list-style-type: none"> Bible research skills The Bible as the basis for beliefs
111	311–14	277–80	144–45, 151–52, 241–51	<ul style="list-style-type: none"> Describe the methods of conquest used by the Muslims against the Persians and the Byzantines Identify the three cities considered sacred by the Muslims Analyze the leadership of Leo III against Muslim invasion Describe the golden age of the Byzantine Empire Explain the conflict over iconoclasm 	<ul style="list-style-type: none"> Spread of the gospel by true believers Forced Islamic conversions Refusal by Christians to make false confessions Iconoclasm controversy Early missions in eastern Europe Split between the Roman Catholic Church and the Eastern Orthodox Church
112	315–18	281–84	145, 153, 241–51	<ul style="list-style-type: none"> Read a map and map key to answer questions Evaluate the leadership of Basil II Analyze the causes and effects of the Crusades Trace the struggles and progress of the Byzantine Empire from 1204 to 1261 	<ul style="list-style-type: none"> Advantages and disadvantages of the Crusades Biblical response to offenses Results of a nation following biblical actions
113	319	285	154–55	<ul style="list-style-type: none"> Analyze a political cartoon 	
114	320–22	286–88	145, 156–57	<ul style="list-style-type: none"> Read a map, a map key, and a graph to answer questions Locate and label places on a map Analyze the weakening of the Byzantine Empire Describe the economic conditions faced by the emperors and their attempts to seek military help from Europe and the pope Describe the effects of the Black Death Describe the military victories of the Ottoman Turks and Constantinople's attempts to defend itself Analyze the historical significance of the Byzantine Empire 	
115	323		158	<ul style="list-style-type: none"> Recall concepts and terms from Chapter 10 	
116	323			<ul style="list-style-type: none"> Demonstrate knowledge of concepts from Chapter 10 by taking the test 	

Chapter 11: Mesoamerica

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Bible Connections
117	325–30	289–94	159–63	<ul style="list-style-type: none"> • Locate on a map the site of the ancient Mesoamerican civilizations, modern Mesoamerica and its regions, and the surrounding countries • Color a map of Mesoamerica according to a key • Analyze the obstacles to discovering the origins and history of Mesoamerica's ancient civilizations • Analyze the different possible migrations of people to the continents of North and South America • Describe Mesoamerica today • Describe the discovery and use of rubber • Trace the history and the impact the Olmec civilization had on other Mesoamerican civilizations 	<ul style="list-style-type: none"> • Native Americans' origin • Native Americans as descendants of Adam and Noah
118	331	295	164	<ul style="list-style-type: none"> • Draw conclusions based on observations • Determine the characteristics of a person based on his possessions 	<ul style="list-style-type: none"> • Importance of an archaeologist's worldview • Christian archaeologists
119	332–35	296–99	159–62, 165, 241–51	<ul style="list-style-type: none"> • Interpret and compare photographs • Identify the period and trace the history of the Mayas as they developed into a civilization • Describe Mayan achievements • Evaluate the contribution of Diego de Landa to the knowledge of the Mayas • Identify the importance of being able to read Mayan hieroglyphs • Describe the physical appearances of the Mayan people 	<ul style="list-style-type: none"> • Correlation of Tower of Babel and Mayan stories • Biblical witnessing • Man's intelligence as a demonstration of his creation by God • Biblical warning against idols
120	336	300		<ul style="list-style-type: none"> • Illustrate the appearance of a Maya • Sculpt a model from clay 	<ul style="list-style-type: none"> • Uniqueness of the body
121	337–40	301–4	159–62, 166	<ul style="list-style-type: none"> • Complete a Venn diagram to compare and contrast Mayan dress for men and women • Sequence the steps of Mayan farming during the dry season • Describe the level of social classes in the Mayan civilization • Describe Mayan dress • Explain the importance of the cacao bean to the Mayas • Describe the types of Mayan homes • Describe the daily lives of the various levels in Mayan society 	<ul style="list-style-type: none"> • Control of Mayan society by their belief in gods • Religious roles of kings and priests • Biblical role of a ruler
