Lesson Plan Overview

| Lesson | TE pages | ST pages | AM pages | Content and skill objectives | Bible Connections |
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| Chapter 1: In the Beginning | | | | | |
| 1 | 1–4 | 1–4 | 1 | • Identify ways historians learn about ancient people  • Analyze reasons that many historians find it impossible to prove when man began life on earth  • Defend the Bible as a reliable source that records the true origin of man  • Trace the evolutionist’s thinking process for the development of humans  • Describe the abilities man had from the beginning according to the Bible  • Use an outline organizer | • History’s beginning in the Bible  • God’s inspiration of the Bible  • Faith in the power of God’s Word  • God’s creation of man  • Man’s struggle against God throughout history |
| 2 | 5–7 | 5–7 | 1, 3 | • Identify reasons that it is important to study ancient history  • Describe methods used by historians to gather and evaluate information | • God’s plan through history  • A Christian worldview  • God in control of all things |
| 3 | 8–10 |  | 4–6 | • Apply an understanding of essay vocabulary: analyze, classify, compare and contrast, evaluate, interpret, justify, predict, and trace  • Write an effective answer to an essay question |  |
| 4–5 | 11 | 8 |  | • Practice interview skills  • Record the history of a person  • Participate in creating a class history |  |
| 6 | 12 | 9 | 7 | • Differentiate between primary and secondary historical resources  • Evaluate the author’s viewpoint | • Man, the climax of God’s creation  • God’s creation of man in His image  • Man’s job given at Creation |
| 7 | 13–16 | 10–13 | 2, 8–9 | • Explain the importance of Creation, the Fall, and redemption in God’s plan for the world and man  • Describe the characteristics of a civilization  • Explain why religions exist worldwide  • Use a web organizer | • Disobedience and sin  • Each civilization’s failure and its rebellion against God  • Rebellion of the earth against man’s efforts  • Man’s sense that God exists  • False religions and the rejection of God |
| 8 | 17 | 14 | 10 | • Demonstrate the process used by archaeologists to draw conclusions about ancient civilizations |  |
| 9 | 18–21 | 15–18 | 2,  11–13 | • Practice the E.A.R.S. strategy for listening with comprehension  • Trace the history of God’s promise of redemption  • Convey how the events during and after the Flood affected future events in history | • God’s promised redemption  • God’s confusion of languages and scattering of His people  • Rise and fall of nations in accordance with God’s sovereign will  • God’s provision for man’s salvation |
| 10 | 22 |  | 14 | • Recall concepts and terms from Chapter 1 |  |
| 11 | 22 |  |  | • Demonstrate knowledge of concepts from Chapter 1 by taking the test |  |
| Chapter 2: Mesopotamia | | | | | |
| 12 | 25–28 | 19–22 | 15–16, 241–51 | • Trace the development of Sumer from farming villages to cities  • Identify the role of an archaeologist  • Explain how an archaeological site is excavated  • Analyze the importance of the work done by Sir Leonard Woolley  • Use a wheel and spokes organizer | • Shem’s descendants in Mesopotamia  • Existence of civilizations before the Flood |
| 13 | 29–31 | 23–25 | 17–18 | • Explain how the Tigris and Euphrates rivers created fertile soil  • Trace the development of technology used for farming  • Describe the techniques used to effectively control and use rivers  • Trace the development of Sumerian city-states  • Complete a Sumerian civilization web organizer |  |
| 14–15 | 32 | 26 | 19 | • Gather, organize, and write information about a historical invention  • Design and construct a book jacket  • Work together in a group |  |
| 16 | 33–38 | 27–32 | 17, 20 | • Categorize social classes of the Sumerian civilization  • Analyze the importance of trade in Sumer  • Describe how records were kept in Sumer  • Explain the various roles of artisans and buyers in Sumer |  |
| 17 | 39–42 | 33–36 | 17,  21–23 | • Evaluate the role religion played in the lives of Sumerians  • Analyze the role of priests in Sumerian society  • Trace the development of kings in Sumerian city-states  • Compare and contrast Mesopotamian beliefs with biblical truth | • Mesopotamian beliefs and biblical truth  • Rejection of God in Mesopotamian religion  • Man’s sense that God exists  • God’s warning against worshiping idols  • Jesus as Mediator |
| 18 | 43–44 | 37–38 |  | • Trace the development of written language in Mesopotamia  • Experience the process of writing cuneiform  • Make a cylinder seal |  |
| 19 | 45–50 | 39–44, 412 | 17,  24–25 | • Recognize Mesopotamian contributions to math and science  • Give examples of the arts attributed to the Mesopotamians  • Compare ancient Mesopotamia to modern-day Iraq  • Describe daily life in Sumer | • Universal flood of legends and biblical truth  • God’s condemnation of horoscopes  • Search for eternal life  • Abandoning the truth of God |
| 20–21 | 51 | 45 | 26 | • Create a mosaic |  |
| 22 | 52–55 | 46–49 | 27,  241–51 | • Locate on a map the site of ancient Mesopotamia, modern Iraq, Syria, and surrounding countries  • Analyze the rise and fall of power of the Sumerian civilization  • Describe the Akkadian Empire  • Trace the development of date systems used to record years  • Trace the rise of the Amorite civilization and its development into the Babylonian Empire  • Analyze the importance of Hammurabi | • Jesus’ birth and the calendar  • Accountability in the heart and conscience  • Close relationship with God  • God’s termination of the Sumerian civilization |
| 23 | 56–60 | 50–54 | 27–29, 241–51 | • Analyze the Hittite Empire  • Compare and contrast Hammurabi’s Code with the Mosaic law  • Analyze the Assyrian Empire  • Analyze the Chaldean Empire | • Law of God in hearts  • Accountability for trusting God  • God’s mercy to Assyria  • Assyria’s destruction for turning from God  • Power of God over Nebuchadnezzar |
| 24 | 61 |  | 30 | • Recall concepts and terms from Chapter 2 |  |
| 25 | 61 |  |  | • Demonstrate knowledge of concepts taught in Chapter 2 by taking the test |  |
| Chapter 3: Ancient Egypt | | | | | |
| 26 | 63–66 | 55–58 | 31 | • Explain how the geography of the Nile River led to the growth of the Egyptian civilization  • Identify the natural barriers that discouraged invasions from other civilizations  • Locate Egypt, the Mediterranean Sea, the Nile River, and the Sahara on a map | • Egyptians as descendants of Ham  • God as Creator of the Nile  • Worship of the one true God |
