

Lesson Plan Overview

World Studies – 5th Edition

Chapter 1: Preparing for World Studies

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
1.1 Why Study History? (2 days)			
2–5	1.1.1 Define history. 1.1.2 Relate the role of moral evaluation to the study of history. 1.1.3 Relate the study of history to cultural identity. 1.1.4 Relate cultural identity and moral evaluation to the worldview themes of justice, power, citizenship, environment, and religion. <u>BWS</u> All Themes (explain)	TEACHER TOOLS ONLINE ■ Video: “Preparing for World Studies” (Overview) ■ Video: “Importance of History” ■ Web Link: Teen with Amnesia	STUDENT EDITION ■ Reading Check Questions ■ Critical Thinking Questions 1.1 ASSESSMENTS ■ Section 1.1 Quiz
1.2 The Work of the Historian (1 day)			
6–8	1.2.1 Explain why the study of history is possible. 1.2.2 Summarize the work of the historian. 1.2.3 Distinguish a Christian approach to history from a secular approach. 1.2.4 Analyze various sources based on authorship, purpose, and intended audience.	ACTIVITIES ■ Activity 1: <i>Primary and Secondary Sources</i> ■ Activity 2: <i>Dedication of the Statue of Liberty Summary</i> TEACHER TOOLS ONLINE ■ Link: The Historian’s Task ■ Link: Presuppositions	STUDENT EDITION ■ Reading Check Questions ■ Critical Thinking Questions 1.2 ASSESSMENTS ■ Section 1.2 Quiz
1.3 Ancient Civilizations (5 days)			
9–24	1.3.1 Summarize the histories of the ancient civilizations. 1.3.2 Analyze how Jesus Christ is the central figure in world history and that every aspect of reality is somehow connected to Him, in His death, resurrection, and rule. <u>BWS</u> Religion (explain)	ACTIVITIES ■ Activity 3: <i>Ancient Civilizations</i> ■ Activity 4: <i>Ancient Civilizations Map</i> TEACHER TOOLS ONLINE ■ Video: “The Resurrection” ■ Link: Ancient Egypt ■ Link: Ancient Mesopotamia ■ Link: Nebuchadnezzar’s Dream ■ Link: The Persian Empire ■ Link: Ancient Greece ■ Link: Ancient Rome ■ Link: Ancient India ■ Link: Ancient China ■ Link: Ancient Japan ■ Link: Ancient Maya ■ Link: Ancient Africa ■ Link: Evidence for Christ’s Resurrection	STUDENT EDITION ■ Turning Point Questions ■ Critical Thinking Questions 1.3 ASSESSMENTS ■ Section 1.3 Quiz

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
Review			
25			STUDENT EDITION ■ Chapter 1 Review ACTIVITIES ■ Activity 5: <i>Chapter Review</i>
Test			
			ASSESSMENTS ■ Chapter 1 Test TEACHER TOOLS ONLINE ■ EV: Chapter 1 test bank

Chapter 2: Emergence of Europe

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
2.1 Rise of Feudalism (1 day)			
26–31	<p>2.1.1 Trace the development of Germanic kingdoms in Europe.</p> <p>2.1.2 Explain the growth of the Roman Catholic Church in the early Middle Ages.</p> <p>2.1.3 Analyze the contributions of Charlemagne to the political and intellectual development of Europe.</p> <p>2.1.4 Summarize events that contributed to the rise of feudalism. <u>BWS</u> Citizenship (explain)</p> <p>2.1.5 Evaluate the use of power by feudal lords. <u>BWS</u> Power (evaluate)</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Activity 1: <i>Power of Feudal Lords</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> Video: “Emergence of Europe (Overview)” Link: Charlemagne 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> Reading Check Questions Critical Thinking Question 2.1 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> Section 2.1 Quiz
2.2 Decline of Feudalism and the Development of European States (2 days)			
32–39	<p>2.2.1 Describe conditions that weakened feudalism in Europe.</p> <p>2.2.2 Analyze the legal and constitutional contributions of medieval England. <u>BWS</u> Citizenship (evaluate)</p> <p>2.2.3 Contrast the development of central government in England and France with its development in other parts of Europe.</p> <p>2.2.4 Explain shifts of power between church and state during the High and late Middle Ages. <u>BWS</u> Power (explain)</p> <p>2.2.5 Describe causes and consequences of the Crusades.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Activity 2: <i>Decline of Feudalism and the Development of States</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> Video: “Magna Carta” Link: House of Lords Link: House of Commons Link: Tour of UK Parliament Link: The Crusades 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> Reading Check Questions Turning Point Questions Critical Thinking Questions 2.2 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> Section 2.2 Quiz
2.3 European Culture (2 days)			
40–43	<p>2.3.1 Describe the code of chivalry. <u>BWS</u> Religion (explain)</p> <p>2.3.2 Explain contributions and challenges of Jewish communities in the medieval world. <u>BWS</u> Religion (explain)</p> <p>2.3.3 Assess the impact of the rise of the university.</p> <p>2.3.4 Explain key contributions of medieval art, architecture, music, and literature.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Activity 3: <i>Romanesque and Gothic Architecture</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> Video: “Rheims and Notre Dame Cathedrals” Link: Gregorian Chant Link: Music of Leonin and Perotin Link: <i>The Canterbury Tales</i> 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> Reading Check Questions Critical Thinking Question 2.3 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> Section 2.3 Quiz

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
2.4 European Calamities (1 day)			
44–46	<p>2.4.1 Explain causes and consequences of the Great Famine of 1315. <u>BWS</u> Environment (explain)</p> <p>2.4.2 Analyze the impact of the Hundred Years' War on France and England.</p> <p>2.4.3 Trace the course of the Black Death in Europe.</p> <p>2.4.4 Assess the impact of the Black Death on Europeans' view of the Roman Catholic Church. <u>BWS</u> Religion (evaluate)</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 4: <i>The Hundred Years' War</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Link: Hundred Years' War 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Worldview Dilemma
Review			
47			<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Chapter 2 Review <p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 5: <i>Chapter Review</i>
Test			
			<p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Chapter 2 Test <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ EV: Chapter 2 test bank

Chapter 3: Kingdoms of Asia and the Mongol Empire

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
3.1 Three Chinese Dynasties (2 Days)			
48–54	<p>3.1.1 Describe the imperial rule of the three pre-Mongol dynasties.</p> <p>3.1.2 Describe life in China during the three pre-Mongol dynasties.</p> <p>3.1.3 Evaluate religion in China during this period. <u>BWS</u> Religion (evaluate)</p> <p>3.1.4 Assess the cultural and technological achievements of the Tang and Song dynasties.</p> <p>3.1.5 Trace the expansion of China’s external trade with peoples of Southeast Asia and the lands rimming the Indian Ocean.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 1: <i>Kingdoms of Asia and the Mongol Empire</i> ■ Activity 2: <i>Nestorian Stele</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “Kingdoms of Asia and the Mongol Empire (Overview)” ■ Video: “Gunpowder” ■ Link: Sui Dynasty ■ Link: Tang Dynasty ■ Link: Song Dynasty ■ Link: Foot Binding ■ Link: Silk Roads ■ Link: Tang Poetry 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Questions 3.1 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 3.1 Quiz
3.2 The Rise of the Mongol Empire (2 Days)			
55–60	<p>3.2.1 Describe the rise and expansion of the Mongol Empire. <u>BWS</u> Power (explain)</p> <p>3.2.2 Evaluate the career of Genghis Khan.</p> <p>3.2.3 Evaluate the effects of the Mongol conquests on the peoples of Asia and Eastern Europe.</p> <p>3.2.4 Describe the Mongol religion.</p> <p>3.2.5 Evaluate the usefulness and limitations of the concept of the “Pax Mongolica.” <u>BWS</u> Power (evaluate) <u>BWS</u> Justice (evaluate)</p>	<p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “Pax Mongolica” ■ Link: Traditional Mongolian Song ■ Link: Mongolian Ger ■ Link: How to Build a Yurt ■ Link: Primary Source: Letter from Genghis Khan to a Taoist Monk ■ Link: Genghis Khan’s Code of Laws ■ Link: Mongol Military Logistics ■ Link: Mongol Empire Interactive Map 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Questions 3.2 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 3.2 Quiz
3.3 The Yuan Dynasty (1 Day)			
61–63	<p>3.3.1 Analyze how Mongol rule affected the economy, society, and culture in China.</p> <p>3.3.2 Evaluate citizenship, justice, power, religion, and environment in the Yuan dynasty. <u>BWS</u> Citizenship, Justice, Power, Religion, and Environment (evaluate)</p> <p>3.3.3 Explain the spread and power of Buddhism. <u>BWS</u> Religion (explain)</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 3: <i>Marco Polo’s Journals</i> ■ Activity 4: <i>Chinese or Mongol?</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Link: Economic Problems of the Yuan Dynasty ■ Link: Growth of the Yuan Dynasty 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Turning Point Questions ■ Critical Thinking Questions 3.3

