

# 6<sup>th</sup> Grade Ancient History

(With Utah State Core Standards)

## Books Needed:

The Story of the World: History for the Classical Child (Revised Edition): Volume 1: Ancient Times by Susan Wise Bauer

The Story of the World: History for the Classical Child (Revised Edition): Volume 2: The Middle Ages by Susan Wise Bauer

History of the World in Christian Perspective: 5<sup>th</sup> Edition (Abeka History Series)

King James Bible

Supplemental: Deluxe Then and Now Bible Maps: New and Expanded Edition (Rose Publishing)

# Unit 1: The First Humans

**Standards Taught: SS.1.1, SS.1.1.a, SS.1.1.b, SS.1.2, SS.1.2.a, SS.1.2.b, SS.1.2.c, ss.1.4, SS.1.4.a, SS.1.4.b, SS.1.4.c, SS.1.4.d,**

**\*Words in bold are vocabulary words your child should learn**

**\*\*Your child should choose a Unit book for each unit. This could be a grade-level historical fiction or non-fiction book relating to the subject matter**

**\*\*\*Unit Projects are activities done to review or emphasize a point from each unit. They are meant to be worked on throughout the unit as supplemental to the lessons themselves, allowing for a fun way to dive deeper into aspects your child is interested in. Directions are vague in order to give your family the ability to adapt them to your needs.**

**Unit Project: Garden of Eden Model**

**Build a model of the Garden of Eden including Adam and Eve, plants, and animals**

**Unit Book:**

## **Lesson 1: The Theory of Evolution**

Scientists believe that our universe was created during an event they call the Big Bang. This theory (or idea) states that billions of years ago, all the matter in the entire universe existed in a very small amount of space. This kind of area is known as a singularity. According to the Big Bang Theory, something (we don't know exactly what) set off an expansion of matter. Things within the singularity began to spread out and heat up. Dust and gas particles began to stick together. Different planets and other celestial bodies were formed. These bodies acted on each other through forces like gravity. Our solar system was formed, with planets being pulled into the gravitational orbit of the sun. Eventually, things began to cool down and slow their outward movement. Scientists believe that the earth was very hot for billions of years after it was formed. Slowly, as things cooled, water vapor was released from rocks, causing it to rain for a very long time. This, they say, is how oceans were formed.

### **Answer Workbook Question 1**

According to scientists, it would be more than 10 billion years after the Big Bang before any type of life appeared on Earth. No one knows exactly how life began on Earth, but there are several theories. Perhaps the environment changed to allow certain atoms to be released from matter, like the water vapor in rocks. Maybe particles were brought to Earth through collisions with other celestial bodies. Another theory is that the atoms on earth were subjected to weather patterns, like lightning, that eventually supported life. The earliest life scientists have found evidence

of, however, was a simple organism, likely supported by photosynthesis. This organism probably lived in the oceans, a type of algae or tiny bacteria.

### **Answer Workbook Question 2**

According to scientific theories, it would be billions of years later before men would walk on the Earth, yet these men were formed from chance selection and evolution of the first, simple lifeforms. The Theory of Evolution, made famous by a man named Charles Darwin, states that all life on Earth has a common ancestor. If you traced any species alive today back on their family tree far enough, you would reach that first, single-celled organism. The theory states that the algae endured many changes to its environment and only those suited to the new environment survived. As most of our genetic makeup comes from our parents, offspring tends to look, act, and live much like the previous generation. Occasionally, though, genes are mutated, or changed, by nature and the offspring is slightly different than their parents. These changes may be good, allowing the offspring to survive better in a new environment (a butterfly that is hatched with a color that blends in with a new flower) or worse (a butterfly that changes to a brighter color, but not one that blends in, therefore attracting predators). According to the Theory of Evolution, these mutations, or changes, occurred in the first form of life in environments around the world. Those with mutations that helped them survive better in their environment lived, therefore giving birth to offspring that carried their mutations. Those with mutations that made life harder were killed before reproducing. Those mutations essentially died off and were no longer

passed down. This process is known as natural selection.

See this [image](#) and Answer Workbook Questions 3-4

Eventually, the species mutated into thousands of different plants. The plants slowly evolved into ocean animals. Ocean animals eventually evolved to have legs and lungs and walk on land. As mutations occurred in different environments, different species began to appear. Animals living in the desert, for example, would survive better with different mutations than those living in the rainforest. These changes took thousands of years.

According to the Theory of Evolution, human beings came from the same ancestor as primates (monkeys) and simply had mutations that set us apart. As evidence of this, scientists tell us that our DNA (the sequences of genes that make us look the way we look) is 98.8% shared with primates.

The Big Bang Theory and the Theory of Evolution have not yet been proven wrong, though some ideas that came from Charles Darwin's work has. Both rely heavily on chance as life on Earth would not exist if one tiny thing were different in this theory. Both have gaps in their data that we cannot yet explain. As scientists continue to figure out where humans came from and why we are here, many discount the idea that there may have been another way: we were simply created by a loving God.

See this [image](#) (a chart of how scientists believe humans evolved) and Answer Workbook Questions 5-6

## Lesson 2: What Was the Stone Age?

The Theory of Evolution states that, through mutations (changes in our DNA) and natural selection, human beings slowly evolved, become less like primates and more like the modern man as time went on. As these mutations occurred, however, humans were also learning new skills that helped them to better survive.

The first major adaptation was the ability to live on land. If life began in the ocean, it had to change to be able to hold up its weight, which feels heavier without water to hold it up, breathe oxygen, and move on land. Next, came bipedalism, the ability to walk on two feet. This allows hands to be used for other jobs as the species walks. Then, encephalization, the growth of the brain and ability to learn more. Finally, comes civilization, the ability to interact with each other in society and the making of tools.<sup>1</sup>

Through archology, scientists think they have found the evidence they need to guess when species hit each of these milestones. Archology is the study of human history through artifacts and **ancient** sites. Scientists dig up items left behind and attempt to piece together what life was like from the evidence they find. Much of what we know about ancient history comes through archology.

## Answer Workbook Questions 7-8

In 1924, a fossil of the Australopithecus genus was discovered in South Africa. This, along with the items found in the same area, showed that the organisms that would evolve into humans were already walking on

two feet and using tools. In 1891, Homo Erectus was found. This was an organism that showed evidence of large brain capacity, use of tools and fire, and life in communities. Next came Homo sapiens and Neanderthals. Here there is evidence of greater intelligence (brain capacity grew), hunting large animals in groups (language and society), and use of tools.<sup>2</sup>

A major milestone in these stages of Evolution was the use of tools. Creating and using a tool is a problem-solving skill that takes extreme intelligence. It requires a species to encounter a problem, connect an unrelated item to the problem, and find a way to use that item to solve the problem. Tool use is part of what helps humans (and other species) to survive and build better lives.

**Watch this [video](#) and Answer Workbook Question 9**

According to scientists, human-like species around the world used tools. At some point, they discovered that tools could be crafted out of stone. This was the beginning of the Stone Age. The Stone Age lasted about 2.5 million years and ended only when humans discovered that they could also use metals to build tools. Evidence of stone tools has been found around the world, almost all within the same time range.

During the Stone Age, the world was in an Ice Age. The climate was cold and much of the Earth was covered in ice. Over time, the Earth has had times of cooling (Ice Ages) and times of warming. These changes are a natural part of life on Earth and have happened for billions of years. The Ice Age that science says the earliest humans

experienced, was coming to an end. Earth was warming. Humans were mostly nomadic, living as hunter-gatherers who followed food sources like plants and animals to survive. Life was difficult and dangerous. They began to create tools to help them in their everyday life. Things like rocks sharpened into points served as the ends of hunting spears. Large, round stones were used like hammers. Soon, sharpened rocks were attached to arrows to be used in bows. This meant that men could hunt from a safer distance. Tools were created to pierce and prepare animal skins for use as clothing or shelter. Engraving tools for art (a primitive form of communication) and sewing needs made life easier as well.

**Visit this [website](#) to explore images of Stone Age tools (be sure to click on Early, Middle, and Late Stone Age in the sidebar) and Answer Workbook Question 10**

Though tools were also likely made from materials such as wood, bone, and antler, stone tools survived over time and archeologists have been able to study them. Evidence shows that as time went on, society, tools, and life became more complex, making life easier for the evolving human species.

### **Lesson 3: Stone Age: Culture and Geography**

Stone Age culture was simple with most energy going to simply surviving. In the cold, unsettled world, most human cultures were nomadic. They moved from place to place, following animals which were their main food source. For a time, many lived in caves or other natural shelters they could

find in each spot. With the invention of tools, they began to build simple shelters. Much like tents, these buildings were easy to put up and take down and could be moved from place to place.

Men were primarily hunters and protectors while women tended to the duties at home such as preparing food, sewing clothing, and tending to their families.

### **Answer Workbook Question 11**

With an emphasis on survival and a nomadic lifestyle, early humans had to be careful where they set up camp. They needed to ensure that resources like food, water, and shelter were readily available. Many followed rivers, stayed near streams, or wandered from lake to lake. This ensured that their needs would be met. Throughout much of history, civilizations have followed these natural rules and still do. Humans needs have not changed and, though technology has improved, the geological reasoning for choosing a place to live have not.

### **Answer Workbook Question 12**

During the Stone Age, early humans are thought to have lived in groups. They likely had an understanding that other groups existed as well. Art became a way to communicate with each other, document their history, and leave messages behind for others. Wall paintings within caves often portrayed daily life, showing directions, successful hunts, and sources of food. Sometimes, tools were used to carve these images into the stone, too.

### **View this [image](#) and Answer Workbook Question 13**

Though the life of an early human was simple, it was not easy. Through community, use of natural resources, and the initiation of written communication, archeologists believe that early humans were beginning to think about their world and find ways to improve their lives.

### **Lesson 4: The Paleolithic Period, The Mesolithic Period, and The Neolithic Period**

The Stone Age is so vast it is broken into three distinct time periods. Each of these periods is defined by specific events that archeologists have determined had a profound change on early human life.

#### **The Paleolithic Period**

Also known as the Old Stone Age, this period of time took humans from the earliest known creation of stone tools to the end of the Ice Age. This period shows the most primitive tools, such as stone hammers and rocks sharpened into small knives. Cave paintings have been found that are believed to be from this period, as well. In order to stay warm, clothing was made and the use of fire was begun.

### **Answer Workbook Question 14**

#### **The Mesolithic Period**

During this Middle Stone Age, early humans are thought to have begun domesticating animals. Likely beginning with wolves, humans began to train animals to provide them with warmth, protection, and help in hunting. During this period, animal pelts were also used to create tent-like structures

and improved their weapons to include spears and arrows, making hunting safer.

### **Answer Workbook Question 15**

#### **The Neolithic Period**

During the Late Stone Age, archeologists have found evidence that communities were beginning to be formed and humans began to settle in areas with abundant water and other natural resources. Small cities were built and farming began. This meant that humans could stay in one place rather than following herds around to survive. In addition to plants, animals were kept and raised for meat production, cutting down on the time needed for hunting. Evidence of tools like water jugs and bowls to hold food have been found in these small cities. Humans also began to mine for flint to create fire and other tools. However, this mining ensured the discovery of metals, thus ending the Stone Age.<sup>3</sup>

### **Answer Workbook Question 16**

#### **Lesson 5: The Creation**

Though science can explain much about how life on Earth began and how humans came to be, there are several gaps and things that are not yet understood. Many of these theories leave our very existence up to chance and highly unlikely circumstances.

Others have a different explanation: the existence of God. Throughout human history, people have shared stories of a powerful being that simply created them and the earth. According to the Bible, human beings were created from unorganized matter and placed on Earth. We find much of this story in Genesis.

### **Read Genesis 1-2**

According to Genesis, Earth and all forms of life were created in six days. Given that time is counted differently to God, we don't really understand exactly how long that may be. First, Earth and its heaven were created. Light was separated into day and night. Then, water was separated from water, creating dry land, rivers, and oceans. Plants began to grow and were created in a way that they would bear seeds and produce offspring. On the fourth day, the sun and moon were created to help separate the night from the day and create seasons. The stars appeared. Then, ocean animals and birds were created and commanded to reproduce to fill the Earth. Finally, on the sixth day, beasts of the Earth were created, with the final creation being man. Man was created in the image of God and given dominion over the other animals and a commandment to subdue the Earth. A rib was taken from man to create woman.

### **Answer Workbook Question 17**

The first man was named Adam. His wife was named Eve. After being created by God, Adam and Eve's bodies were brought to life by placing their spirits into them. Some believe that their spirits had existed long before Earth was created and were taught what they would need to know for life on Earth. The Creation had provided them with everything they would need to survive and grow into beings like their God. This was the purpose of creating the Earth: to allow human beings to learn and grow.

## Answer Workbook Question 18

### Lesson 6: Adam and Eve in the Garden of Eden

Adam and Eve were placed in the Garden of Eden. This was a beautiful place full of peace and happiness.

Adam and Eve lived there without sin for a time. They were visited by their God and taught by Him. Together, they learned about God's plan, about Jesus Christ, and about how to live the way God wanted them to. They learned about life on Earth. They were given dominion, or stewardship, over the whole Earth and all the plants and animals in it. This meant they were responsible to care for the things God had created for them. They were free to use anything in the garden except a single tree. The tree of the knowledge of good and evil should not be eaten from. However, God still allowed Adam and Eve to choose for themselves.

The weather was always perfect in the Garden. Plants grew on their own and produced the food they needed without work from them. Animals lived side-by-side with them, being cared for by Adam and Eve and completely peaceful with one another. Predators fed on plants, not wanting to harm other animals.

Adam and Eve were married and given a commandment: multiply and replenish the Earth. Adam and Eve were to have children, and bring more people to Earth. However,

they did not yet have knowledge of how this would happen.

## Answer Workbook Questions 19-20

### Lesson 7: The Fall of Man

Adam and Eve lived in the Garden for a time, happily caring for the plants and animals there and learning. We don't know for sure how long there were there, but the scriptures tell us that they could not die so it was likely a very long time.

At some point, a visitor entered the Garden. Satan had come to tempt the first man and woman on Earth.

Satan remembered that God had given Adam and Eve agency, or the ability to choose. They were free to act as they wished and could make mistakes. Eve was tempted by Satan to first touch, then eat the fruit on the tree that they were forbidden from eating. She then took the fruit to Adam, who understood that he was meant to stay with Eve and could not if he didn't eat the fruit. Adam ate the fruit and both now understood that evil, along with good, existed in the world.

As punishment for disobeying the commandment of God, Adam and Eve had to leave the Garden of Eden. They crafted clothing out of leaves, then skins. They were sent into the rest of the world. Adam was commanded to work hard to provide for his family. He was told that plants would

have to be grown through his work and that thorns would come and the ground would be difficult to use. Eve was told that she would bear children and that, through much pain, she would bring children into the world. Animals were changed into predators and prey. The weather became dangerous and volatile at times. The Garden of Eden was sealed by God.

### **Answer Workbook Questions 21-22**

Adam and Eve now understood good and evil. They understood that life could be very difficult. They understood that they could make mistakes that would take them further from God. They could feel pain and experience death.

They also knew now that the gospel was true and what God had taught them would help them return to Him one day. They knew that the Savior would come and pay for their sins. They knew that, by bringing children to Earth, they were fulfilling their roles in God's Father's plan to allow all His children to learn and grow.

### **Answer Workbook Question 23**

Adam and Eve understood what true joy was because they now could compare that with sorrow and hardship. They understood more about the goodness of God because they had seen sin.

### **Answer Workbook Question 24**

Adam and Eve worked to raise their children the way God had taught them. They taught their children the gospel and tried to teach them to use agency to choose the right. They would learn, however, more about how

their choice in the Garden of Eden had caused sorrow for their God.

## **Lesson 8: Cain and Abel**

Adam and Eve's first sons were Cain and Abel. Both were taught the gospel, watched their parents offer sacrifices, and learned to work just like their father. Adam and Eve taught their children to pray and to listen to direction from God. Cain tilled the earth while Abel kept the sheep.

The family was given a new commandment: to offer the firstlings of their flock and produce to God as sacrifice. They did not fully understand why, but they were determined to follow this instruction. They were taught by an angel after some time that this was a similitude (or example) of the sacrifice of the Savior. Jesus Christ would be the offering that paid for the sins of all mankind. The Holy Ghost testified of this truth to Adam and sacrifices became a part of their life.

Satan had not left Earth, however. He often tried to tempt Adam and Eve and their children. The mother and father tried to teach their children to rely on God, but Cain began to listen to Satan's whisperings. At the time of sacrifice, Cain brought fruit and Abel brought a lamb to offer to God as a sacrifice. God, knowing that Cain had chosen to follow Satan and did not honestly offer his sacrifice, did not accept it. Knowing that Abel was working to follow the commandments and honestly wanted to

repent of his sins, God accepted Abel's sacrifice.

Cain became angry. He stopped listening to God. He became jealous and his anger grew. Soon, Satan had Cain promise to listen only to him and convinced Cain that if Cain killed Abel he would inherit all that Abel had. Satan whispered that no one would know it was Cain who had done it.

Cain met his brother in the field and murdered him. This was the first murder on Earth. Satan had lied to Cain and soon everyone knew what he had done. Adam and Eve were very sad. God cursed Cain, setting a mark on him so no one would harm him. He sent him away from his parents, to the land of Nod, with his wife and many of his brothers. Cain would wander the Earth with no home. He would be hunted all his life. He was shut out from the presence of God, receiving no more instruction through revelation or the Holy Ghost. Cain had chosen wickedness and the cost was very high.

### **Answer Workbook Question 25**

### **Lesson 9: Adam's Lineage to Noah**

With Cain wandering the Earth and his family growing in unrighteousness, Adam and Eve's family continued to grow, too. They bore many children. Those children began to have children of their own. Some chose to follow God while others fell into unrighteousness. Satan exploited the natural man, or man's natural tendencies, and led many into the darkness of sin. It is easier, for a time, to simply do what you want rather than try to follow the expectations of God. Though God allows humans to have

agency and choose for themselves, He cannot let unrighteousness go without consequence.

After a time, Adam and Eve's descendants included a man named Noah.

### **Read Genesis Chapter 5**

Noah lived in a world full of unrighteousness and sin. In fact, the only righteous people on the whole Earth were Noah and his family. God had a plan to give the Earth a new beginning, allowing his creations to be used once again to help humans become more like him.

### **Answer Workbook Question 26**

# **Unit 2: The Flood, Babel, and Mesopotamia**

**Standards Taught: SS.1, SS.1.a, SS.1.b, SS.1.2, SS.1.2.a, SS.1.2.b, SS.1.2.c, SS.1.3, SS.1.3.a, SS.1.4, SS.1.4.a, SS.1.4.b, SS.1.4.c, SS.1.4.d**

**Unit Project: Create your own Cuneiform code and write letters to friends and family. Include the code key when you send your letters. You should write at least one full page in your own code.**

**Unit Book:**

## **Lesson 10: Noah's Covenant**

The world was so wicked by the time Noah was a man that God saw that he needed to cleanse it. He called Noah to be a prophet and teach the people how to be righteous. Still, God would not interfere with man's agency. No one chose to listen to Noah.

Soon, Noah received relation that it was too late. Earth was polluted. Men did wickedness continually. There was not a righteous man outside of Noah's family, to be found. Noah was the only patriarch (male leader of a family, father) who honored his God, repented, and tried to keep the commandments. The Earth would be flooded and, thereby, cleansed from its unrighteousness. This cleansing would begin the world anew, hopefully allowing mankind to choose the right once again.

Due to his lineage as a descendant of Abraham, together with his righteousness, Noah was chosen to bear the Abrahamic Covenant. It was promised that, though a great flood would come, Noah and his family would be spared. Their prosperity would fill the earth, create nations, and be blessed by God as long as they hearkened to His words.

This salvation wouldn't come without work on Noah's part, however. He was commanded to build an ark, or large ship. In the middle of the desert without a cloud in sight, it was difficult for those around him to understand. After all, Noah didn't even know how to build a boat. And why was it needed in this dry land?

As he built the ark, Noah was instructed by God Father who told Noah what supplies to use and how to build the ark. Noah was also told what provisions would be necessary for his time on the ark and given the ability to gather two animals of every species, a male and a female. He also gathered seeds of various plants. In this way, the creations of the Earth would be able to continue to provide humans with the ability to fulfil their goal on Earth.

## **Read Genesis 6 and Answer Workbook Questions 27-30**

## **Lesson 11: Noah and the Flood**

Though Noah looked like a crazy person building an ark, gathering supplies, and placing animals within the ship in the middle of the desert, he trusted in God's words and promises.

With a week to go, God told Noah to enter the ark with his family. His wife, his sons, and his sons' wives went into the ark with him. When they were safely inside with their supplies, the rain began.

The scriptures say the rain lasted forty days and forty nights, which means a long time. It rained until all of the Earth was covered with water. Oceans ran together and mountains were covered up. Plants, animals, and men died. Every man and animal living on land died. Geologists and archeologists have found evidence of this flood. A single layer of Earth's crust has

been found which was saturated with water at the same time all around the world. Noah, his family, and animals in the ark floated above the waters. They saw the rain and watched as the world became completely covered in water. Safely inside the ark, God kept His promise of safety to Noah.

### **Read Genesis 7:23 and Answer Workbook Question 31**

After many days, the rains stopped. Though the ark still floated on water, Noah searched for land. He sent a dove out to fly above the waters. The dove came back with an olive branch in his beak, proving that the dove had found dry land.

Soon, the ark came to rest on the dry land of a mountain top. The waters began to recede and Noah and his family stayed on the ark until a dove he sent out did not come back to the ark, meaning it had found a place to rest on dry land.

After months of waiting for the land to be dry enough for them to live on again, God commanded Noah and his family to exit the ark.

### **Answer Workbook Question 32**

Noah set each of the animals free and saw them become less peaceful once again. He and his family began to rebuild their lives, planting and searching for food and resources they would need. However, the very first thing Noah did after exiting the ark was to offer a sacrifice to God. He took the firstlings of the animals born on the ark and sacrificed them to God. Through this action,

he signaled to God that Noah would work to keep the commandments.

After Noah's sacrifice, God commanded Noah and his family to multiply and replenish the Earth. Noah was given dominion over all other forms of life. The animals were set free out of the ark and stopped being peaceful to each other once again. God reminded Noah of the Abrahamic Covenant, which he and his family now carried. Noah's family was also reminded that murder was evil and warned that anyone who killed another human would be put to death.

Finally, God put a rainbow in the sky. This was a symbol of the covenant between God and Noah's family. It was also representative of a promise from God that the Earth would never again be completely flooded as it was.

### **Answer Workbook Questions 33-34**

#### **Lesson 12: Noah's Decedents**

Noah's sons were Japheth, Ham, and Shem. These sons and their wives were saved with Noah on the ark. They had children, who migrated downward from the mountain the ark had landed on. Over time, each of these families separated into groups, though they all still lived very near each other. Each group spoke the same language and could easily communicate and trade with each other.