122	341–44	305–8	159–62, 167	<ul style="list-style-type: none"> • Distinguish social-class characteristics of the Mayas • Describe the role of women in the Mayan society • Discuss trading in the Mayan civilization • Analyze the Mayan religion • Identify the religious significance of the Mayan ball game • Discuss the decline of the Mayan civilization 	<ul style="list-style-type: none"> • Free reign of Satan • False beliefs of Mayan civilization and biblical truth • Biblical position on gambling
123	345	309	159–62, 168–69	<ul style="list-style-type: none"> • Contrast Egyptian pyramids with Mesopotamian pyramids • Experience making a codex in the same style the Mayas used • Illustrate the use of an organizer for comprehending the content in a lesson 	
124	346–49	310–13	159–62, 170–71, 241–51	<ul style="list-style-type: none"> • Compare and contrast the Aztecs with the Mayas using a Venn diagram • Examine the Bible to answer questions concerning the worship of idols • Trace the migration and development of the Aztec civilization • Describe the unusual location and building of the city of Tenochtitlán • Contrast Aztec beliefs with biblical truth • Describe the military ability and objectives of the Aztecs • Describe the Aztec social structure 	<ul style="list-style-type: none"> • Power of evil and wicked imaginations • Man without excuse for sin • God's creation and Aztec's concept of creation • False concept of blood sacrifice and biblical truth

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Bible Connections
125	350–52	314–16	159–62, 170, 172–73	<ul style="list-style-type: none"> • Contrast Mesoamerican beliefs with biblical truth • Identify places on a map of Mesoamerica • Evaluate the economy of the Aztec civilization • Discuss the significance of the Aztecs' language and technological advances • Analyze the effect the Spanish invasion had on the demise of the Aztec civilization 	<ul style="list-style-type: none"> • Destruction of society by religious practices
126	353	290–316	174	<ul style="list-style-type: none"> • Recall concepts and terms from Chapter 11 	
127	353			<ul style="list-style-type: none"> • Demonstrate knowledge of concepts from Chapter 11 by taking the test 	
Chapter 12: Ancient Africa					
128	355–59	317–21	175–77	<ul style="list-style-type: none"> • Distinguish a creation myth from biblical truth • Locate Africa's major regions and five ancient kingdoms on a map • Describe various geographic features of Africa • Identify the biomes of Africa on a map • Identify animal life in each of Africa's biomes 	<ul style="list-style-type: none"> • Creation myths • Biblical oral history
129	360–63	322–23, 423–24	175–76, 178	<ul style="list-style-type: none"> • Identify methods of learning about civilizations that did not have a written language • Explain how linguistics can be used to track the migration of a people group • Explain how botany can be used to gain information about a people group • Identify types of information that can be learned from archaeology • Identify the role of an African griot in preserving a people's history • Analyze a tale from Africa's oral history 	
130	364	324	179	<ul style="list-style-type: none"> • Identify oral history in the Bible • Orally communicate a historical family event • Listen to the oral histories of others • Demonstrate being a respectful audience member • Practice reciting oral histories from memory 	
131	365–68	325–28	175–76, 180–81	<ul style="list-style-type: none"> • Distinguish characteristics of the African peoples • Identify the common method of dividing Africa's early people groups • Describe the Tuareg and locate their region • Describe the Maasai and locate their region • Describe the Pygmies, the Bushmen, and the Khoikhoi, and locate their region • Compare traditional African beliefs with biblical truth 	<ul style="list-style-type: none"> • African traditional beliefs and biblical truth • Introduction of the gospel by European missionaries • Influence of Islam