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
3.4 Southeast Asian and Russian Civilizations (1 Day)			
64–66	<p>3.4.1 Describe the Southeast Asian civilizations, their growth, and their sources of wealth.</p> <p>3.4.2 Explain how Southeast Asia resisted incorporation into the Mongol empire.</p> <p>3.4.3 Analyze the role of Buddhism in the classical states of Southeast Asia. <u>BWS</u> Religion (explain)</p> <p>3.4.4 Explain the growth of the Golden Horde and its impact on the people of Russia.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 5: <i>Mongol Invasion of Japan</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Link: Angkor Wat ■ Link: Mongol Invasions of Vietnam 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Questions 3.4 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 3.3–3.4 Quiz
3.5 The Decline and Fall of the Mongol Empire (1 Day)			
67–68	<p>3.5.1 Assess the impact of the conquests of Timur (Tamerlane).</p> <p>3.5.2 Trace the causes of the fall of the Mongol Empire.</p>	<p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Link: Battle of Ain Jalut ■ Link: Mongol Conversion to Islam 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Questions 3.5
Review			
69			<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Chapter 3 Review <p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 6: <i>Chapter Review</i>
Test			
			<p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Chapter 3 Test <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ EV: Chapter 3 test bank

Chapter 4: Renaissance and Reformation

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
4.1 The Renaissance (3 days)			
70–83	<p>4.1.1 Summarize major causes of the Renaissance.</p> <p>4.1.2 Evaluate the Renaissance worldview. <u>BWS</u> Religion (evaluate)</p> <p>4.1.3 Trace the spread of the Renaissance from Italy to northern Europe.</p> <p>4.1.4 Assess cultural and technological achievements of Renaissance Europe.</p> <p>4.1.5 Describe changing social trends in early modern Europe.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 1: <i>Erasmus and Access to Scripture</i> ■ Activity 2: <i>Achievements of the Renaissance</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “Renaissance and Reformation (Overview)” ■ Video: “Printing Press” ■ Link: Johannes Gutenberg ■ Link: Brunelleschi’s Dome 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Worldview Dilemma <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 4.1 Quiz
4.2 The Reformation (2 days)			
83–88	<p>4.2.1 Summarize major causes of the Reformation. <u>BWS</u> Religion (explain)</p> <p>4.2.2 Define Protestant.</p> <p>4.2.3 Identify the key reformers of the Reformation. <u>BWS</u> Religion (recall)</p> <p>4.2.4 Evaluate the key ideas of the Reformation. <u>BWS</u> Religion (evaluate)</p> <p>4.2.5 Trace the spread of the Reformation in Europe. <u>BWS</u> Religion (explain)</p> <p>4.2.6 Describe political and religious consequences of the Reformation. <u>BWS</u> Religion, Power (explain)</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 3: <i>Ninety-Five Theses</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “Luther’s Break with Catholicism” ■ Video: “Church Tradition” ■ Link: Ulrich Zwingli ■ Link: Anabaptists 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Turning Point Questions ■ Critical Thinking Question 4.2 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 4.2 Quiz
4.3 The Counter Reformation (2 days)			
89–90	<p>4.3.1 Summarize responses of the Roman Catholic Church to the Reformation. <u>BWS</u> Religion (explain)</p> <p>4.3.2 Evaluate the key ideas of the Counter Reformation. <u>BWS</u> Religion (evaluate)</p> <p>4.3.3 Identify divisions in Europe that were prompted by the Reformation and Counter Reformation. <u>BWS</u> Religion, Power (explain)</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 4: <i>Council of Trent</i> 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 4.3 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 4.3 Quiz

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
Review			
91			STUDENT EDITION ■ Chapter 4 Review ACTIVITIES ■ Activity 5: <i>Chapter Review</i>
Test			
			ASSESSMENTS ■ Chapter 4 Test TEACHER TOOLS ONLINE ■ EV: Chapter 4 test bank

Chapter 5: Age of European Exploration

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
5.1 Motives and Technology for Exploration (2 Days)			
92–97	<p>5.1.1 Explain the characteristics of trade between Africa, Asia, and Europe on the eve of the European overseas voyages.</p> <p>5.1.2 Identify the motives that led to the exploration of land beyond Europe’s borders.</p> <p>5.1.3 Describe technological advancements that made exploration possible.</p>	<p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “Age of European Exploration (Overview)” ■ Link: Early Navigation ■ Link: Building a Model Caravel ■ Link: Using an Astrolabe ■ Link: Google Maps: School of Navigation 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Questions 5.1 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 5.1 Quiz
5.2 Aztec and Incan Civilizations (1 Day)			
98–101	<p>5.2.1 Describe the major aspects of the Aztec civilization.</p> <p>5.2.2 Analyze the growth of the Incan Empire.</p> <p>5.2.3 Describe the major aspects of Incan civilization. <u>BWS</u> All Themes (explain)</p> <p>5.2.4 Compare and contrast the government, economy, religion, and culture of the Aztec and Incan Empires.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 1: <i>The Americas</i> ■ Activity 2: <i>Explorers and Rulers</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “Human Cultures” ■ Link: Aztec Myth ■ Link: Tenochtitlán ■ Link: Incan Civilization, Part 1 ■ Link: Google Maps: Cuzco ■ Link: Quipus 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Questions 5.2 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 5.2 Quiz
5.3 European Expeditions (2 Days)			
102–8	<p>5.3.1 Trace the progress of European exploration from 1415 to 1532.</p> <p>5.3.2 Analyze Portuguese maritime expansion to Africa, India, and Southeast Asia.</p> <p>5.3.3 Describe the collision of the Spanish Empire with the Aztec and Inca Empires.</p> <p>5.3.4 Analyze the collapse of the Aztec and Incan Empires. <u>BWS</u> Power (explain) <u>BWS</u> Justice (explain)</p> <p>5.3.5 Evaluate European explorers’ treatment of native populations. <u>BWS</u> Justice (evaluate) <u>BWS</u> Religion (evaluate)</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 3: <i>Christopher Columbus</i> ■ Activity 4: <i>Letters from Mexico</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “1492” ■ Link: Age of Exploration Map ■ Link: Portugal’s Sea Power ■ Link: Treaty of Tordesillas ■ Link: Famous Explorers ■ Link: Founding of America ■ Link: Christopher Columbus ■ Link: Tour of the Niña ■ Link: Google Maps: Columbus’s Journey ■ Link: Celebrating Columbus ■ Link: What Columbus Did ■ Link: A Sailor’s Work ■ Link: Cortés Meets Montezuma ■ Link: Text of Cortés’s Letter ■ Link: Montezuma and Cortés Reconciliation ■ Link: Incan Civilization, Part 2 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Turning Point Questions ■ Critical Thinking Questions 5.3 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 5.3 Quiz

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
Review			
109			STUDENT EDITION ■ Chapter 5 Review ACTIVITIES ■ Activity 5: <i>Chapter Review</i>
Test			
			ASSESSMENTS ■ Chapter 5 Test TEACHER TOOLS ONLINE ■ EV: Chapter 5 test bank