The area that Noah's descendants settled in is now known as the Fertile Crescent. With two large rivers and fertile soil, it was an area where natural resources were plentiful. Food could be grown, shelters constructed,

and water was easily accessible. The animals from the ark also multiplied, allowing for hunting and consumption of meat.

One of the descendants of Ham, whose name was Nimrod, was a great hunter. He was also rebellious against God and did not keep the commandments. However, because of his strength, many followed him as a king. Nimrod ruled over a city named Shinar (later called Sumer). This city would become an important place both in history and in the gospel.

**Use the *Deluxe Then and Now Bible Maps* book to find an area called Mesopotamia on page 5. Locate Sumer on the map. Then, locate this area on a map of the world or a globe. Answer Workbook Questions 35-36**

### **Lesson 13: The Tower of Babel**

Nimrod and his people did not follow God and reveled in their own strength. They believed that men were so great because of what men did, not because of the blessings and mercy of God. Like Cain, they believed they could follow the letter of the law without their heart being in it. They did not understand that God gives us commandments to help man become better, not just because He wants to see humans do things.

Over time, the descendants of Noah were commanded to build altars and temples, just as Adam and Eve were. Nimrod and his people, however, decided to build a temple contrary to the instruction from God. It would come to be known as the Tower of

Babel. It was built in a city near Sumer called Babylon. Babel means confusion.

Nimrod's people had found a way to heat clay, creating stronger bricks. They created a new mortar to hold the bricks together. They also developed a new method of tower building, which should have made the tower sturdier. In short, men began to think their ways were better than God's.

### **Answer Workbook Question 37**

As the tower was built, people were told that it would unite them. As they already spoke the same language, this tower would give them a name under which they would all be recognized. It was also said that men would be able to climb straight into Heaven on the tower, thereby saving everyone's souls. Those who pushed for the tower to be built really just wanted their names to be known by others. They sought worldly recognition.

### **Read the information [here](#) and Answer Workbook Questions 38-39**

God saw the tower and the intent behind it. He understood the hearts of the men building it. He determined that they were not following His commandments. God confounded the language of the people and scattered them throughout the Earth. No longer were Noah's descendants able to live and talk with one another. In each area that men were sent, they created groups that would become a nation. Over time, the distance and isolation from each other allowed men to create their own ideas and teach their children different things. The natural resources in each area were varied, meaning that clothing, food, shelters, and daily life was different for each group.

Traditions were either preserved, changed, or done away with, depending on what each group decided. Evidence of this can be found in the tower-like structures around the world (e.g. pyramids in Egypt, temples in South America, etc.) Eventually, this created distinct groups of people, each with its own set of beliefs, its own language, and its own customs. Through one of those groups, however, God would renew His promise with a righteous descendant of both Adam and Noah.

**Find Babylon on the map on page 5 of *Deluxe Then and Now Bible Maps and Answer Workbook Questions 40-42***

#### **Lesson 14: Mesopotamia and the Fertile Crescent<sup>4</sup>**

The area where Sumer and Babylon were located is known as the Fertile Crescent. This area in the Middle East had soil perfect for growing crops (fertile) due to seasonal flooding from the surrounding rivers and was shaped like a crescent. The areas around it were either mountainous or desert, with little growing. It got little rain, but water was provided by the two large rivers flowing on either side, the Euphrates and the Tigris.

With its flat land, fertile soil, and abundant water despite being in the middle of a desert, it was a natural choice for a settlement. The people who lived in Mesopotamia (another name for the Fertile Crescent) enjoyed all the resources needed to sustain life. Many settlements throughout history were designed this way. Life flourished where water, food, and shelter came easiest. Today, we still follow this pattern.

#### **Answer Workbook Questions 43-44**

##### **Lesson 15: Sumer<sup>4</sup>**

Though they were scattered, not everyone left the area of Mesopotamia. In fact, this area became known as the Cradle of Culture because of its technological advancements, religious beliefs, and unique language accomplishments. After the tower of Babylon, Sumer left political power to the people, but eventually suffered through a series of wars. The area was broken into city-states, each independently ruled by its own king.

Each city-state was eventually conquered by King Sargon of Akkad, who created a military dictatorship (rule by use of soldiers) in the area for 200 years. King Sargon ruled the area from about 2334-2279 BC.

However, once conquered much of the Sumerians way of life was adopted by the Akkadians living there.

##### **Answer Workbook Question 45**

**Technology:** Technology is the application of scientific knowledge for a practical use. Sumerians constructed structures that aided in **irrigation**, or watering of crops with water from the rivers through a series of canals, dams, and dikes. They were the first people known to use the wheel, are credited with the invention of the plow (used to break up soil in order to farm it), and were known to use sailboats to travel the rivers.

##### **Answer Workbook Questions 46-47**

**Science:** Sumerians were close observers of astronomy, or the study of the sky. They watched the moon and learned about its

phases, creating the first calendars with months and years from these patterns. They also continued to experiment with different building materials, creating cities with public buildings, **temples**, and complex markets.

### **Answer Workbook Question 48**

**Language:** Sumerians created a system of writing, thereby allowing information and stories to be passed down from generation to generation. Rather than using stories, which changed each time someone told them, written language allowed information to be stored exactly as the writer intended. This allowed future generations to learn from their ancestors in areas like religion, history, science, and technology.

Known as cuneiform, this writing was carved into wet clay tablets, then dried in the sun. Some of these tablets still exist today. Cuneiform, consisted of a series of wedge-shaped characters. Sumerians recorded stories, information about their way of life, law, religion, and many of the things we write about today. These writings allow archeologists to gather information about Sumerians that we wouldn't otherwise have. Cuneiform was quickly adopted by many of the surrounding areas and was used even after the Sumerians were conquered.

### **See this [image](#) and Answer Workbook Question 49**

**Religion:** Though Sumerians were descendants of Noah, they did not remember the truth about God. Sumerians were polytheistic, meaning that they believed in multiple gods. These gods looked and acted like humans, but were said to have

supernatural powers. According to Sumerian belief, these gods held an annual meeting, deciding together what would happen on the earth for that year.

### **Visit this [website](#) to learn about some of the Sumerian gods and Answer Workbook Question 50**

Sumerians believed that the good (and the bad) things that came into their lives were controlled by these gods and that, by worshipping properly, they could influence the gods to give them more good things. They built ziggurats, or mountain-like towers with stairs on the outside of them. Prayers and worshipping rituals took place at the top of these buildings, with the idea that it was here that the people would be able to reach up to heaven where the gods lived.

### **Answer Workbook Question 51**

Each city belonged to a different god and the people of the city worshipped that god at the ziggurat. Offerings were made here to the gods, reminiscent of the commandment given to Noah to offer sacrifices.

It seemed as if Sumer had forgotten the truth and was living but a shadow of what the true God expected of them. However, they would soon be taught from a man who knew the truth.

### **Lesson 16: Babylonian Empire<sup>4,5</sup>**

Babylon, the city where the Tower of Babel was built, began to grow. Around 1900 B.C. Babylon was invaded by Amorites and Elamites. The Amorites conquered the city and began to expand their rule to

surrounding cities. By about 1792 B.C. it had become the center of an empire, ruling over Sumer and all of Mesopotamia. This was possible because of the work of a king by the name of Hammurabi.

### **Answer Workbook Question 52**

Hammurabi was a smart man and ruled his empire as a bureaucracy. He appointed men to rule over certain areas as his representative. These men did much of the work of a king, but answered to Hammurabi. Under this system and with the entire area united, life became easier. People shared ideas across the empire through letters and technology improved.

### **Answer Workbook Question 53**

Hammurabi was one of the first-known rulers to claim divine right. This meant that he told the people a god (in this case the sun god Shamash) had given him the right to rule as king. He created a pillar of stone, carved with an image of him receiving instruction from the sun god, and 300 laws he had made up. These laws established the rules that society was to live under and the punishments that would be handed out to any lawbreakers. These laws were often unfair, taking into account the material possessions of both lawbreakers and victims in how severe punishments would be. This set of laws became known as Hammurabi's Code.

### **Answer Workbook Question 54**

In a society that feared jealous and angry gods, many were afraid to speak or act against Hammurabi's laws. The culture changed very little in the area, but Babylon

became the center of life and its god became the most powerful in the eyes of the people.

Dictionaries were printed, allowing for a more universal language in the area. Advancements in science and math came. Hammurabi ruled for forty-two years, after which his son stood in his place. Later, Babylon was invaded and conquered various times, its prosperity a target for raiders. The people were eventually ruled by the Assyrians, but it would not last.

By 605 BC, King Nebuchadnezzar ruled a city which was once again in the power of the Babylonians. After years of war and rule under conquering nations, Babylon began to rebuild. The people wanted the ruined city to be beautiful again. They also wanted to be safe from invaders.

Nebuchadnezzar worked to build high walls around the city. He fortified these walls and encouraged the people to be dedicated to their worship of their gods, asking for protection. He also sent a letter to the king of a nearby empire in Persia, asking for an alliance that would be sealed when Nebuchadnezzar married the princess of Persia. The marriage was arranged and Princess Amytis began her new life in Babylon.

The princess, however, missed the beauty of her home. Nebuchadnezzar decided to build her a great garden. Through slave labor, a man-made mountain was constructed. Flowers, trees, and bushes were planted. A pump was inserted, bringing water from the Euphrates to the top of the new garden, creating waterfalls. This garden became known as the Hanging Gardens of Babylon,

one of the Seven Wonders of the Ancient World because of its size and beauty.

### **Answer Workbook Question 55**

Nebuchadnezzar did not follow God. In fact, he enslaved those who did. Nebuchadnezzar encouraged his people to worship the gods of Babylon as well as statues of himself. He even ordered an attack on and the destruction of the holy city Jerusalem.

### **Read Daniel 4 and Answer Workbook Questions 56-57**

Nebuchadnezzar would not remember his experiences with Daniel and the true God. Full of pride, he eventually went back to asking the world to worship him rather than God. He was driven mad and ate grass for several years in his mental illness. Over time, he was humbled and came back to God. His son, however kept the prideful ways and forgot the commandments. At a grand dinner, a hand appeared from heaven and wrote on the wall. Daniel was called and prophesied of the end of Babylon. That night, conquered the Babylon Empire under King Cyrus II.

### **Answer Workbook Question 58**

#### **Lesson 17: The Assyrian Empire<sup>6</sup>**

While Sumer and Babylon were being built in Mesopotamia, the Assyrian Empire was gaining power in the area at the upper region of the Tigris River. Descendants of Noah, many Assyrians were related to Nimrod.

During the early 700's BC, King Tiglathpileser III ruled. He wanted to rein

over the entire world, making a kingdom greater than ever seen before. By 600 BC, the Assyrians controlled many lands including cities in the Fertile Crescent, Asia, and Egypt. The Assyrian Empire was one which repeatedly invaded Babylon and would come to control much of Israel's Northern Kingdom.

Known for violent conquering, the Assyrians were feared by many. With their partner-style fighting (one man would hold a shield protecting them both as the other shot arrows at the enemy) and use of unique techniques in battle (e.g. building mounds of dirt at city walls to reach over, digging tunnels which flooded Babylon) they were nearly unstoppable. After destroying the sitting government, the people of a conquered nation would be enslaved or sent away, leaving them homeless and unable to unify. Assyrians would keep the wealth and technology of conquered peoples for themselves, much of it was sent to kings and temples of the gods.

### **See the map on page 116 of *The Story of the World: Vol. 1* and Answer Workbook Question 59**

Assyrians used cuneiform as their written language and created a library full of tablets about their history and stories. Much of their culture revolved around their goal of conquering the world and pride was rampant.

### **Read Jonah 1-2 and Answer Workbook Questions 60-61**

For a time, Jonah was successful in calling the Assyrian people to repentance and they began to follow God. It would not last,

however. Under King Sennacherib, who stood by the wall of Jerusalem and boasted that he could conquer the people of God, the Assyrian army gathered there was destroyed. The king was killed by his own children. Invaders came from surrounding areas and the empire which had caused so much sorrow and fear ended.

## **Read Isaiah 10 and Answer Workbook Questions 62-63**

### **Lesson 18: The Persian Empire <sup>6</sup>**

The Persian Empire began in a unique way, as simple shepherds living east of the Tigris and the Euphrates Valley. Here, they peacefully lived under the king of Medes, a city which had once helped Babylon conquer the Assyrians.

One day, a shepherd was tending to his flock in a field. A man, the king's chief advisor came carrying a baby. The baby was the king's grandson. The king had a dream, telling him that his grandson would one day take the king's power from him and had ordered his advisor to kill the child. The advisor couldn't do it, so he asked the shepherd to, promising him a reward. The shepherd took the baby, gave it to his wife, and killed a goat. After rubbing the goat's blood on him, he returned to the advisor and told him the baby had been killed. The child was named Cyrus and raised by the shepherd and his wife.

Cyrus was tall, strong, and smart. However, during a trip to the market, the king recognized the young man as his grandson. The king realized his advisor had failed him and tried to have him and his family killed. The advisor escaped, found Cyrus in the

mountains, and taught him how to take power from his grandfather. Cyrus began to rule Persia, eventually conquering the kingdom of Medes as well, though he left the king there in charge and did not harm the city more than he had to.

## **Answer Workbook Questions 64-65**

Over time, Cyrus began to expand his empire. Rather than relying on pure viciousness, like the Assyrians did, he used strategy and logic to conquer peoples in different areas. Sometimes he would fight in the cold, knowing his enemies would be weaker. Other times he would simply convince a people that the gods had called him to be the king and they would follow. Cyrus pretended to honor the gods of whatever land he conquered, knowing that the people would respect him if he did so.

One of the cities conquered by the Persians was Babylon. At the time of its downfall, Daniel was an official in Babylon. Daniel retained his position of power after Persia took over and continued to urge the people to follow the true God. Cyrus allowed the Jews (followers of God) to return to the holy city of Jerusalem to rebuild the temple there. In this way, Cyrus set an example to the future kings of Persia in protecting the Jews and respecting different religions.

## **Read Isaiah 44:28 and 45:1 and Answer Workbook Questions 66-67**

During this time of kings who worked to return Jews to the holy land and rebuild the temple, the area prospered. Taxes, weights, and money were standardized, allowing for fair and equal trade throughout the land. A man named Darius became king and even

implemented a tax meant to help pay to rebuild the temple. The Royal Road was built, stretching over 1600 miles and allowing for trade and information to move great distances. Trade flourished and people from other areas were able to buy and sell within the empire.

**See the map on page 44 of *History of the World: A Christian Perspective* and Answer Workbook Question 68**

After Darius, the Persian Empire fell victim to quarreling kings, known for murdering each other in order to obtain power. In its weakened state, it Persia struggled to fight off invasions that came. Eventually, it was conquered by a man known as Alexander the Great and the empire that had once prospered so much fell.

**Answer Workbook Question 69**

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# Unit 3: Egypt

**Standards Taught: SS.1, SS.1.1, SS.1.1.a, SS.1.1.b, SS.1.2, SS.1.2.a, SS.1.2.c, SS.1.3, SS.1.3.a, SS.1.4, SS.1.4.a, SS.1.4.b, SS.1.4.c, SS.1.4.d, ELA.R.H.3, ELA.R.H.4, ELA.R.H.6, ELA.R.H.7, ELA.R.H.8, ELA.R.H.10, ELA.W.H.1, ELA.W.H.1.a, ELA.W.H.1.b, ELA.W.H.1.c, ELA.W.H.1.d, ELA.W.H.1.e, ELA.W.H.2, ELA.W.H.2.a, ELA.W.H.2.b, ELA.W.H.2.c, ELA.W.H.2.d, ELA.W.H.2.e, ELA.W.H.2.f, ELA.W.H.4, ELA.W.H.5, ELA.W.H.6, ELA.W.H.7, ELA.W.H.8, ELA.W.H.9, ELA.W.H.10**

**Unit Project: Research Report and Display of Pyramids: Research Egyptian culture and write a report on what you learn. Use books and online sources for research. Distinguish between opinion, fact, and reasoned judgement as you research and try to include only fact and reasoned judgement. Pay attention to loaded language and avoidance of certain facts. (What is the author trying to get you to believe) Be sure to site your sources in APA. Your report should include information on social structure, gender roles, religion, and beliefs about the afterlife, written language, pyramids, architecture, and find arts in Egypt. It should be around 3 pages long. After your report is written, ask an adult to proof-read it using standard proof-reading marks. Polish your paper by correcting according to their suggestions. Then, build a display based on what you've learned. This could be a life-sized pyramid made of cardboard boxes or blankets, a gallery, a model, a power-point, or a video showing what you have learned. There should be a display for each of the above aspects of Egyptian life. See below for additional instruction.**

**Unit Book:**

## **Egypt History Report Requirements**

- **Cites sources in APA style bibliography (see [here](#) for more info)**
- **Includes each of the aspects listed in assignment**
- **Uses online and written sources**
- **Lists only fact and reasoned judgement (not opinion)**
- **Includes a visual display of some kind**
- **Describes a process and the steps within that process (i.e. how to make a mummy)**
- **Uses words and phrases appropriate to the topic**
- **Makes a claim and supports that claim with evidence. Discredit a counterclaim. (i.e. Egyptians worshiped Ra, we know this because we have found statues and images of the statues being worshipped.)**
- **Provides an introduction and concluding statement**
- **Uses transitions between topics and points of view (i.e. furthermore, however, while this happened, this was also happening)**
- **Is written using formal language**
- **Uses correct spelling, punctuation, complete sentences and paragraphs, and overall organization of topics and themes**
- **Written in Times New Roman, size 12, and is about 3 pages long**

## Lesson 19: The Nile River<sup>7</sup>

The North-Eastern part of Africa is a desert. Known as Egypt, this area has little rain and gets very hot during the day. The landscape is flat, dry sand with few trees or plants growing.

However, like the Fertile Crescent, Egypt has a river running through it, providing an oasis and abundant natural resources. The Nile River is the longest river in the world. It floods the land around it every summer, providing rich soil for planting.

In ancient Egypt, farming flourished near the river because of its water supply and fertile soil. Egyptians grew grains, fruits, papyrus (used for building boats, baskets, paper, and furniture), flax, and livestock.

Trade flourished in ancient Egypt, mainly due to the Nile. Sailboats allowed travel up and down the river at a faster pace than land travel.

The river also gave a land with little lumber the materials they needed to build shelter. Mud from the river was used to make bricks for building homes and palaces.

Finally, the Nile, coupled with the sands and heat of the desert, provided protection for the people living in Egypt. In almost every direction surrounding Egypt, vast sands or rapid waters made enemy invasion difficult. This left Egypt with only one weak spot, to the North, which was easily defended.

**See the map on page 20 of *History of the World*, Find Egypt on a world map, and Answer Workbook Questions 70-72**

## Lesson 20: Mizriam's Settlement<sup>7</sup>

Upon finding the Nile River, with its abundance of natural resources and ability to grow food, Noah's grandson Mizriam and his people settled in the area, along with others. Egypt was split into two kingdoms- Upper Egypt (in the South, where the water flow began in the mountains) and Lower Egypt (in the North, where the water entered the sea).

Egypt would become an important place in ancient and Biblical history. It would produce a written language, landmark buildings, its own religion, and a series of great kings, or pharaohs. It would have technology and **architecture** so complex that archeologists and scientists don't completely understand it today. Its society would have a social structure that spanned from slaves to God-kings. Egyptian life was complex, rich with culture, and full of innovation, even in the middle of the hot desert.

**Answer Workbook Questions 73-75 using a dictionary to look up each word**

## Lesson 21: Upper and Lower Egypt – wars<sup>7</sup>

The two kingdoms of ancient Egypt, though they both called their people Egyptians, were separate and distinct areas when Egypt started. Each had its own king and trade flourished between the two. Much of the culture was the same, though the kings would often war with each other, trying to conquer extra land for their kingdoms. Eventually, however, a king would come that would unite Upper and Lower Egypt into one great kingdom.

Watch this [video](#). Stop it around minute 6:45 and Answer Workbook Questions 76-80

## Lesson 22: Government and Social Structure<sup>7</sup>

The social structure in Egypt was very complex. It began at the top, with the Pharaoh, or king. More than just a simple man with a crown, however, Egyptians believed that their pharaoh was a god-king and had ultimate power over his people. The pharaoh was to be worshipped and obeyed as a god would.

### Answer Workbook Questions 81-82

Below the pharaoh in social stature was his vizier. This was the pharaoh's trusted advisor. He was given the authority to act in the name of the pharaoh and carried out jobs such as tax collection, justice, and control of the military. The pharaoh was also assisted by governors and other officials that carried out the day-to-day tasks of running a country.

### Answer Workbook Question 83-84

Next in line came the priests. Usually working in temples, these men were the gateway to the gods. They performed religious ceremonies and were said to convey the will of the gods to pharaoh and the people. This gave priests wealth (from tributes to the gods) and power (influence on the government) in Egypt.

### Answer Workbook Question 85

Next came craftsmen, scribes, and soldiers. Men would could build, craft fine jewelry,

sculpt, write, protect, and make things safe and beautiful. Egyptians valued record keeping, wealth, and appearance so these **vocations** were seen as useful to the kingdom and those who could do them were elevated above others.

### Answer Workbook Questions 86-87

At the bottom of society were farmers and slaves. These groups made up most of the population, but had little control over their own lives, especially when it came to government.

Farmers worked for pharaoh and had to give most of what they grew to him. They spent their time from the fall to the spring tending crops and livestock. In the summer, when the rains came and their crops flooded, farmers were called into the cities to work on construction projects.

### Answer Workbook Question 88

Slaves may have been captured during wars or invasion, were sold as children into slavery by their families because they were too poor, sold themselves to pay a debt, or born into slavery (the children of slaves became the property of the parents' master). Slaves were used for hard labor and day-to-day tasks. Slaves worked in mines, temples, construction, farming, and served the upper-class in their houses and palaces.

### Answer Workbook Questions 89-90

Most Egyptians chose their vocation based on what their parents did. If your father was a pharaoh, you would be royalty, too. If your family made a living by constructing statues, that is likely what your job would

be. Families passed information and skills down. At times, social stature could change (such as a slave being taught a craft, or the child of a craftsman being sold into slavery), but it was a rare and difficult thing to move up on the scale.

Egyptians placed value on service to the gods and pharaoh, wealth, and social status. They wore fine clothing and makeup to show how high they were in the social structure. They focused on accumulating wealth and skills, as they believed these things would endure through the eternities.

### **Lesson 23: The Great Pharaohs**

Though there were several dynasties in Egypt, which followed the bloodline of the great kings, passing the crown down only to direct relatives, there were also times where the pharaoh came from a bloodline other than that of the previous one. The Old Kingdom, in which the crown stayed in a single family, ended when the family's rule was interrupted by internal conflict and others ruled. The Middle Kingdom was broken up by outside invaders. The New Kingdom, another time of dynasty rule, ended with the fall of the Egyptian kingdom. Throughout each of these time periods, however, many pharaohs made a name for themselves through works in unification, architecture, revolutions, prosperity, and great battles. Bloodline or not, Egyptian pharaohs did big things.