| 27 | 67–70 | 59–62 | 32 | • Explain how the Egyptians depended on the floodwaters of the Nile for survival  • Identify two ways the Nile helped the Egyptians become successful farmers  • Describe how God used Joseph to help the Israelites  • Explain how the flooding of the Nile affected taxes  • Explain how the flooding of the Nile led to the development of the calendar | • Biblical account of Egyptian famine  • God’s love shown by giving  • God’s blessing of those who honor Him  • Joseph as a servant of the Lord  • Joseph’s demonstration of forgiveness |
| 28 | 71–74 | 63–66 | 33–34, 241–51 | • Identify the two geographic regions that made up ancient Egypt  • Identify the largest pyramid in the valley of Giza  • Describe the significance of the Rosetta stone  • Explain how the Egyptians used papyrus | • False beliefs about afterlife versus biblical truth  • Diligence and faithfulness |
| 29 | 75–76 | 67–68 | 33–35 | • Explain the mummification process  • Describe the history behind and the purpose for a cartouche | • The Christian’s glorified body  • Temporary value of riches |
| 30 | 77 | 69 | 36 | • Gain an understanding of hieroglyphs  • Decipher and write hieroglyphs |  |
| 31 | 78–82 | 70–74 | 37–42 | • Describe the three kingdoms of ancient Egypt  • Describe the Hyksos  • Explain how God used Moses to free His people from slavery  • Identify the rulers discussed in this chapter and their significance to this time | • Freeing of Israelite slaves by Moses  • Plagues and Egyptian false gods  • Folly of false religion |
| 32 | 83–88 | 75–79, 413 | 43–45 | • Describe the social pyramid of ancient Egypt  • Examine characteristics of Egyptian culture in daily life  • Identify the significance of religion to the Egyptians  • Contrast Egyptian beliefs with biblical truth  • Complete a social pyramid | • Egyptian beliefs and biblical truth  • Worship of the one true God  • Eternity and relationship with Christ  • Repentance and faith in Christ  • Bodily resurrection of believers  • Judgment of Egypt for pride and worship of false gods |
| 33 | 89 | 80 |  | • Create a model of an Egyptian wig  • Demonstrate the ability to follow directions and work in a group |  |
| 34 | 90 | 81 | 46 | • Compare and contrast two civilizations  • Demonstrate the ability to follow directions and work in a group  • Use a Venn diagram |  |
| 35 | 91–95 | 82–86 | 47–49, 241–51 | • Compare the Kushite civilization with the Egyptian civilization  • Identify the two forms of written language that the Kushites developed  • Explain how Kush became wealthy  • Explain the advantages and the disadvantages of the Aswan Dam | • Aswan High Dam as example of man’s dominion |
| 36 | 96 |  | 50 | • Recall concepts and terms from Chapter 3 |  |
| 37 | 96 |  |  | • Demonstrate knowledge of concepts from Chapter 3 by taking the test |  |
| Chapter 4: Ancient Israel | | | | | |
| 38 | 99–103 | 87–91 | 51, 55 | • Identify Abraham as the father of the nation of Israel  • Analyze the Abrahamic and Mosaic Covenants  • Trace the descendants of Abraham who received the promise  • Analyze the Jews’ population growth and God’s protection of them during their years in Egypt  • Describe the Exodus of the Israelites from Egypt  • Identify causes and effects of events in Israel’s early history | • Abrahamic and Mosaic covenants  • God’s blessing of all nations through Israel  • Christian’s responsibility to be a light  • Purpose of the Ten Commandments |
| 39–40 | 104–5 | 92–93 | 51, 56 | • Examine the purpose for the tabernacle  • Analyze the construction of the tabernacle  • Participate in a team research project  • Make a model of and describe the purpose for the tabernacle’s furnishings | • Purpose of the tabernacle  • Role of the Holy Spirit |
| 41 | 106–8 | 94–95 | 52,  57–58 | • Identify monotheism as the belief in one God  • Recognize the importance of God’s covenants with Israel  • Identify the important times of worship held by the Israelites  • Recognize the significance of Passover  • Compare the New Testament observance of the Lord’s Supper to Passover  • Explore aspects of Jewish culture | • Establishment of monotheism  • Establishment of atonement  • True atonement through Jesus Christ  • Influence of laws on all aspects of life |
| 42 | 109–13 | 96–100 | 52,  59–60, 241–51 | • Analyze the dealings between God and the Israelites  • Trace the developments that occurred when the Israelites entered the Promised Land  • Compare the region of Israel in ancient times with the modern region  • Analyze life under the leadership of judges and kings  • Analyze the Davidic Covenant | • Canaan conquered by Joshua  • Mercy and love of God  • Indwelling of the Holy Spirit within Christians |
| 43 | 114 | 101 | 61 | • Identify the costs and benefits of a decision  • Record an analysis of historical decisions  • Apply costs and benefits analysis to personal decision making | • Disobedience of the Israelites  • Saul and David as kings  • Prophecy of Tyre fulfilled  • Establishment of Davidic Covenant  • Prophecy of a divided kingdom  • God’s love for sinners |
| 44 | 115–18 | 102–5 | 52–53, 62 | • Trace the division of the Israelite kingdom  • Evaluate the leadership of Jeroboam  • Evaluate the kings of the southern tribes called Judah  • Trace events and their influence on the lives of the Israelites in captivity |  |
| 45 | 119–23 | 106–9 | 53,  63–64, 414 | • Examine a primary source cutting from the second book of Maccabees  • Trace the return of the Jews to Judea  • Describe life under the rule of the Greek Empire  • Analyze the importance of the Greek language  • Trace the events of the Maccabean Revolt | • Israel conquered by Assyria  • Destruction of Jerusalem by Nebuchadnezzar  • Israelites known as Jews  • Gentiles as part of New Covenant |
| 46 | 124–27 | 110–13 | 53–54, 65–66 | • Analyze the conditions of the Jews under Roman rule  • Evaluate the influence of the life of Jesus Christ during the Roman rule  • Trace the changes in religious practices following the Jews’ return from exile  • Reinforce map skills | • Greek translation of the Old Testament  • Humble obedience to God  • Fulfillment of temple-rededication prophecy  • Rejection of the book of Maccabees as Scripture |
| 47 | 128–30 | 114–16 | 54, 67 | • Trace the changes from the Herodian dynasty to Roman rule  • Trace the attempts by the Zealots to overthrow Roman rule  • Describe the destruction of Jerusalem  • Describe the fall of Masada | • Practice of rabbinic Judaism  • Jesus not recognized as Messiah  • Completion of the Talmud  • Verification of Pontius Pilate as Roman governor |
| 48 | 131 |  | 68 | • Recall concepts and terms for Chapter 4 |  |
| 49 | 131 |  |  | • Demonstrate knowledge of concepts from Chapter 4 by taking the test |  |
