

Studies in World History

DR. JAMES STOBAUGH

HISTORY

RELIGION

GEOGRAPHY

HISTORY

RELIGION

ECONOMICS

GOVERNMENT

GEOGRAPHY


ECONOMICS


GOVERNMENT


Vol. 2


The New World
to the Modern Age
{1500 A.D. to 1900 A.D}.

TEACHER GUIDE

 Includes: Answer Keys

 Daily Calendar

 Daily Discussion Questions

 Weekly Exams

First printing: March 2014

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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 2 Teacher Guide* contains materials for use with *Studies in World History Volume 2*. Materials are organized by book 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 Teacher Guide. 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 history 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 2 covers the clash of cultures, Europe and the Renaissance, Reformation, revolutions, 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: Medieval Europe: Technology Triumphs

A century before Columbus sailed, Europeans were probing the coast of Africa and eventually reached the East Indies going east to China long before Columbus departed, sure that he could do the same thing going west.

Week 1	Day 1	Read Lesson 1 — End of the Middle Ages Student Book (SB) Answer Discussion Question Page 21 Lesson Planner (LP)			
	Day 2	Read Lesson 2 — Viking Settlements in North America (SB) Answer Discussion Question Page 22 (LP)			
	Day 3	Read Lesson 3 — Portuguese: Influence of One Man . . . (SB) Answer Discussion Question Page 23 (LP)			
	Day 4	Read Lesson 4 — Economic: Private Investments (SB) Answer Discussion Question Page 24 (LP)			
	Day 5	Read Lesson 5 — Advances in Technology: The Caravel . . . (SB) Answer Discussion Question Page 25 (LP) Optional Lesson 1 Exam 1 or 2 Page 227–228 (LP)			

Chapter 2: The Americas: On the Eve of Invasion

The same impulse that would drive humans to build a computer and go to the moon would first take mankind from Western Europe to the New World. What made this possible, partly, besides pathos, was the superior technology that Western Europe brought to the table.

Week 2	Day 6	Read Lesson 1 — On the Mountains of the Prairie (SB) Answer Discussion Question Page 27 (LP)			
	Day 7	Read Lesson 2 — Sociology: . . . Native American Societies (SB) Answer Discussion Question Page 28 (LP)			
	Day 8	Read Lesson 3 — Anthropology: Kinship (SB) Answer Discussion Question Page 29 (LP)			
	Day 9	Read Lesson 4 — Government: The Native American Chief (SB) Answer Discussion Question Page 30 (LP)			
	Day 10	Read Lesson 5 — Ethnocentricity (SB) Answer Discussion Question Page 31 (LP) Optional Lesson 2 Exam 1 or 2 Page 229–230 (LP)			

Chapter 3: European Exploration: Technology Married to Idealism

The times were good in Europe in the early 1490s. There was prosperity everywhere, and the people were optimistic. They were more than ready to initiate, contribute to, and join in the Age of Exploration.

Week 3	Day 11	Read Lesson 1 — Cartography and Mapmaking (SB) Answer Discussion Question Page 33 (LP)			
	Day 12	Read Lesson 2 — The Search for the Northwest Passage (SB) Answer Discussion Question Page 34 (LP)			
	Day 13	Read Lesson 3 — Secondary Source (A fairly inaccurate . . .) (SB) Answer Discussion Question Page 35 (LP)			
	Day 14	Read Lesson 4 — The Limits of Secondary Sources (SB) Answer Discussion Question Page 36 (LP)			
	Day 15	Read Lesson 5 — Contributions to Geography (SB) Answer Discussion Question Page 37 (LP) Optional Lesson 3 Exam 1 or 2 Page 231–232 (LP)			

Daily Worksheets



Discussion Questions:

Why were medieval Europeans ready to explore the world?



Discussion Questions:

The Greenland Vikings were fervent churchgoers and built a fairly tidy European community. In fact, a woolen hood excavated from a churchyard in Greenland dating to the late 14th century showed that the Norsemen were even concerned about fashion! On the edge of nowhere, so-called rough Viking Greenlanders were keeping up with European fashion in the midst of a cooling climate and decreasing trade contacts! Why?



Discussion Questions:

While Prince Henry the Navigator never took a voyage and never received any accolades for his efforts, he was critical to the beginning of the Age of Exploration. Can you think of someone who has been critical to the success of a new endeavor but no one knew about his contribution?