Chapter 6: Africa and the Rise of the Slave Trade

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
6.1 Overview of African Culture (1 Day)			
110–15	6.1.1 Outline the general characteristics of African culture and religion. <u>BWS</u> Religion (evaluate)	ACTIVITIES <ul style="list-style-type: none"> ■ Activity 1: <i>Africa</i> ■ Activity 2: <i>The Yoruba Creation Narrative</i> TEACHER TOOLS ONLINE <ul style="list-style-type: none"> ■ Video: “Africa and the Rise of the Slave Trade (Overview)” ■ Video: “Syncretism” ■ Link: Hunter-Gatherer Worldview 	STUDENT EDITION <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 6.1 ASSESSMENTS <ul style="list-style-type: none"> ■ Section 6.1 Quiz
6.2 Northern and Western Africa (2 Days)			
116–22	6.2.1 Compare and contrast key features of the North and West African civilizations during this period. 6.2.2 Trace the expansion of Islam in North and West Africa. <u>BWS</u> Religion (explain)	ACTIVITIES <ul style="list-style-type: none"> ■ Activity 3: <i>Journal Entries</i> TEACHER TOOLS ONLINE <ul style="list-style-type: none"> ■ Link: Mamluk Egypt ■ Link: 360cities: Morocco ■ Link: Trading Gold for Salt ■ Link: Facts about Camels ■ Link: Spread of Islamic Culture ■ Link: The Kingdom of Kongo ■ Link: Map of Sub-Saharan African States 	STUDENT EDITION <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 6.2 ASSESSMENTS <ul style="list-style-type: none"> ■ Section 6.2 Quiz
6.3 Eastern and Southern Africa (2 Days)			
123–28	6.3.1 Describe the major aspects of Ethiopian civilization. <u>BWS</u> All Themes (explain) 6.3.2 Explain how Ethiopia resisted Islam and searched for wider connections in the Christian world. <u>BWS</u> Religion (explain) <u>BWS</u> Power (explain) 6.3.3 Summarize the rise of commercial towns on the East African coast. 6.3.4 Assess the importance of Islam, Arab settlement, and trade in the East African coastal cities. 6.3.5 Assess the importance of Great Zimbabwe as a state and commercial center.	TEACHER TOOLS ONLINE <ul style="list-style-type: none"> ■ Link: Ethiopia’s Lost Ark ■ Link: Al-Ghazi ■ Link: Great Zimbabwe ■ Link: Africa’s Southern Kingdoms 	STUDENT EDITION <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 6.3 ASSESSMENTS <ul style="list-style-type: none"> ■ Section 6.3 Quiz

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
6.4 The African Slave Trade (1 Day)			
129–30	<p>6.4.1 Explain the transatlantic slave trade.</p> <p>6.4.2 Analyze the effect of the transatlantic slave trade on the Africans and their economic and family life.</p> <p>6.4.3 Compare and contrast the practice of slavery in Africa to the practice in other parts of the world during this period.</p> <p>6.4.4 Describe the participation of African governments and elites in the sale of slaves to Europeans.</p> <p><u>BWS</u> Justice (evaluate)</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 4: <i>“Thoughts upon Slavery”</i> —John Wesley <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Link: Modern-Day Slavery ■ Link: Arab Slave Trade ■ Link: The Slave Trade In Africa’s History 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 6.4
Review			
131			<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Chapter 6 Review <p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 5: <i>Chapter Review</i>
Test			
			<p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Chapter 6 Test <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ EV: Chapter 6 test bank

Chapter 7: Colonization of the Americas

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
7.1 European Economics and Religion (2 days)			
132–38	<p>7.1.1 Define <i>mercantilism</i>.</p> <p>7.1.2 Define <i>capitalism</i>.</p> <p>7.1.3 Contrast the goals and methods of mercantilism and capitalism.</p> <p>7.1.4 Summarize the course of the wars of religion of the sixteenth and seventeenth centuries.</p> <p>7.1.5 Analyze the effects of the wars of religion on European unity.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 1: <i>Mercantilism vs. Capitalism</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “Colonization of the Americas (Overview)” ■ Video: “Henry of Navarre” ■ Video: “Spanish Armada” ■ Link: Philip II ■ Link: Elizabeth I ■ Link: Sir Francis Drake 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Turning Point Questions ■ Critical Thinking Question 7.1 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 7.1 Quiz
7.2 Colonization of Latin America (3 days)			
139–47	<p>7.2.1 Compare and contrast the political development of Spanish and Portuguese colonial empires in the Americas.</p> <p>7.2.2 Evaluate the treatment of indigenous people and slaves. <u>BWS</u> Justice (evaluate)</p> <p>7.2.3 Evaluate the role of the Catholic Church in government procedures and policies in Latin America. <u>BWS</u> Justice (evaluate)</p> <p>7.2.4 Assess the effects of the introduction of new plants, animals, and diseases on both the New and Old Worlds. <u>BWS</u> Environment (evaluate)</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 2: <i>South America</i> ■ Activity 3: <i>Portuguese and Spanish Empires</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Link: Triangular Trade ■ Link: The Middle Passage 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 7.2 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 7.2 Quiz
7.3 Colonization of North America (2 days)			
148–52	<p>7.3.1 Contrast patterns of European settlement in North America.</p> <p>7.3.2 Describe religious, political, and cultural differences among European settlements in North America.</p> <p>7.3.3 Evaluate the effect of religious differences on the politics and culture of North America. <u>BWS</u> Religion, Citizenship (evaluate)</p> <p>7.3.4 Summarize conflicts between European powers in North America.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 4: <i>Why the Pilgrims Left the Netherlands</i> (could also be completed with the opening story) <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “Montreal” ■ Link: French and Indian War 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 7.3 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 7.3 Quiz

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
Review			
153			STUDENT EDITION ■ Chapter 7 Review ACTIVITIES ■ Activity 5: <i>Chapter Review</i>
Test			
			ASSESSMENTS ■ Chapter 7 Test TEACHER TOOLS ONLINE ■ EV: Chapter 7 test bank

Chapter 8: Empires of Eurasia

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
8.1 The Ming and Manchu Dynasties (2 days)			
154–64	<p>8.1.1 Explain the use of absolutism by Ming rulers. <u>BWS</u> Power (explain)</p> <p>8.1.2 Describe cultural achievements of the Ming period.</p> <p>8.1.3 Summarize the purposes, events, and outcomes of the Zheng He naval expeditions.</p> <p>8.1.4 Evaluate justice, power, citizenship, and environment in the Ming dynasty. <u>BWS</u> Justice, Power, Citizenship, Environment (evaluate)</p> <p>8.1.5 Trace the decline of the Ming dynasty and the rise of the Manchu dynasty.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 1: <i>Ming China</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “Empires of Eurasia (Overview)” ■ Video: “Constantinople” ■ Video: “The Forbidden City” ■ Link: Grand Canal ■ Link: Temple of Heaven ■ Link: Ming Tombs 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Questions 8.1 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 8.1 Quiz
8.2 The Ottoman Empire (2 days)			
165–70	<p>8.2.1 Relate the expansion of Ottoman power to the decline of the Byzantine Empire.</p> <p>8.2.2 Analyze the success of Ottoman military campaigns.</p> <p>8.2.3 Describe political and economic strategies of the Ottoman Empire.</p> <p>8.2.4 Formulate a Christian view of interacting with diverse faiths in response to the Ottoman treatment of diverse populations within the empire. <u>BWS</u> Justice (formulate)</p> <p>8.2.5 Describe artistic, architectural, and literary achievements of the empire.</p>	<p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “Siege of Vienna” ■ Video: “Witnessing to Muslims” ■ Link: Ottoman Wars ■ Link: Siege of Vienna 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Turning Point Questions ■ Worldview Dilemma <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 8.2 Quiz
8.3 The Safavid Empire (1 day)			
171–72	<p>8.3.1 Describe the unification of Persia under the Safavids and Ismail I.</p> <p>8.3.2 Explain the connection between the Safavid Empire and the Shiite form of Islam.</p> <p>8.3.3 Compare and contrast the Shiite form of Islam with the Sunni form.</p> <p>8.3.4 Assess Safavid political, economic, and cultural achievements under Shah Abbas.</p> <p>8.3.5 Trace the decline of the Safavid Empire.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 2: <i>Asia Minor</i> 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 8.3 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 8.3 Quiz
8.4 The Mughal Empire and Sikhism (1 day)			

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
173–74	<p>8.4.1 Trace the development of the Mughal dynasty in the subcontinent of India.</p> <p>8.4.2 Compare and contrast the governing practices of Akbar with those of other Mughal rulers.</p> <p>8.4.3 Identify major beliefs of Sikhism. <u>BWS</u> Religion (recall)</p> <p>8.4.4 Evaluate the beliefs of Sikhism according to biblical teaching. <u>BWS</u> Religion (evaluate)</p> <p>8.4.5 Trace the decline of the Mughal Empire.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 3: <i>Sikhism</i> ■ Activity 4: <i>Empires of Eurasia</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “Taj Mahal” 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 8.4
Review			
175			<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Chapter 8 Review <p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 5: <i>Chapter Review</i>
Test			
			<p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Chapter 8 Test <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ EV: Chapter 8 test bank