| Chapter 5: Ancient India | | | | | |
| 50 | 133–37 | 117–21 | 69–70, 241–51 | • Locate ancient and modern places in India and the surrounding countries on a map  • Use a web organizer  • Infer facts about the excavation process from a photo  • Explain the significance of the discovery of Harappa and Mohenjo-Daro  • Identify key features of ancient Indian homes  • Identify evidences that the Harappan civilization was highly advanced  • Differentiate the way secular and Christian historians view ancient civilizations  • Identify and describe India’s landforms | • Intelligence of ancient minds  • Highly developed minds in accordance with Creation  • Creation of man in God’s image |
| 51 | 138 | 122 | 71–72 | • Catalog an artifact, recording details about its appearance and location |  |
| 52 | 139–41 | 123–25 | 69,  73–74, 241–51 | • Use a web organizer  • Recognize the importance of language translation in understanding a civilization  • Identify possible reasons for the disappearance of the Harappan civilization  • Identify characteristics of the Aryan civilization  • Discuss ways racism displays itself  • Contrast Hitler’s racist views with God’s view of people | • Reflection of religious beliefs in art  • Hitler’s belief in the inferiority of the Jewish race  • God’s view in the equality of races |
| 53 | 142–46 | 126–30 | 73, 75 | • Complete a social pyramid  • Contrast Hinduism with biblical truth  • Detect false ideas promoted in the Rig-Veda  • Recognize the importance of the group over the individual in ancient Indian culture  • Contrast the ancient Indian family with the modern traditional American family  • Explain how a person’s caste affected his relationships and choices in life | • Hinduism and biblical truth  • Origin of the gospel with God  • Mankind’s invention of religion  • Salvation not by works  • Only one death for man  • Control of breath and life by God |
| 54 | 147–51 | 131–34, 415 | 73,  76–77 | • Analyze the benefits or disadvantages of the caste system for members of different castes  • Analyze an ancient primary source about the caste system  • Trace Siddhartha Gautama’s development of Buddhism  • Contrast Buddhist beliefs with biblical truth  • Explain why Buddhism appealed to the members of lower castes and untouchables  • Compare characteristics of three religions | • Buddhism and biblical truth  • Unequal treatment of people as a result of sin  • Righteousness and peace from God |
| 55 | 152 | 135 | 78 | • Recognize Sanskrit’s influence on English  • Recognize that languages influence each other as people in those language groups have contact  • Identify the etymologies of several words English borrowed from Sanskrit  • Write a paragraph comparing Sanskrit and English meanings |  |
| 56 | 153 | 136 | 79 | • Identify cause and effect  • Recognize words writers use to signal a cause or an effect  • Identify cause and effect relationships in the history of India |  |
| 57 | 154–57 | 137–40 | 80–83, 241–51 | • Use a web organizer  • Explain how the Mauryan Empire began  • Distinguish between positive and negative aspects of Chandragupta Maurya’s rule  • Identify reasons that Asoka is often considered the greatest Mauryan ruler  • Explain Asoka’s role in the growth of Buddhism in India’s neighboring countries  • Describe John Marshall’s accomplishments in uncovering ancient Indian civilizations | • Good works and salvation  • Results of spiritual blindness  • Forced religion  • Promised hope for India |
| 58 | 158 |  | 84 | • Recall concepts and terms from Chapter 5 |  |
| 59 | 158 |  |  | • Demonstrate knowledge of concepts from Chapter 5 by taking the test |  |
| Chapter 6: Ancient China | | | | | |
| 60 | 161–65 | 141–45 | 85–86, 241–51 | • Explain why the Chinese called their land the Middle Kingdom  • Locate on a map the site of the ancient Chinese civilization, modern China and its regions, and the surrounding countries  • Describe the geographic features of China  • Identify the Huang He as being where the Shang settled  • Contrast ancestor worship with biblical truth  • Use a fishbone organizer | • Intelligence of man from Creation  • False Chinese religious beliefs  • Worship of God alone  • Guidance through prayer and Bible study  • Honor of God above parents |
| 61 | 166 | 146 |  | • Interpret flat maps  • Plan and design a relief map |  |
| 62 | 167–70 | 147–50 | 85,  87–88 | • Describe Shang achievements in the arts  • Locate the sources of minerals on a mineral resources map  • Locate the Chou dynasty and the Gobi Desert on a map  • Explain how the Mandate of Heaven was used to justify the Chou leaders’ rebellion against the Shang  • Explain what happened during the Chou dynasty that makes it China’s classical age  • Use a fishbone organizer | • False belief in the Mandate of Heaven |
| 63 | 171–74 | 151–53, 416 | 88–89, 241–51 | • Identify kinds of classical art produced during the Chou dynasty  • Describe the importance of education during the Chou dynasty  • Identify Confucius as a philosopher who greatly influenced China  • Contrast Confucianism with biblical truth  • Analyze some of the sayings of Confucius | • Creation for God’s glory  • Earthly wisdom and godly wisdom  • God as the true source of happiness, contentment, and joy  • Effect of human behavior on societal unity and harmony  • Confucianism and biblical truth  • Sin nature of man |
| 64 | 175 | 154 |  | • Identify and interpret proverbs  • Illustrate a proverb | • Grace and strength from God |
| 65 | 176–78 | 155–57 | 88,  90–93 | • Compare and contrast Confucianism with Taoism  • Contrast Taoism with biblical truth  • Describe Legalism as a philosophy  • Identify what a bureaucracy was in ancient China and relate its use in the United States today  • Describe the achievements of the Qin dynasty  • Use a fishbone organizer | • Biblical proverbs |
| 66 | 179–82 | 158–61 | 93–96, 241–51 | • Describe the purpose and the construction of the Great Wall  • Describe Qin Shi Huang Ti’s use of censorship and his attitude toward education  • Describe the terra-cotta army and its purpose  • Trace the use of currency in China  • Identify the purpose of the civil service exam in the Han government  • Use a fishbone organizer  • Identify costs and benefits | • God’s guidance of Christians  • Man’s creation in God’s image  • God’s control of all things  • Legalism, Taoism, and biblical truth  • Submission to authority |
| 67 | 183–85 | 162–64 | 96 | • Describe the achievements of the Han dynasty  • Describe the use of acupuncture  • Explain how the seismoscope worked and identify who invented it  • Identify the uses of paper during the Han dynasty | • False beliefs about the afterlife and biblical truth  • Value of earthly treasures |