#### **Answer Workbook Question 91**

##### **Narmer<sup>7</sup>**

Before the conquests and rule of Menes, Narmer tried to unify the two kingdoms of

Egypt peacefully. Evidence shows that he may have accomplished this feat for a time, though Menes is seen by historians as the first official king of a united Egypt and was the first to insist that the crown be passed down his family line.

#### **Answer Workbook Question 92**

##### **Snefru<sup>8</sup>**

Little is known about this pharaoh, but Snefru is known to have conducted raids on surrounding civilizations. By sending soldiers outside of Egypt, he could capture the enemy and expand his slave workforce. During his reign, builders tried a variety of different building materials and construction the first known pyramid of Egypt. Though this pyramid eventually cracked and had to be repaired, Snefru funded additional research and construction using different materials. Without his work, the great pyramids probably wouldn't have been built.

#### **Answer Workbook Question 93**

##### **Khufu<sup>9</sup>**

Khufu (sometimes known as Cheops) was the son of Snefru. It was this pharaoh who reigned as the Great Pyramid of Giza was built. There is debate among archeologists and historians as to how it was built. The pyramid was built from limestone, brought from the desert into Egypt. Each limestone block weighs between two and fifteen tons. This enormous weight had to somehow be moved through the hot desert sands and carried up to its spot on the pyramid. The pyramid used technology far more advanced than other civilizations had at the time. It would've taken hundreds of thousands of hours of man-power and is rumored to have

been built by slaves. Historians say it also may have been built by people that the pharaoh hired and paid. The pyramid was the tallest building in the world for almost 4,000 years and the pharaoh believed it was a stairway to heaven. The sides were smooth, with no steps. The four sides of the pyramid line up exactly with the four directions on a compass. The pyramid was built with burial chambers inside of it but, though the pharaoh's sarcophagus was found, his remains have not yet been discovered. The pyramid still stands today, one of the largest buildings ever built. Khufu and his descendants continued to build pyramids and two others now stand near the Great Pyramid.

**See the images of the pyramid [here](#) and Answer Workbook Questions 94-95**

### **Amenhotep I<sup>10</sup>**

More than 1,000 years and a few different dynasties after Khufu, Amenhotep became pharaoh. Amenhotep had many wives, including his own sister (this was a common practice and was thought to keep the bloodline more pure and the crown within the family, though it has proven to be an unhealthy and immoral practice) but little evidence exists that he had a son to inherit the throne, though recent discoveries state that he may have had a son with one of his lesser wives. This child, Thutmose, would inherit the throne and build a great underground burial ground known as the Valley of the Kings.

Amenhotep's reign was relatively peaceful and he worked to restore temples and build monuments in Upper Egypt. He expanded the borders by conquering lands just outside

of Egypt and reopened mines that were previously shut down. He encouraged and enjoyed the arts and worked with court scientists to improve and invent new technologies.

### **Answer Workbook Questions 96-97**

### **Hatshepsut<sup>11</sup>**

Hatshepsut was Egypt's best-known female pharaoh. Though others, many times the mothers of young pharaohs, served as regents (stood in place of the pharaoh) until the time their son was old enough to reign, Hatshepsut was a pharaoh who ruled in her own right. While standing as regent, she changed the laws to allow herself to become pharaoh before her step-son was old enough to take the crown. Though it was against Egyptian tradition to allow a woman to rule, Egypt saw some of its most prosperous times under her reign.

Hatshepsut was a direct descendant of Amenhotep. She was married to her brother at a young age. At this time, she was given the title of God's Wife of Amun, an honorary position that added enough power that Hatshepsut could now influence laws in Egypt. As she was the primary wife of the pharaoh, her child should've inherited the throne. She did not have a son, though her husband's lesser wife did. This child, Hatshepsut's step-son became heir to the throne. This is the child that allowed her to stand as regent for, where she took the opportunity to crown herself pharaoh.

Her daughter was forced to marry the future pharaoh, to protect Hatshepsut's claim on the throne. This daughter claimed to be the offspring of the Egyptian god Amun,

making her a demi-goddess along with her own new position as Wife of Amun. Hatshepsut and her daughter became the two most powerful women in Egypt. They swayed public opinion through tradition, prosperity, new trade, and claims of conquests to keep their power.

Hatshepsut was known for her great buildings and monuments with delicate artwork. Many current museums display pieces commissioned by this pharaoh.

After her death, Thutmose III (her step-son and son-in-law) became pharaoh. Evidence suggests that he did not like his predecessor as her name was erased from many writings, monuments, and histories. Thutmose had scribes change the dates of his reign, pushing them back to his father's death and taking credit for all Hatshepsut's accomplishments.

### **Answer Workbook Question 98**

#### **Amenhotep IV and Nefertiti<sup>12</sup>**

Amenhotep IV, also known as Akhenaten, was a part of the same dynasty as Amenhotep I and Thutmose. He married Nefertiti as his chief wife, and gave her power second only to himself. He focused on the Egyptian god Aten (god of the sun), and built temples and even a new capital city, claiming that this would be the city of Aten. He ordered Aumn's name to be torn from every temple and declared Aten as the only god. He told the people they were to worship the sun god and depart from years of traditional polytheism. He set himself up as the only one who could communicate with Aten, leaving the people to come to him for both government and religious

rights. This religious revolution was risky in a society that revolved around tradition and felt that their lives would change drastically if any of the gods were angered.

Soon after his rule, Akhenaten's heir worked to erase all memory of his time on the throne. The old gods and goddesses were reinstated to their previous places and society changed back to what it was. The religious revolution had failed. Akhenaten's name was, like Hatshepsut's, erased from writings and monuments and even his sarcophagus was defiled.

### **Answer Workbook Question 99**

#### **Tutankhamun<sup>13</sup>**

Tutankhamun, or King Tut, is probably the most famous and well-known Egyptian pharaoh. His mummy was found by archeologists inside of a golden sarcophagus in the Valley of the Kings.

King Tut lived less than 20 years, but was a great ruler in his own right. After the death of his father, Akhenaten, Egypt was left in chaos created by religious reforms and changes to the political system. His heir, Smenkhkare (who is theorized to actually be Nefertiti in disguise) did little to fix these upheavals, instead encouraging the people in their worship of the new, single god Aten.

Tutankhamun took the throne at a very young age. He was only 8 or 9. He worked to return Egypt to the old religion of many gods, encouraging the people to ask for forgiveness from the forgotten deities. Temples were rebuilt and priests were given back their powerful positions.

In addition to religion, his father had neglected the military, leaving Egypt weak and allies abandoned. Land was lost and many allies around Egypt were invaded, leaving the country in a dangerous situation. King Tut worked to rebuild the military.

King Tut died unexpectedly, leaving many to speculate that he was murdered. No evidence has been found. His tomb was discovered in 1922 and described to the public in detail. King Tut instantly became famous in the modern world and is now a symbol of ancient Egypt that most people recognize.

### **Answer Workbook Question 100**

#### **Ramses and Seti<sup>14</sup>**

At the end of the 18<sup>th</sup> dynasty, the pharaoh had no male offspring and, therefore, no heir to the throne. He did, however, have a brilliant military advisor whom he trusted. Ramses was appointed heir and assumed his position as pharaoh upon the death of Horemheb, thus beginning the 19<sup>th</sup> dynasty.

Ramses was old when he inherited the kingdom of Egypt and appointed his son, Seti to care for most of the duties of running the country. Though his reign was very short, Ramses is known for finishing the work of King Tut in stabilizing the country, encouraging the old religion, and working to gain back lands and allies lost during the rule of Akhenaten. His reign is known as a time of stability for the Egyptians.

His son, Seti is known for continuing this work as well as rebuilding the temples destroyed during the time of Akhenaten.

### **Answer Workbook Question 101**

#### **Ramses III**

As outside forces grew stronger and with an Egypt struggling to rebuild, Ramses III is considered to be the last great pharaoh of Egypt. Understanding the outside threats, Ramses III worked to unite Egypt once again, which protected them for a time by allowing them to defend themselves as one.

With this last, great victory behind them, Egypt began to see inner turmoil. The economy could not keep up with that of their trading partners. The Iron Age had come, and Egypt had little ore (where iron is found) to create stronger tools and technologies that the rest of the world had. The governments between north and south Egypt began to fight again, allowing for a revolution led by the temple priests (who had abundant power) and the government was easily taken over.

It is thought that Ramses is the great pharaoh who refused to free the Israelites and experienced food shortages, famine, and the plagues of Egypt (more on that in the next unit).

With Egypt's government in ruins, society failing, no food, and horrible events taking place, one of Ramses wives began a plot to kill him (planning to put her son on the throne). Ramses was mortally wounded, thus ending the reign of the last of the great pharaohs. Though others would serve Egypt in the office of pharaoh, they had little power or influence. These upheavals, along with changes in the world around them, would prove to be the end of ancient Egypt.

## Answer Workbook Question 102

### Nectanebo II

Nectanebo II was the final ruler of the 30<sup>th</sup> dynasty in Egypt. He was the final native (from Egypt) ruler of ancient Egypt. Under his rule, Egypt would fall to Persian invaders, eventually being ruled by Darius and Alexander the Great.

## Answer Workbook Question 103

### Lesson 24: Egyptian Religion and Gods

In Egypt, religion played a big role in day-to-day life. Egyptians believed that they were subject to gods and goddesses who could bless or punish them based on their loyalty and commitment to worshipping each deity. Temples were built, priests were given power, and even the pharaoh was not allowed to disrespect the gods.

Many gods of Egypt were depicted as animals or mixtures of animals and humans. They were each believed to have their own realm, or part of life, that they ruled over and controlled. These gods have their own personalities, a hierarchy (one god could be more important or powerful than another), and unique powers.

On earth, each god had a city dedicated to them. Each of these cities held a temple for that specific god, as well as smaller temples for other gods and goddesses. Here, worshippers could go to offer sacrifices, say prayers, and pay homage to the gods.

With so many different aspects to life, there were hundreds of Egyptian gods and goddesses. These beliefs led Egyptians to

be extremely superstitious and believe in magic.

Study the information found [here](#) about **15 of the most famous Egyptian gods and goddesses and Answer Workbook Questions 104- 107**

### Lesson 25: The Afterlife

Central to Egyptians' belief in higher beings was the idea that life did not end with an earthly death. In Egypt, it was believed that all who lived on earth had a soul that would endure after its mortal body died. They believed that this soul would visit the body each night after death, inherit the riches that the body was buried with, and would continue the same type of life that the body had on earth in a place known as The Field of Reeds (if the gods deemed them worthy).

Egyptians' belief in the afterlife (life after death) is shown in the way they treated the bodies of the deceased. Tombs were built as elaborate places where the body could be protected and stored along with its earthly belongings. The pyramids, and later the Valley of the Kings, were the biggest and most wealth-filled burial sites (as the pharaoh had the most money). Bodies were placed in hard coffins, called sarcophagus, to protect the body from outside influences. Holes were carved into tombs and pyramids from the body to the outside, allowing the soul to travel freely to and from the body.

When tombs began to be looted, a practice of setting traps inside of tombs and pyramids became common. The afterlife of those who had died had to be protected. Contrast, if Egyptian society wanted someone forgotten, they would leave the

body unprotected, deface the coffin, or work to desecrate the **sacred** tomb.

### **Answer Workbook Questions 108-110**

These beliefs in the afterlife gave way to the **custom** of mummification. Mummification was a process of treating a body after death that would preserve it, keeping the organs protected and allowing the body to continue to look more life-like than it would if it naturally decayed. The body was dried out, the organs (except the heart, which was needed for judgement by the gods) were removed and placed in preservative, and the body was wrapped in linen.

### **Watch this [video](#) to see how mummification was done and Answer Workbook Questions 111-113**

Over time, the lure of treasure and value of preserved bodies became too great for some. Tomb robbers would come steal gold, jewels, and even some mummies. Eventually, priests began to gather some of the mummies of the most important pharaohs and place them in hidden mass graves to protect them.

Archeologists have discovered mummies, with their bodies still well-preserved, even thousands of years later. Many have been studied by scientists and are now on display in museums.

### **Answer Workbook Question 114**

### **Lesson 26: Hieroglyphics and the Rosetta Stone**

Egypt was rich in culture and this included their own written language. Though there is

evidence of cuneiform (likely communication with those living in the Fertile Crescent) Egyptians had their own alphabet. These writings are known as hieroglyphics (meaning holy writings) and help us to understand what daily life was like in Egypt, how Egyptian government ran, how society was broken up, and even what they ate.

Hieroglyphics consisted of an image that represented a sound. Sometimes, these sounds were that of a single letter, as in the English language. Other times, a single symbol may stand for one sound made up of more than one letter. Symbols for numbers were also included and Egyptians used them to complete complex mathematics equations.

### **See the information and images [here](#) and Answer Workbook Questions 115-116**

Archeologists discovered hieroglyphics written on clay stones, pyramid walls, and even in homes and palaces of ancient Egypt. However, for a time, they did not understand the writing. However, in 1799, as stone was discovered in an area of Egypt called Rosetta. It contained a text written in three different languages: hieroglyphic, demotic (a written Egyptian language consisting of letter-like symbols, more like the alphabet today), and Greek. This stone gave archeologists who studied Egypt a reference point to begin to decipher hieroglyphics. By 1822, a man named Jean-Francois Champollion was able to break the code and interpret many hieroglyphics.

### **Answer Workbook Questions 117-118**

## Lesson 27: Egypt's Technology<sup>15</sup>

Egyptians were far from being victims to their surroundings. Though Egypt was centered in the middle of a hot, dry desert, Egyptians enjoyed many comforts and technologies that still astound us today. They used these ideas and tools to make life easier and to create a society more complex than archeologists thought possible during this time period.

Egyptians were metal-makers. They had mines throughout both kingdoms and found ways to heat different materials (like tin and copper ore) together. They are credited with beginning the Bronze Age, giving humans stronger and more reliable tools (like plows to till the earth and sickles to cut wheat), weapons, and armor. However, as time went on, Egypt lacked the natural resources of other areas and their ability to create massive amounts of metal weapons was hindered, allowing others to invade and, eventually, take over.

### Answer Workbook Question 119

Egyptians also are given credit for the discovery of paper. Using papyrus, they could create sheets of paper that could be rolled into scrolls. After centuries of stone tablets, this made written texts easier to transport and store. They also discovered ink.

### Answer Workbook Question 120

Egyptian life revolved around the Nile River and the blessings it gave them. However, it didn't always flow exactly where farmers needed it and carrying water in buckets to water crops was difficult. The Egyptians

found a way to move water from the river to the places they needed it most. Through a series of canals, each with a gate that could open or close to control water flow, water wheels, and reservoirs (water storage), and animals labor, Egyptians were able to more easily control the amount and timing of water to their plants and animals.

Farmers in Egypt were also known to use mills, a tool used for grinding wheat and other grains into flour for making bread. For hundreds of years, this work was done manually, using two stones and the strength of someone who sat for hours to crush the grain. Now, however, it was done more quickly using great stone pieces that moved under the power of oxen or other farm animals.

### Answer Workbook Questions 121-122

Egyptians were also great astronomers. They noticed that the sun, moon, and stars had patterns in their location and movement which were predictable. Egyptians created a calendar consisting of 365 day, broken into 12 months with 30 days each. For a time, this was a highly accurate way for Egyptians to predict seasonal weather patterns, including the flooding season. However, they didn't account for Leap Year (which corrects the 0.25 day addition to the orbit of earth). It was added much later.

Egyptians kept time throughout the day and night with different types of clocks. Obelisks were used as sundials. Egyptians kept track of the shadows projected by these obelisks and were able to tell time rather accurately in this way. They also invented water clocks, made from a stone with a tiny hole in the bottom. Water dripped through

this hole, filling a bowl below which had marks on it representing hours.

### **Answer Workbook Questions 123-125**

Knowing that there were outside forces throughout the world, Egypt prepared a complex military force. It consisted of the pharaoh, who commanded the army, and various ranks down to the simple foot soldier. The military used mainly spears, swords, and bows and arrows. They protect Egypt from outside forces, built outposts, and fought in wars to conquer new lands.

### **Answer Workbook Question 126**

Egyptian archology saw some of the most advanced uses of technology. In addition to the pyramids with their use of huge stones and changing materials, Egyptians perfected the corbeled arch, a method of building an archway into a space in a structure. They are the first known civilization to use levers and ramps to move large and heavy materials to where they needed them.

Craftsmen created furniture, such as beds, tables, and stools. Egyptians also used glass to create vases, dishes, and perfume bottles.

Egyptian doctors had unique tools which helped them to do their work. They had a process to diagnose, treat, and cure many ailments. Tools were created in order to help doctors perform their work. Dental health improved, too, with the invention of toothpaste.

### **Answer Workbook Question 127**

Though not an invention of Egypt, slavery was a part of daily life (as it was in other

areas). Slaves in Egypt were forced into a life of labor and captivity. Used for anything from hard labor to housework and temple worship, these people were owned by their masters and, ultimately, by the pharaoh. They were provided for by their masters, had set workhours, and were protected under the law. However, they could not enjoy freedom and owed all their fruits of their labor to their masters. Many slaves were prisoners of war, captured during battles and raids.

### **Answer Workbook Question 128**

## **Lesson 28: Egypt in the Scriptures**

Ancient Egypt is an important place for historians and archeologists. With their huge, stable buildings, complex record keeping, and many inventions and accomplishments, Egypt influences our lives even thousands of years later. Learning from the past has helped us better understand how our ancestors survived and lived comfortable lives, even in harsh or difficult conditions. It has given us tools that improve our lives, even now.

However, Egypt is important for another reason, too. It is the setting for several stories in the Bible, such as Jesus Christ fleeing to Egypt as a young child to escape death, Abraham's visit and second wife, Joseph being sold by his brothers and helping the country through a famine, the enslavement of Israel, and the 10 Plagues. It also mirrors some of the religion taught to Noah, Adam, and Eve, as shown in temple worship, a belief in the eternities, and the idea that men could learn and grow like God.

It is obvious that, without the thriving area around the Nile, our history and current way of living would be different in several ways. However, our eternal heritage would've changed without Egypt as well.

**Answer Workbook Questions 129-130**

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# Unit 4: Abraham

**Standards Taught: SS.1, SS.1.1, SS.1.1.a, SS.1.1.b, SS.1.1.c, SS.1.2, SS.1.2.a, SS.1.2.b, SS.1.2.c, SS.1.3, SS.1.3.b, SS.1.4.b, SS.1.4.c, SS.1.4.d**

**Unit Project:** Create a family history chart for Abraham, showing his wives and children, grandchildren, and the twelve tribes of Israel. Include the heraldry (symbols) for each tribe. Compare this heraldry with some of the current national flags from around the world. You may also want to include which tribe Moses and Jesus Christ came in. Don't forget, one of the tribes split....include this too. For more information, see Genesis 29, 30, 35, 48, and especially 49 as well as this [image](#) and [this](#) document

**Unit Book:**

## Lesson 29: Ur to Haran<sup>16</sup>

After Noah and the flood, his three sons started their own families with their wives. Ham's descendants included Nimrod, Babylonians, Egyptians, and likely moved into other parts of North Africa. They also include the Canaanites. Many lost their way and practiced polytheism rather than worshipping the God that had preserved them in the flood. Japheth's offspring spread throughout parts of what is known known as Europe and Asia and became what the Bible refers to as Gentiles. Like, Ham's descendants, many forgot God.

Noah's third son, Shem, had several children and, through the generations, spread throughout the Middle East. It was through this line that a man named Abram was born.

By the time Abram was born, Egypt was a prosperous nation, metal was being crafted into tools, and written language was a large part of civilized society.

Abram was born near Sumer, in a city called Ur. He had two brothers that we know of, Nahor and Haran. Haran eventually had a son named Lot, but died before his own father when the family was still in Ur. Abram married a woman named Sarai, but did not have any children for a time.

### Answer Workbook Questions 131-132

At some point after this, Abram and his family left Ur and settled in a place called Harran. It was here that Abram's father died.

**Find Ur and Harran on the map on page 8 of *Then and Now Bible Maps***

While living in Harran, Abram was promised by God that his descendants would become a great nation. This was a difficult promise to believe as Abram and Sarai still had no children of their own. Abram had faith, however, and worked to keep the commandments of God.

### Answer Workbook Question 133

Abram was eventually commanded to travel to and settle in Canaan. It was here, between the Fertile Crescent and Egyptian empire, that trade flourish and the people were prosperous. Canaan is known today as Israel and Palestine. As Abram traveled, he was given another promise: his descendants would inherit this land.

**Find Canaan on the map on page 8 of *Then and Now Bible Maps* and Israel and Palestine on a current world map.**

### Answer Workbook Question 134

However, the times of prosperity didn't last forever. Canaan was hit by a great famine (not enough food). Searching for a way to feed his family, Abram took Sarai and Lot to a land known for its prosperity: Egypt.

## Lesson 30: Abram in Egypt<sup>16</sup>

Before entering Egypt with his wife and nephew (Lot), Abram told Sarai that she is so beautiful that the men of Egypt will want to marry her. He was afraid that they would kill him in order to get Sarai and asked her to lie, telling everyone in Egypt that she is his sister, rather than his wife.

### Answer Workbook Question 135

Upon entering Egypt, the men saw Sarai and even the pharaoh's sons like her. She was taken to live in the pharaoh's house and given all she needed, including some power of pharaoh, as she convinced him to care for Abram. Abram was treated well by the pharaoh and given animals and servants.

However, God knew that Sarai was Abram's wife and that the pharaoh had taken her. He sent a plague, convincing the pharaoh that Abram had lied about who Sarai was. An angry and superstitious pharaoh, afraid of what was happening to him, sent Abram and his family away, forcing them out of Egypt.

### **Answer Workbook Question 136**

### **Lesson 31: Melchizedek<sup>17</sup>**

Though they were forced to leave Egypt, Abram took the cattle, silver, and gold he was given with him. He and his family settled near Bethel and began to grow crops and livestock there. Abram chose this place because it was where he had left his altar, used for sacrifices to God.

### **Answer Workbook Question 137**

However, there was not enough there to care for Abram, Sarai, Lot, and the others (Canaanites and Perizzites). Lot separated from Abram (he had become very rich, too) and went to live near the Jordan River, near a city called Sodom. Soon, Abram moved south to Hebron, built a new altar, and settled in the area.

During the time Abram lived in Hebron, there was a great war between several countries. During this war, Lot was taken

captive. Abram took his servants and freed Lot, along with the others who had been captured.

### **Answer Workbook Question 138**

It was here that Abram met Melchizedek, a priest of one of the warring kings. Melchizedek was a righteous man and worshiped God. While together, Melchizedek broke bread, and blessed it and wine for Abram and him. He also allowed Abram to pay tithing, an offering of what he owns, to God, and gave Abram a sacred blessing.