Chapter 9: Changes in European Power and Thought

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
9.1 The Rising Power of European States (3 days)			
176–87	<p>9.1.1 Assess the impact of the Thirty Years' War and the Peace of Westphalia on Europe.</p> <p>9.1.2 Contrast the development of absolutism in Europe with the development of limited government. <u>BWS</u> Power (evaluate)</p> <p>9.1.3 Analyze the significance of Peter the Great's westernizing reforms in Russia.</p> <p>9.1.4 Trace the rise of the Dutch Republic as a powerful European state.</p> <p>9.1.5 Explain how the English Civil War and the Glorious Revolution furthered the development of limited government in England.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 1: <i>English Bill of Rights</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: "Changes in European Power and Thought (Overview)" ■ Video: "Oliver Cromwell" ■ Link: Boyle's Law ■ Link: Palace of Versailles ■ Link: Peter the Great 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Questions 9.1 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 9.1 Quiz
9.2 The Scientific Revolution (2 days)			
188–93	<p>9.2.1 Summarize the key causes of the Scientific Revolution.</p> <p>9.2.2 Explain the development and significance of scientific methodology.</p> <p>9.2.3 Identify the significant contributors to the Scientific Revolution.</p> <p>9.2.4 Formulate a Christian view of discoveries in medicine, mathematics, and chemistry. <u>BWS</u> Environment (formulate)</p> <p>9.2.5 Compare and contrast medieval scientific thinking with early modern scientific thinking.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 2: <i>Galileo's Observations</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: "Herschel's Telescope" ■ Video: "Leeuwenhoek's Work with Microscopes" ■ Link: History of the Telescope ■ Link: New Planetary Discovery ■ Link: Alhazen 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Turning Point Questions ■ Critical Thinking Question 9.2 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 9.2 Quiz
9.3 The Enlightenment (2 days)			
194–96	<p>9.3.1 Explain the principal ideas of the Enlightenment. <u>BWS</u> Citizenship, Power, Justice (explain)</p> <p>9.3.2 Assess the impact of Enlightenment ideas on modern governments.</p> <p>9.3.3 Relate Enlightenment thinking to the American Revolution.</p> <p>9.3.4 Evaluate Enlightenment philosophies from a biblical worldview. <u>BWS</u> Religion (evaluate)</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 3: <i>Essay Concerning Human Understanding</i> ■ Activity 4: <i>Monarchs, Scientists, and Philosophers</i> 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 9.3 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 9.3 Quiz

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
Review			
197			STUDENT EDITION ■ Chapter 9 Review ACTIVITIES ■ Activity 5: <i>Chapter Review</i>
Test			
			ASSESSMENTS ■ Chapter 9 Test TEACHER TOOLS ONLINE ■ EV: Chapter 9 test bank

Chapter 10: Oceania

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
10.1 Geography and People of Oceania (2 days)			
198–207	<p>10.1.1 Describe the geography of Oceania.</p> <p>10.1.2 Analyze theories of the origins of indigenous peoples.</p> <p>10.1.3 Explain the culture of indigenous peoples.</p> <p>10.1.4 Evaluate justice, power, citizenship, use of the environment, and religion among indigenous peoples.</p> <p><u>BWS</u> All Themes (evaluate)</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 1: <i>Oceania Map</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “Oceania (Overview)” ■ Video: “Easter Island” ■ Link: The King’s Malanga ■ Link: Size of the Pacific Ocean ■ Link: Aboriginal Australia ■ Link: How the Moai “Walked”? ■ Link: The Haka ■ Link: King Kamehameha the Great 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Questions 10.1 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 10.1 Quiz
10.2 European Exploration of Oceania (1 day)			
208–11	<p>10.2.1 Trace the progression of European exploration in Oceania.</p> <p>10.2.2 Compare and contrast the interactions of different European explorers with indigenous peoples.</p> <p><u>BWS</u> Justice (evaluate)</p> <p>10.2.3 Construct a proposal for treatment of indigenous peoples.</p> <p><u>BWS</u> Justice (formulate)</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 2: <i>James Cook’s Journal</i> ■ Activity 3: <i>Reaching Indigenous People for Christ Biblically</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Link: Survival at Sea ■ Link: Abel Tasman ■ Link: Cook’s Landing in New Zealand ■ Link: James Cook: Great Explorer or Villain? 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 10.2 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 10.2 Quiz
10.3 European Settlement of Oceania (3 days)			
212–20	<p>10.3.1 Explain missionary efforts in Oceania.</p> <p><u>BWS</u> Religion (explain)</p> <p>10.3.2 Trace European colonial development in Oceania.</p> <p>10.3.3 Describe European settlement of Oceania.</p> <p>10.3.4 Assess the impact of the missionary movement on Hawaii.</p> <p><u>BWS</u> Justice, Power, Religion (evaluate)</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 4: <i>James Chalmers</i> ■ Activity 5: <i>A Letter from Queen Ka’ahumanu</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “Hawaii” ■ Link: James Chalmers ■ Link: Missionary Aviation In Papua New Guinea ■ Link: Gold Rush Game ■ Link: Australia’s Early Settlers ■ Link: History of New Zealand ■ Link: Missionaries Landing In Honolulu ■ Link: Lorenzo Lyons, Missionary to Hawaii ■ Link: Hiram Bingham In Kauai ■ Link: Hawaiian Doxology 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Questions 10.3 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 10.3 Quiz

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
Review			
221			STUDENT EDITION ■ Chapter 10 Review ACTIVITIES ■ Activity 10: <i>Chapter Review</i>
Test			
			ASSESSMENTS ■ Chapter 10 Test TEACHER TOOLS ONLINE ■ EV: Chapter 10 test bank

Chapter 11: The Atlantic Revolutions

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
11.1 The French Revolution (3 days)			
222–30	<p>11.1.1 Summarize the elements of Enlightenment thought that influenced the French revolutionaries.</p> <p><u>BWS</u> Religion (evaluate) <u>BWS</u> Citizenship (evaluate) <u>BWS</u> Justice (evaluate)</p> <p>11.1.2 Explain the factors that contributed to the French Revolution.</p> <p>11.1.3 Trace the events of the French Revolution and the Reign of Terror.</p> <p><u>BWS</u> Power (evaluate)</p> <p>11.1.4 Compare and contrast the French and American Revolutions.</p> <p><u>BWS</u> Citizenship (formulate) <u>BWS</u> Power (formulate) <u>BWS</u> Religion (formulate)</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 1: <i>The Three Estates of France</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “The Atlantic Revolutions (Overview)” ■ Video: “Revolutions Compared” ■ Link: Voltaire’s Ideas ■ Link: Rousseau and Atheism ■ Link: Bastille Day ■ Link: The Declaration of the Rights of Man ■ Link: Louis XVI ■ Link: The Reign of Terror ■ Link: The Fall of Robespierre ■ Link: The American and French Revolutions Compared ■ Link: French Revolution Scavenger Hunt 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Turning Point Questions ■ Critical Thinking Question 11.1 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 11.1 Quiz
11.2 Napoleon (2 days)			
231–35	<p>11.2.1 Summarize the rise of Napoleon.</p> <p>11.2.2 Trace Napoleon’s conquests.</p> <p>11.2.3 Assess Napoleon’s reign and reforms.</p> <p><u>BWS</u> All Themes (explain)</p> <p>11.2.4 Analyze Napoleon’s defeat.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 2: <i>The Battle of Waterloo</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Link: Napoleon’s Coronation ■ Link: The Battle of Austerlitz ■ Link: Napoleonic Wars Game ■ Link: The Battle of Trafalgar ■ Link: Invasion of Russia Map ■ Link: Napoleon’s Defense of His Invasion of Russia ■ Link: Account of the Battle of Waterloo ■ Link: Napoleon Review Game 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 11.2 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 11.2 Quiz
11.3 Latin American Independence (1 day)			
236–39	<p>11.3.1 Analyze the reasons for discontentment in Latin American colonies.</p> <p>11.3.2 Identify the key figures in bringing independence to Latin America.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 3: <i>Simón Bolívar</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “Bolívar and San Martín” ■ Link: Haitian Revolution Documents ■ Link: Simón Bolívar ■ Link: Mexico’s War of Independence ■ Link: Independence in Brazil 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 11.3 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 11.3 Quiz