| 68 | 186 | 165 |  | • Use a process to make paper  • Produce a sheet of paper | • Biblical stewardship of resources |
| 69 | 187–89 | 166–68 | 96–99 | • Identify the problems and benefits of the Silk Road  • Contrast Mahayana Buddhism with biblical truth  • State the meaning of bodhisattva  • Describe the social changes during the Han dynasty | • False belief about peace and bliss  • Christian’s glorified body  • Buddhism and biblical truth  • Salvation as the fundamental need of all people |
| 70 | 190 |  | 100 | • Recall concepts and terms from Chapter 6 |  |
| 71 | 190 |  |  | • Demonstrate knowledge of concepts from Chapter 6 by taking the test |  |
| Chapter 7: Ancient Persia | | | | | |
| 72 | 193–97 | 169–73 | 101, 241–51 | • Locate key cities and geographic features of ancient Persia on a modern map  • Describe the origin of the Persian Empire  • Identify the two empires that Cyrus overthrew before establishing the Persian Empire  • Relate Daniel 5 to the fall of the Chaldean Empire  • Relate the Cyrus Cylinder to the biblical account of Israel’s return to its land  • Compare the extent of Cyrus’s empire with the extent of Darius’s empire | • Daniel’s role in Persian history  • Truth of prophecy  • God’s use of the ungodly to accomplish His purposes  • Freedom of Israelites granted by Cyrus II  • Supporting biblical accounts by artifacts |
| 73 | 198–202 | 174–78 | 102–5 | • Recognize God’s authority to determine an empire’s rise and fall  • Identify the first three rulers of the Achaemenid period in Persia  • Explain the reasons for the growth of trade in the Persian Empire  • Identify ways that Darius organized, connected, and protected his empire  • Identify qualities of a good historian  • Evaluate the value of Herodotus’s work as a historian | • Divine direction in the rise and fall of nations |
| 74 | 203–6 | 179–82 | 102, 106 | • Identify the common language of the Persian Empire  • Infer information about the ancient Persians from depictions of them in artwork  • Recognize the importance of the Behistun carvings in deciphering ancient cuneiform  • Contrast Zoroastrianism with biblical truth  • Identify the role of Darius in God’s plan for the Israelites’ restoration of the temple | • Aramaic as a language of the Old Testament  • Zoroastrianism and biblical truth  • Visit at Christ’s birth by Persian priests called magi  • Darius’s role in rebuilding the Jewish temple |
| 75 | 207 | 183 |  | • Apply knowledge of history to an archaeological find  • Describe an artifact as precisely as possible  • Infer uses of an artifact based on its design |  |
| 76 | 208–10 | 184–86 | 102, 107–8 | • Determine the major cause for the Persian Wars  • Describe the major events and outcome of each battle of the Persian Wars  • Identify major figures in each battle of the Persian Wars  • Identify and trace the routes used by a military force on a map  • Differentiate between historical fact and legend |  |
| 77 | 211 | 187 |  | • Conduct research on a battle from the Persian Wars  • Design an annotated map  • Present the completed map |  |
| 78 | 212–13 | 188–89 | 109 | • Place the biblical story of Esther in its historical context  • Recognize God’s providential use of Esther in His plan to deliver the Jews  • Create an artist’s rendering of the palace room described in Esther 1:5–6  • Analyze how the renderings help interpret the biblical description | • Story of Esther in historical context  • Art based on biblical description |
| 79 | 214–18 | 190–94 | 102, 110–11 | • Describe the way God used the Persian king Artaxerxes in His plan for the nation of Israel  • Identify reasons for the decline of the Persian Empire  • Explain Alexander’s role in the fall of the empire  • Trace the value given to Persian culture through the Seleucid, Parthian, and Sassanid periods  • Compare the rule of the Sassanids with the rule of the Achaemenids and the Parthians | • God’s use of Artaxerxes  • Jesus’ visit to the restored temple  • Introduction of Islam by Arab invaders |
| 80 | 219 |  | 112 | • Recall concepts and terms from Chapter 7 |  |
| 81 | 219 |  |  | • Demonstrate knowledge of concepts from Chapter 7 by taking the test |  |
| Chapter 8: Ancient Greece | | | | | |
| 82 | 221–25 | 195–99 | 113, 115, 241–51 | • Use a web to describe the location of places on a map  • Explain why the classical age of Greece is described as glorious  • Explain the influence of the land on Greek occupations  • Compare the Minoan and Mycenaean civilizations  • Identify the beginning of the Greek dark age  • Locate Greece, Crete, the Peloponnesus, and major Greek cities on a map | • Javan’s sons as possible Greek ancestors  • Philistia possibly a Minoan colony |
| 83 | 226–29 | 200–203 | 113–14, 116–17 | • Use a web to define terms from the chapter  • Identify our source for information about the dark age of Greece  • Identify reasons Greece had city-state governments rather than a central government  • Trace the development of Athens from an oligarchy to a democracy  • Explain the agora’s role in Greek culture  • Identify Sparta’s major aim and its methods of achieving it  • Compare and contrast life in Athens with life in Sparta | • Honesty never conditional |
| 84 | 230 | 204 | 118 | • Compare voting today with voting in ancient Athens  • Make decisions on various issues presented for voting  • Participate in various methods of ancient voting |  |
| 85 | 231–36 | 205–9, 418 | 113–14, 119–20 | • Use a web to describe people from the chapter  • Explain how the Peloponnesian War influenced the Greeks  • Recognize Pericles’ contributions to the classical age in Athens  • Trace the events surrounding the Peloponnesian War  • Describe the consequences of the Peloponnesian War for Athens and Sparta  • Recognize Thucydides’ contributions to the knowledge of Greek history | • Christian’s confidence from trust in God |
| 86 | 237–40 | 210–13 | 114, 119, 121, 241–51 | • Explain how the Greek belief in gods influenced the people’s lives  • Analyze the lasting appeal of the Greek myths  • Identify the three major philosophers of ancient Athens and describe the important teachings of each  • Recognize the failure of Greek philosophy to provide true wisdom or transform behavior  • Compare Greek beliefs with biblical truth | • Greek gods and philosophies and biblical truth  • True origin of wisdom  • Renewing of man’s mind by the Spirit of God  • Behavioral control through Christ and the Holy Spirit  • Redemption through Christ |