132	369–72	329–32	175–76, 182–83, 241–51	<ul style="list-style-type: none"> • Contrast characteristics of African civilizations • Describe Aksum's culture, language, and resources • Identify what likely influenced Ezana's spiritual conversion and how it influenced his kingdom • Examine the biblical account of the queen of Sheba in light of history • Locate ancient Ghana on a map and identify the modern country in which it was located • Describe the importance of trade to Ghana's economy 	<ul style="list-style-type: none"> • Christianity as the official religion in Aksum • Impact of a servant's spirit by Frumentius • Introduction of Christianity by Byzantine traders • Queen of Sheba's visit to Solomon • Christ's mention of the queen of Sheba
133	373	333	184	<ul style="list-style-type: none"> • Identify the time in different African time zones • Relate the art of fabric dyeing to African trade • Make a tie-dyed shirt 	

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Bible Connections
134	374–76	334–36	175–76, 185	<ul style="list-style-type: none"> • Locate ancient Mali and the modern country of Mali on a map • Locate ancient Songhai on a map • Determine causes and effects of events • Identify Mali's two famous rulers and their accomplishments • Describe the values, culture, and economy of ancient Mali • Summarize the rise and fall of the empires of Mali and Songhai • Identify the most significant ruler of Songhai and his accomplishments • Recognize legends based on the lives of ancient African heroes 	<ul style="list-style-type: none"> • Domination of Mali by Islam and traditional beliefs
135	377–78	337–38		<ul style="list-style-type: none"> • Define <i>economy</i>, <i>consumer</i>, <i>demand</i>, and <i>supply</i> • Analyze how the law of supply and demand affects prices in an economy • Predict what will happen to a country's economy in different scenarios • Discuss predictions with classmates 	
136	379–82	339–42	175–76, 186–87, 241–51	<ul style="list-style-type: none"> • Label places on a map of Africa • Locate ancient Mwene Mutapa and the modern country of Zimbabwe on a map • Identify features of buildings of the ancient Shona • Identify common features of the coastal cities in eastern Africa • Identify how traders and explorers influenced Africa and whether the results were positive or negative • Identify ways to aid in the spread of the gospel 	<ul style="list-style-type: none"> • Spread of the gospel through contact with other continents • Prophecy that Christ's kingdom will include people from all nations • Importance of evangelism
137	383		188	<ul style="list-style-type: none"> • Recall concepts and terms from Chapter 12 	
138	383			<ul style="list-style-type: none"> • Demonstrate knowledge of concepts from Chapter 12 by taking the test 	
Chapter 13: Ancient Japan					
139	385–89	343–47	189–97, 241–51	<ul style="list-style-type: none"> • Locate on a map the site of the ancient Japanese civilization, modern Japan and its regions, and the surrounding countries • Identify key events of the ancient Japanese civilization on a timeline • Explain why little is known of Japan's early history • Identify the civilizations that influenced Japan • Describe characteristics of the Japanese civilization • Explain how Japan forms an archipelago 	<ul style="list-style-type: none"> • Creation by God • Emperor worship and biblical truth • Biblical principle of training children early
140	390–92	348–50	189–96, 198–99, 241–51	<ul style="list-style-type: none"> • Identify and label the four main islands of Japan on a map • Contrast Shintoism with biblical truth • Identify the religion from China that Prince Shotoku introduced to Japan • Analyze the importance of the Taika Reform for Japan • Identify the Father of Calligraphy • Describe the differences between how Japanese and Americans write 	<ul style="list-style-type: none"> • Shintoism and biblical truth • Blend of Shintoism and Buddhism
141	393	351	200	<ul style="list-style-type: none"> • Create original art that expresses a theme for a Japanese event • Demonstrate the ability to follow directions and work cooperatively • Compare maps to determine geographic features and locations • Identify latitude and longitude for a location • Calculate distance using a map scale 	
142	394–97	352–55	189–96, 201	<ul style="list-style-type: none"> • Identify the family that rose to power during the Heian period • Identify the official language of the Japanese court • Describe the characteristics of Japanese literature and art • Describe how the Japanese blended Shintoism and Buddhism • Describe imperial court etiquette 	<ul style="list-style-type: none"> • Freedom of religion