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
11.4 European Revolutions (1 day)			
240–41	11.4.1 Identify the causes of European revolts in the 1830s. 11.4.2 Compare and contrast conservatism, liberalism, and nationalism. <u>BWS</u> Justice (explain)	TEACHER TOOLS ONLINE <ul style="list-style-type: none"> ■ Link: Congress of Vienna Simulation (1 and 2) ■ Link: The Greek Revolution 	STUDENT EDITION <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 11.4 ASSESSMENTS <ul style="list-style-type: none"> ■ Section 11.4 Quiz
11.5 German and Italian Unifications (1 day)			
242–44	11.5.1 Compare and contrast unification movements in Germany and Italy with other European unification movements.	ACTIVITIES <ul style="list-style-type: none"> ■ Activity 4: <i>The Five Ws</i> TEACHER TOOLS ONLINE <ul style="list-style-type: none"> ■ Video: “Otto von Bismarck” ■ Link: German Unification ■ Link: The Franco-Prussian War ■ Link: Italian Unification 	STUDENT EDITION <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 11.5
Review			
245			STUDENT EDITION <ul style="list-style-type: none"> ■ Chapter 11 Review ACTIVITIES <ul style="list-style-type: none"> ■ Activity 5: <i>Chapter Review</i>
Test			
			ASSESSMENTS <ul style="list-style-type: none"> ■ Chapter 11 Test TEACHER TOOLS ONLINE <ul style="list-style-type: none"> ■ EV: Chapter 11 test bank

Chapter 12: The Industrial Revolution

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
12.1 Industrialization in Great Britain (2 days)			
246–53	12.1.1 Explain factors that aided industrialization in Great Britain. 12.1.2 Describe important technological developments of the Industrial Revolution. <u>BWS</u> Environment (explain) 12.1.3 Compare and contrast work on a farm, in a cottage industry, and in a factory.	ACTIVITIES ■ Activity 1: <i>Timeline of Technology</i> TEACHER TOOLS ONLINE ■ Video: “The Industrial Revolution (Overview)” ■ Video: “Fowler’s Steam Tractor” ■ Link: Corwen Revival Steam Train ■ Link: George Stephenson	STUDENT EDITION ■ Reading Check Question ■ Critical Thinking Question 12.1 ASSESSMENTS ■ Section 12.1 Quiz
12.2 Expansion of Industrialization and the Rise of Social Reform (2 days)			
254–60	12.2.1 Trace the spread of industrialization to the continent of Europe and to the United States. 12.2.2 Describe effects of industrialization on nineteenth-century society. 12.2.3 Assess the impact of the Industrial Revolution on quality of life. <u>BWS</u> Justice, Environment (evaluate) 12.2.4 Compare and contrast efforts to reform society in the nineteenth century. <u>BWS</u> Justice (explain) 12.2.5 Defend the role of Christianity in promoting a just treatment of workers. <u>BWS</u> Justice, Religion (formulate)	ACTIVITIES ■ Activity 2: <i>Society during the Industrial Revolution</i> TEACHER TOOLS ONLINE ■ Link: House of Lords Debates Cotton Factories Regulation, 1819	STUDENT EDITION ■ Reading Check Questions ■ Worldview Dilemma ASSESSMENTS ■ Section 12.2 Quiz
12.3 End of the Slave Trade (2 days)			
261–64	12.3.1 Trace the efforts of abolitionists to end the slave trade and abolish slavery. 12.3.2 Assess the impact of Christianity on the abolition movement. <u>BWS</u> Justice, Religion (evaluate) 12.3.3 Write a biblical argument against the slave trade. <u>BWS</u> Justice (formulate)	ACTIVITIES ■ Activity 3: <i>Letter from John Wesley to William Wilberforce</i> ■ Activity 4: “On the Horrors of the Slave Trade” ■ Activity 5: <i>Why Is the Slave Trade Wrong?</i> TEACHER TOOLS ONLINE ■ Video: “Slavery Abolition Act of 1833” ■ Link: William Wilberforce ■ Link: Underground Railroad	STUDENT EDITION ■ Reading Check Questions ■ Turning Point Questions ■ Critical Thinking Question 12.3 ASSESSMENTS ■ Section 12.3 Quiz

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
Review			
265			STUDENT EDITION ■ Chapter 12 Review ACTIVITIES ■ Activity 6: <i>Chapter Review</i>
Test			
			ASSESSMENTS ■ Chapter 12 Test TEACHER TOOLS ONLINE ■ EV: Chapter 12 test bank

Chapter 13: Age of Radicals and Reformers

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
13.1 Radical Movements (3 days)			
266–73	<p>13.1.1 Summarize the main ideas of Marxism.</p> <p>13.1.2 Evaluate Marxism based on a biblical worldview.</p> <p><u>BWS</u> Power (evaluate)</p> <p><u>BWS</u> Justice (evaluate)</p> <p><u>BWS</u> Citizenship (evaluate)</p> <p><u>BWS</u> Religion (evaluate)</p> <p>13.1.3 Evaluate Darwin’s challenge to Christianity.</p> <p><u>BWS</u> Religion (evaluate)</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 1: <i>Charles Spurgeon on Socialism</i> ■ Activity 2: <i>Charles Darwin</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “Age of Radicals and Reformers (Overview)” ■ Video: “Karl Marx” ■ Video: “The Acceptance of Darwinism and Marxism” ■ Link: George Mueller ■ Link: First Thanksgiving ■ Link: Jesus People USA ■ Link: The Devil and Karl Marx ■ Link: Marx and Human Nature ■ Link: Communist Manifesto Excerpts ■ Link: Is Capitalism Moral? ■ Link: Five Myths about Inequality ■ Link: Is Communism Moral? ■ Link: Communist Confession of Faith ■ Link: Bell Ringer: Charles Darwin ■ Link: Evolution and Racism ■ Link: Marx and Darwin 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Turning Point Questions ■ Critical Thinking Question 13.1 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 13.1 Quiz
13.2 Reform Movements and European Anti-Semitism (2 days)			
274–78	<p>13.2.1 Summarize the course of the women’s suffrage and temperance movements that arose in Europe and America.</p> <p><u>BWS</u> Justice (explain)</p> <p><u>BWS</u> Citizenship (explain)</p> <p>13.2.2 Identify major political reforms in Britain and France during the late nineteenth century.</p> <p>13.2.3 Describe the rise of anti-Semitism during the late nineteenth century.</p>	<p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Link: Bell Ringer: Temperance and Suffrage ■ Link: Women’s Suffrage in Britain ■ Link: Repeal of the Corn Laws ■ Link: Personality and Leadership ■ Link: The Dreyfus Affair 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 13.2 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 13.2 Quiz
13.3 Culture, Education, and the Christian Response (1 day)			
279–83	<p>13.3.1 Describe the expanded educational opportunities and increased literacy of nineteenth-century Europe.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 3: <i>Romantic, Realist, Modern</i> 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 13.3

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
13.3 Culture, Education, and the Christian Response (continued)			
279–83	<p>13.3.2 Evaluate the impact of major nineteenth-century literary and artistic movements on culture and values. <u>BWS</u> Religion (evaluate)</p> <p>13.3.3 Analyze the response of Christian leaders to challenges of the nineteenth century. <u>BWS</u> Religion (evaluate)</p>	<p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Link: Romantics and Realists ■ Link: Ducksters: Romanticism ■ Link: Ducksters: Realism ■ Link: Salvation Army ■ Link: Catherine Bramwell Booth 	
13.4 Progress in Science and Technology (1 day)			
284–89	<p>13.4.1 Identify major scientific and technological developments of the late nineteenth and early twentieth centuries.</p> <p>13.4.2 Use the lessons learned from the transformation of global communication and trade caused by new inventions to formulate a Christian view of inventions. <u>BWS</u> Environment (formulate)</p>	<p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “Wright Brothers’ Plane” ■ Link: Were All Early Scientists Christians? ■ Link: Steamboats on Klamath Lake ■ Link: Animated Engines ■ Link: Wright Brothers Activities ■ Link: Morse Code Activity ■ Link: Tesla and Marconi 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 13.4 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 13.3–13.4 Quiz
13.5 Latin America and Canada (1 day)			
290–92	<p>13.5.1 Assess the successes and failures of Latin American governments.</p> <p>13.5.2 Analyze the reasons many Latin American countries failed to develop into stable nations. <u>BWS</u> Power (evaluate) <u>BWS</u> Citizenship (evaluate)</p> <p>13.5.3 Analyze the effects of foreign intervention on Mexico.</p> <p>13.5.4 Trace the development of Canada as a nation.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 4: <i>Crossword Puzzle</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “Ferdinand Maximilian” ■ Link: Paraguayan War 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 13.5
Review			
293			<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Chapter 13 Review <p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 5: <i>Chapter Review</i>
Test			
			<p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Chapter 13 Test <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ EV: Chapter 13 test bank