| 87 | 241–44 | 214–17 | 114, 119, 122 | • Compare education in ancient Greece with education today  • Describe Homer’s contributions to literature  • Distinguish between genres of Greek literature, including epics, fables, plays, and myths  • Analyze a retelling of a myth | • Happiness not found in wealth |
| 88 | 245 | 218 |  | • Analyze a character’s emotions in a drama  • Create a mask that expresses a specific emotion  • Participate in a Greek mask drama |  |
| 89 | 246–49 | 219–22 | 114, 119, 123–25 | • Describe the accomplishments of Greece’s prominent figures in math and science  • Compare the ancient and modern Olympic Games  • Recognize Greek contributions to music, art, and architecture  • Explain what makes the Parthenon’s architecture unique |  |
| 90 | 250 | 223 |  | • Distinguish between the three main styles of Greek columns  • Design and carve a plaster column |  |
| 91 | 251–53 | 224–26 | 119, 126–27 | • Label a map with Greek cities mentioned in the Bible  • Compare the Greek and English alphabets  • Identify the traits that made Alexander the Great a unique leader  • Explain the reason for the spread of Hellenistic culture  • Relate historical knowledge of ancient Greece to the biblical account of Paul’s sermon on Mars’ Hill  • Recognize the importance of the Greek language to the spread of the gospel  • Identify influences of ancient Greece seen today | • God’s Word and the Greek language  • Paul’s message to the Greeks |
| 92 | 254 |  | 128 | • Recall concepts and terms from Chapter 8 |  |
| 93 | 254 |  |  | • Demonstrate knowledge of concepts from Chapter 8 by taking the test |  |
| Chapter 9: Ancient Rome | | | | | |
| 94 | 257–61 | 227–31 | 129–30 | • Identify and describe places in Italy and surrounding countries on a map  • Complete a PERSIA organizer  • Organize events in order on a timeline  • Identify the Latins as the earliest inhabitants of Italy  • Explain how the Etruscans improved the Roman way of life  • Describe the Roman social classes  • Describe the geographic features of Italy | • Birth of Christ as a major event in history  • Respect, honor, and obedience to authority |
| 95 | 262–64 | 232–34 | 129, 131–33 | • Complete a government organizer  • Describe the governing branches of the Roman Republic  • Describe the concessions that the patricians made to the plebeians  • Explain the importance of the Law of the Twelve Tables  • Identify where the Law of the Twelve Tables was displayed | • The Word of God as a weapon of strength  • Impossibility of keeping the Law  • Christ as the hope of eternal life |
| 96 | 265 | 235 |  | • Participate in the Roman process of making a new law  • Evaluate the method used to make the law |  |
| 97 | 266–70 | 236–40 | 129, 134–35, 241–51 | • Contrast Carthage and Rome  • Identify and summarize the three major wars between Rome and Carthage  • Describe the role of Hannibal in the Punic Wars  • Match events to locations on a map  • Explain the purpose and importance of the Roman roads | • Biblical armor for the Christian  • Victory over sin through the power of the Holy Spirit  • Roman roads traveled by the apostle Paul  • “Romans Road” gospel verses |
| 98 | 271–75 | 241–45 | 129, 136–37 | • Describe the problems that arose from Rome’s expansion  • Identify those involved with the Triumvirate  • Explain the significance of the Gregorian calendar  • Recall concepts and terms by using the Study Guide | • Christlike leadership qualities |
| 99–100 | 276 | 246 |  | • Experience the process of researching and writing about an ancient place  • Make a travel brochure | • Converted tax collectors  • Affairs of men and nations used to accomplish God’s purposes |
| 101 | 277–81 | 247–50 | 129, 138 | • Describe the significance of the Pax Romana in Rome’s history  • Compare education during the Pax Romana with education today  • Identify the architectural features of the Colosseum and the Pantheon |  |
| 102 | 282–84 | 251–53 | 129, 139, 241–51 | • Contrast Epicurianism and Stoicism with biblical truth  • Describe Christ’s earthly life in the Roman Empire  • Describe the acceptance of Christianity in the Roman Empire | • Epicureanism and biblical truth  • Stoicism and biblical truth  • Christ the Savior as the only source for everlasting peace |
| 103 | 285–87 | 254–56 | 140–41, 241–51 | • Explain the spread of Christianity  • Trace the factors that led to the collapse of the Roman Empire  • Describe the role of Diocletian in the persecution of Christians  • Describe the role of Paul in the spreading of the gospel | • Requirements for Christian service  • Roman gods and true worship of God  • Blessed hope of Christ’s return  • Jesus as the Son of God  • Rejection of Jesus as Messiah by the Jews  • Prophecy of Caesar’s decree fulfilled  • Jesus’ submission to the Roman government |
| 104 | 288 |  | 142 | • Recall concepts and terms from Chapter 9 | • Spread of gospel throughout the Roman world  • Fulfillment of the Great Commission  • Persecution as a cause of church growth  • Benefit of the Edict of Milan and Council of Nicaea |
| 105 | 288 |  |  | • Demonstrate knowledge of concepts from Chapter 9 by taking the test |  |
| Chapter 10: The Byzantine Empire | | | | | |
| 106 | 291–96 | 257–62, 420 | 143, 146 | • Locate on a map modern Turkey and surrounding countries and the site of the ancient Byzantine civilization  • Use a Venn diagram  • Trace the growth and structure of the New Testament church  • Analyze the importance of the Edict of Milan  • Analyze the reasons it was difficult for the Roman church to remain true to Scripture  • Trace the effect that false doctrines had on the purity of the church  • Compare the Eastern Orthodox religion to Protestant beliefs | • God’s plan of judgment  • Importance of Mount Ararat  • Early church organization  • Impact of false teachers  • Eastern Orthodoxy compared with Protestant Christianity  • Authority of church traditions |
| 107 | 297–301 | 263–67 | 143, 147–48 | • Describe the protection of and the standard of living in Constantinople  • Identify characteristics of Justinian’s rule  • Evaluate the effectiveness of General Belisarius  • Describe the political groups in Constantinople  • Describe the events of the Nika Revolt and the influence that Theodora had on its outcome | • Divine right to rule  • Biblical responsibility of kings  • Christ and the law  • Emotional control |
| 108 | 302–3 | 268–69 | 143 | • Evaluate the significance of Justinian’s building projects  • Describe the beauty of the Hagia Sophia  • Experience the art of creating a mosaic | • Significance of the Hagia Sophia |
