





Studies in World History Vol. 1

DR. JAMES STOBAUGH

Creation Through
the Age of Discovery
{4004 BC to AD 1500}



TEACHER GUIDE

-  Includes: Answer Keys
-  Daily Calendar
-  Daily Discussion Questions
-  Weekly Exams

First printing: March 2014

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Master Books®, P.O. Box 726, Green Forest, AR 72638

Master Books® is a division of the New Leaf Publishing Group, Inc.

ISBN: 978-0-89051-791-8

Unless otherwise noted, Scripture quotations are from the New King James Version of the Bible.

Printed in the United States of America

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If the foundations are destroyed, what can the righteous do?

Psalm 11:3; NKJV

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*But sanctify the Lord God in your hearts, and always be ready
to give a defense to everyone who asks you a reason for the hope
that is in you, with meekness and fear.*




1 Peter 3:15; NKJV

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Lessons for a 34-week course!






Overview: This *Studies in World History Volume 1 Teacher Guide* contains materials for use with *Studies in World History Volume 1*. Materials are organized by chapter in the following sections:

	Study guide worksheets
	Exams
	Answer Key

Features: Each suggested weekly schedule has five easy-to-manage lessons that combine reading, worksheets, and optional exams. Worksheets and exams are perforated and three-hole punched – materials are easy to tear out, hand out, grade, and store. You are encouraged to adjust the schedule and materials needed to best work within your educational program.

Workflow: Students will read the pages in their book and then complete each section of the PLP. Exams are given at regular intervals with space to record each grade. If used with younger students, they may be given the option of taking open-book exams.

Lesson Scheduling: Space is given for assignment dates. There is flexibility in scheduling. For example, the parent may opt for a M, W, F schedule, rather than a M–F schedule. Each week listed has five days but due to vacations the school work week may not be M–F. Adapt the days to your school schedule. As the student completes each assignment, he/she should put an “X” in the box.

	Approximately 20 to 30 minutes per lesson, five days a week
	Includes answer keys for worksheets and exams
	Worksheets for each section
	Exams are included to help reinforce learning and provide assessment opportunities
	Designed for grades 7 to 9 in a one-year course to earn 1 Social Studies credit

Dr. James Stobaugh was a Merrill Fellow at Harvard and holds degrees from Vanderbilt and Rutgers universities, and Princeton and Gordon-Conwell seminaries. An experienced teacher, he is a recognized leader in homeschooling and has published numerous books for students and teachers, including a high school history series (American, British, and World), as well as a companion high school literature series. He and his wife Karen have homeschooled their four children since 1985.

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Introduction

The junior high student will see history come to life no matter what his or her pace or ability. Developed by Dr. James Stobaugh, these courses grow in difficulty with each year, preparing students for high school work. This is a comprehensive examination of history, geography, economics, and government systems. This educational set equips students to learn from a starting point of God’s creation of the world and move forward with a solid biblically-based worldview. Volume 1 covers the Fertile Crescent, Egypt, India, China, Japan, Greece, Christian history, and more.

How this course has been developed:

1. Chapters: This course has 34 chapters (representing 34 weeks of study).
2. Lessons: Each chapter has five lessons, taking approximately 20 to 30 minutes each. There is a short reading followed by discussion questions. Some questions require a specific answer from the text, while others are more open-ended, leading students to think “outside the box.”
3. Weekly exams: This Teacher Guide includes two optional exams for each chapter.
4. Student responsibility: Responsibility to complete this course is on the student. Students are to complete the readings every day, handing their responses in to a parent or teacher for evaluation. This course was designed for students to practice independent learning.
5. Grading: Students turn in assignments to a parent or teacher for grading.

Throughout the student text are the following components:

1. First thoughts: Background on the historical period.
2. Discussion questions: Questions based generally on Bloom’s Taxonomy.
3. Concepts: Terms, concepts, and theories to be learned that are bolded for emphasis. Most are listed on the first page of the chapter and in the glossary.
4. History makers: A person(s) who clearly changed the course of history.
5. Historical debate: An examination of historical theories surrounding a period or topic.

First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					

Chapter 1: The Fertile Crescent: Nomads to Farmers

Mesopotamia, a civilization whose geography made all the difference in the world, was thriving before all other civilizations, but remained in the crosshairs of future civilizations, some coming, others going, but all in the mood to conquer this beautiful land along the way, whom many think was the Garden of Eden.