### **Answer Workbook Questions 139-140**

### **Lesson 32: Hagar<sup>18</sup>**

Though God had promised Abram many children and descendants, time passed and

he and Sarai had no children. This was a difficult trial for them both, as they desired children and wanted to obey God.

However, Sarai was barren, meaning that her body could not sustain childbearing. Likely due to health reasons, Sarai would probably never have a child.

#### **Answer Workbook Question 141**

Knowing this, she decided to give her handmaid, a servant from Egypt, as Abram's second wife so that this maid could have a child for them.

The handmaid's name was Hagar, and she became pregnant. This caused some contention between Hagar and Sarai, as Sarai had always wanted a child of her own and bearing children came so easily to Hagar. Sarai punished Hagar, who fled.

As Hagar was running away, she stopped near a well. Here, an angel spoke to her, told her to return to Abram and Sarai, and told Hagar that she would bear a son and name the baby Ishmael.

#### **Answer Workbook Question 142**

#### **Lesson 33: The Abrahamic Covenant<sup>19</sup>**

After Ishmael was born and when Abram was 99 years old, God appeared to him and commanded him to be perfect. During this encounter, God repeated the promises to Abram that his descendants would be great in number, inherit the land of Canaan, and that many nations would come from his family. God told Abram that many kings would come from his descendants, ensured that Abram had the same priesthood as

Melchizedek, and married Abram and Sarai for all eternity. Abram was told that, in order to be worthy of these blessings, he and his descendants had to keep the commandments and remember God. Abram was taught more of the gospel, and promised that, through him, all the world would be able to receive its truths and blessings. This two-way promise is now known as the Abrahamic Covenant.

#### **Answer Workbook Question 143**

At the time the covenant was made, God changed Abram's name to Abraham and Sarai's name to Sarah. Sarah was promised a child of her own, a boy that she was to name Isaac. Isaac was to carry on the Abrahamic Covenant and, through him, all the promises of God would be fulfilled.

#### **Read Genesis 17:1-10 and Answer Workbook Question 144**

Over time, Sarah did bear a child and name him Isaac, at which time Hagar is sent out of the house. However, Hagar and Ishmael are protected by God and Ishmael's descendants become kings.

#### **Answer Workbook Questions 145-146**

### **Lesson 34: Canaan Culture**

The land in which Lot was captured and rescued, Ishmael and Isaac were born, and the Abrahamic Covenant was given, was known as Canaan. It was a nation of unrighteousness. For the most part, they had forgotten God and did not keep his commandments. This made the presence of righteous men like Melchizedek and Abraham very rare.

Canaan was created by a son of Ham and named after him. The country held the Amorites, Hittites, Kenites, and Jebusites. It had no unified government, politics, or military. Many settlements were in the land, though they did not work together.

Canaanites worshipped a false god named Baal. This worship included a belief that Baal lived in the chaos of storms, ritualistic dances, and human sacrifices. Far from being monotheistic, though, Canaanites believed there were many gods under the command of Baal.

Canaanites were lovers of the natural man, or man's tendency to do whatever they desire. This is contrary to God's plan, which teaches men to control their appetites and use self-control to regulate the use of their agency. Canaanites simply did what they felt would make them happy, with no regard to the harm it caused them or others. They loved wealth, lustful practices, and pleasure rather than God.

#### **Answer Workbook Questions 147-148**

Nowhere was this evil more evident than in two cities called Sodom and Gomorrah. Within these two cities, the most

unrighteous of acts were common and a part of everyday life. These cities were discussed by Abraham and God.

Abraham was told of their unrighteousness and pled with God to search for the few righteous that may be living within the cities before pouring his wrath upon them. God promised that if he could find ten righteous people within this city of thousands, he would spare it.

#### **Answer Workbook Questions 149-150**

However, the evil was so prevalent that Lot and his family were the only righteous ones found in Sodom. Holy men were sent to Lot's home, where they protected him and warned him to leave with his family. Soon after their exit from the city, both Sodom and Gomorrah were destroyed by fire.

#### **Answer Workbook Question 151**

Recent archeology shows that these two cities were probably hit by a meteor, which destroyed the cities and even killed many around them. The great buildings, masses of wealth and gold, and idols that the people had built were reduced to ash. The wickedness and pleasure they had sought had not lasted.

#### **Answer Workbook Question 152**

The wickedness around them was so bad that Isaac was commanded not to marry a Canaanite. This marriage would surely lead to a generation of righteous led astray and Abraham knew what Isaac was expected to do.

### Answer Workbook Question 153

would have many descendants through Isaac).

However, God had a test for Abraham that would prove to Abraham himself how much he was willing to follow the commandments of God. Abraham was commanded to sacrifice Isaac to God.

### Answer Workbook Question 154

For three days, Abraham, his servants, and his son traveled to the prescribed location. They carried a knife to carry out the sacrifice and wood to burn the offering (Isaac's body). When they reached the mountain where the sacrifice was to take place, Isaac, understanding the principle behind sacrifices and knowing how it was done, asked where the sacrificial lamb was. At this time, just as during the times of Adam and Noah, the firstborn lambs of the flock were regularly offered as a sacrifice, symbolic of the savior Jesus Christ who would come, Abraham told Isaac that God would provide the lamb and they climbed the mountain alone.

At the top, Abraham tied Isaac up, placed him on the altar, and held the knife in his hand. As he was going to slay Isaac, an angel of God came to him and told him to stop. Abraham was told that he had passed the test. Willing to give his son and all the promises of God up in order to follow a commandment, Abraham now knew he could trust God in anything.

### Answer Workbook Question 155

A ram appeared in the bushes beside them and, together, Abraham and Isaac offered it as a sacrifice. The angel reminded Abraham

### Lesson 35: Isaac and Sacrifice<sup>22</sup>

Abraham and Sarah's son Isaac continued to grow and learn the gospel from his parents, even as wickedness surrounded them. He grew up understanding the covenant he was born into and the responsibilities he had.

Abraham understood that Isaac was a fulfilment of one of God's promises (that he would have a son) and that he would become the fulfilment of another (that he

and Isaac of the Abrahamic Covenant and the promise that it will be fulfilled through Isaac, and they returned home together.

### **Answer Workbook Question 156**

### **Lesson 36: Abraham's Death and Lineage<sup>23</sup>**

After living more than a hundred years, Sarah died and was buried in a cave. A woman named Rebekah was chosen as a wife for Isaac and promised that she would become the mother of millions of descendants. Abraham married again, had more children, and died. He was buried in the cave with Sarah.

Isaac and Rebekah continued their life. Rebekah became pregnant with twins, Jacob and Esau, who fought in her womb, even before they were born. Rebekah can feel the babies struggle against each other and asked God in prayer why the babies were fighting. God explained that two nations will be born from these babies, one stronger than the other, and the oldest child and his nation will serve that of the younger. In those days, the eldest son usually inherited his father's estate (this was called a birthright) and ruled over the younger, so this was a unique promise.

### **Answer Workbook Questions 157-158**

Esau was born first and Jacob second. Esau grew into a great hunter while Jacob focused on the simple things of the gospel. One day, Jacob was preparing pottage (lunch) and Esau was hungry. Jacob told Esau he would sell the food to him if Esau gave Jacob his birthright. Esau agreed, making Jacob the heir to all Isaac had.

On another day, Rebekah (who liked Jacob more) helped Jacob dress up and disguise himself as Esau (who was more loved by Isaac). Jacob visited his father and Isaac, thinking it was Esau, bestowed upon him all the blessings that the firstborn was supposed to get. This made Jacob ruler over Esau.

### **Answer Workbook Question 159**

Esau grew to be angry with Jacob, who he felt had stolen his birthright and his blessings. Esau plotted to kill Jacob, but Rebekah helped Jacob escape and hide for a time.

### **Answer Workbook Question 160**

When he returned, Isaac forbade Jacob to marry a Canaanite (which Esau did) and blessed Jacob with the ability to carry on the Abrahamic Covenant.

### **Read Genesis 28:11-16 and Answer Workbook Question 161.**

# Unit 5: Israel

**Standards Taught:** SS.1, SS.1.1, SS.1.1.c, SS.1.2, SS.1.2.a, SS.1.2.b, SS.1.2.c, SS.1.3, SS.1.3.a, SS.1.3.b, SS.1.4.a, SS.1.4.c, SS.3, SS.3.1., SS.3.1.a, SS.3.2, SS.3.2.b, SS.4, SS.4.2, SS.4.2.a, SS.4.2.b, SS.4.2.c, SS.4.3, SS.4.3.a, SS.4.3.b

**Unit Project:** Much of the Bible is meant to be a reminder to men and women to be better than they are, to grow, and to learn. There are many stories of mistakes, challenges, and hard things that people face. Write a one-page paper about something difficult that has challenged you and how it has helped you to be a better person.

**Unit Book:**

### **Lesson 37: Who Was Jacob?<sup>24</sup>**

Isaac soon sent Jacob away to Haran find a suitable wife. While traveling, Jacob had a dream. In this dream, there was a ladder that reached to heaven and, at the top of it, stood God. God told Jacob that he would inherit the land of his father (Isaac) and grandfather (Abraham) and the promise that his children would be many and bless the earth. When Jacob awoke from the dream, he built a stone pillar and poured oil on top of it, promising that if God would lead him and provide for him, he would follow.

#### **Read Genesis 28:12-22 and Answer Workbook Questions 162-163**

Jacob continued on his journey to Haran and came to a well. At the well, he found several shepherds waiting to water their flocks. One of these sheep keepers was Rachel, daughter of Laban (who was the grandson of Abraham's brother Nahor). Jacob fell in love with Rachel and wanted to marry her. So, he told her that they were family and Jacob was accepted into the home of Laban. Laban offered to give Jacob anything he wanted in exchange for living and working in their home. Jacob asked to marry Rachel and offered to work there for seven years in exchange for Laban's blessing of the marriage. Laban agreed.

#### **Answer Workbook Questions 164-165**

At the end of seven years, Jacob went to Laban and asked for Rachel's hand in marriage as they had agreed. However, Laban tricked Jacob into marrying Leah, Rachel's older sister, instead. When Jacob found out that it was Leah, not Rachel, that he had married, he was angry. Laban then

told him that if Jacob worked another seven years he could also marry Rachel. Jacob agreed, worked another seven years, and married Rachel.

#### **Answer Workbook Questions 166-167**

Jacob loved Rachel more than Leah, but was married to both of them. Leah bore children to Jacob while Rachel was barren. Together, Leah and Jacob had Reuben, Simeon, Levi, Judah, and Issachar, and Zebulun.

Rachel was jealous of her sister, who could bear children, and wanted children with Jacob. She knew she was barren, so she gave her handmaid, Bilhah, to Jacob to marry. Bilhah and Jacob had Dan and Naphtali.

When Leah saw this, she also gave Jacob her own handmaid as a wife in a race to provide him with more children. Zilpah, Leah's maid, bore Gad and Asher for Jacob.

Rachel, still with no children of her own, prayed and asked God to help her bear a child. She was given a child, Joseph.

#### **Answer Workbook Question 168**

Soon, Jacob wanted to return to his home. He went to Laban and asked to leave with his wives and children. Laban would not let him leave, however, because Laban had grown successful from Jacob's work. Instead, Laban asked Jacob to set a price for his labor, which he would then pay, and stay nearby. Jacob asked for some of the cattle and sheep from Laban's flock to provide for his own family. Jacob was given what he

asked for and, for a time, worked to strengthen his own flock.

### **Answer Workbook Question 169**

#### **Lesson 38: Return to Canaan<sup>25</sup>**

Over time, Jacob's flock became strong while Laban's began to weaken. Laban's sons soon were jealous of Jacob's success and convinced their father that Jacob was not a friend any longer. Jacob is told in a dream that he must leave and return to Isaac in Canaan.

Jacob gathered his family, his animals, and his belongings and left in secret. Three days after he left, Laban discovered that Jacob and his wives (Laban's daughters) were missing. Laban and his men chased after Jacob and, after seven days, caught up to them. Laban accused Jacob of stealing (Rachel took some things from her father's house) and searched his things but found nothing. Jacob and Laban then made a promise of peace to each other. Jacob promised to care for Rachel and Leah and take no more wives. Laban said goodbye to his daughters and grandchildren and allowed Jacob and his family to continue in peace.

As Jacob got closer to Canaan, he became afraid of what his brother, Esau may do upon his return. Jacob split his group (people and animals) into two groups, worried that Esau may attack them and hoping that at least one group may survive. He prepared a gift for Esau and sent servants ahead of him to deliver the gift. Then, Jacob prays to God, asking to be protected and preserved from his brother and promising to fulfil the Abrahamic Covenant once again.

### **See the map on page 9 of *Deluxe Then and Now Bible Maps and Answer Workbook Question 170***

Soon, Esau meets Jacob with 400 men. Rather than fighting, however, the two brothers are at peace with each other. Esau accepts Jacob's gifts and Jacob buys land near his family in Canaan and builds an altar for sacrifices to God.

### **Answer Workbook Question 171**

#### **Lesson 39: Jacob's Promise & New Name<sup>26</sup>**

While traveling to Canaan, around the time Jacob was very worried about his family's safety when he would eventually meet with Esau, Jacob send his family and animals away from him for a time. During that night, when he was alone, Jacob was visited by a man who wrestled him all night. When the morning came, this messenger of God asked Jacob to let him go, but Jacob refused to release the man until he was given a blessing. Jacob simply wanted protection for his family.

The messenger told Jacob that his name was now Israel (meaning He perseveres with God) and that he would be protected.

### **Read Genesis 32:24-30 and Answer Workbook Questions 172-173**

After meeting Esau safely and settling in Canaan, God sent Jacob to Bethel (see the map on page 9 of *Deluxe Then and Now Bible Maps*). Jacob gathered his family, asked them to give up worshipping their idol gods, and traveled to Bethel safely. There, Jacob set up an altar so that he could

sacrifice to and worship God. He encouraged his family to worship the one true God rather than their false idols.

#### **Answer Workbook Question 174**

While in Bethel, God visited Jacob, reminded him that his new name was Israel, and renewed his promises with Jacob, commanding him to give up his old name. Canaan, the land Jacob/Israel would inherit, would become known as Israel after his new name.

#### **Read Genesis 35:9-13 and Answer Workbook Question 175**

The family continued to travel and, in Bethlehem, Rachel gave birth to another son. Israel named this son Benjamin. Rachel died during childbirth and was buried. Israel now have 12 sons. Not long after, Israel and his family traveled to Hebron, where Isaac lived. When Israel died, at 180 years of age, Jacob and Esau buried him together.

#### **Answer Workbook Question 176**

#### **Lesson 40: Joseph and His Brothers<sup>27</sup>**

As Israel's family lived and grew in Canaan, one son stood out to him and was his favorite. Joseph was loved by his father, who even made him a special coat. This made the other children of Israel angry and jealous.

Joseph had visions in dreams like his father. Some of these dreams further angered his brothers.

#### **Read Genesis 37:6-11 and Answer Workbook Questions 177-178**

Not long after sharing his dreams with his family, Joseph's brothers were sent away to Dothan to tend sheep. Israel sent Joseph after them to make sure they were safe.

When Joseph's brothers saw him coming, they were still angry that this little brother of theirs could think he would rule over them. They planned to kill him and tell their father that a beast had gotten him. However, Reuben convinced his brothers not to kill Joseph. They decided instead that Joseph would simply be left in a pit, never to return home again.

As Joseph came near his brothers, they stole his special coat and threw him into the pit. Not long after, however, some men (Ishmaelites) passed by. Judah suggested that, rather than leaving Joseph in the pit, the brothers could make money by selling him to these men. Joseph was sold for 20 pieces of silver and taken to Egypt, where he was then sold to Potiphar (an officer of the Pharaoh).

#### **Answer Workbook Question 179**

The brothers then killed a goat and spread the blood onto Joseph's coat. When they returned home, they showed the coat to their father, telling him that Joseph had been killed by a beast. Israel mourned for a long time, thinking he had lost his most loved son.

#### **Lesson 41: Joseph's Righteousness<sup>28</sup>**

Joseph didn't let his brother's betrayal and his new life as an Egyptian slave hinder this

ability to make righteous choices. He had been taught what was right by his father and tried to follow God's law, even when things were difficult. He was watched over by God, who helped Joseph in all he did.

Even the Egyptian who now owned him could see that Joseph was favored and helped by God. Joseph was made overseer of the house and field that was owned by his master and given the opportunity to run things as he saw fit. The house was blessed, because of Joseph, Joseph's talents grew, and many of the people around him liked him.

#### **Answer Workbook Question 180**

One of the people who liked Joseph was the wife of his master. Joseph, however, knew that his master trusted him and had told Joseph to stay away from his wife. The master's wife tricked Joseph and convinced her husband that Joseph was an evil man. Though Joseph had done nothing, his master had him put into prison.

#### **Read Genesis 39:7-20 and Answer Workbook Question 181**

God, seeing Joseph's innocence and righteousness, watched over and protected him, even in prison. The prison keeper soon found favor with Joseph and made him overseer in the prison.

Eventually, two other men joined Joseph in prison. The baker and butler of the Pharaoh had offended the king and been locked up. While there, both men had visions in dreams. They didn't know what the dreams meant, however. When Joseph came to check on them in the morning, he saw that

they were sad. The men told Joseph of their dreams, which he interpreted with help from God. He told the butler that he would return to the service of Pharaoh and the baker that he would be hung on a tree. Joseph asked the butler to tell Pharaoh of his ability to interpret dreams upon his return. Both interpretations came true, but the butler forgot to mention Joseph to Pharaoh.

#### **Answer Workbook Question 182**

Soon after, Pharaoh himself had several dreams, each with the same idea. However, when he woke up in the morning, he was sad. His butler, the same one that Joseph had met in prison, asked Pharaoh what had happened. When Pharaoh told him about the dreams, the butler remembered Joseph and told Pharaoh about this Hebrew with the power to interpret dreams.

#### **Read Genesis 41:1-8, 16, and 25-32 and Answer Workbook Questions 183-184**

After interpreting the dreams of Pharaoh, Joseph was able to see God's plan for the famine. He encouraged Pharaoh to gather the extra food during the seven good years. This food would be stored and used during the seven years of famine.

#### **Answer Workbook Question 185**

#### **Lesson 42: Joseph's Rule and Famine<sup>29</sup>**

Pharaoh, now armed with an understanding of his dreams and a plan to preserve his people and country even during the great famine that would come, saw the power and wisdom of God in Joseph. Joseph was made ruler over all of Egypt.

Joseph married Asenath, the daughter of a priest and had Manasseh and Ephraim. He worked to gather food across Egypt, laying up stores in each city. For seven years, every extra bit of food was saved.

**Answer Workbook Question 186 and add Manasseh and Ephraim to your family history chart (from the last unit) if you haven't already**

Then came the seven years of famine. No food grew and people all around Egypt were dying of starvation. However, Egypt, because of Pharaoh's dreams and Joseph's plan, had all they needed.

Seeing that Egypt had food, many people from the lands around them came to Pharaoh, asking for food to keep them alive. Pharaoh always sent them to Joseph, who gladly sold grains and corn to them.

**Answer Workbook Question 187**

Israel and his family were not exempt from the famine that engulfed the land. Israel soon heard of the food in Egypt and sent his sons to buy grain. All except Benjamin came to Egypt, bowed before their brother (not knowing it was him), and asked for grain. Joseph, however, knew that these men were his brothers and that his vision of them bowing before him had come true.

Joseph asked his brothers if they were spies. When they told him no, they were simply brothers looking for food, he asked them if this was all of the brothers they had. They said one brother had stayed home (Benjamin) and one had died (meaning Joseph). He told them to send one brother back to retrieve Benjamin while the others

stayed in jail to prove they were not spies. While in prison, the brothers began to discuss Joseph, saying if they had treated him more kindly the famine would not have brought them such suffering. Joseph understood them and sent everyone except Simeon home with their sacks full of corn without taking their money.

**Answer Workbook Question 188**

When the brothers returned to Canaan, they told Israel what had happened. They were confused by this ruler of Egypt who had treated them harshly and then taken no money for the food he gave them. They worked to convince Israel to send Benjamin back to Egypt, to prove that they had told Joseph the truth and free Simeon. However, it was not until the family ran out of food again that Israel allowed this. Israel was afraid he may lose another son, but decided to trust God and send his children once again to Egypt. Israel sent his sons, this time with twice as much money to repay Joseph for the last grain, too.

When they arrived in Egypt, the brothers were taken into Joseph's house, where they explained and apologized for not paying the last time they were there. They offered to pay now but were told that God was the one who provided for them and they owed nothing. They were allowed to eat with Joseph, still not knowing who he was.

As the brothers prepared to leave Egypt, once again given food to eat and being allowed to keep their money, Joseph had a servant hide a silver cup inside of Benjamin's bag. He then sent his guards after them, saying the silver cup was stolen. The brothers agreed that any man found

with the cup would serve Joseph, thinking that the cup would not be found with them. When it was found in Benjamin's bag, Judah offered to serve in his stead, as Benjamin was so loved by Israel and he wanted to save his father from the grief that would come through losing Benjamin. Seeing this love and repentance from his brother, Joseph told them all who he was.

### **Read Genesis 45:5-8 and Answer Workbook Questions 189-191**

Joseph and his brothers celebrated together before sending the brothers back to get Israel. Joseph tells the brothers that there are still five years of famine to endure and Egypt has enough to feed his entire family. The brothers return to Canaan to tell Israel that Joseph is alive and has invited them to live near him in Goshen, where he can provide all they need throughout the famine. When Pharaoh heard of this joyous reunion, he sent Joseph to live with his family and continued to allow him to have anything he needed from Egypt. The Israelites travel to and settle in Goshen.

### **Answer Workbook Questions 192-193**

#### **Lesson 43: The Promise<sup>30</sup>**

Seventeen years after arriving in Goshen, Israel became very sick. He knew that he would die soon and called his sons to him to bless them before he passed away.

When Joseph arrived with Manasseh and Ephraim, Israel told them of the blessing he was given at the time his name was changed. He was promised that his descendants would be many and would inherit the land. He told his children and grandchildren that these

promises would pass to them upon his death, as would the responsibilities that came with them. The Abrahamic Covenant was being passed down from Israel to his children.

### **Answer Workbook Question 194**

Seeing Joseph's sons, Manasseh and Ephraim there, Israel accepted and adopted them as his own children, blessing them with the Abrahamic Covenant and the birthright blessings that came down from Abraham. Ephraim, though he is younger than Manasseh, is blessed above his brother and promised that his seed will create many nations and that they will bring the gospel to others in the last days. Israel told Joseph that he and his sons would be given a portion above that of his brothers.

### **Answer Workbook Question 195**

Next, Israel called the remainder of his sons to him and warns them of what he knows about the last days. Israel blessed each son in turn, charging each with different duties and promising them different blessings. Reuben is told that, though he is the oldest, he will not receive his birthright because of his sins. This would go to Joseph and his sons. Simeon and Levi are told they are too cruel and angry. Levi and his descendants would not receive land as a part of their inheritance as they were meant to be ministers among the tribes. Judah is promised the ability to rule until the Savior comes. This tribe would become known as the Jews and through this line Jesus Christ would come to the earth. The other sons are given land inheritances, warnings, and different jobs. Each of Israel's 12 sons (13 after Joseph is split between Manasseh and Ephraim) make a tribe of Israel.