| 109 | 304–9 | 270–75, 421 | 143–44, 149 | • Evaluate the legacy of Justinian I  • Describe the condition of the empire following the death of Justinian  • Evaluate the leadership of Heraclius as emperor  • Evaluate the Islamic impact on world conditions and the Byzantine Empire | • Affect of trade routes on religious ideas  • Impact of Christianity and Judaism on Muhammad  • Biblical warning about visions  • Christians’ responsibility toward Muslims  • Islam and biblical truth |
| 110 | 310 | 276 | 150 | • Conduct biblical research on Jesus’ being the Son of God  • Evaluate the Islamic position on Who Jesus is | • Bible research skills  • The Bible as the basis for beliefs |
| 111 | 311–14 | 277–80 | 144–45, 151–52, 241–51 | • Describe the methods of conquest used by the Muslims against the Persians and the Byzantines  • Identify the three cities considered sacred by the Muslims  • Analyze the leadership of Leo III against Muslim invasion  • Describe the golden age of the Byzantine Empire  • Explain the conflict over iconoclasm | • Spread of the gospel by true believers  • Forced Islamic conversions  • Refusal by Christians to make false confessions  • Iconoclasm controversy  • Early missions in eastern Europe  • Split between the Roman Catholic Church and the Eastern Orthodox Church |
| 112 | 315–18 | 281–84 | 145, 153, 241–51 | • Read a map and map key to answer questions  • Evaluate the leadership of Basil II  • Analyze the causes and effects of the Crusades  • Trace the struggles and progress of the Byzantine Empire from 1204 to 1261 | • Advantages and disadvantages of the Crusades  • Biblical response to offenses  • Results of a nation following biblical actions |
| 113 | 319 | 285 | 154–55 | • Analyze a political cartoon |  |
| 114 | 320–22 | 286–88 | 145, 156–57 | • Read a map, a map key, and a graph to answer questions  • Locate and label places on a map  • Analyze the weakening of the Byzantine Empire  • Describe the economic conditions faced by the emperors and their attempts to seek military help from Europe and the pope  • Describe the effects of the Black Death  • Describe the military victories of the Ottoman Turks and Constantinople’s attempts to defend itself  • Analyze the historical significance of the Byzantine Empire |  |
| 115 | 323 |  | 158 | • Recall concepts and terms from Chapter 10 |  |
| 116 | 323 |  |  | • Demonstrate knowledge of concepts from Chapter 10 by taking the test |  |
| Chapter 11: Mesoamerica | | | | | |
| 117 | 325–30 | 289–94 | 159–63 | • Locate on a map the site of the ancient Mesoamerican civilizations, modern Mesoamerica and its regions, and the surrounding countries  • Color a map of Mesoamerica according to a key  • Analyze the obstacles to discovering the origins and history of Mesoamerica’s ancient civilizations  • Analyze the different possible migrations of people to the continents of North and South America  • Describe Mesoamerica today  • Describe the discovery and use of rubber  • Trace the history and the impact the Olmec civilization had on other Mesoamerican civilizations | • Native Americans’ origin  • Native Americans as descendants of Adam and Noah |
| 118 | 331 | 295 | 164 | • Draw conclusions based on observations  • Determine the characteristics of a person based on his possessions | • Importance of an archaeologist’s worldview  • Christian archaeologists |
| 119 | 332–35 | 296–99 | 159–62, 165, 241–51 | • Interpret and compare photographs  • Identify the period and trace the history of the Mayas as they developed into a civilization  • Describe Mayan achievements  • Evaluate the contribution of Diego de Landa to the knowledge of the Mayas  • Identify the importance of being able to read Mayan hieroglyphs  • Describe the physical appearances of the Mayan people | • Correlation of Tower of Babel and Mayan stories  • Biblical witnessing  • Man’s intelligence as a dem­onstration of his creation by God  • Biblical warning against idols |
| 120 | 336 | 300 |  | • Illustrate the appearance of a Maya  • Sculpt a model from clay | • Uniqueness of the body |
| 121 | 337–40 | 301–4 | 159–62, 166 | • Complete a Venn diagram to compare and contrast Mayan dress for men and women  • Sequence the steps of Mayan farming during the dry season  • Describe the level of social classes in the Mayan civilization  • Describe Mayan dress  • Explain the importance of the cacao bean to the Mayas  • Describe the types of Mayan homes  • Describe the daily lives of the various levels in Mayan society | • Control of Mayan society by their belief in gods  • Religious roles of kings and priests  • Biblical role of a ruler |
| 122 | 341–44 | 305–8 | 159–62, 167 | • Distinguish social-class characteristics of the Mayas  • Describe the role of women in the Mayan society  • Discuss trading in the Mayan civilization  • Analyze the Mayan religion  • Identify the religious significance of the Mayan ball game  • Discuss the decline of the Mayan civilization | • Free reign of Satan  • False beliefs of Mayan civilization and biblical truth  • Biblical position on gambling |
| 123 | 345 | 309 | 159–62, 168–69 | • Contrast Egyptian pyramids with Mesopotamian pyramids  • Experience making a codex in the same style the Mayas used  • Illustrate the use of an organizer for comprehending the content in a lesson |  |
| 124 | 346–49 | 310–13 | 159–62, 170–71, 241–51 | • Compare and contrast the Aztecs with the Mayas using a Venn diagram  • Examine the Bible to answer questions concerning the worship of idols  • Trace the migration and development of the Aztec civilization  • Describe the unusual location and building of the city of Tenochtitlán  • Contrast Aztec beliefs with biblical truth  • Describe the military ability and objectives of the Aztecs  • Describe the Aztec social structure | • Power of evil and wicked imaginations  • Man without excuse for sin  • God’s creation and Aztec’s concept of creation  • False concept of blood sacrifice and biblical truth |
| 125 | 350–52 | 314–16 | 159–62, 170, 172–73 | • Contrast Mesoamerican beliefs with biblical truth  • Identify places on a map of Mesoamerica  • Evaluate the economy of the Aztec civilization  • Discuss the significance of the Aztecs’ language and technological advances  • Analyze the effect the Spanish invasion had on the demise of the Aztec civilization | • Destruction of society by religious practices |
| 126 | 353 | 290–316 | 174 | • Recall concepts and terms from Chapter 11 |  |
| 127 | 353 |  |  | • Demonstrate knowledge of concepts from Chapter 11 by taking the test |  |
| Chapter 12: Ancient Africa | | | | | |
| 128 | 355–59 | 317–21 | 175–77 | • Distinguish a creation myth from biblical truth  • Locate Africa’s major regions and five ancient kingdoms on a map  • Describe various geographic features of Africa  • Identify the biomes of Africa on a map  • Identify animal life in each of Africa’s biomes | • Creation myths  • Biblical oral history |