Week 1	Day 1	Read Lesson 1 — History: The Fertile Crescent • Student Book (SB) • Answer Discussion Question Page 21 • Lesson Planner (LP)			
	Day 2	Read Lesson 2 — Geography: A River Civilization (SB) Answer Discussion Question Page 22 (LP)			
	Day 3	Read Lesson 3 — Government: Rule of Law (SB) Answer Discussion Question Page 23 (LP)			
	Day 4	Read Lesson 4 — Economy: The Development ... of Time (SB) Answer Discussion Question Page 24 (LP)			
	Day 5	Read Lesson 5 — Religion: Polytheism (SB) Answer Discussion Question Page 25 (LP) Optional Chapter 1 Exam 1 or 2 Page 227-228 (LP)			

Chapter 2: A River Runs North: Nile

As vulnerable as the geography made the Mesopotamian civilizations, geography in Egypt made the Nile region more or less isolated, which will have a significant impact on this most extraordinary civilization that grew in the delta on the north part of the Nile.

Week 2	Day 6	Read Lesson 1 — History: The Fertile River Valley (SB) Answer Discussion Question Page 27 • (LP)			
	Day 7	Read Lesson 2 — Geography: Between Red and Black Land (SB) Answer Discussion Question Page 28 (LP)			
	Day 8	Read Lesson 3 — Government: Pharaoh (SB) Answer Discussion Question Page 29 (LP)			
	Day 9	Read Lesson 4 — Ramses II and the Exodus (SB) Answer Discussion Question Page 30 (LP)			
	Day 10	Read Lesson 5 — Egyptian Culture (SB) Answer Discussion Question Page 31 (LP) Optional Chapter 2 Exam 1 or 2 Page 229-230 (LP)			

Chapter 3: God's Precious Treasure: Prospering in a Hostile Place

Israel, the Promised Land, initially promised milk and honey, hope and covenant, to a people desperately in need of both. But, in the years ahead, this peculiar people would have to fight time and time again, to keep what God so graciously gifted them.

Week 3	Day 11	Read Lesson 1 — Overview (SB) Answer Discussion Question Page 33 • (LP)			
	Day 12	Read Lesson 2 — Abraham: Nomadic Food, ... (SB) Answer Discussion Question Page 34 (LP)			
	Day 13	Read Lesson 3 — Israel: Geography (SB) Answer Discussion Question Page 35 (LP)			
	Day 14	Read Lesson 4 — Israel: Government (SB) Answer Discussion Question Page 36 (LP)			
	Day 15	Read Lesson 5 — Israel: Religion (SB) Answer Discussion Question Page 37 (LP) Optional Chapter 3 Exam 1 or 2 Page 231-232 (LP)			

Daily Worksheets



Discussion Questions:

Read Genesis chapter 1 and contemplate how God took a barren void and filled it with life, preparing Earth to be the homeplace of humanity. What astonishes you most about God's special relationship with people from the very beginning?



Discussion Questions:

Identify the following map locations:

_____ Babylon

_____ Euphrates

_____ Tigris





Discussion Questions:

Societies can have two types of laws: written and unwritten. Make a list of the written laws of your home or school and a list of the unwritten laws. For example, lying is a written law code violation, whereas playing soccer before finishing your homework might be a violation of an unwritten law.



Discussion Questions:

Psalm 126 is an agrarian song. King David, or an Israelite, farmer who is talking about both the joy and the sadness of planting time, writes it.

Who is the primary speaker in this verse? What is his vocation? What is his relationship with God?

The farmer saved seed grain through the winter. He often had to watch family members starve — but he dare not use the seed grain. If he did, there would be no crops the next year and all would starve. What observation and conclusion does he draw from this long winter of sacrifice?

What application can you make to your own life?



Discussion Questions:

Contrast the God of the Old Testament with the gods that the Mesopotamians served.