Chapter 14: Colonial Africa

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
14.1 Africa after the Slave Trade (2 days)			
294–300	14.1.1 Analyze the progress of African states following the end of the slave trade. 14.1.2 Explain factors that led to the opening of the African interior. 14.1.3 Analyze activities of missionaries to Africa in the nineteenth century. <u>BWS</u> Religion (explain) 14.1.4 Trace the early colonization of Africa.	ACTIVITIES ■ Activity 1: <i>David Livingstone</i> TEACHER TOOLS ONLINE ■ Video: “Colonial Africa (Overview)” ■ Video: “Victoria Falls” ■ Link: Moffat Mission ■ Link: Samuel Ajayi Crowther	STUDENT EDITION ■ Reading Check Questions ■ Critical Thinking Questions 14.1 ASSESSMENTS ■ Section 14.1 Quiz
14.2 Partitioning of Africa for Imperialism (2 days)			
301–9	14.2.1 Evaluate European motives for imperialism. <u>BWS</u> Justice (evaluate) 14.2.2 Describe imperialistic efforts by major European powers during the Scramble for Africa. 14.2.3 Analyze the success of African resistance to imperialistic conquest.	ACTIVITIES ■ Activity 2: <i>Motives for Imperialism</i> ■ Activity 3: <i>Imperialism in Africa 1914</i> ■ Activity 4: <i>Abuses of Colonialism</i> TEACHER TOOLS ONLINE ■ Video: “Berlin Conference of 1884–85” ■ Link: History of Diamond Mining ■ Link: Suez Canal	STUDENT EDITION ■ Reading Check Questions ■ Turning Point Questions ■ Critical Thinking Question 14.2 ASSESSMENTS ■ Section 14.2 Quiz
14.3 Consequences of Imperialism (2 days)			
310–14	14.3.1 Assess consequences of imperialism for Africa. 14.3.2 Evaluate justice, power, and citizenship in colonial Africa. <u>BWS</u> Justice, Power, Citizenship (evaluate) 14.3.3 Apply principles of justice, power, and citizenship to a current political conflict. <u>BWS</u> Justice, Power, Citizenship (apply)	ACTIVITIES ■ Activity 5: <i>Evaluating a Conflict</i> TEACHER TOOLS ONLINE ■ Link: Cape to Cairo Railway	STUDENT EDITION ■ Reading Check Questions ■ Critical Thinking Questions 14.3 ASSESSMENTS ■ Section 14.3 Quiz
Review			
315			STUDENT EDITION ■ Chapter 14 Review ACTIVITIES ■ Activity 6: <i>Chapter Review</i>

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
Test			
			ASSESSMENTS ■ Chapter 14 Test TEACHER TOOLS ONLINE ■ EV: Chapter 14 test bank

Chapter 15: Nineteenth-Century Asia

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
15.1 Ottoman Empire (2 days)			
316–20	<p>15.1.1 Assess the impact of the French invasion of Egypt in 1798.</p> <p>15.1.2 Summarize how the Ottoman Empire was forced to retreat from the Balkans and the Black Sea region.</p> <p>15.1.3 Analyze the efforts of Mahmud II to establish a modern state and economy.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 1: <i>Imperialism in Asia Map</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “Nineteenth-Century Asia (Overview)” ■ Link: How a Sultan Dined ■ Link: Sultan Abdul Hamid Han ■ Link: History of the Ottoman Empire 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 15.1 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 15.1 Quiz
15.2 Russia (1 day)			
321–25	<p>15.2.1 Assess the impact of the Napoleonic invasion on Russia.</p> <p>15.2.2 Assess the effectiveness of Russian imperial reforms.</p> <p><u>BWS</u> Power (evaluate)</p> <p><u>BWS</u> Justice (evaluate)</p> <p>15.2.3 Analyze the popularity of opposition movements in nineteenth-century Russia.</p>	<p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Link: How Russia Became an Empire ■ Link: Eat Like Catherine the Great ■ Link: Napoleon’s 1812 Invasion of Russia ■ Link: Nicholas I and Alexander II 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 15.2 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 15.2 Quiz
15.3 India (1 day)			
326–29	<p>15.3.1 Trace the advance of British power in India.</p> <p>15.3.2 Assess the impact of British control over India.</p> <p><u>BWS</u> Power (explain)</p> <p><u>BWS</u> Justice (explain)</p> <p>15.3.3 Evaluate the major aspects of Indian civilization during British control.</p> <p><u>BWS</u> All themes (evaluate)</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 2: <i>The Sepoy Mutiny</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Link: Curry the Victorian Way ■ Link: How Britain Conquered India ■ Link: Sepoy Mutiny Simulation Documents 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 15.3

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
15.4 Mainland East Asia (2 days)			
330–37	<p>15.4.1 Describe the decline of the Manchu dynasty.</p> <p>15.4.2 Describe patterns of British trade that linked India and China with Europe.</p> <p>15.4.3 Explain how Europeans forced China to allow them access to Chinese markets.</p> <p>15.4.4 Analyze the causes and consequences of the Taiping Rebellion.</p> <p>15.4.5 Evaluate foreign influence and colonization in Southeast Asia and Korea.</p> <p><u>BWS</u> Power (evaluate)</p> <p><u>BWS</u> Justice (evaluate)</p> <p><u>BWS</u> Citizenship (evaluate)</p> <p>15.4.6 Evaluate missionary efforts in East Asia during this period.</p> <p><u>BWS</u> Religion (evaluate)</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 3: <i>The Goforths and the Boxer Rebellion</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “Empress Dowager Cixi” ■ Link: Dinner with the Dowager ■ Link: Lin Zexu Destroys British Opium ■ Link: Fentanyl ■ Link: The New Opium War ■ Link: Opium War in Reverse ■ Link: Taiping Rebellion ■ Link: Spheres of Influence Simulation Documents ■ Link: Hudson Taylor ■ Link: Ending Foot Binding in China ■ Link: Last Princess of Korea ■ Link: Vietnam in 1900 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 15.4 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Sections 15.3–15.4 Quiz
15.5 Island East Asia (2 days)			
338–42	<p>15.5.1 Summarize the causes of the Meiji Restoration.</p> <p>15.5.2 Explain how the Meiji Restoration led to Japan’s modernization.</p> <p>15.5.3 Evaluate the impact of Western ideas and reformed Shintoism in Japan during the Meiji period.</p> <p>15.5.4 Describe the changes in Japan’s relations with China and Western powers from the 1850s to the early 1900s.</p> <p>15.5.5 Describe European colonization of the Philippines and Indonesia.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 4: <i>Perry’s Expedition to Japan</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “The Meiji Restoration” ■ Link: First Contact with Japan ■ Link: Early Japanese Visitor Describes Europe 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Turning Point Questions ■ Critical Thinking Question 15.5
Review			
343			<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Chapter 15 Review <p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 5: <i>Chapter Review</i>
Test			
			<p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Chapter 15 Test <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ EV: Chapter 15 test bank