| 129 | 360–63 | 322–23, 423–24 | 175–76, 178 | • Identify methods of learning about civilizations that did not have a written language  • Explain how linguistics can be used to track the migration of a people group  • Explain how botany can be used to gain information about a people group  • Identify types of information that can be learned from archaeology  • Identify the role of an African griot in preserving a people’s history  • Analyze a tale from Africa’s oral history |  |
| 130 | 364 | 324 | 179 | • Identify oral history in the Bible  • Orally communicate a historical family event  • Listen to the oral histories of others  • Demonstrate being a respectful audience member  • Practice reciting oral histories from memory |  |
| 131 | 365–68 | 325–28 | 175–76, 180–81 | • Distinguish characteristics of the African peoples  • Identify the common method of dividing Africa’s early people groups  • Describe the Tuareg and locate their region  • Describe the Maasai and locate their region  • Describe the Pygmies, the Bushmen, and the Khoikhoi, and locate their region  • Compare traditional African beliefs with biblical truth | • African traditional beliefs and biblical truth  • Introduction of the gospel by European missionaries  • Influence of Islam |
| 132 | 369–72 | 329–32 | 175–76, 182–83, 241–51 | • Contrast characteristics of African civilizations  • Describe Aksum’s culture, language, and resources  • Identify what likely influenced Ezana’s spiritual conversion and how it influenced his kingdom  • Examine the biblical account of the queen of Sheba in light of history  • Locate ancient Ghana on a map and identify the modern country in which it was located  • Describe the importance of trade to Ghana’s economy | • Christianity as the official religion in Aksum  • Impact of a servant’s spirit by Frumentius  • Introduction of Christianity by Byzantine traders  • Queen of Sheba’s visit to Solomon  • Christ’s mention of the queen of Sheba |
| 133 | 373 | 333 | 184 | • Identify the time in different African time zones  • Relate the art of fabric dyeing to African trade  • Make a tie-dyed shirt |  |
| 134 | 374–76 | 334–36 | 175–76, 185 | • Locate ancient Mali and the modern country of Mali on a map  • Locate ancient Songhai on a map  • Determine causes and effects of events  • Identify Mali’s two famous rulers and their accomplishments  • Describe the values, culture, and economy of ancient Mali  • Summarize the rise and fall of the empires of Mali and Songhai  • Identify the most significant ruler of Songhai and his accomplishments  • Recognize legends based on the lives of ancient African heroes | • Domination of Mali by Islam and traditional beliefs |
| 135 | 377–78 | 337–38 |  | • Define economy, consumer, demand, and supply  • Analyze how the law of supply and demand affects prices in an economy  • Predict what will happen to a country’s economy in different scenarios  • Discuss predictions with classmates |  |
| 136 | 379–82 | 339–42 | 175–76, 186–87, 241–51 | • Label places on a map of Africa  • Locate ancient Mwene Mutapa and the modern country of Zimbabwe on a map  • Identify features of buildings of the ancient Shona  • Identify common features of the coastal cities in eastern Africa  • Identify how traders and explorers influenced Africa and whether the results were positive or negative  • Identify ways to aid in the spread of the gospel | • Spread of the gospel through contact with other continents  • Prophecy that Christ’s kingdom will include people from all nations  • Importance of evangelism |
| 137 | 383 |  | 188 | • Recall concepts and terms from Chapter 12 |  |
| 138 | 383 |  |  | • Demonstrate knowledge of concepts from Chapter 12 by taking the test |  |
| Chapter 13: Ancient Japan | | | | | |
| 139 | 385–89 | 343–47 | 189–97, 241–51 | • Locate on a map the site of the ancient Japanese civilization, modern Japan and its regions, and the surrounding countries  • Identify key events of the ancient Japanese civilization on a timeline  • Explain why little is known of Japan’s early history  • Identify the civilizations that influenced Japan  • Describe characteristics of the Japanese civilization  • Explain how Japan forms an archipelago | • Creation by God  • Emperor worship and biblical truth  • Biblical principle of training children early |
| 140 | 390–92 | 348–50 | 189–96, 198–99, 241–51 | • Identify and label the four main islands of Japan on a map  • Contrast Shintoism with biblical truth  • Identify the religion from China that Prince Shotoku introduced to Japan  • Analyze the importance of the Taika Reform for Japan  • Identify the Father of Calligraphy  • Describe the differences between how Japanese and Americans write | • Shintoism and biblical truth  • Blend of Shintoism and Buddhism |
| 141 | 393 | 351 | 200 | • Create original art that expresses a theme for a Japanese event  • Demonstrate the ability to follow directions and work cooperatively  • Compare maps to determine geographic features and locations  • Identify latitude and longitude for a location  • Calculate distance using a map scale |  |
| 142 | 394–97 | 352–55 | 189–96, 201 | • Identify the family that rose to power during the Heian period  • Identify the official language of the Japanese court  • Describe the characteristics of Japanese literature and art  • Describe how the Japanese blended Shintoism and Buddhism  • Describe imperial court etiquette | • Freedom of religion |
| 143 | 398 | 356 |  | • Demonstrate an understanding of the form of a haiku  • Create a haiku  • Illustrate a haiku |  |
| 144 | 399–402 | 357–60 | 189–96, 202–5 | • Analyze the feudal system of government adopted by the Japanese  • Distinguish the four levels of social classes in Japan’s feudal system  • Identity the cause for the Mongol defeat  • Compare and contrast the samurai with the Christian soldier  • Label places on a map of Japan | • Emperor’s desire for religious control  • Gift of salvation through Christ’s death |
| 145 | 403 |  | 206 | • Recall concepts and terms from Chapter 13 |  |
| 146 | 403 |  |  | • Demonstrate knowledge of concepts from Chapter 13 by taking the test |  |
| Chapter 14: The Middle Ages in Europe | | | | | |
| 147 | 405–8 | 361–64 | 207–10, 241–51 | • Identify the major events that began and ended the medieval period  • Describe political and religious conditions during the Middle Ages  • Trace the paths of Germanic invaders on a map of Europe  • Locate modern countries, medieval kingdoms, and other geographic features on a map of Europe  • Identify countries in the region of Scandinavia | • Structure provided by the Roman Church during Rome’s collapse  • Germanic heresy that denied the deity of Christ |