## **Answer Workbook Questions 196-197**

After Israel blessed his children and passed down the Abrahamic Covenant he died and was buried in Canaan, with Abraham and Sarah, as he requested. For a time, there was mourning in Israel (the nation that the 12 tribes make up) and in Egypt.

Upon his return to Egypt, his brothers are afraid that Joseph will now be cruel and unforgiving for the way they treated him before. He reminds them that God allowed him to be sold into Egypt and suffer, creating a path for him to save the family during the famine. He assured them that he had forgiven them and they lived happily together. The families that each tribe makes up grew and saw generations of children be born, all while living in Goshen near Egypt, but preserving their faith in one God. Joseph grows old and dies. Before his death, however, he tells his brothers that God will bring them out of Egypt and return them to Canaan, which they are to inherit.

## **Answer Workbook Question 198**

### **Lesson 44: Israel in Bondage<sup>31</sup>**

As the Israelite nation grew, their neighbors, the Egyptians, began to fear their power. The Israelites worshipped God, who blessed them with prosperity and growth. The Egyptians, who had fought wars and, at times, lost to rulers with power like this, were afraid the Israelites would one day rise against them and take their kingdom.

After Joseph died and the Pharaoh who cared for him was replaced, the Israelites were no longer loved and cared for by

Egypt. The new Pharaoh decided that, in order to prevent the Israelites from taking over, they were not allowed to own weapons any longer. He then decreed that all Israelites were slaves of the Egyptians. He forced them into hard labor, making clay bricks, building houses, and growing crops. The work was very difficult and took all of the Israelites energy. Still, they followed God and He blessed them.

## **Read Exodus 1:10-14 and 5:13-17, watch this [video](#), and Answer Workbook Questions 199-202**

### **Lesson 45: Pharaoh's New Law<sup>32</sup>**

The Israelites endured slavery and abuse for many years. Over time, the way the Egyptians treated them became worse and worse. Though they were suffering, Israel still grew.

Seeing their growth, and still fearful that Israel would overtake Egypt, Pharaoh went to the midwives in Egypt who tended to the Hebrews (Israelites). A midwife is someone who helps women carry and deliver their babies safely. Pharaoh told the midwives to kill any baby born to a Hebrew that was male and tell the mother that it had simply died. The midwives, however, saw the burdens placed on the Israelites. They saw their strength and righteousness before God and were afraid to offend God in any way. They refused to kill the babies, instead telling Pharaoh that the babies were all born before they could arrive to help.

## **Answer Workbook Question 203**

Pharaoh then made a new law: all sons of the Hebrews would be thrown into the Nile

River and be killed. Soldiers rounded up baby boys among the Israelites and threw them into the river, where many drown or were eaten by the wild animals that lived there. As more baby boys were born, they were also hunted down and killed.

#### **Answer Workbook Question 204**

During this time, a baby boy was born to Levite parents. His mother did not want him to die, so she hid him for three months, caring for him when others were not around. At three months, however, she realized she could not keep hiding him. So, she build him a small basket raft and placed him in it. The baby floated down the river, coming to rest on the bank where Pharaoh's daughter came to wash herself.

Pharaoh's daughter opened the basket, discovered the baby, and knew he was a Hebrew child that had been sentenced to death. Rather than harm the baby, she called for someone to feed him milk. The woman who came was the baby's mother, who nursed him until he could go live with Pharaoh's daughter. The baby, named Moses, was raised as to son of Pharaoh's daughter in the palace and with all the riches and comforts that came with that. Moses did not remember his early childhood and believed he was the son of this woman who had taken him from the river.

#### **Read Exodus 2:1-10 and Answer Workbook Questions 205-208**

#### **Lesson 46: Moses Discovers Who He Is<sup>32</sup>**

When Moses was grown, he lived and worked with the royal family. He was able to travel freely through the city and observe

what was happening. One day, he saw an Egyptian guard beating a Hebrew (Israelite) slave. Moses couldn't stand that men would treat others like that. He killed the guard and buried him in the sand, making sure that no one was looking.

The next day, Moses went out again where the slaves were working. Two Hebrews asked him about what had happened the day before. Pharaoh, too, heard about it and decided that Moses would pay with his life for the murder of the guard.

#### **Read Exodus 2:10-15 and Acts 7:22-28 and Answer Workbook Questions 209-211**

Moses had grown up as an Egyptian. He was taught their customs and learned their religion. He was given riches and comforts that the Israelites could only imagine. However, something didn't make sense to him and he felt drawn to the slaves outside of his world of gold.

After seeing the way the Israelites were treated, Moses gave up all he had been given and refused to be called the son of Pharaoh's daughter any longer.

#### **Read Hebrews 11:24-27 and Answer Workbook Questions 212-213**

Moses fled out of Egypt and traveled to a land called Midian. Here, while he rested at a well, he met some young women gathering water for their father's flock. As they filled their containers, shepherds came and tried to drive the women away. Moses protected the women and helped them finish gathering the water they needed.

The women were daughters of the priest of Midian, who welcomed Moses into his home when he heard that Moses had protected his daughters.

**Read Exodus 2:16-20, Find Midian on the map on page 12 of *Deluxe Then and Now Bible Maps* and Answer Workbook Question 214**

Moses lived with the priest and his daughters for a time, even marrying the daughter named Zipporah. They had children.

Over time, the pharaoh died in Egypt, but the slavery of the Israelites did not end. Through these years, the Israelites prayed to God for help, asking Him to fulfil His covenant that they would be free and inherit the land once again. God had seen their suffering and heard their prayers. He was bound to keep his promise, so long as the Israelites were working to keep the commandments. Through Moses, God was preparing the way out of slavery for all of Israel.

**Answer Workbook Question 215**

**Lesson 47: The Burning Bush, Aaron, and Pharaoh's Pride<sup>33</sup>**

One day, while Moses was tending his father-in-law's sheep, he traveled into the desert and came near a mountain. Here, Moses saw a bush burning, but the fire did not harm the bush. Curious, Moses moved closer to the fire, wanting to understand why it wasn't harming the plant.

It was then that Moses heard the voice of Jesus Christ, calling his name.

God and the Savior had a plan for Moses and for the Israelites. They would call Moses to be a prophet and lead them out of slavery in Egypt.

**Read Acts 7:30-35 and Answer Workbook Questions 216-217**

God sent Moses to the new Pharaoh, where Moses was commanded to ask for freedom for the Israelites. Moses was afraid. He didn't know what to say and didn't think anyone would believe that God had sent him.

**Read Exodus 3:15 to hear God's response to the fears of Moses**

Moses, still fearful, was given several signs by God who patiently waited for Moses to gain the courage he would need. His walking stick turned to a snake and back again. His hand was turned leprous and then cured again. Then, God assured Moses that the elders of Israel and Aaron, a Levite, would help him.

Moses returned to his father-in-law and asked him for permission to return to Egypt. He took his wife and sons with him. As they traveled, Aaron met them in the wilderness and together he and Moses met with the elders of Israel. Together, they were led by the Holy Ghost and helped many people believe that Moses was the prophet and led by God to free the children of Israel.

**Answer Workbook Question 218**

Soon, Moses and Aaron arrived in Egypt and were presented before the new Pharaoh.

They told Pharaoh that God wanted him to free the Israelites and asked only for three days so that they may travel into the desert to make a sacrifice to God.

However, Pharaoh believed in the Egyptian gods and goddesses and thought that God had no power over him. He saw the request of Moses to allow the Hebrews to worship their God as a trick to get them out of working for a time. In response, Pharaoh made the work of the slaves more difficult and allowed his guards to treat them more harshly.

The Israelites suffered under these new rules from Pharaoh. They couldn't keep up with the amount of work they were expected to do and were beaten by the guards often. This made the Israelites angry at Moses. He only seemed to be making things worse.

### **Answer Workbook Question 219**

Moses prayed to God, telling Him that he did not understand why he was asking for freedom if it would just make things worse. God reminded Moses of the Abrahamic Covenant. He reminded Moses that he and the Israelites were under that promise and that God would fulfil it. Then, God reminded Moses of the lineage of each tribe and how the people being held as slaves were each promised certain things.

Moses returned to Pharaoh, this time asking for full freedom for the Israelites. Pharaoh, still not believing they were sent by God, asked Moses and Aaron to present a sign of God's power. Moses's rod once again turned into a snake, but Pharaoh's magicians and scientists mimicked the miracle and Pharaoh didn't believe it was from God.

Then, Moses and Aaron placed the same walking stick into the river, turning it to blood. Pharaoh's magicians mimicked the miracle again and Pharaoh didn't believe.

### **Answer Workbook Question 220**

God knew Pharaoh's heart was hardened and he would not simply listen to the prophet Moses. Yet, he knew he would keep his promise to the Israelites, too.

Soon, plagues were sent to Egypt in an effort to make Pharaoh understand the power of God, soften his heart, and help him see that the Israelites needed to be freed. Before each plague, Moses visited Pharaoh, asked for freedom for the Israelites, and warned of what would come if Pharaoh refused.

First, a plague of frogs came. There were so many frogs that they could be found anywhere, both inside and outside of buildings. The magicians, of course, explained it away and Pharaoh listened to them. However, when the frogs didn't go away, Pharaoh asked Moses to help him, promising that he would allow the people to go free if the frogs left. Moses prayed to God, the frogs all died, but Pharaoh did not keep his promise.

Next came lice, a parasite that lives on humans and animals and causes itchiness and illness. The magicians could not replicate this and told Pharaoh that it could only be caused by the hand of God. However, Pharaoh still would not listen.

Next, God sent swarms of flies. These swarms were only in Egypt, however,

and the land of Goshen was protected from them.

Next, the cattle of the Egyptians (but not the Israelites) were killed. Then, boils, a painful red bump under the skin, came to the people and animals of Egypt. Hail was sent, like nothing ever before seen in Egypt, ruining the crops and hurting people and animals. Before it came, God told Moses to warn the Israelites and protect their animals and themselves before the storm came. The storm brought thunder and fire as well as hail, but not in Goshen.

Pharaoh once again asked Moses and Aaron to pray to have the storm stop, promising to free the Israelites. When Moses stopped the storm, however, Pharaoh broke his promise again.

Next came locusts (a type of grasshopper), which ate the little food that Egypt had left. Pharaoh continued his pattern of asking Moses for help and then not keeping his promise to free the people. Then, darkness fell over the land for days and only the Israelites had light. Still, Pharaoh would not listen to God and let them go free. It would take one last, horrible plague for Pharaoh to finally allow his slaves to go.

### **Answer Workbook Questions 221- 225**

#### **Lesson 48: The Tenth Plague, Passover,<sup>35</sup> and the Fall of the Pharaohs<sup>36, 37</sup>**

Pharaoh believed in the traditions and religious customs of Egypt. Though the plagues had brought about power that made him question his belief in certain Egyptian gods (for example, Ra was the god that Egyptians believed controlled the sun, yet it

was affected when God created darkness) Pharaoh believed he was too powerful to be bossed around by a man like Moses and a God he didn't believe in. He used worldly knowledge and science to explain away what was happening and placed all the blame on Moses for the suffering that was around him. Most of all, Pharaoh was prideful and wanted to keep control over the things and people in his life.

The Israelites, however, had been reminded of their covenant and led to believe that Moses was a real prophet, sent by God to save them from slavery. They began to listen to his warnings and words and obey. Through this process, they were protected from the very worst of every single plague. The tenth, and final plague was no different.

Moses received revelation that a custom would be started among the people of God. At a specific date each year, every house would take a lamb from their flock, a one-year old male without blemish, and sacrifice it. The blood of the lamb would be spread on the posts of the door of each Israelite house where the lamb would be eaten. This tradition would be known as Passover.

### **Answer Workbook Question 226**

The night after the Passover feast, God send a destroying angel to carry out the final, and worst of the plagues. The tenth plague was the death of every firstborn in Egypt. Firstborn children and animals died in every home, leaving no house without a death. The Israelites, having left the sign of blood from the Passover lamb on their door, were passed over by this angel and did not suffer one death that night.

Every family in Egypt mourned, including Pharaoh, who had lost his son to the plague.

During the night, Pharaoh called to Moses and Aaron. He told them that the Israelites were free to go, along with all their animals and things. The Egyptians had seen the power of God and were afraid they would all die if they didn't listen to Moses. They did all they could to help the Israelites leave as quickly as possible, including giving up some of their gold and riches.

### **Answer Workbook Questions 227-228**

The Israelites traveled from Rameses to Sukkoth, with little food and survived on unleavened bread, as God had commanded them they would after the Passover. They were given a new law from God: every year they would sacrifice the firstborn of their herds in remembrance of the freedom God had granted them.

The Israelites came to the Red Sea, where many began to camp. While they were there, Pharaoh changed his mind and decided that the Israelites were not allowed to leave. He gathered his armies, with their great chariots, and went to gather them again. He planned for force them back into slavery in Egypt.

### **Find the Israelite travels on the map on page 12 of *Deluxe Then and Now Bible Maps*. Read Exodus 14 and Answer Workbook Questions 229-232**

After the Israelite's miraculous escape, they once again were reminded of the power of God. They sang in worship to him and praised Moses for his work.

Egypt, however, was not a joyous place. Still recovering from the plagues, many of the people suffered. Without the slave labor they had depended upon for hundreds of years, it was difficult for them to rebuild. Though Egypt would exist under a pharaoh for hundreds of years after, it was never again the great Egypt of the past. It faced wars, invasions, and other challenges almost constantly.

### **Answer Workbook Question 233**

Egypt was eventually conquered by the Persian kingdom. Though they fought back, and won freedom for a time, Egypt was left weakened by division, war, and lack of food, defeated, and ruled by the Persians for 100 years. Persian rulers declared themselves to be pharaohs and Egypt experienced a time of economic prosperity under this rule. Though Egypt was being built up again, it was under tyrannical rule and the people were not happy with it. Many Egyptians tried to rebel against these foreign rulers (there would not be another Egyptian that would rule Egypt) but rebellions were quickly knocked down.

### **Answer Workbook Questions 234-235**

Persia ruled Egypt until Alexander the Great, a Greek king, took over. Alexander wanted to crush the Persian Empire, but his campaign against them was expensive and expansive. Knowing he would need greater resources, Alexander first conquered Persian rule in loosely held areas. Seeing the Nile, with its fertile land and huge population, he sought to conquer Egypt, hoping that area would provide him with the resources he would need to dominate all of the Persian Empire.

Alexander traveled to Egypt and began to insert himself into Egyptian culture just after defeating the Persian king in Syria. He expelled the Persians from the land and, Egyptians, seeing this man who fought against their oppressor, accepted him gladly. Alexander took on Egyptian customs, worshipping their gods and building temples. He declared himself pharaoh, an act which many Egyptians recognized as legitimate.

#### **Answer Workbook Questions 236-237**

Alexander's life was short and war-torn. After his death, his general declared himself pharaoh. His descendants were the last pharaohs of Egypt.

The final pharaoh in Egypt was a woman named Cleopatra. Cleopatra had fallen in love with a Roman named Mark Antony, who was likely the next ruler of Rome (the politicians there liked him), but a man named Octavian was had already been named heir. This caused tension in Rome and Antony hoped that, with Egypt's help, he could beat Octavian.

#### **Answer Workbook Questions 238-239**

Octavian, seeing that Antony was trying to take power, declared war and began to hunt Antony across the area. The war began in Greece, where Cleopatra provided navy ships to help.

#### **Answer Workbook Question 240**

When this fleet lost the battle, they fled to Egypt. Here, Octavian eventually caught up when them and conquered Egypt. Octavian captured Cleopatra and promised not to kill

her. However, not wanting to be humiliated by the defeat, Cleopatra and Mark Antony committed suicide while in custody.

#### **Answer Workbook Question 241**

The death of Cleopatra meant that her son, Caesarion (son of another Roman, Julius Cesar) would've inherited the thron. However, Octavian could not let such a powerful rival live and had him killed. With his death, the rule of pharaohs in Egypt ended. Egypt fell under Roman rule, thus beginning the Roman Empire under the rule of Octavian (or, as he was now known, Cesar Augustus).

#### **Answer Workbook Question 242**

#### **Lesson 49: Pillars of Cloud and Fire<sup>38</sup>**

As the Israelites left Egypt, and for a time afterwards, they were lost in the wilderness of an expansive desert. Most had never traveled away from Egypt and none had homes they could return to.

However, God did not leave them without direction.

#### **Read Exodus 13:21-22 and 14:19 and Answer Workbook Questions 243-244**

The Israelites relied on their prophet and God for instruction and direction. They understood that Israel was to inherit much of the land. They knew Moses had been sent to lead them to this promise and followed him. They were given what they needed as they wandered and were promised protection if they would follow God and keep His commandments.

**Read Exodus 15:22-27 and Answer Workbook Questions 245-247**

Though the people of Israel were promised great things and witnessed many miracles, they still suffered through hardships. At times, these hardships allowed them to forget God and become ungrateful. However, God never forgot or left His chosen people.

**Lesson 50: Israel Murmurs<sup>39</sup>**

The Israelites left Egypt without provisions. The only food and water they had came from the land around them. In a dry and arid desert, this didn't mean much. As they traveled, the people became hungry and could see no way to get food.

**Read Exodus 16:2-3 Answer Workbook Question 248. Then read Exodus 16:4-16 and Answer Workbook Question 249**

The Israelites were fed by manna for a time. They were commanded to take only what their family needed each day and not save the manna. Any manna left over the next morning would be rotten and filled with worms. The only exception to this rule was the sixth day, when they were to gather enough manna for two days. This allowed them to rest on the Sabbath. Manna did not appear in the fields on the seventh day, but the manna saved for the Sabbath did not rot. This pattern continued for forty years, until the Israelites finally came to a city that was inhabited.

**Answer Workbook Questions 250-251**

God helped Israel throughout their time in the wilderness. Though they wandered for many years and murmured at times, they were always given what they needed to survive. When water was scarce, Moses struck a rock with his staff and water poured out of it. When they were attacked, Moses was able to protect the people and prevail over the attackers.

As they lived in the wilderness, the people of Israel created their own form of government. Moses was a leader and a judge. He worked to tell the people the laws of God. Moses's father-in-law found Moses here and brought his wife and children to join him. Seeing Moses trying to do all this work on his own, his father-in-law counseled him to appoint lesser judges to help him with this work.

**Answer Workbook Question 252**

**Lesson 51: Mount Sinai and Rebellious Israelites<sup>40</sup>**

Three months after leaving Egypt, the Israelites came to a place called Sinai. Here, Moses went up to the top of Mount Sinai and God spoke to him.

**Read Exodus 19:3-8, find Sinai on the map on page 13 of *Deluxe Bible Maps Then and Now* and Answer Workbook Questions 253-254**

When Moses returned from the top of the mountain, he commanded the people to cleanse themselves because God would appear in a cloud so that they could see for

themselves that He was directing Moses. The people saw the cloud come as Moses ascended the mountain again. Here he was commanded to sanctify the mountain and not allow anyone other than himself and Aaron to climb it. Mount Sinai had become a temple.

### **Answer Workbook Question 255**

On Mount Sinai, Moses was given instruction for Israel both for temporal and spiritual matters. It was here that Moses received the Ten Commandments (which still inspire laws and morality in countries around the world today), laws for marriage, property ownership, punishments for crime, worshipping false gods, and information about the Atonement of Jesus Christ. Over a series of visits to the top of the mountain, and due to the reactions of the people of Israel, however, changes had to be made to account for the weaknesses and choices of mortal men.

**See the image of Mount Sinai on page 29 of *History of the World* and Answer Workbook Questions 256-257**

During his first visit to Mount Sinai after it was turned into a temple, God gave Moses certain instructions. However, when he returned to the bottom of the mountain, the Israelites had created a golden statue of a calf. They began to worship this statue as if it were a god. When Moses saw this unrighteousness, he destroyed the calf, called the people to repentance, and had 3,000 rebellious men put to death. Seeing that the people could not live the words of God given to him, he went back up Mount Sinai and pled with God for forgiveness for the Israelites.

### **Answer Workbook Questions 258-259**

When he returned, Moses had new tablets in his hands. These tablets contained the Law of Moses, given to him by God. These laws would rule over the Israelites and remind them constantly of the Savior that had been promised for them. They were very difficult to live by and gave instruction for almost every aspect of life which was to be strictly followed. Though God forgave the Israelites, He understood how rebellious and weak they were and wanted to give them rules that would help them progress but not set them up for failure. to be ordained under them.

### **Answer Workbook Questions 260-264**

Moses visited Mount Sinai many times, receiving instruction and asking questions as Israel tried to learn the laws of God and follow them. He often asked for forgiveness

for those he led. He was given answers, guidance, and tasks that would prepare the people for what would come.

### **Lesson 52: The Altar, Sacrifices, The Tabernacle and The Ark of the Covenant<sup>41</sup>**

While trying to live the Law of Moses, the people of Israel were being prepared for what would come. They were commanded to sacrifice the firstborn of their flocks, build an altar and a tabernacle, and carry the Ark of the Covenant with them.

**Sacrifices and the Altar:** From the time of Adam, men were commanded to build an altar to offer sacrifices to God. These sacrifices included the first fruits of their plants and the first born of their flocks. Sacrifices had to be without blemish, perfect and whole. Sacrifices were to be done after certain events and for specific reasons (e.g. repentance, covenants, thanksgiving, birth of a child) and showed gratefulness and reliance upon God for all they had. They were a type, or symbol of, Jesus Christ, the Savior who would come, live a perfect life, and be sacrificed for the sins of others. Those who carried the Aaronic Priesthood (Aaron and his descendants) were authorized to carry out these sacrifices on behalf of the people (when they offered their own animals or food) in specific ways only.

#### **Read Leviticus 1:2-4 and Answer Workbook Question 265**

**The Tabernacle:** Moses and the Israelites were commanded to build a tabernacle. This was to be done through donations from the people of Israel and according to God's instructions. The tabernacle acted as a

mobile temple, which moved with the Israelite camps as they traveled. It allowed them to carry out covenants such as baptisms, washings and anointings, consecration of priests, and sacrifices. It was also a place Moses could meet with and receive instruction from God.

#### **Answer Workbook Question 266**

**The Ark of the Covenant:** The Ark of the Covenant was a long box, decorated with gold, which the Israelites carried with them and placed inside of the most holy part of the tabernacle. The Levites were given the responsibility to care for the ark and it led the Israelites (through a pillar of cloud or fire, representing God's presence) as they traveled.

#### **See the image of the Ark on page 18 of *Deluxe Then and Now Bible Maps*, Answer Workbook Question 267**

### **Lesson 53: Wandering in the Wilderness<sup>42</sup>**

Israel had seen miracles performed by God with no other explanation. They had been led and provided for through God's prophet. They had periods, like the time in which they built the tabernacle, of great righteousness. However, the people of Israel also had times where they lost faith. They murmured, disobeyed, or participated in outright rebellion.