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Bible Connections
143	398	356		<ul style="list-style-type: none"> • Demonstrate an understanding of the form of a haiku • Create a haiku • Illustrate a haiku 	
144	399–402	357–60	189–96, 202–5	<ul style="list-style-type: none"> • Analyze the feudal system of government adopted by the Japanese • Distinguish the four levels of social classes in Japan's feudal system • Identify the cause for the Mongol defeat • Compare and contrast the samurai with the Christian soldier • Label places on a map of Japan 	<ul style="list-style-type: none"> • Emperor's desire for religious control • Gift of salvation through Christ's death
145	403		206	<ul style="list-style-type: none"> • Recall concepts and terms from Chapter 13 	
146	403			<ul style="list-style-type: none"> • Demonstrate knowledge of concepts from Chapter 13 by taking the test 	
Chapter 14: The Middle Ages in Europe					
147	405–8	361–64	207–10, 241–51	<ul style="list-style-type: none"> • Identify the major events that began and ended the medieval period • Describe political and religious conditions during the Middle Ages • Trace the paths of Germanic invaders on a map of Europe • Locate modern countries, medieval kingdoms, and other geographic features on a map of Europe • Identify countries in the region of Scandinavia 	<ul style="list-style-type: none"> • Structure provided by the Roman Church during Rome's collapse • Germanic heresy that denied the deity of Christ
148	409–12	365–68	207–9, 211–12	<ul style="list-style-type: none"> • Distinguish the general meaning of <i>catholic</i> from its meaning in the Roman Catholic Church • Differentiate between the types of Roman Catholic clergy and their various responsibilities and lifestyles • Evaluate the priests' changing teachings in light of Scripture • Identify Roman Catholic sacraments and the beliefs associated with them • Identify Benedict's role in defining the lifestyle of a monk • Contrast the beliefs of the Roman Catholic Church with biblical truth 	<ul style="list-style-type: none"> • Bible not available in Italy • Scriptures and the writings of the early churchmen copied by monks • Control over worship and practice by the Roman Church • Roman Catholicism and biblical truth
149	413–16	369–72	207–9, 213–14	<ul style="list-style-type: none"> • Identify the major Frankish kings and their accomplishments • Recognize the importance of the alliance between the Frankish kings and the Roman Church • Describe Charlemagne's empire and his contributions to education and learning • Identify the modern countries and languages that emerged from the Frankish Empire • Compare a map of the divisions of Charlemagne's empire with a map of modern Europe 	<ul style="list-style-type: none"> • Muslim advance into Western Europe stopped at Tours • Alliance between the Roman Church and state
150	417–21	373–77	207–9, 215–17	<ul style="list-style-type: none"> • Identify Viking contributions to European culture • Recognize narrative details that convey feelings about the Vikings • Explain how the Vikings used their ships for a unique strategy of attack • Explain why feudalism was necessary in the Middle Ages • Identify advantages of the feudal system to people of upper and lower classes • Describe the steps in the process of becoming a knight and the roles of people on a manor 	<ul style="list-style-type: none"> • False Viking gods and biblical truth • Some weekday names derived from Viking gods
151	422	378		<ul style="list-style-type: none"> • Identify symbolism in a coat of arms • Design a coat of arms 	

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Bible Connections
152	423–26	379–82	218, 241–51	<ul style="list-style-type: none"> Recognize Robin Hood's status as a legendary medieval hero Describe the Battle of Hastings and its results for England Identify Henry II's contributions to England's legal system Differentiate between trial by ordeal and trial by jury Trace the events that led up to the writing of the Magna Carta Explain the significance of the Magna Carta and its influence on later documents 	<ul style="list-style-type: none"> Stealing and doing good Opposition to Roman Catholic teaching English translation of the Bible by John Wycliffe