| 148 | 409–12 | 365–68 | 207–9, 211–12 | • Distinguish the general meaning of catholic from its meaning in the Roman Catholic Church  • Differentiate between the types of Roman Catholic clergy and their various responsibilities and lifestyles  • Evaluate the priests’ changing teachings in light of Scripture  • Identify Roman Catholic sacraments and the beliefs associated with them  • Identify Benedict’s role in defining the lifestyle of a monk  • Contrast the beliefs of the Roman Catholic Church with biblical truth | • Bible not available in ltaly  • Scriptures and the writings of the early churchmen copied by monks  • Control over worship and practice by the Roman Church  • Roman Catholicism and biblical truth |
| 149 | 413–16 | 369–72 | 207–9, 213–14 | • Identify the major Frankish kings and their accomplishments  • Recognize the importance of the alliance between the Frankish kings and the Roman Church  • Describe Charlemagne’s empire and his contributions to education and learning  • Identify the modern countries and languages that emerged from the Frankish Empire  • Compare a map of the divisions of Charlemagne’s empire with a map of modern Europe | • Muslim advance into Western Europe stopped at Tours  • Alliance between the Roman Church and state |
| 150 | 417–21 | 373–77 | 207–9, 215–17 | • Identify Viking contributions to European culture  • Recognize narrative details that convey feelings about the Vikings  • Explain how the Vikings used their ships for a unique strategy of attack  • Explain why feudalism was necessary in the Middle Ages  • Identify advantages of the feudal system to people of upper and lower classes  • Describe the steps in the process of becoming a knight and the roles of people on a manor | • False Viking gods and biblical truth  • Some weekday names derived from Viking gods |
| 151 | 422 | 378 |  | • Identify symbolism in a coat of arms  • Design a coat of arms |  |
| 152 | 423–26 | 379–82 | 218, 241–51 | • Recognize Robin Hood’s status as a legendary medieval hero  • Describe the Battle of Hastings and its results for England  • Identify Henry II’s contributions to England’s legal system  • Differentiate between trial by ordeal and trial by jury  • Trace the events that led up to the writing of the Magna Carta  • Explain the significance of the Magna Carta and its influence on later documents | • Stealing and doing good  • Opposition to Roman Catholic teaching  • English translation of the Bible by John Wycliffe |
| 153 | 427 | 383 | 219 | • Participate in a mock trial  • Discuss the fairness of a trial and the verdict |  |
| 154 | 428–31 | 384–87 | 207–9, 220–21 | • Identify the two functions of medieval castles  • Identify and describe various castle features and the methods of attacking and defending castles  • Describe medieval banquets  • Identify who controlled various parts of Europe during the Middle Ages  • Identify reasons for the decline of feudalism | • Purpose of the Crusades  • Emergence of the Protestant Reformation |
| 155 | 432 | 388 | 222–25 | • Identify simple machines used in castle defenses and weapons  • Write a paragraph describing how simple machines helped castle defenses or weapons work |  |
| 156 | 433 |  | 226 | • Recall concepts and terms from Chapter 14 |  |
| 157 | 433 |  |  | • Demonstrate knowledge of concepts from Chapter 14 by taking the test |  |
| Chapter 15: A Kingdom from Shore to Shore | | | | | |
| 158 | 435–40 | 389–94 | 227–31 | • Identify your worldview  • Summarize the purpose of Creation  • Explain the consequences of the Fall  • Analyze the plan of redemption | • Biblical worldview  • Involvement of God in the affairs of men  • Creation of man in the image of God  • God’s command to exercise dominion  • God’s mercy on display since the Flood  • Man’s dominion altered by the Fall  • Jesus the Redeemer  • Christ’s kingdom and the world’s kingdoms |
| 159 | 441 | 395 | 232–33 | • Identify and explain what is not directly stated in the text by making inferences  • Draw conclusions based on the text |  |
| 160 | 442–45 | 396–99 | 227–30, 234 | • Trace the spread of the gospel to Egypt after Christ’s death  • Explain how the Persian Empire was used by God to aid the Israelites  • Trace the establishment of churches in the Mesopotamian region  • Evaluate Persian influence on the growth of the early church  • Evaluate Constantine’s influence on the growth of the church in Rome  • Contrast the influence of the early church in eastern nations with current Christian churches | • Spread of the gospel in the first centuries of the church  • Spread of the gospel in Mesopotamia and Persia  • Jesus’ promise of His kingdom’s gradual growth  • Reasons Christians should be optimistic about presenting the gospel |
| 161 | 446–50 | 400–404 | 227–30 | • Locate countries on a map  • Explain why the ideas and philosophies of Greece and Rome were unsatisfying  • Evaluate the influence of Paul’s ministry on the culture and the spread of the gospel  • Describe the influence of the Reformation on the nation of England  • Analyze the impact of Hinduism, Catholicism, and Christianity on India  • Trace the spread of the gospel on the continent of Africa | • Admonition to believers to be faithful  • Warning to avoid false teaching |
| 162 | 451 | 405 | 235 | • Locate countries on a map  • Compare two ancient civilizations in a compare-contrast essay  • Use a Venn diagram to organize ideas | • Spread of the gospel in Europe  • Mission work in India and Africa  • Connection between honoring parents and God’s blessing |
| 163 | 452–56 | 406–10,  430–31 | 227–30, 236–37 | • Locate countries on a map  • Analyze the influence of the Spaniards on Mesoamerican religion  • Explain why Protestant Christianity was slow to influence Latin America  • Trace the growth of Protestant Christianity in Latin America and in China  • Evaluate the influence of Bible translation in Latin American languages  • Analyze Christianity in Latin America today | • The Great Commission  • Spread of the gospel to Latin America by African Americans  • Spread of the gospel in China  • Promise that the “gates of hell” will not prevail against the church  • Christ’s kingdom to grow like a mustard seed  • Spread of the gospel in the power of the Holy Spirit |
| 164 | 457 |  | 238 | • Recall concepts and terms from Chapter 15 |  |
| 165 | 457 |  |  | • Demonstrate knowledge of concepts from Chapter 15 by taking the test |  |