#### **Answer Workbook Question 268**

They had been promised all the blessings of the Abrahamic Covenant, including an inheritance in the lands around them.

God had told them that the Canaanites would slowly be removed through His own works, leaving the land cleared and safe for Israel to gather their inheritance.

During their travels, Moses was commanded to send spies to Canaan. The spies would come from each tribe and gather information about the strength and numbers of the people of Canaan. When the spies returned, they reported that the land was fertile and good. However, ten of them told Moses that the people living there were strong and protected and Israel would be unable to defeat them.

Hearing this fearful report, many Israelites decided that it would be better to return to Egypt than to face these enemies. They began to murmur against Moses once again and plan their trip back to Egypt, thinking it would be better to be slaves there than to die in the wilderness at the hands of their enemies. As this was happening, two of the spies spoke up, saying the land was good and reminding Israel of the promises of God. For this, the crowd wanted to stone these two good men, Joshua and Caleb.

#### **Answer Workbook Question 269**

Seeing Israel's rebellion and lack of faith, God told Moses that the adults who murmured against him will not see the day when Israel will dwell in their promised land. They would die before Israel had possession of Canaan. God commanded Moses to return to the wilderness, where Israel will wander and live in tents until the entire generation was dead.

#### **Answer Workbook Question 270**

While in the wilderness, Israel continued their pattern of righteous times followed by rebellion when things were difficult. During times of unrighteousness, they faced harsh punishments, plagues, and punishments from God.

#### **Answer Workbook Question 271**

The children (those younger than 20 years) grew and learned about God and His laws. They witnessed miracles and many, like Joshua and Caleb, keep their faith focused on God's promises to Israel. Their generation was raised to understand how important faith and courage were when trying to follow God.

#### **Answer Workbook Question 272**

#### **Lesson 54: Israel at War<sup>43, 44</sup>**

Moses knew he would not live to dwell in the lands promised to Israel. He was very old when the time came for Israel to travel back to and take the lands of their inheritance. Knowing he would soon die, Moses asked God who would lead the people when he was gone.

#### **Read Numbers 27:16-18 and Answer Workbook Question 273**

In preparation for his death, Moses led Israel towards the promised land. The tribes of Reuben and Gad and half the tribe of Manasseh received their inheritances first (east of Jordan) as Israel traveled towards Canaan. They promised to help the other tribes when it came time to fight against Canaan.

### **Read Numbers 32:14-22 and Answer Workbook Question 274**

As they traveled, Moses laid out the borders of Israel and described the areas which each tribe would inherit. He gave instruction that tribes should marry only within each other so that inheritances would not be broken up between the tribes. He reminded the people of the miracles and hardships they had been through since leaving Egypt (as most of them were not yet born when they were slaves there), prophesied of a Savior that would come, and blessed each tribe, and he told them that God had commanded them to now possess Canaan.

As Israel prepared to cross the Jordan River, they were told that God would go before them and destroy the enemies that they had been so afraid of. Israel simply had to follow God and they would be protected. However, God warned them, saying that the Canaanites were not being destroyed because Israel was perfectly righteous (they had made many mistakes and were rebellious themselves) but because of the wickedness of the Canaanites. Israel was commanded to never mingle with Canaanites, to destroy Canaanite gods and places of worship, and to remember their own unique part in God's plan. Israel was also reminded of the commandment to offer sacrifices, tithes, and to keep the commandments.

### **Answer Workbook Question 275**

After Moses was taken from the earth, Joshua became the prophet and leader of Israel. The work of gaining freedom from bondage, establishing the laws of Israel, and traveling in the wilderness was done. Now

it was time for Israel to go to war and regain what they had inherited through the Abrahamic Covenant. Joshua, being a man who understood the strategies and methods of war and the strength that came with unwavering faith, was the perfect man to lead them.

Joshua first sent spies to Jericho, where they are discovered, but protected by a woman named Rahab. Rahab hides the spies and lies to the king for them. For her help, the spies promise to preserve Rahab and her family in the coming battle. The spies leave Jericho, but are followed by soldiers and have to hide often. When they finally return to Joshua, they tell him what they learned and what happened, pointing out that God protected them all throughout their trip and would protect all of Israel in the same way.

### **Find Jericho on the map on page 13 of *Deluxe Bible Maps Then and Now* and Answer Workbook Question 276**

Armed with this new information, Joshua led the Israelites to the Jordan River, where the water was stopped by God and they were able to pass through on dry ground. Seeing this miracle, the people accept Joshua as their prophet, just as they had accepted Moses. As word spread of what had happened, the enemies of Israel began to fear their power.

### **Answer Workbook Question 277**

Joshua was then commanded by God to surround the city of Jericho, which had forbidden anyone from leaving out of fear of the Israelites. Israel camped around Jericho for seven days. Each day, God commanded

them to have priests carry the Ark of the Covenant and trumpets around the walls of this great city. On the seventh day of this, Joshua commanded the people to shout as the trumpets were blown and the walls of the city simply fell down. Israel had won Jericho and destroyed all except Rahab and her family.

### **Answer Workbook Question 278**

As Israel continued their war, they were led and protected by God. Though they did not win every battle, miracles followed them and Joshua was led and instructed on what he should do. In some areas, peace was made between Israel and the inhabitants. In others, battles were won by strategy and divine assistance. Word began to spread across Canaan and the fear of their enemies grew.

Another battle, this time against the Amorites, showed Israel that God was still with them. The five kings of the Amorites had joined forces, seeking to stop Joshua in Gibeon. Joshua, following the commandments of God, was determined to destroy all who were in that city. As the battle began, the Amorites fled from Joshua and his forces. Stones began to fall from the sky, killing many as Joshua's army continued to fight. Seeing that many Amorites still stood, Joshua asked God to stop the sun's movement in the sky, giving the Israelites more time to keep the commandment of God to slay all within the city.

### **Read Joshua 10:13 and Answer Workbook Question 279**

The Amorite kings who had begun the battle fled, hiding in a cave. Joshua commanded his men to place boulders in front of the cave until the battle was over so the kings could not escape. When they were let out, the kings were executed and hung from trees until the sun went down. Then, their bodies were thrown back into the cave and sealed there with boulders once again.

Over time, Joshua and his armies took the entire land of Canaan and Israel was once again in possession of their inherited lands. Kings and entire kingdoms fell before them and, with the help of God, all who were wicked were driven from the land. The works of war were finished and Israel was home.

### **Trace the path of the battles of Israel on the map on page 19 of Deluxe Bible Maps Then and Now and Answer Workbook Question 280**

### **Lesson 55: Israel Inheritances<sup>45, 46</sup>**

The wars and battles that Israel took on to get their land back took many years (about seven). Even though Joshua grew old, there was still land within the borders that Moses had shown them that had not been reclaimed and Canaanites that had not yet been driven out.

Though there was still work to do, Israel decided to divide up the land they already had. Two and a half tribes had already been given their land: Gad, Reuben, and half of Manasseh.

The Levites, according to the promises made to them by Jacob, received no land but had the unique role in caring for the Ark of

the Covenant and carrying the priesthood of God. They would be provided for through tithes of the other 11 tribes. This left an inheritance for Manasseh and Ephraim (the two half tribes of split Joseph).

The rest of the conquered land was divided by lot. The land of Ephraim still had Canaanites dwelling there, whom they were commanded to drive out. It was also here that the tabernacle was set up in Shiloh.

**See the map on page 20 of Deluxe Then and Now Bible Maps and Answer Workbook Questions 281-282**

Israel had become a nation of states, each given to a different tribe. However, unlike the other nations on the earth, Israel was under covenant to God and formed their government based on His teachings.

**Read Joshua 23: 6-10 and 24:13-25, 31 and Answer Workbook Question 283**

After Joshua ensured that the covenant between Israel and God was in force and set reminders for the people of it around them, he died and was buried. The tribes continued to live together, each tribe in its own land, but still a family that helped and took care of each other. They enjoyed a period of time in which there was peace and rest from the wandering and wars of the past.

However, they were commanded to drive out every Canaanite and that work still continued for a time. Judah, Simeon, and Joseph worked to expel the last groups of Canaanites, but there remained remnants in Judah, Manasseh, Ephraim, Zebulun, Asher, Naphtali, and Dan. Israel was warned that

these Canaanites would cause problems in the land.

Over time, the generation of Israelites which fought in the wars grew old and died, leaving their children and grandchildren to inherit and rule their lands. However small, the influence of the Canaanites that were not driven out began to take a toll on the children of Israel. Soon, there was a generation that did not keep the covenant with God and began to worship other gods and participate in evil practices. As was promised, God could no longer protect them (they were invaded, stolen from, and some were put into slavery).

**Answer Workbook Question 284**

God, wanting to lead Israel back to the covenant, established a new type of government made of judges in Israel. For 300 years the judges ruled in Israel. Judges were chosen by God because of their righteousness and willingness to follow Him. They worked to remind the people of their promises and bring them back towards God. A single judge rarely ruled over all of Israel, but influenced the land nearest him in small sections. Sometimes there were many judges. Other times there was only one. The influence of the judges reminded Israel to repent and keep the commandments. They were successful in bringing many back into righteous living. However, Israel had begun a cycle of unrighteousness and pride that would not ever entirely leave them, leading to periods of unrighteousness and a loss of God's protection.

**See the map on page 24 of Deluxe Then and Now Bible Maps and Answer Workbook Questions 285-286. Then, see**

**the map on page 21 and Answer  
Workbook Questions 287-288**

**Lesson 56: The Pride Cycle<sup>46, 47</sup>**

The people of Israel were warned early on that, if they did not completely drive out the Canaanites, they would be influenced by their unrighteous practices. Though many worked to complete this work, it was left unfinished and time ran out.

Over time, Israelites grew up seeing the practices of those who kept the covenant with God and the Canaanites who did not living according to God's laws. They began to mingle with, marry, and adopt the customs of those Canaanites.

**Answer Workbook Question 289**

Throughout the time of the judges, Israel went through cycles of righteousness and disobedience. This type of natural progression of men is known as the pride cycle. First, men come to God, repenting of their sins and trying to live righteously. God blesses them for their obedience, making them prosperous, free, and providing protection for them. Men see these successes and begin to think they created this good fortune on their own. They forget God and stop following the commandments. Because of this unrighteousness, God can no longer give them the blessings they once enjoyed. They lose protection and, eventually are attacked and oppressed, fall ill, or suffer from a lack of food and resources they need. Many times, seeing that they will likely be destroyed, men remember God, repent, and begin to keep the commandments once again. This starts the process all over again.

**Answer Workbook Questions 290-291**

Israel, though a sacred and blessed nation, was made up of mortal men, women, and children. It went through several rounds of the pride cycle over the years. When the people were ready to repent, they always had a judge that would lead them back to God. However, they suffered from attacks of other countries and, at different times, were under bondage to the Midianites, Gileadites, and Philistines. These attacks always succeeded during times of unrighteousness. However, Israel enjoyed the protection of God when they were keeping His commandments, just as promised in the covenant they had made.

While in bondage to the Philistines (a neighboring county, see the map on page 33 of *History of the World*), Israel suffered greatly. However, God had a plan for his chosen nation. He sent an angel to an Israelite woman from the tribe of Dan, telling her that, though she was barren, she would bear a son. This boy's name would be Samson and he would lead Israel out of bondage.

From the time of his birth, Samson was taught the laws of God and tried to follow them. The Holy Ghost was with him and many miracles and great works followed him.

**Read Judges 14:5-6 and Chapter 15**

Samson, with his victory after his wife's death, had freed Israel from the Palestine and sat as a judge over them for a time. However, Samson was remembered by Palestine, which wanted revenge. He was

known for his strength, which was connected to his hair. When the angel spoke to his mother, she was told that his hair must never be cut, or he would lose his strength and help from God. Samson fell in love with a woman named Delilah, who tricked him into giving away the secret of his strength. While he was sleeping, Delilah cut his hair, allowing his strength to leave him, and gave him to the Philistines. They tied him to the pillars of a building full of people who had come to watch their enemy and mock him. However, Samson's hair had regrown and his strength had returned. He pulled down the pillars, collapsing the building and killing everyone there, including himself. Samson was the last of judges of Israel, but even his miracles and death did not stop the cycle of pride among the Israelites.

**See the information on page 25 of *Deluxe Then and Now Bible Maps and Answer Workbook Questions 292-924***

### **Lesson 57: Neighbors and the Tribe of Benjamin** <sup>47, 48, 49</sup>

Israel had neighbors other than the Philistines. The Phoenicians lived along the Mediterranean Sea and were known for their trading, rather than their warriors. Though they had little fertile land, Phoenicians mastered the resources they did have and traded for what they needed. Phoenicians were known for their work in glass making, in using snails to create an expensive purple dye, and for their use of trading routes over the sea. They traded with Mesopotamia and Egypt and set the routes to allow those areas to trade with each other. They even had a settlement, known as Carthage, in Africa.

### **Answer Workbook Question 295**

The Hittites lived north of Israel and were a warrior culture. They planned to expand their rule and create their own empire, which they did for a time. However, when the new Assyrian Empire gained power, both the Phoenicians and the Hittites fell.

### **Answer Workbook Questions 296-297**

Though Israel stood as a country of nation-states (each state being a separate tribe), they sometimes did not get along with each other. Like any family, there were disagreements, mean things done, and even sometimes battles between the tribes.

Once, a Levite woman left her husband to be with another man. Her husband traveled to her, asking her to come back home. As they went back home together, they stayed in a city called Gibeah, inside of the inherited lands of Benjamin. While there, men from the city came and abused the woman until she died. Her body was cut into twelve pieces and each one was sent to a different tribe of Israel so that they would know what had happened.

The other tribes were angry at the men for the wickedness they had done and wanted them to be judged and punished according to their laws. However, the tribe of Benjamin would not hand the men over to other tribes. A battle began and the tribe of Benjamin was smitten and destroyed. Those who survived were given wives to continue the line of Benjamin, as Israel knew the promises that had been made to them.

### **Answer Workbook Question 298**

## **Lesson 58: Israel Government: Rule of the Kings<sup>46, 50</sup>**

More than 300 years after the death of Joshua (which included the rule of the judges), Israel was promised a new prophet.

A woman in Israel (a Levitate living in the lands of Ephraim's land) was promised a son. This woman was barren and had prayed for years, asking God for a child. In the temple, she had promised that any child God would send to her would spend his life serving God and, like Samson, his uncut hair would be a sign of this devotion.

After the baby was born and weaned from his mother's milk, his mother, Hannah, took him to the temple so that he could learn to serve God.

### **Read 1 Samuel 1:26-28 and Answer Workbook Question 299**

Samuel grew up learning the laws and ordinances of the gospel and how to minister to and serve others. When he was grown, Samuel was called to be a prophet for Israel and Israel accepted him as such.

While Samuel was prophet, the Philistines returned and battled against Israel once again. Israel lost the battle and the Ark of the Covenant was taken. The Ark, however, was sacred and could not be carried by such wicked people. Philistines who are near the Ark died and, eventually they returned it to Israel with an offering.

Seeing the armies of Philistine winning battles across Israel, however, showed the people that they weren't living in a way that would provide them with protection from

God. Samuel asked the people to repent and, once they did, Israel began to beat the Philistines back and win their freedom once again.

The people of Israel saw Samuel as a prophet and God as their king and leader. However, they understood their own weaknesses and the pride cycle. They wanted a king who would stand in front of them as a daily reminder of who they were supposed to follow. Though Samuel warned against having an earthly king, the people insisted and God eventually allowed Samuel to become king.

### **Read 1 Samuel 8:5-22 and Answer Workbook Question 300**

After Samuel, a man named Saul was chosen to be king over Israel. Saul ruled righteously for a time, but the power of his office went to his head. He became prideful and began to disobey God. During his rule, Saul faces invasions from many different countries and protects his people. However, he begins a habit of disobeying God and offering sacrifices afterwards. Samuel reminds him that it is better to obey than to sacrifice.

### **Read 1 Samuel 15:22-23 and Answer Workbook Question 301**

Saul was rejected as king because of his inability to follow the laws of God. A boy named David was chosen as the next King of Israel. David lived in Bethlehem, a city in the lands of Judah. David is best known for his defeat of the Philistine, Goliath, thus securing a victory for Israel.

### **Answer Workbook Question 302**

David grew and fought in battles to protect Israel beside Saul. David remembered the commandments of God and sought to encourage the people to keep them. Israel followed him and enjoyed protection and prosperity during this time, even expanding their borders. David was eventually accepted as king over all of Israel and promised that, through his descendants, the Savior would be born.

#### **Answer Workbook Questions 303-304**

David's time as king was not trouble-free, however. Saul, seeing the success and favor of David, became very jealous and sought to kill him. David spent much of his time fleeing from Saul and seeking a place where he could hide. Multiple times, David was able to kill Saul, but refused to do so. Saul was eventually killed on the battlefield, along with his sons. The disagreement between David's followers and Saul's did not end. However, David, having married the daughter of Saul, promises that his bloodline will not die.

David also sees times of punishments for the unrighteousness of Israel. There are lost battles, famines, and sicknesses that cover Israel are different times.

After a time, David meets a woman named Bath-sheba and is tempted to break the commandments. He is cursed by God and one of his newborn babies dies. However, Bath-sheba, who had since married David, bears a son named Solomon.

#### **Answer Workbook Question 305**

David's son Solomon inherited the kingdom of Israel from his father. Solomon was charged by his father to be a righteous and just king. Solomon knew that he could not rule Israel in righteousness without guidance from God and prayed for direction. His prayers were answered and he became a wise and understanding king, known and respect throughout the civilizations surrounding Israel.

With Israel's borders enlarged, Solomon set his sights on building within those borders. A temple was constructed in Jerusalem to replace the mobile tabernacle, and accepted by God. Within its courtyard, a molten sea (baptismal font) was constructed, carried on the back of twelve oxen which were represented of the twelve tribes. The Ark of the Covenant was placed inside. The temple was used for ordinances and sacrifices and the people were reminded of their covenant once again.

#### **Answer Workbook Question 306**

However, Solomon also constructed several new buildings, remodeled the old buildings, and began new cities. He had an elaborate home created for himself. These projects were expensive and took many hours of labor.

In order to pay for these new buildings, Solomon levied a tax on non-Israelites and asks the Israelites to work hard, long hours. The Israelites, seeing that they had become slaves under a mortal king, now knew that what Samuel had told them was true.

#### **Answer Workbook Questions 307-308**

Solomon's fame spread throughout the area and he was soon visited by people outside of Israel. He chose wives that were not of the twelve tribes, and began to adopt their worship patterns, even worshipping false gods until his death.

With Solomon's unrighteous influence felt throughout Israel and the people split on who they should follow (God or their king), many of the tribes began to bicker with each other. Some wanted to continue to keep the commandments of God while others saw the prosperity and riches of Solomon, even as he engaged in unrighteous practices, and were tempted to adopt that way of life. The rift caused by this unrighteousness would forever change the nation of Israel.

### **Answer Workbook Question 309**

### **Lesson 59: Israel Splits<sup>51</sup>**

Rehoboam, Solomon's son, followed Solomon as king, imposing more and more oppression on the tribes of Israel. Though the people of Israel came to him to ask for the burden of taxes to be lightened, he refused, threatening to raise the taxes because of rebellion instead.

This was the last straw. By about 930 BC, ten of the tribes rebelled against him, splitting the once-great nation of Israel into two. In the Southern Kingdom, stood the tribes of Judah, Benjamin, and Levi ruled by Rehoboam. This new nation became known as Judah.

The Northern Kingdom, which retained the name Israel, held the remainder of the tribes and was ruled by a man named Jeroboam.

Jeroboam, afraid of losing his power, encouraged his people to stop visiting the temple in Jerusalem and built golden calves for them to worship instead.

### **See the map on page 32 of *Deluxe Bible Maps Then and Now* and Answer Workbook Questions 310-311**

Eventually, Jeroboam was stricken while worshipping false gods. A prophet from Judah called him to repentance, reminded him of the promise of the coming Savior, and healed him. However, this did not bring Jeroboam back to righteousness and he continued to lead the people astray.

Soon, both kingdoms became lost to wickedness. Though God sent prophets to warn them, the kings did not always listen. Violence and division plagued the kingdoms of Israel and they continued to fight between themselves.

### **Read the information on pages 34-35 of *Deluxe Then and Now Bible Maps* and Answer Workbook Question 312**

Elijah was one of the prophets God sent in an effort to bring the people back to righteousness. Elijah was commanded to leave his city and drink from a brook east of the Jordan River. There, God sent ravens to feed him. When the brook dried up because of no rain, he was commanded to go to Zarephath. He was told that here he would meet a widow that would provide for him. The woman was very poor and down to her last bit of meal and oil, which she planned to make into bread, eat with her son, and then accept that they would both soon die of starvation. Instead, she shared this food with Elijah, who promised her that her meal

and oil would not run out if she did. This promise was fulfilled by God for the woman's faith. When the woman's son became sick and died, Elijah healed him.

Elijah next traveled to Baal, where priests worshipped false gods. He challenged them to prove the power of their gods by calling on them to send fire down from the heavens. When the priests fail, Elijah reminds the people of the true God and calls down fire from heaven, which kills the prophets of Baal. It then begins to rain, ending the long drought.

Soon after these miracles, a Queen named Jezebel, who worshipped false gods, decided to kill Elijah. However, an angel warned Elijah, sending him instead to Horeb. After he hid safely there for a time, Elijah is commanded to travel to Damascus, appoint a new king over Syria and Israel, and meet a man named Elisha.

Elisha was called to help Elijah on his mission as a prophet. When Elijah came to him, Elisha was working with oxen in a field, but left the oxen where they stood when he was called. Together, Elisha and Elijah perform many miracles and seek to bring the people of Israel back together under God's commandments.

**Read the information on page 36 of *Deluxe Then and Now Bible Maps* and Answer Workbook Question 313**

While under constant attack from Syria, Israel briefly united the two kingdoms to fight off their common enemy. They are successful, but the Northern Kingdom returned to its worship of the false god Baal, splitting the kingdoms once again.

Occasionally, when threatened by an outside enemy, Israel was able to unite in this manner and defeat their attackers under direction of the prophet. However, the alliances are often short-lived and the children of Israel return to their worship of false gods often.

Not everyone was unrighteous, however. A portion of Israelites continued to worship God and keep the commandments. Often, this was a point of contention and caused wars within and between the kingdoms. At times, pieces of different tribes broke away from their native kingdom and joined the other in order to be ruled by those who were trying to follow God.

**Answer Workbook Question 314**

After some time, Elijah was translated (or goes to heaven without dying) and Elisha takes his place as prophet. He performs miracles and seeks to bring the people back to righteousness.