Chapter 16: War, Instability, and Depression

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
16.1 Prelude to War (2 days)			
344–48	<p>16.1.1 Analyze effects of scientific and technological progress in the early twentieth century.</p> <p>16.1.2 Summarize four main causes of World War I. <u>BWS</u> Power (evaluate)</p> <p>16.1.3 Trace events in the Balkans that led to World War I.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 1: <i>Causes of World War I</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “War, Instability, and Depression (Overview)” ■ Link: Battlefield Diseases in World War I 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Questions 16.1 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 16.1 Quiz
16.2 Course of the War (2 days)			
349–54	<p>16.2.1 Describe the Schlieffen Plan.</p> <p>16.2.2 Trace the course of the war.</p> <p>16.2.3 Assess the impact of new weapons on battlefield strategies and outcomes.</p> <p>16.2.4 Analyze the significance of changing alliances in 1917 and 1918.</p> <p>16.2.5 Compare and contrast plans for peace. <u>BWS</u> Justice, Power (evaluate)</p> <p>16.2.6 Assess the effects of World War I on individuals and nations. <u>BWS</u> All Themes (evaluate)</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 2: <i>Alliances before World War I</i> ■ Activity 3: <i>Plans for Peace</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “First Tanks” ■ Video: “Treaty of Versailles” ■ Link: Christmas Truce ■ Link: Trenches in World War I ■ Link: German U-boats ■ Link: Aviation in World War I 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Turning Point Questions ■ Critical Thinking Question 16.2 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 16.2 Quiz
16.3 Instability after the War (2 days)			
355–65	<p>16.3.1 Summarize attempts to ensure peace after World War I.</p> <p>16.3.2 Describe changing conditions of the 1920s and 1930s in the democratic states of the West.</p> <p>16.3.3 Trace the rise of authoritarian states in Europe in the 1920s and 1930s.</p> <p>16.3.4 Summarize changes in Africa and Asia in the period following World War I.</p> <p>16.3.5 Compare and contrast the conditions of the Mexican Revolution with other revolutions of the period.</p> <p>16.3.6 Formulate a response to crisis based on a biblical view of justice, power, and citizenship. <u>BWS</u> Justice, Power, Citizenship (formulate)</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 4: <i>Responses to Crisis</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “Joseph Stalin” ■ Link: Nazi Party ■ Link: Sun Yat-sen 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 16.3 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 16.3 Quiz

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
16.4 Culture and Technology (2 days)			
366–68	16.4.1 Analyze the effects of scientific and technological innovations between the wars. 16.4.2 Evaluate the philosophy that was reflected by the art and literature of the early twentieth century. <u>BWS</u> Religion (evaluate) 16.4.3 Assess the impact of the rise of mass media.	TEACHER TOOLS ONLINE ■ Link: History of the Skyscraper	STUDENT EDITION ■ Reading Check Questions ■ Critical Thinking Question 16.4
Review			
369			STUDENT EDITION ■ Chapter 16 Review ACTIVITIES ■ Activity 5: <i>Chapter Review</i>
Test			
			ASSESSMENTS ■ Chapter 16 Test TEACHER TOOLS ONLINE ■ EV: Chapter 16 test bank

Chapter 17: World War II

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
17.1 Steps toward War (2 days)			
370–77	<p>17.1.1 Analyze the political and economic causes of World War II.</p> <p>17.1.2 Trace Japan’s invasion of neighboring regions.</p> <p>17.1.3 Trace Germany’s annexation of neighboring regions and its involvement in the Spanish Civil War.</p> <p>17.1.4 Evaluate the responses of Western democracies to fascist aggression.</p> <p><u>BWS</u> Power (evaluate)</p>	<p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “World War II (Overview)” ■ Link: Victor Davis Hanson Lecture ■ Link: Churchill’s View of Appeasement ■ Link: Was Appeasement Effective? ■ Link: Ducksters: Causes of WW2 ■ Link: The Spanish Civil War ■ Link: The Rise of Imperial Japan ■ Link: Second Sino-Japanese War ■ Link: Munich Simulation ■ Link: Prewar Japan 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 17.1 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 17.1 Quiz
17.2 The Axis on the Offensive (2 days)			
378–87	<p>17.2.1 Describe the principal theaters of conflict in World War II.</p> <p>17.2.2 Summarize the early successes of the Axis powers during World War II.</p> <p>17.2.3 Analyze the actions of the different world leaders of World War II.</p> <p>17.2.4 Describe the Holocaust.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 1: <i>Europe during World War II</i> ■ Activity 2: <i>Churchill’s Inspiring Words</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Link: Polish Student’s Diary ■ Link: Daily Map of WW2 Europe ■ Link: Russia Invades Finland ■ Link: German Plans for the Battle of Britain ■ Link: <i>Battle of Britain</i> (1969) (Planning) ■ Link: <i>Battle of Britain</i> (1969) (Spitfires) ■ Link: Winston Churchill ■ Link: Animation of Operation Compass ■ Link: Animation of the Battle of El Alamein ■ Link: Anti-Submarine Warfare ■ Link: Operation Pedestal ■ Link: <i>Japan’s War in Colour</i> (2004) ■ Link: Jim Bollich Interview (Part 1) ■ Link: Jim Bollich Interview (Part 2) ■ Link: Midway Summary ■ Link: Pilot Hits Carrier <i>Hiryu</i> ■ Link: US Navy Attacks ■ Link: Operation Barbarossa (Board Game) ■ Link: Sniper on the Eastern Front ■ Link: Battle of Stalingrad ■ Link: 75 Years Later ■ Link: The Auschwitz Album ■ Link: The “Third Wave” Experiment 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 17.2 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 17.2 Quiz

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
17.3 The Allies on the Offensive (2 days)			
388–94	<p>17.3.1 Trace the Allies’ offensive actions and victories against the Axis powers.</p> <p>17.3.2 Evaluate the Allies demand that the only accepted end would be unconditional surrender.</p> <p><u>BWS</u> Justice (evaluate)</p> <p><u>BWS</u> Power (evaluate)</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 3: <i>The Pacific during World War II</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “Beginning of the Nuclear Age” ■ Link: Teens Who Volunteered ■ Link: Campaign in North Africa ■ Link: FDR Article ■ Link: D-day Invasion ■ Link: <i>A Bridge Too Far</i> (Planning) ■ Link: <i>A Bridge Too Far</i> (Ending) ■ Link: Berlin after Surrender ■ Link: Iwo Jima Firsthand ■ Link: Desmond Doss Interview ■ Link: Bell Ringer: Atomic Bomb Decision ■ Link: Truman Letter 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 17.3 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 17.3 Quiz
17.4 Consequences of the War (2 days)			
395–98	<p>17.4.1 Assess the long-term consequences of World War II as total war.</p> <p>17.4.2 Assess the changes in economic and political alliances caused by the war.</p> <p>17.4.3 Evaluate the Holocaust.</p> <p><u>BWS</u> Religion (evaluate)</p> <p><u>BWS</u> Power (evaluate)</p> <p><u>BWS</u> Justice (evaluate)</p> <p>17.4.4 Evaluate the psychological, philosophical, and religious consequences of the war.</p> <p><u>BWS</u> Religion (evaluate)</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 4: <i>The Nuremberg Trials</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Link: WW2 Consequences ■ Link: WW2 Casualties ■ Link: <i>Road to Redemption</i> 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Turning Point Questions ■ Critical Thinking Question 17.4
Review			
399			<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Chapter 17 Review <p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 5: <i>Chapter Review</i>
Test			
			<p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Chapter 17 Test <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ EV: Chapter 17 test bank

Chapter 18: The Cold War

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
18.1 Postwar Conditions (2 days)			
401–6	<p>18.1.1 Define <i>cold war</i>.</p> <p>18.1.2 Contrast philosophies and goals of the Soviet Union and the United States. <u>BWS</u> Justice, Power, Citizenship (evaluate)</p> <p>18.1.3 Trace economic and political developments in Western Europe following World War II.</p> <p>18.1.4 Analyze the success of the postwar plan to rebuild Japan.</p> <p>18.1.5 Evaluate the role of the United Nations in world affairs. <u>BWS</u> Power (evaluate)</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 1: <i>Children of the Storm</i> ■ Activity 2: <i>The Iron Curtain</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “The Cold War (Overview)” ■ Link: Berlin Blockade ■ Link: Marshall Plan ■ Link: Postwar Occupation of Japan 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Worldview Dilemma <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 18.1 Quiz
18.2 Cold War Developments (2 days)			
407–14	<p>18.2.1 Evaluate the success of the policy of containment in proxy conflicts.</p> <p>18.2.2 Trace key developments of the Cold War competition for technological supremacy.</p> <p>18.2.3 Explain Soviet efforts to maintain current conditions in Eastern Europe in the 1950s and 1960s.</p> <p>18.2.4 Explain the motivations for and results of the policy of <i>détente</i>.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 3: <i>Proxy Conflicts and Containment</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “U-2 Spy Plane” ■ Link: Mao Zedong ■ Link: Vietnam War 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 18.2 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 18.2 Quiz
18.3 Nationalism in the Third World and the Middle East (1 day)			
415–17	<p>18.3.1 Evaluate the desire of former colonies for independence. <u>BWS</u> Justice (evaluate)</p> <p>18.3.2 Compare and contrast efforts to gain political independence in Asia and Africa. <u>BWS</u> Power, Justice, Citizenship (formulate)</p> <p>18.3.3 Assess the stability of new nations established in Asia and Africa.</p> <p>18.3.4 Analyze causes and outcomes of conflicts in the Middle East.</p>	<p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Link: Modern Hebrew 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 18.3 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 18.3 Quiz