God of the Old Testament	Mesopotamian gods

Chapter Exam Section

Fill in the blanks with words from the following list:

Agrarian Societies

Antediluvian

Civilization

Hammurabi Code

Marduk

Mesopotamia

Monotheism

Nomadic Societies

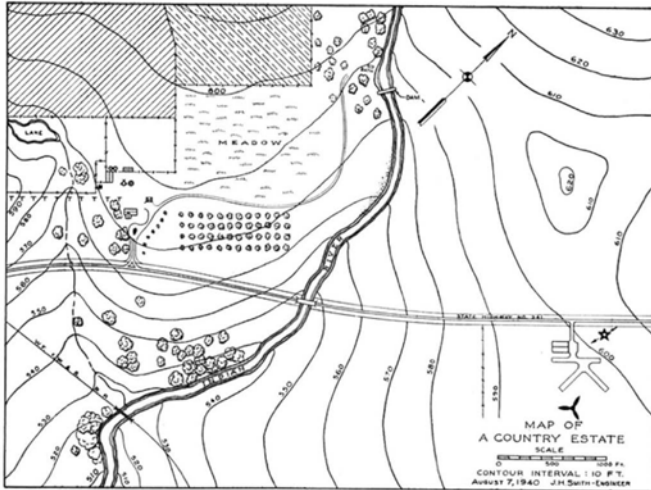
Polytheism

Sumer

1. _____ A highly developed, sustaining society.
2. _____ Time before the Great Flood.
3. _____ The area approximately between and around the Tigris and Euphrates Rivers.
4. _____ The first significant civilization group in Mesopotamia.
5. _____ The first written rule of law in the world.
6. _____ People groups whose main livelihood is farming.
7. _____ People groups whose main livelihood is farming.
8. _____ A religion that worships one god.
9. _____ A religion that worships many gods.
10. _____ A significant Babylonian god.

Short Answer Essay:

You are an early Mesopotamian village leader. You are responsible to find a location to build your village. Based upon this map, where would you recommend? Why?



Answer Key

🔑 Discussion Question Answer Key

Chapter 1

Lesson 1

Answers will vary.

Lesson 2



Lesson 3

Answers will vary. In my home we keep all public areas very clean and tidy. In private places, in our separate rooms, for example, tidiness is not as important an issue. Also, in my home, we never leave dirty dishes in the sink at night. It is important to my wife that we wash and put away all dishes before we go to bed.

Lesson 4

The speaker is a Jewish farmer. Farming required that farmers raise an abundant crop and save some seeds to plant next year from the harvest. The farmer in Psalm 26 has had a terrible winter; in fact, some of his family is probably ill or even dead. Nonetheless, the farmer has preserved the seed . . . “Those who sow with tears will reap with songs of joy. Those who go out weeping, carrying seed to sow, will return with songs of joy, carrying sheaves with them.” The farmer believed in his God, and he believed in the harvest! Answers will vary.

Lesson 5

The gods of Sumer were immortal but human in form and demeanor. They could be hurt and no one wanted to be the one who hurt them. Each god adhered to a set of rules of divine authority known as me. They ensured that each god was able to keep the cosmos functioning according to a master plan. So it behooved Sumerians to appease the gods. Sumerians had hundreds of gods. Many had wives/husbands, children, and servants of the more powerful gods. Yes, the gods were organized into a caste system, or hierarchy, a sort of “pecking

order” where the more important gods/goddesses ruled the lesser gods. The God of the Old Testament was personally involved with humankind. He created humankind in His own image. He entered a contract, or covenant, with His people. The Sumerian gods did none of these things.

Chapter 2

Lesson 1

Many, in fact, most ancient civilizations contained several competing ethnic groups who generated great diversity and energy, but, in some cases, caused friction and discord. Egypt was full of classes, but not of different ethnic groups. Even the foreign Jewish slaves were Semitic peoples. This created a fairly uneventful national development with significant, but never major, internal turmoil.

Lesson 2

Rich delta land covered the north, the Red Sea was to the West, the Arabian Desert to the East. Egypt had it all (except forests).

Lesson 3

A despot, even a bad one, offered Egypt stability. Egypt, unlike Greece, had no democratic aspirations, so this worked well for this culture. At the same time a despot, if he is insane, or unstable, can have a very negative affect too.

Lesson 4

Something like this — the Jewish people came to us in great need. We gave them food, protection, and, good honest work. And how did they thank us? They brought plagues and curses on our people. Good riddance!

Lesson 5

In the rarest of situations were Egyptian women perceived as anything but property, or, an animal. In fact, of course, some Egyptian men loved and valued their wives. But many did not. They had no theological or cultural reason to do so. In Judaism, and especially in monogamous Christianity, women were valued and treasured as the creations of God that they were. They were also valued leaders (Deborah) and influential monarchs (Esther).