The Israelites were slow to listen unless threatened or suffering. A famine then came upon the land for seven years. Even this did not convince the Israelites, however. Years follow of kings and queens who fight among themselves, seek power, and continue to worship false gods. The Northern and Southern kingdoms sometimes war against each other. Many times, they are sent prophets and reject them, even trying to murder them at times. This pattern continued throughout Elisha's life and does not stop until Israel faces its most severe punishment, separation.

**Answer Workbook Question 315**

## **Lesson 60: Israel Falls and is Scattered<sup>52</sup>**

During this time, the Assyrian Empire (review lesson 17 if needed) was gaining power and land as it battled against and defeated the nations around it. Without a righteous Israel, the people and their lands were not promised the protection of God. For a time, they were able to defend themselves from attacks of Assyria, but, as their wickedness grew, they became more and more weak. Unable to fight back, the once great kingdom of Israel was defeated by the Assyrians. The ten northern tribes were made slaves and the land of their inheritance was taken and populated by others. However, even when renamed Samaria by its new inhabitants, this land still saw wickedness and worship of false idols.

### **Answer Workbook Question 316**

As the Northern Kingdom fell, Judah enjoyed time under a righteous king. While Hezekiah reigned, he destroyed the idols and sought council from the current prophet, a man named Isaiah. The people follow his example and begin to return to righteousness.

With their new stronghold, however, Assyria sees the opportunity to gain even more land. However, when they attack, the people are protected by God. An angel appears and slays 185,000 Assyrians.

### **Answer Workbook Question 317**

Hezekiah reigned in righteousness until his death and Judah enjoyed the blessings of prosperity and protection during this time. However, this was short-lived and Judah soon saw a king turn them back to idolatry

and human sacrifices that lasted for many years.

From time to time Judah had a righteous king (like Josiah), but they had a difficult time returning to the laws of God for long. Prophets began to warn the people of destruction if they did not obey the commandments.

After the people refused to listen to the prophets, they lost the protection promised them if they were righteous. Over time, they faced different challenges and rule by different empires. First, Egypt placed the kingdom of Judah into bondage. Then, the holy city of Jerusalem was besieged and taken. Many were enslaved by the Babylon Empire (review lesson 16). The temple was destroyed and those left behind fled to Egypt. After some time, the Persians began to conquer the land (review lesson 18) and King Cyrus allowed some of the Jews (those from Judah) to return to Jerusalem and rebuild their temple.

### **Read Leviticus 26:33 and Answer Workbook Question 318**

However, Israel's fate was sealed. The family, descended from prophets and chosen by God, had sinned and rebelled so badly that they were scattered across the earth. As the power in the area changed from king to king, the people of Israel traveled in different directions. They began to marry outside of their tribes and outside of the children of Israel. They settled in lands outside of their inheritance and lived there, many times adopting the customs of that place. Their religion and beliefs began to change as they interacted with others, added doctrine from other churches, and stories

changed over time. The written records, the scriptures, of their history and beliefs were not always available to each tribe, so many forgot what they had been taught, though the history still existed. The tribes continued to change and become more and more different than each other. Eventually, many even forgot that they were once a part of a great nation and family that carried great promises and responsibilities from God. Other tribes became lost, with their whereabouts unknown to history. A loving God, however, did not forget. He still had a plan for the children of Israel.

### **Answer Workbook Questions 319-320**

#### **Lesson 61: Promises to Scattered Israel**

Though Israel had been scattered through their own unrighteousness, God did not forget his promises to them. The inheritances and duties of each tribe still followed their bloodline, even to this day. The Abrahamic Covenant was not lost. Though the people forgot or rebelled, God still loved his children and kept his word.

#### **Read Deuteronomy 4:27-31 and 30:2-5 and Answer Workbook Question 321**

#### **Read Matthew 24:31, Isaiah 11:11-12, and Amos 9:14-15 and Answer Workbook Question 322**

God had promised Abraham that his children would create nations and cover the earth. Though the generations had become rebellious against God, He still remembered that promise. He had promised each tribe of Israel a specific duty and inheritance. Though Israel had rebelled and lost all rights to that promise through their disobedience,

God told them He would be merciful and still fulfil it.

Many of the promises given in to Israel in the scriptures have already come true. A Savior was born through the tribe of Judah.

### **Answer Workbook Question 323**

According to those who believe the Bible, the people on earth today are descendants of Noah, meaning that they are to inherit the promises in the Abrahamic Covenant and to the tribes of Israel. As in the past, they must follow the laws of God and participate in ordinances to unlock the keys of that covenant. Each person had a specific duty and blessing promised to them, either through direct inheritance or through adoption into the tribes of Israel.

### **Answer Workbook Question 324**

# Unit 6: Ancient Asia

**Standards Taught: SS.1, SS.1.1, SS.1.1.a, SS.1.1.b, SS.1.2, SS.1.2.a, SS.1.2.b, SS.1.2.c, SS.1.3, SS.1.3.a, SS.1.3.b, SS.1.4, SS.1.4.a, SS.1.4.b, SS.1.4.c, SS.1.4.d, SS.3.1.a, SS.3.1.b, SS.3.2, SS.3.2.a, SS.3.2.b, ELA.H.R.4**

**Unit Project: Chinese New Year Celebration.** With your family, research and create (or visit) a Chinese New Year celebration complete with traditional decorations, food, and activities.

**Unit Book:**

## **Lesson 62: The Indus River and Trade with Mesopotamia<sup>53, 54, 55</sup>**

Unlike Israel, which has written records of its history within the scriptures, not all cultures and peoples were able to keep or preserve their stories through written languages. In some areas, the only way we can learn about the past is through oral (spoken) stories and archeology. When history is oral it has a tendency to change over time. Like playing the telephone game, others may mistakenly or purposely change parts of the story as it is retold over time. When we can only learn through archeology, we are simply learning the best guesses of people who live in a time far later than those who actually lived in those places.

One place we have learned about mostly through spoken stories and archeological study is Ancient Asia. Many of the surviving written records have not yet been translated so that we can read them so much of what we know about Ancient Asia has been pieced together through other methods.

**See the Map on page 187 of History of the World: In Christian Perspective and Answer Workbook Questions 325-326**

Now known as India and Pakistan, one area in southern Asia was first settled by simple farmers. This area was once known as the Indus River Valley, named for a large river that flowed through it. This valley was somewhat isolated from the rest of Asia by the Himalayan Mountain Range. The river provided water and fertile soil for the people there. It also allowed them to load their goods (e.g. cotton, melons, wheat, pottery) onto boats and travel down the river, into the Arabian Sea, and up to places such as the Middle East and Mesopotamia. Trade flourished as many of these places did not

have the climate and resources (such as large water buffalo or elephants for labor) to grow certain crops. Trading by water was much easier and faster than traveling over hot, sandy areas with wagons pulled by animals.

**See the Map on Page 60 of Story of the World Volume 1 and Answer Workbook Questions 327-328**

The people of the Indus River Valley lived a simple life of farming and trading. The valley was not one united country, but a series of large cities built following the path of the river. Cities were well-planned and contained a citadel, or stronghold, at the center. Built at the top of a mound, this citadel was a safe place that everyone in the city could retreat to if danger (such as invaders) came. Around the citadel, homes were built from the clay found throughout the area. Homes were comfortable and even included a system of plumbing which drained into the cities irrigation system. Technologies such as wheels, medicine, paper, cotton spinning, and planned streets were put in place in each city as it was built.

**Answer Workbook Question 329**

The Indus River Valley survived as farmers and traders from about 2000 B.C. to 1500 B.C., when they were invaded by Aryans. Due to the fact that cities of the valley were separated and divided, they were easily conquered by the Aryans, who took the Indus River Valley and the valley around the Ganges River (see the map on page 223 of The Story of the World Vol. 1) for their own. Like the rivers in Egypt, the Ganges River flooded each year, leaving behind fertile soil. The Aryans, who were originally nomads, settled here and began to farm and trade just as the people before

them had. They were able to grow many of the same crops, but were also able to grow rice in the wet areas around the Ganges River.

**Read the story on pages 224-225 of The Story of the World Vol. 1**

The Aryans who settled the land after conquering it were Hindus, they practiced the religion of Hinduism. They were polytheists and worshipped several different gods. Today, many people who live in India still practice this religion and believe the story of the gods creating the Ganges River, which is a sacred place to them.

**Answer Workbook Question 330**

**Lesson 63: Harappa, Mohenjo-Daro, and Hinduism<sup>53, 54, 55, 59</sup>**

Before the Aryans ruled areas in India, almost everyone was a farmer, a trader, or both. Cities functioned separately from each other and were relatively self-sufficient. They were well-planned and ran on technologies that much of the world hadn't yet developed. The ability of the people to develop and adapt to their needs and create tools from the things around them helped them to create a prosperous and comfortable life.

Two of the greatest cities in the Indus River Valley were Harappa and Mohenjo-Daro. Harappa was located in what is now Pakistan. Its ruins have been discovered and studied by archeologist, who even found written records. However, these records have not yet been translated.

This large city was organized and orderly. It was known for its export of raw materials to the north. It was also a hotspot for skilled craftsmen who could use the raw materials

themselves. Here, there is evidence of markets and local trade happening, including artifacts that show measurements of goods the use of the decimal system.

Harappa had no kings, but was likely ruled over by high-class citizens such as successful and wealthy merchants, farmers, or craftsmen. While it is thought to have been a relatively peaceful city, over time there is evidence of a drought (different crops were planted that used less water) and an increase in violence. Slowly, the large city began to see masses of people moving away and, eventually, it became as small as the cities around it.<sup>56</sup>

**View the image of the ruins of Harappa [here](#) and Answer Workbook Question 331**

Mohenjo-Daro was much like Harappa, a large, well-organized city that held a citadel, comfortable homes, and even public buildings (such as bathhouses and granaries). A center of trade and commerce, Mohenjo-Daro flourished and grew just like Harappa.

However, around 1750 B.C., something happened in this great city. People began to leave and the great buildings and irrigation systems, built with all their (for the time) advanced technologies began to crumble. Years later, when archeologists discovered the ruins, they also found skeletons in the streets, left as if they couldn't even be buried. The downfall of Mohenjo-Daro is one of the great mysteries of the area, even today.<sup>57</sup>

**View the image of the ruins of Mohenjo-Daro [here](#) and Answer Workbook Question 332**

When the Aryans conquered the area (around 1500 B.C.), the great, but divided

cities of the Indus River Civilization fell. They could not work together to protect their way of life and their new rulers changed much about daily living.

The Aryans brought with them a new language, new culture, new social structure, and a new religion. Each of these new aspects was influenced by the other and affected each part of life.

Aryans implemented the caste system. Greatly influenced by the religion of Hinduism, the caste system created a society consisting of five groups, each living under the influence of the gods. Each of these groups had different roles, privileges, and struggles to face. These groups were hereditary and, if born in a certain group a person had no chance of changing their status or place in society. A person in one group was only allowed to associate with others in the same group. They were only allowed to marry within that group. Their children would inherit the same lifestyle. These groups affected every aspect of life. Things like education level, comfort, access to doctors and medicine, and career choices.

The first of these groups was the Brahmins. These priests and scholars were the educated rulers of the caste system. This group included the most wealthy and influential people in society. They were the only ones allowed to read scriptures and would teach others what they had learned. This gave them great power over the way of life for each person living in the area. Brahmins were not allowed to eat meat, could not perform work of the lesser groups, and were revered as second only to the gods.

Second came the Kshatriyas. These were the warriors, kings, and queens. Women were not allowed to be warriors, but could rule. Boys and men were required to show

masculine characteristics and traits such as courage and strength, while girls and women were to show feminine traits such as gentleness and calm. This caste was charged with keeping the peace among all people. They ruled under the direction of the Brahmins and the gods.

The Vaisyas, skilled workers and merchants, were allowed to own land and did most of the work that supported the economy. They valued education, especially religious education and learning a trade. Though seen as lower than the Brahmins and the Kshatriyas, the Vaisyas were the most important group for keeping things running smoothly and providing the things that society needed to survive.

Next came the Sudras. This group consisted of unskilled workers who completed simple tasks or hired themselves out as slaves to the higher castes. The most populous of the castes, they were usually segregated from the others and were looked down upon. Seeing this, and understanding that their children had no chance for a better life, they began to look for teachings that promoted equality among men and a way to better themselves. Sudras, however, were not allowed to be educated and relied on the hire or ownership of someone from a higher caste for their needs.

Finally, at the bottom of the caste system was a group called the Untouchables. They were not considered to be a caste, but below the entire system. These men, women, and children did the jobs that no one else wanted (e.g. trash collection, cleaning of sewers, etc). They were outcasts and no one from the upper castes would associate with them for fear of becoming unclean. Untouchables had no rights and no place in society. Many were forced to work at night and to eat meat

to survive, which was forbidden in the prevalent religion.<sup>58</sup>

**Read the story on pages 226-227 of The Story of the World, Vol. 1 and Answer Workbook Questions 333-337**

The caste system was greatly influenced by and built around the beliefs of Hinduism. This religion forbids the consumption of meat (because some animals are thought to be sacred), practices polytheism, and teaches that the soul of every being is part of a universal spirit known as Brahma. The goal of a Hindu life is to lose all personal identity and become one with Brahma once more. Hindus believe they can do this by giving up their own wants and needs and serving the whole.

Likewise, each caste served a role in the whole of society. If a person accepted their role in their caste, perhaps they would be rewarded with reincarnation (birth of the same soul into a new body) into a higher caste. If they did not live a good life within their caste, they may be reincarnated into a lower one in their next life. Once a soul learned how to be one with Brahma and lose themselves, which could take many lifetimes, they would finally have accomplished the ultimate goal.

These core beliefs created a society that was peaceful, patient, and polite. Everyone knew their place and strove to do their best within their roles. However, it also created a society where most people were illiterate, uneducated, and unmotivated to improve their own lives. Over time, this meant that the area's most important natural resources, human beings, were overlooked and pushed down. We may never know what kinds of advances could've come about during this time because so many were never allowed to create, learn, or improve themselves.

**Answer Workbook Questions 338-341**

**Lesson 64: Indian Culture<sup>53, 54, 55</sup>**

Though much of life in ancient India and Pakistan relied upon your place in the caste system and the Hindu religion, there was also a rich culture of colorful art, story-telling writings and dramas, music, unique clothing, and spice-filled foods.

Perhaps some of the oldest forms of art found in the area are cave paintings, often depicting daily life routines such as planting and hunting. At a time when most histories and stories were shared only orally, this was the first form of written language that has been found so far in India.

**Answer Workbook Question 342**

One of the oldest examples of written language in India was the Rig Veda, an ancient hymn book reflecting the Hindu way of life. It was followed by three other Vedas, which recorded religious information and directions for mantras, rituals, ceremonies, and meditation. Only the upper castes were able to access and read these books. The lower castes had to rely upon those above them to share the information.

**Answer Workbook Question 343**

Poetry and drama flourished as stories were used to teach values and morals. Over time, more and more written languages were developed, allowing local and cultural stories to be shared across vast distances and through the years. These stories preserved history and religious beliefs as they were passed down from generation to generation. Watch the video [here](#) to see one of these stories.

**Answer Workbook Question 344**

As written language became more complex, so did arts like architecture, sculpting, and painting. At first, most art was made from or on rocks and stones. The most popular subjects of art were animals and religious beings, such as gods. As new ideas, methods, and religions were introduced, art reflected those ideas. Statues of Buddha, great palaces, and pillars began to appear across India. See the video [here](#) for examples of interesting Indian art.

#### **Answer Workbook Question 345**

Music and dance were, and still are, a big part of Indian culture. Many dances reflect religious beliefs, such as honoring certain gods, as part of certain rituals, or an act of celebration. Dance has evolved in India over time and varies in different areas. Watch this [video](#) to see examples of music and dance in India.

#### **Answer Workbook Question 346**

Clothing in India is a reflection of local resources, traditional values, and local needs. Much of the clothing found in the area is made from cotton, a crop that was likely first grown in India. Many outfits consist of a large piece of fabric that is wrapped around the body. Jewelry and other accessories, such as different types of headgear, were added to outfits. Trade with others around the world eventually brought things like colored dyes and silks to India, and these resources were adopted into clothing. Colors became an important symbolic part of clothing and elaborate patterns were handwoven into fabrics to add to their complexity. Today, many of the traditional dress patterns are still worn in India. Watch this [video](#) for some examples.

#### **Answer Workbook Question 347**

As in other areas, ancient Indians ate the foods that grew where they lived. Fruits, vegetables, and grains were the staples of ancient life. While some ate fish and other meats, the Hindu religion regarded animals as sacred and many became vegetarians as it spread, especially avoiding beef as cattle were highly regarded. India's climate allowed for the growth of several different spice crops that were not available in other parts of the world. Today, India is still known for its spice trade (which was the inspiration for Christopher Columbus's exploration). These spices have influenced Indian food, giving it unique flavors and smells. As trade, different rulers, and travel changed in India, so did the food. Today, many traditional Indian dishes are a mixture of ancient Indian culture and modern influences from around the world.

#### **Try a traditional Indian dish and Answer Workbook Question 348**

Indian culture is greatly influenced by the religions practiced there. Language, art, food, and celebrations change with different locales and different beliefs. No two areas in India are exactly the same. Though the Aryans brought the Hindu belief system into India, some saw the flaws in it. This gave rise to other religions, many of which are still practiced in India today.

Buddhism began when an Indian prince traveled out of his palace to witness how the other castes lived. Upon seeing the suffering and inequality, he decided to begin a new religion.

**Read the story on pages 229-231 of The Story of the World: Vol. 1 and Answer Workbook Questions 349-350**

Still practiced today, Buddhism teaches that suffering comes from selfishness and that, by denying yourself of all that you desire, you become more able to end the suffering of others. Self-discipline is at the core of the religion. Believing in reincarnation, Buddhists strive to let go of worldly attachments and seek ultimate peace, or nirvana. The leader of the religion, known as Buddha (The Enlightened One), is shown in statues in a state of calm mediation. Buddha is revered, worshipped, and prayed to by believers through his statues.

Buddha created a program, called the Eightfold Path, to help followers become less self-indulgent and more enlightened. This path outlined the areas of life that needed to be addressed in order to be more mindful of actions, thoughts, and speech so that one could work to come closer to nirvana. The areas were: right view (seeing things as they actually were or could be), right intention (having the right motivations and following the path), right speech (speech that would cause no harm to others), right action (actions that would not cause suffering), right livelihood (correct daily life choices), right effort (focusing energy on tasks), right mindfulness (awareness of the mind and body), and right concentration (or practice of training the mind and body). Meditation, chants, and giving up of worldly goods, and avoiding extremes, are ways to ensure that one is focusing on the Eightfold Path.<sup>60</sup>

### **Answer Workbook Questions 351-352**

Buddhists believe in karma, an idea also reflected in Hinduism. Karma, or the sum of all one's actions during their various lives, would decide how their future lives would

be. Seen in caste system, karma states that good is rewarded with good while evil reaps evil.

### **Answer Workbook Questions 353-354**

#### **Lesson 65: Indian Governments and Rulers<sup>53, 61</sup>**

India began with simple farmers and traders. These men and women built their lives in complex cities, complete with safe citadels and various technologies that made their lives comfortable.

When the Aryans invaded, India's society changed greatly. The caste system was introduced and upheld through the Hindu religion.

However, seeing the inequality and suffering of others, a prince introduced an entirely different religion, Buddhism, and began to weaken the caste system.

After this, dynasties and empires began to rise and unite India as a country, despite different languages, religions, and customs.

### **Answer Workbook Question 355**

Around 521 B.C., much of the northern part of India was part of the Persian Empire. When Alexander the Great conquered the Persians, the Indus River Valley fell under Greek control. However, after his death, a native Indian family would rise to power by driving the Greeks out.

The Maurya Empire was established in 321 B.C., beginning a dynasty that would rule northern India for years to come. Under this family's rule, the north part of India became united and strong, conquering lands around them, building up great cities, and advancing technologies across society. Asoka, a king during this dynasty, converted to Buddhism

and ended the wars, worked towards equality and promoted mercy and peace. When the Maurya Empire collapsed, India was once again divided and vulnerable to invasion from outside and fighting within. This allowed the Guptas dynasty to come to power over northern India, once again establishing peace and prosperity. These rulers made Hinduism the chief religion once again and ruled until the middle ages.

### **Answer Workbook Question 356**

During the middle ages, the Mogul Empire invaded India, introducing Islam. It was during this time that the Taj Mahal was built. This building, meant to be a tomb for an emperor's wife, is now a well-known landmark in India.

### **See this [image](#) of the Taj Mahal and Answer Workbook Question 357**

Then, in the 1700's, the British established rule over India. Today, India has a constitutional government (though different from the U.S. Constitution) a president, elected officials, and a prime minister.

### **Review the timeline on page 186 of History of the World: A Christian Perspective and Answer Workbook Question 358**

### **Lesson 66: The Yellow River and Yangtze River<sup>53, 62</sup>**

On the opposite side of the Himalaya Mountains, another country began to form shortly after the scattering at the Tower of Babel. Here, where the ground was wet and soggy for much of the year, began the largest and oldest living nation in the world: China.

China did not begin as a great, united area. It began with simple people looking for a way to survive. These men and women settled first around two rivers, the Huanghe He (or Yellow River) and the Yangtze. These rivers and the valley between them (Yellow River Valley) were known for fertile soil and abundant life. The Yellow River, much like the Nile, flooded often, creating an area ready for planting. The first people to live in China took advantage of the resources the rivers provided and became farmers, growing grains and raising animals. Unlike Egypt, however, the ground here stayed wet and flooded for months at a time. The climate allowed China two unique crops: rice and silkworms (which create a thread that can be woven into silk).

### **Answer Workbook Questions 359-361**

The people who lived in the Yellow River Valley were protected by natural boundaries. With a desert to the north, an ocean to the east, and mountains everywhere else, there was little chance of invasion or attacks. However, this meant that there was little interaction with the rest of the world, including trade. The first settlers in China lived an isolated life and relied on their own resources and intelligence to learn and grow.

### **Answer Workbook Question 362**

As families grew, so did the villages along the rivers. However, these cities were not united into a single country. Often, villages were run by a single person and citizens lived under the feudal system

### **See this [image](#) and Answer Workbook Question 363**

At times, these villages would disagree and go to war against each other. The people living in them had not yet created a written language so much of their history is lost. However, archeologists have discovered that, at some point, they united under a single leader.

### **Answer Workbook Question 364**

### **Lesson 67: Unity and Huang Di<sup>53, 62</sup>**

Though there is no written record of him, a man named Huang Di has been memorialized in stories throughout China since the beginning. Huang Di worked to unite the early civilizations in China into a single country rather than several separate villages. He likely did this by conquering neighboring villages. Under his rule, villages worked together to produce crops, improve their way of life, and defend each other from invaders. Huang Di ruled as a king and oversaw life throughout his kingdom.

### **Answer Workbook Questions 365-366**

Today, Huang Di is seen as a magical and wise leader. Stories of him have been embellished over time, giving him credit for much of the technologies and inventions that have come out of China. These stories often give him God-like attributes and refer to him as the forefather of China. Though we may never know which parts of the stories are true, Huang Di was the first to unite the people of China under one ruler.