Discussion Questions:

Is it wrong for a nation, a church, and an explorer who did not know better, who only acted like normal 15th-century Christian people, to make great monetary profits from inflicting great injustice and pain on people groups (slaves and Native Americans)?



Discussion Questions:

What technological improvements helped Europeans explore their world?

Chapter Exam Section

Fill in the blanks with words from the following list: _____

Astrolabe

Caravel

L'Anse aux Meadows

Lead Line

Mariner's Compass

1. _____ The Newfoundland Viking settlement.
2. _____ Fast, technological advanced ships that expanded exploration overseas.
3. _____ A more advanced compass used to navigate ships.
4. _____ Used to measure the depth of water.
5. _____ A navigation tool to calculate longitude and latitude of ships.

E	<i>Studies in World History 2</i>	Chapter Exam Option 2	Chapter 1	Total score: ____ of 100	Name _____
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Short Answer Essay:

Google.com has invented technology that will allow iPhones to take pictures of people and from those pictures give the addresses and phone numbers of the people in the picture. Is this right? Are there some technologies that we should choose not to use?

Answer Key

Discussion Question Answer Key

Chapter 1

Lesson 1

By any standards, Western Europe was at a new apex of growth. Economically, Europe was in great shape. Apparently the Plague was behind them. Society was transformed by new opportunities: food surpluses and increased populations, revitalized trade, new towns, more affordable (but still very expensive) exotic spices from the Orient, and, thanks to the Wall Street tycoons of the 16th century — the Venetians — a robust European economy based on hard species emerged. The Church wasn't doing half bad either. The church developed the first unified system of law and administration in the medieval age. Every European felt good about that. At the same time, the Crusades had whet everyone's appetite to share the Gospel in strange, new mission fields. Finally, there were advances in ship construction (bigger, faster, and sturdier) and there were new navigation aids.

Lesson 2

The Norse Greenlanders clung to many traditions of Christian Europe. They appeared to be like any European community.

Lesson 3

My in-laws, immigrants from Scotland, told me about a missionary from their church in Scotland who shared Christ with Pastor Cho in South Korea, who, today is the pastor of the largest church in the world. Yet, no one has heard of their friend! They don't even know his name! Answers will vary.

Lesson 4

This is a difficult question. Christopher was a very committed Christian and his views were no better or worse than any other 15th-century European. It still is wrong to exploit people for profit alone.

Lesson 5

The caravel of the 15th and 16th centuries was a magnificent technological feat. Ship captains could venture miles away from shore and return without any problem whatsoever. Of course, even the sturdiest and fastest ship needed to be steered to a desired location. Ingenious technicians designed just what the doctor ordered. One of the earliest man-made navigation tools was the mariner's compass, an early form of the magnetic compass (c.13th century). Much more valuable, at the time, was the invention of the lead line

(c.13th century), which was a tool for measuring the depth of water and the nature of the bottom. This line was weighted with lead and had graduated markings to determine sea depth. The lead was coated with wax to bring up samples of the bottom. Also, the astrolabe, which had been around for centuries, was refined to even more accurately determine the longitude and latitude of a ship's location.

Chapter 2

Lesson 1

Native Americans were a very diverse people. The people north of Mexico lived in more than 350 distinct groups, spoke more than 250 different languages, and had their own political structure, kinship systems, and economies. In fact, the differences between these Native American tribes were greater than their similarities. These divisions would have fateful consequences for the future, permitting the European colonizers to play one group against others. In short, by 1492, there were deeply rooted historic conflicts and vulnerabilities that European colonizers would exploit. In the Southwest, many conflicts arose over control of the arid region's scarce resources. Isolated villages were vulnerable to attacks from marauding bands of Apaches and Arapaho. All Native peoples were vulnerable to technologically advanced Spanish invaders. The Europeans played warring tribes against each other. For instance, the Algonquians fought the Iroquois; the Dakota Sioux were mortal enemies of the Crow. In the short run, Native Americans killed more Native Americans than the Europeans killed (except by disease).

Lesson 2

While the differences in Native American cultures were profound and significant, all Native Americans shared certain social tendencies. While many differences and variations existed, there were also uniformities of organization, subsistence, technology, and belief that made them more alike with each other than any one of them was to civilizations of the Old World. While Native Americans had fierce rivalries, socially, they were very similar. Certainly the differences among Native peoples were not as pronounced as those among European countries. As all ancient people groups, most of the differences between Native peoples were related to food gathering. Some people groups were farmers exclusively; some were strictly nomadic food gatherers. The vast majority were both. Unlike other ancient