153	427	383	219	<ul style="list-style-type: none"> Participate in a mock trial Discuss the fairness of a trial and the verdict 	
154	428–31	384–87	207–9, 220–21	<ul style="list-style-type: none"> Identify the two functions of medieval castles Identify and describe various castle features and the methods of attacking and defending castles Describe medieval banquets Identify who controlled various parts of Europe during the Middle Ages Identify reasons for the decline of feudalism 	<ul style="list-style-type: none"> Purpose of the Crusades Emergence of the Protestant Reformation
155	432	388	222–25	<ul style="list-style-type: none"> Identify simple machines used in castle defenses and weapons Write a paragraph describing how simple machines helped castle defenses or weapons work 	
156	433		226	<ul style="list-style-type: none"> Recall concepts and terms from Chapter 14 	
157	433			<ul style="list-style-type: none"> Demonstrate knowledge of concepts from Chapter 14 by taking the test 	
Chapter 15: A Kingdom from Shore to Shore					
158	435–40	389–94	227–31	<ul style="list-style-type: none"> Identify your worldview Summarize the purpose of Creation Explain the consequences of the Fall Analyze the plan of redemption 	<ul style="list-style-type: none"> Biblical worldview Involvement of God in the affairs of men Creation of man in the image of God God's command to exercise dominion God's mercy on display since the Flood Man's dominion altered by the Fall Jesus the Redeemer Christ's kingdom and the world's kingdoms
159	441	395	232–33	<ul style="list-style-type: none"> Identify and explain what is not directly stated in the text by making inferences Draw conclusions based on the text 	
160	442–45	396–99	227–30, 234	<ul style="list-style-type: none"> Trace the spread of the gospel to Egypt after Christ's death Explain how the Persian Empire was used by God to aid the Israelites Trace the establishment of churches in the Mesopotamian region Evaluate Persian influence on the growth of the early church Evaluate Constantine's influence on the growth of the church in Rome Contrast the influence of the early church in eastern nations with current Christian churches 	<ul style="list-style-type: none"> Spread of the gospel in the first centuries of the church Spread of the gospel in Mesopotamia and Persia Jesus' promise of His kingdom's gradual growth Reasons Christians should be optimistic about presenting the gospel

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Bible Connections
161	446–50	400–404	227–30	<ul style="list-style-type: none"> • Locate countries on a map • Explain why the ideas and philosophies of Greece and Rome were unsatisfying • Evaluate the influence of Paul's ministry on the culture and the spread of the gospel • Describe the influence of the Reformation on the nation of England • Analyze the impact of Hinduism, Catholicism, and Christianity on India • Trace the spread of the gospel on the continent of Africa 	<ul style="list-style-type: none"> • Admonition to believers to be faithful • Warning to avoid false teaching
162	451	405	235	<ul style="list-style-type: none"> • Locate countries on a map • Compare two ancient civilizations in a compare-contrast essay • Use a Venn diagram to organize ideas 	<ul style="list-style-type: none"> • Spread of the gospel in Europe • Mission work in India and Africa • Connection between honoring parents and God's blessing
163	452–56	406–10, 430–31	227–30, 236–37	<ul style="list-style-type: none"> • Locate countries on a map • Analyze the influence of the Spaniards on Mesoamerican religion • Explain why Protestant Christianity was slow to influence Latin America • Trace the growth of Protestant Christianity in Latin America and in China • Evaluate the influence of Bible translation in Latin American languages • Analyze Christianity in Latin America today 	<ul style="list-style-type: none"> • The Great Commission • Spread of the gospel to Latin America by African Americans • Spread of the gospel in China • Promise that the "gates of hell" will not prevail against the church • Christ's kingdom to grow like a mustard seed • Spread of the gospel in the power of the Holy Spirit
164	457		238	<ul style="list-style-type: none"> • Recall concepts and terms from Chapter 15 	
165	457			<ul style="list-style-type: none"> • Demonstrate knowledge of concepts from Chapter 15 by taking the test 	