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
18.4 Collapse of the Soviet Union (2 days)			
418–22	<p>18.4.1 Summarize reasons for internal unrest in the Soviet Union and its satellite states.</p> <p>18.4.2 Analyze the role of key leaders in ending the Cold War.</p> <p><u>BWS</u> Justice (evaluate)</p> <p>18.4.3 Trace the events of the revolutions of 1989.</p> <p>18.4.4 Describe the dissolving of the Soviet Union in 1991.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 4: <i>“Tear Down This Wall!”</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “Margaret Thatcher” ■ Video: “‘Evil Empire’ Speech” ■ Link: Reagan on Totalitarianism ■ Link: Mikhail Gorbachev 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Turning Point Questions ■ Critical Thinking Question 18.4
Review			
423			<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Chapter 18 Review <p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 5: <i>Chapter Review</i>
Test			
			<p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Chapter 18 Test <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ EV: Chapter 18 test bank

Chapter 19: Global Growth and Cultural Change

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
19.1 Worldwide Growth (2 days)			
426–30	<p>19.1.1 Analyze the accelerating population growth during the late twentieth century.</p> <p>19.1.2 Describe the growth of urbanization. <u>BWS</u> Environment (evaluate)</p> <p>19.1.3 Explain the higher rates of literacy, wealth, and leisure time in the late twentieth century.</p> <p>19.1.4 Analyze the impact of scientific and technological advances during the late twentieth century.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 1: <i>Energy and the Environment</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “Global Growth and Cultural Change (Overview)” ■ Video: “Invention of the Internet and the World Wide Web” ■ Link: World Population Growth ■ Link: Containerization ■ Link: The Space Shuttle ■ Link: How Dams Work ■ Link: Nuclear Energy 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Turning Points Questions ■ Critical Thinking Questions 19.1 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 19.1 Quiz
19.2 Europe and the Americas (2 days)			
431–40	<p>19.2.1 Evaluate the growth of the European Economic Community in the latter half of the twentieth century. <u>BWS</u> Power (evaluate)</p> <p>19.2.2 Describe the successes and struggles of the Eastern European nations since the fall of communism.</p> <p>19.2.3 Analyze the ethnic conflicts in the former Yugoslavia following the end of the Cold War.</p> <p>19.2.4 Evaluate the civil and women’s rights movements in Europe and the United States. <u>BWS</u> Justice (evaluate) <u>BWS</u> Citizenship (evaluate)</p> <p>19.2.5 Explain the origins of the environmental movement. <u>BWS</u> Environment (explain)</p> <p>19.2.6 Defend the claim that conserving the environment and opposing radical environmentalism are compatible agendas. <u>BWS</u> Environment (formulate)</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 2: <i>European Union</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Link: The 1960s ■ Link: Bretton Woods ■ Link: EU Chocolate Simulation ■ Link: Tour of the EU Parliament ■ Link: Why Ireland Split ■ Link: Yugoslavia Collapse ■ Link: The Singing Revolution ■ Link: Mart Laar ■ Link: Ingrid Betancourt ■ Link: Article about Colombian Pastor ■ Link: The Falklands ■ Link: Jesus People Film ■ Link: Ducksters: Civil Rights ■ Link: Christian View of Feminism ■ Link: Climate Change ■ Link: Should We Panic? 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 19.2 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 19.2 Quiz

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
19.3 Africa, Asia, and the Middle East (2 days)			
441–48	<p>19.3.1 Assess the growing economic and political influence of nations in Asia during the late twentieth century.</p> <p>19.3.2 Analyze the challenges faced by African countries following their independence. <u>BWS</u> Justice (explain)</p> <p>19.3.3 Explain the proliferation of nuclear weapons during the late twentieth century.</p> <p>19.3.4 Identify the factors that led to conflict in the Middle East during the late twentieth century.</p> <p>19.3.5 Trace the wars in the Middle East during the late twentieth century.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 3: <i>After the Rwandan Genocide</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Link: Muammar Qaddafi ■ Link: Shughart and Gordon ■ Link: Medal of Honor Ceremony ■ Link: Mike Durant Interview ■ Link: Tiananmen Square ■ Link: Handover Explanation ■ Link: Handover Ceremony ■ Link: Hong Kong’s Christian Protesters ■ Link: The Asian Financial Crisis ■ Link: The Iranian Revolution ■ Link: Persian Gulf War 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 19.3 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 19.3 Quiz
19.4 Cultural Change (2 days)			
449–50	<p>19.4.1 Explain the increased rate of cultural diffusion in the late twentieth century.</p> <p>19.4.2 Evaluate the acceptance of postmodernism during the late twentieth century. <u>BWS</u> Religion (evaluate)</p> <p>19.4.3 Relate changes in art, literature, and music to cultural changes of the late twentieth century.</p> <p>19.4.4 Apply lessons learned to the prevalence of parachurch organizations and the growth of Christianity during the late twentieth century. <u>BWS</u> Religion (apply)</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 4: <i>Understanding and Responding to Postmodernism</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Link: Cultural Diffusion in the US ■ Link: Postmodernism ■ Link: Jordan Peterson on Postmodernism ■ Link: John Cage’s 4’33” 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 19.4
Review			
451			<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Chapter 19 Review <p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 5: <i>Chapter Review</i>
Test			
			<p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Chapter 19 Test <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ EV: Chapter 19 test bank

Chapter 20: The Twenty-First Century

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
20.1 Events of the Islamic World (2 days)			
452–59	<p>20.1.1 Evaluate the use of terror as a political strategy. <u>BWS</u> Power, Justice (evaluate)</p> <p>20.1.2 Trace major events of the war on terror.</p> <p>20.1.3 Explain causes and outcomes of the Arab Spring. <u>BWS</u> Power, Justice (evaluate)</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 1: <i>Events of the Islamic World</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “The Twenty-First Century (Overview)” ■ Video: “Radical Islam” ■ Link: Bin Laden Compound Raid ■ Link: Department of Homeland Security ■ Link: After the Arab Spring 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 20.1 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 20.1 Quiz
20.2 Globalism in the Twenty-First Century (3 days)			
460–65	<p>20.2.1 Trace shifts in global power in the twenty-first century.</p> <p>20.2.2 Describe the advantages and disadvantages of a global economy.</p> <p>20.2.3 Analyze the effects of technology on global culture.</p> <p>20.2.4 Formulate a policy for the wise use of technology. <u>BWS</u> Religion (formulate)</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 2: <i>Globalism in the Twenty-First Century</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “A Digital Age” ■ Link: Migrants’ Stories ■ Link: Terms of BREXIT ■ Link: South China Sea 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Turning Point Questions ■ Critical Thinking Question 20.2 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 20.2 Quiz
20.3 Science and Culture (3 days)			
466–70	<p>20.3.1 Evaluate effects of natural disasters on the physical environment and on people. <u>BWS</u> Environment (evaluate)</p> <p>20.3.2 Describe significant pandemics of the twenty-first century.</p> <p>20.3.3 Explain developments in population trends in the twenty-first century. <u>BWS</u> Environment (formulate)</p> <p>20.3.4 Explain challenges and opportunities of Christianity in the twenty-first century. <u>BWS</u> Religion (apply)</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 3: <i>Natural Disasters</i> ■ Activity 4: <i>Sharing the Gospel</i> <p>TEACHER TOOLS ONLINE</p> <ul style="list-style-type: none"> ■ Video: “Persecution” ■ Link: Changes to China’s One-Child Policy ■ Link: Persecution around the World 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Reading Check Questions ■ Critical Thinking Question 20.3 <p>ASSESSMENTS</p> <ul style="list-style-type: none"> ■ Section 20.3 Quiz
Review			
471			<p>STUDENT EDITION</p> <ul style="list-style-type: none"> ■ Chapter 20 Review <p>ACTIVITIES</p> <ul style="list-style-type: none"> ■ Activity 5: <i>Chapter Review</i>

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
Test			
			ASSESSMENTS ■ Chapter 20 Test TEACHER TOOLS ONLINE ■ EV: Chapter 20 test bank