### **Answer Workbook Question 367**

### **Lesson 68: Chinese Government: Dynasties<sup>53, 63</sup>**

After the rule of Huang Di, history is lost once again for a time. The next known ruler

of China came along hundreds of years later (around 1500 B.C.). His name was T'ang Shang and he was the beginning of the Shang Dynasty, which would rule over China for hundreds of years. Under the Shang Dynasty, the bronze age began in China, written language was developed, and weapons and tools were developed. This allowed farmers to grow better crops and expand the types of things they could cultivate. It allowed for better defense against enemies, further travel into outside cultures, and for histories, books, and letters to be written and shared across distances and time.

### **Answer Workbook Questions 368-369**

Writing during the Shang Dynasty was not a series of letters that represented sounds. Instead, it was made up of pictographs, or pictures that stood for words. (see pages 71-72 of *The Story of the World*, Vol. 1 for images). These pictures were then put together to tell the story of what was being written. Though China's written language has changed over time, the idea of a pictograph is still evident in current writings.

### **Answer Workbook Question 370**

After the Shang Dynasty came the Ch'ou Dynasty. This dynasty ruled until 255 B.C. Under their rule, China gained written laws and advanced in education and the arts. However, the people still lived under the feudal system. This system, along with wars, weakened the Ch'ou Dynasty and gave rise to another.

### **Answer Workbook Question 371**

The next dynasty in China was the Ch'in Dynasty. This family of rulers are the namesake of China. Seeing the weakness of

the feudal system, the first ruler in this dynasty created a centralized monarchy. This was the start of the first Chinese Empire. Shih Huang Ti, also known as Qin Zheng, created a united country from states that had been at war with each other for centuries. Zheng ruled with cruelty, knowing that those he had conquered wanted to fight back. He forced each of the old rulers to live near him, used executions to create fear and obedience, and destroyed books and other writings that may contradict his teachings and encourage rebellion.

### **Answer Workbook Question 372**

Though tyrannical, the Ch'in Dynasty helped China create systems that improved irrigation of crops, communication throughout the empire, and roads that helped in military and travel excursions. It was under this dynasty that the Great Wall was constructed as a protection from the Huns. However, the cruelty ensued even in this undertaking, as many suffered and died while building it. When the wall was finished, it linked pieces that were already built to new ones, stretching almost 3,000 miles. Parts of this wall still stand today.

### **Answer Workbook Question 373**

By 206 B.C., another dynasty took power, the Han Dynasty. During the Han Dynasty, the people of China saw the Great Silk Road (linking them to Rome) built. The outside world now had a part in everyday life in China. Connected to others, trade and technologies flourished and improved. Religions different from those founded in China were introduced, a calendar was created, and silk and pottery became valuable exports.

### **Answer Workbook Question 374**

This prosperity would not last forever, however. During the Middle Ages, China fell to Genghis Khan, a ruthless conqueror who created the biggest empire in history. Khan was ruler of the Mongols and made it his mission in life to rule the entire known world.

### **See this [image](#) of the Mongolian Empire and Answer Workbook Question 375**

When Khan's grandson, Kublai, took over rule, he began the Yuan Dynasty in China. It was during this time that Europe really began to connect with China. An Italian explorer, Marco Polo, traveled there and word spread of the riches and resources this large piece of land offered.

Next came the Ming Dynasty (1368 A.D.) and the Ch'ing Dynasty (1644 A.D.). During these dynasties, Europe worked to introduce western ideas into China and begin open trade between the two areas. However, clinging to tradition, Chinese emperors fought these changes. By 1800, however, China was forced to allow trading and interaction with Westerners. Over time, many colonies were set up in China, including Hong Kong, which was ruled by Great Britain.

### **Answer Workbook Questions 376-377**

Today, China is ruled by a single party, the Communist Party of China. It is, in essence, a communist dictatorship, though it contains executive, legislative, and judicial branches and claims to be a representative democracy. The people living there have little say in the laws and practices they live under and information is tightly controlled by rulers. Resources, too, are controlled by elites, giving citizens little choice but to survive on what they are allowed to have. Though China has grown and changed since

its beginnings, its people are still ruled by the elite.

### **Answer Workbook Question 378**

## **Lesson 69: Chinese Culture, Religion, and Philosophy<sup>53, 64</sup>**

Though they were isolated from the rest of the world, life in ancient China was not much different from life elsewhere. Many people were farmers and, though the crops were different, the types of things they did day-to-day were very much like those who lived in Egypt or Mesopotamia.

Food in ancient China was simple, as in other areas of the world. However, because of their unique crops, the Chinese had rice and porridge as their main staples. What you ate depended on where in China you lived. As rice wouldn't grow in the north, porridge with millet (a type of grain) and milk were common. Fruits and vegetables were added to dishes and these also depended on location. Meat was a rare treat as there weren't many domesticated animals in the area until around 5500 B.C., when chicken became more popular. Later, other animals were imported, giving the Chinese people more options. In order to get the protein their bodies needed, soybeans were crushed and tofu were common. Perhaps one of the most well-known Chinese developments was tea, a drink made from adding hot water to the leaves of various plants. However, China is also credited with the invention of sweetened ice cubes and ice cream.<sup>65</sup>

### **Answer Workbook Question 379**

In ancient China, music was a part of religious worship, celebrations,

announcements, and joyous occasions. The natural resources of clay, bamboo, silk, and metals allowed for the creation of several types of instruments such as flutes, gongs, and various stringed instruments. Visit the website [here](#) to hear a few examples of music.<sup>66</sup>

### **Answer Workbook Question 380**

Clothing was a status symbol in China and reinforced the feudal system and separation between the classes. For some examples of fine clothing that nobles and royalty may have worn, watch this [video](#).

Rights and responsibilities in ancient China also followed the feudal system. Serfs, who did much of the hard labor within society, had little rights and were simply supposed to be obedient to those above them. Freeman, or craftsmen, were more skilled than serfs, but still worked hard and were subservient to those above them. Next came those who were to protect others and were servants of the landowners and kings. Landowners were to control their properties and servants and obey the king. Royalty, of course, were at the top of society, and expected to protect and provide for their people. No matter the social status, men were at the head of the household and women were expected to serve their husbands, sons, and fathers, care for the home, and raise children. Though the basic social structure in China matched many other areas, it was their religious beliefs, and how they played out within this structure, that made them unique.

### **Answer Workbook Questions 381-382**

As written language began (pictographs) and evolved (calligraphy, see example on

pages 239-241 of *The Story of the World*, Vol. 1), ideas began to grow and spread within isolated China. Though they had no contact with the outside world for a time, universal questions of *why are humans here* and *what is the moral way to act* were present in Chinese society. Philosophers, or men who think about, discuss, and share ideas on moral behavior, began to rise.

### **Answer Workbook Question 383**

Around the same time that Buddhism was budding in India, a man named Confucius was beginning to teach a new religion in China. Confucius was a noble by birth, but still very poor. He believed that one could be happy no matter what one's social status may be. He believed in peace and harmony with others. He even tried to work within his government to avoid wars, but no one listened to him. So, he became a teacher, shaping education and reinforcing the idea of obedience to superiors. Confucius taught that children should obey their parents, wives their husbands, men their rulers, and rulers should obey the gods. He also taught that those in higher stations should be kind to the men, women, and children below them. Confucius believed that history and past traditions were sacred and should be held onto. He taught the virtues of benevolence, justice, wisdom, politeness, and good faith and wrote his teachings in books that were spread throughout China. Though some of these books were burned during the Ch'in Dynasty, many of Confucius's teachings are still in place today and his belief system, named Confucianism, became popular and dominant in China.

### **Answer Workbook Questions 384-386**

Before Confucius, there was another man who sought to answer the questions of how to have a happy, moral, and peaceful life. Lao-tse began a religion known as Taoism and it was in direct opposition to Confucius's teachings. While Confucius taught that morality came from obedience to and participation in worldly things, Taoism taught that harmony with nature was the key. Taoism comprises of priests who mediate between the sinful people and the gods, facilitating incantations, fasting, offerings, and music which help cleanse the sinner. These rituals are believed to bring the person back into unity with Tao, or the energy of the universe. Unlike Confucius, Lao-tse taught that there was life after death, but many believers also sought immortality through magic, diet, and meditation. The two religions of Taoism and Confucianism were prevalent in China, sometimes with both being taught at the same time, and greatly influenced Chinese culture. Later, Buddhism was introduced as well. These religions were banned under communism, though many of the beliefs still underlie the actions of Chinese citizens and have spread throughout the world.

### **Answer Workbook Questions 387-388**

#### **Lesson 70: Chinese Inventions<sup>53</sup>**

Though China is best-known for silk, rice, and tea and struggled with innovation through times of isolation, many technologies that are familiar today were invented there. In 105 A.D. paper was invented by a Chinese man named T'sai Lun, making it easier to produce and travel with written words and books. China was the first to create a method of printing. While others around the world

were still copying books by hand, the Chinese had developed a series of wooden blocks, carved with each character of their language and able to change order, which were then covered in ink and stamped onto paper. This process allowed writing to be copied in much less time.

### **Answer Workbook Question 389**

China is also well-known for its advances in medicine. Chinese doctors emphasized a good diet and use of herbs and plants to heal the body. Early medicine also took into account the religious beliefs of the time, seeking to balance the energies of the body with those of the universe to eliminate sickness. Some of these treatments are still in place around the world today (e.g. iron for anemia, castor oil, asthma treatments, and ginseng). Acupuncture, or the use of certain points on the body and small needles was invented in China and still in use today. The idea of vaccines, or giving a patient a small amount of a virus to build immunity, may have also began in China, where doctors infected patients with a weakened smallpox for inoculation. Though China was limited by isolation and their own resources, many medical practices developed there have been found by modern doctors to be creditable.<sup>67</sup>

### **Answer Workbook Question 390**

China is also credited with the invention of technologies such as the compass, gun powder, fireworks, matches, seismographs, and kites. Many of the early inventions were created through trial-and-error rather than a scientific process and out of necessity. However, with so many of these inventions still in use today, some with few

modifications, necessity seems to be a motivator to get things right the first time.

### **Answer Workbook Question 391**

#### **Lesson 71: Russia, Korea, Indonesia, and Japan<sup>53</sup>**

Due to the harsh, cold climate in Russia, it was likely uninhabited for a time. However, there is evidence that migrant hunter-gatherers spent some time there. Sometime around 1,000 B.C., Russia saw a series of settlements of various Slavic tribes. Tribes split into three groups based on differences in traditions, culture, and religious beliefs. This would eventually lead to the creation of states and, later separate counties (e.g. Ukraine). Farming and trade flourished as technologies and roads were improved. Varangian tribes from Scandinavia (Vikings) eventually gained control over the land and ruled in dynasties, uniting the area into one empire.<sup>68</sup>

#### **Find Russia on a map and Answer Workbook Question 392**

Archeologists have found evidence of the Korean Peninsula being inhabited since the end of the Stone Age. Around 2300 B.C., the first known government emerged, a monarchy. As the population grew and warred with each other, Korea was split into three kingdoms. By 108 B.C., Korea was invaded and conquered by China, giving the Chinese culture a strong influence on the area. Buddhism was introduced and became the main religion. By 660 A.D., the Korean kingdom of Silla gained control, but still had close relations to China. Confucianism was introduced. In 800 A.D., the Silla kingdom was divided and a general named Wang Kon

united Korea shortly after, calling the kingdom Koryo. By 1259, the Mongols invaded and ruled until 1368. Dynasties ruled over Korea until the mid-1600's, when Europeans began to arrive.<sup>69</sup>

**Find Korea on a map and Answer  
Workbook Question 393**

Indonesia, a series of islands in southern Asia, was first inhabited by explorers who left the Asian mainland. Around 400 A.D., kingdoms began to appear on the islands, where Hinduism and Buddhism were the main influences. These islands would be an important rest-stop for trade throughout Asia and the rest of the world.

**Find Indonesia on a map and Answer  
Workbook Question 394**

Japan, like Indonesia, is a grouping of islands. There is little known about its early history, but archeologists have discovered evidence of warring clans, or families, occupying the area around 5000 A.D. Eventually, one clan rose above the rest, likely through warfare, and ruled. Japan's culture was heavily influenced by Buddhism and Confucianism. Around 600 A.D., Prince Shotoku allowed for the creation of a constitution, laying the foundation for a central government. Shortly after his death, this government was formed, with the emperor proclaimed owner of the land and taxes implemented on the people. As the throne was subsequently occupied by weak emperors, however, the ruling class lost its power and a feudal system took hold. This is the period where the samurai (Japanese warriors) lived. As travel improved and exploration began, Japan was influenced by

outside influences. Fearful that European culture would take over in Japan, the Japanese forbade any foreigners and, for 200 years, lived in isolation from the rest of the world.

**Find Japan on a map and Answer  
Workbook Question 395**

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# Unit 7: Ancient Africa

**Standards Taught: SS.1, SS.1.1, SS.1.1.a, SS.1.1.b, SS.1.1.c, SS.1.2, SS.1.2.a, SS.1.3, SS.1.3.a, SS.1.4, SS.1.4.a, ELA.RH.4, ELA.R.H.10, ELA.R.H.1.d, ELA.R.H.1.e, ELA.W.H.2, ELA.W.H..2.a, ELA.W.H.2.d, ELA.R.H.2.e, ELA.W.H.2.f , ELA.W.H.4, ELA.W.H.5, ELA.W.H.6, ELA.W.H.7, ELA.W.H.8, ELA.W.H.9, WLA.W.H.10**

**Unit Project: Read several Anansi stories, make a poster illustrating your favorite, and share the story with others using your illustration**

**Unit Book:**

## **Lesson 72: The Sahara Desert and Ancient Plants<sup>70</sup>**

Egypt lies in the north-eastern part of the large continent of Africa. Though we know much about Egypt through ancient artifacts and writings, we know very little about the remainder of Africa, which has few written documents.

### **Answer Workbook Question 396**

From Egypt to the east and south, lies the Sahara Desert. (See the map [here](#)). This desert is dry and arid and looks like an ocean of sand, with wave-like dunes. It is extremely hot during the day and cold at night. Life is difficult in the Sahara and few plants or animals survive there.

However, there is some evidence that this sea of sand wasn't always a hot, dry place. Ancient peoples created a life in this area, which used to be green and fertile. Rivers that once flowed through the area fed the crops and animals that ancient peoples cared for. Archeologists know this because, along with a few artifacts, they've found pollen, seeds, and animal bones buried deep within the sand. They've also found paintings on stone walls, a form of written records, showing farmers and herds of animals.

### **Answer Workbook Questions 397-398**

At some point, the rains that were common in the area stopped falling. The rivers dried up and plants and animals died. The people living in the area had a choice to make. Adapt and learn to live in this environment, like those in Egypt did, or

move on. With a dry desert in the north and fertile land above and below it, ancient Africans split into two groups. One group stayed in Egypt, where the rivers still gave life. The other moved south, taking their herds and planting crops where water was more plentiful. Those who moved south were isolated for hundreds of years as very few could successfully navigate the vast desert.

### **See this [image](#) and Answer Workbook Question 399**

This led to a series of separate settlements, each with their own culture and adaptations to specific climates. Over time, some would be united into empires, trade routes would be established, even through the Sahara, and Africa would be split into different countries. Each of them, however, had their start with simple hunters and farmers who followed sources of water and food in order to survive.

### **Answer Workbook Question 400**

## **Lesson 73: Anansi the Spider<sup>70, 71</sup>**

Citizens of early African society did not have a written language. Much of what we know about them was learned, or guessed, through the study of artifacts and oral stories, passed down through generations by word of mouth. While sitting around the fire at night or working to grow crops and tend animals during the day, stories were told for entertainment and teaching. These stories changed just a little each time someone new told them and we may never know exactly how they started. However these stories give us an idea of the morals and customs of these ancient peoples.

### **Answer Workbook Question 401**

In western Africa, Ghana, and the Caribbean, many revolved around the trickster god, Anansi. Anansi often took the form of a spider and loved to tell stories. It was said that Anansi saw that the world was a boring place and that the people there had lessons to learn. He went to his father, who was hoarding the stories, and was given four impossible tasks. If he could complete the tasks, his father told him, he would be able to share stories with the humans. Anansi had to defeat four creatures and bring them back to his father: Onini, a giant python, Osebo, a hungry leopard, Moboro Hornets, and Mmoatia, an invisible fairy. Anansi was determined and used his talent for trickery and wit to outsmart his opponents.

### **Answer Workbook Question 402**

Since his success, Anansi has shared stories for recreation and learning throughout Africa. These stories have spread around the world, each with a moral for the listener to learn. They share knowledge of Anansi's (and other character's) adventures and hard-won wisdom.

### **Read pages 80-86 of *History of the World Vol. 1* and Answer Workbook 403**

### **Lesson 74: All Around Africa<sup>72</sup>**

Though the Sahara Desert is a major part of African climate and geography, the continent is rich with a variety of ecosystems. It holds rainforests, coastal regions, and savannahs. (See the map [here](#)) Each part of Africa was settled at different

times by a variety of people, all of whom adapted to the local unique environment. In eastern Africa, there is evidence of agriculture starting around 3000 B.C. In Ethiopia, millet, coffee, and barley were some of the major crops. Animals were domesticated and used for farm work. Over time, Ethiopia formed a government, ruled by the King of Aksum, merchant and trade routes, and interacted with Asia and the Middle East. Their culture, language, and technologies were very different from those who settled in West Africa.

### **Answer Workbook Question 404**

In the western part of the continent, yams and palm oils were grown as crops, starting around the same time as agriculture began in the East. Many of the people here settled along the coast, allowing for the mining of salt, which would become a major export. It is believed that many of the settlers in both the east and the west came from different areas, working their way down and inward and settling where they first found resources that best fit their needs.

### **Answer Workbook Question 405**

Later, around 1000 B.C., migrants began to travel further into the center of Africa. The pattern of life here was the same as in the first settlements: hunter-gatherers to settlement and farming, to the creation of cities, states, and empires.

### **Answer Workbook Question 406**

Little is known about the early start of peoples in South Africa. For a long time, they were isolated from the world, living in an area few traveled to. Here, they created

their own customs and traditions, but little evidence, written or otherwise, has been found.

### **Answer Workbook Question 407**

#### **Lesson 75: Cush and Nubia<sup>73</sup>**

For the earliest civilizations in Ancient Africa, life revolved around one major river: the Nile. Around 5000 B.C., the people who lived in the Sahara began to migrate towards an area that became known as Cush (sometimes spelled Kush), and depended on the Nile to grow crops and water their animals. Over time, as the desert dried, others joined the cities in Cush, making the area a diverse mixture of peoples and cultures.

Located just south of Egypt (see the map on page 4 of *Deluxe Then and Now Bible Maps*), this area was rich in gold deposits, which drove trade. Cush was also a stop for traders traveling from southern Africa to Egypt and the Mediterranean. The Red Sea and the Nile allowed for quick travel over vast pieces of land. Products like ivory, ebony, and incense went through Cush as traders moved goods around. The Nile allowed for crops such as grains, peas, dates, and cattle. Fishermen were common in the area, as well. Trade brought outside influence into Cush, especially from Egypt. Many of the people of Cush adopted Egyptian religion and culture.

### **Answer Workbook Questions 408-409**

Kings in Cush were known for their prosperity, strong military (especially archers), and architecture (e.g. great cities, temples, and even pyramids). Some of these

kings even conquered Egypt for a time and ruled as pharaohs until the Assyrians took over.

### **Answer Workbook Question 410**

Around 200 B.C., Cush developed their own written language. However, archeologists cannot yet read the writings from Cush. Records from Egypt, the scriptures, and later from Greece and Rome, help provide clues to life in early Cush.

#### **Read 1 Chronicles 1:4-10 and Bible Dictionary: Ham and Answer Workbook Questions 411-412**

Over time, Cush came to be known as Nubia. While no one knows how the name changed, some believe this new name reflected Egypt's word for gold or Rome's name for the dark-skinned people from the area who traded with them.

Cush, or Nubia, was one of Africa's earliest examples of a prosperous and strong kingdom outside of Egypt. It flourished in trade, military skill, and interactions with counties and peoples around it. As it's access to the Red Sea was cut off by invaders from the south, and the Nile was taken over by the Romans, Nubia began to fall and accept more and more outside influences.

### **Use this [map](#) and a modern world map to Answer Workbook Question 413-414**

#### **Lesson 76: Sundiata and the Mali Empire<sup>74</sup>**

Another empire that rose to power and prosperity in Ancient Africa was the Mali

Empire. Located in West Africa, this empire came to power under Sundiata Keita, who took advantage of the weaknesses of the empires and kings around him. Sundiata used his skills in diplomacy and his strong army to expand his influence over territories around him.

#### **Answer Workbook Question 415**

The Mali Empire, which now controlled trade in the area, became rich and powerful as it continued to grow. With the Niger River, the Atlantic Ocean, and established trade routes to the north, to Egypt, and to the south, Mali was able to trade gold, salt, copper, ivory, and slaves across the vast continent. The regular flooding of the Niger River allowed for crops and livestock to be kept, increasing the ability of the people to flourish and trade what they could grow.

#### **Answer Workbook Question 416**

Sundiata became known as the Lion King and was declared monarch over the empire, with support from the nobles and tribal chiefs around him. He allowed powerful Arab merchants, traders from the north, a part in the government of his empire, thus keeping trade open and allowing for the influence of the Islamic religion in Mali. These local and merchant advisors helped the king keep control over his vast lands by retaining their rule over their own areas as long as they paid tribute to and obeyed the king. After Sundiata's rule, the monarchy followed his bloodline, though the crown did not always go to the eldest child.

#### **Answer Workbook Question 417**

By the 13<sup>th</sup> century, a man named Mansa Musa I came to power. Mansa divided the empire into provinces, each with its own governor. He put the governor in charge of ruling, taxing, and protecting their own area. This allowed him to expand and improve trading routes, leading to another time of great prosperity. Under Mansa's rule, Mali was known throughout Asia, Africa, and Europe as a city with roads paved in gold, simply because they were so rich.

#### **Answer Workbook Questions 418-419**

However, it was not to last. Eventually, civil war between the tribal chiefs, influence from Europe, and family fights over who would rule weakened the great empire. As technology improved, Europe began to take over or replace trade routes, especially by sea, making Mali's methods seem slow and outdated. Eventually, Mali was conquered by the Songhai Empire and the once-great empire fell.

**See the Map of the Mali Empire [here](#) and Answer Workbook Questions 420-421**

#### **Lesson 77: African Empires**

Watch the video [here](#), which is a summary of powerful empires in Ancient Africa. Choose one empire (other than Mali and Cush) you would like to learn more about, research it, and write a one-page paper about it. Include information about the foundation of the empire (how did it start), the culture (clothing, daily life, occupations, religion, food, etc), important historical figures (kings, queens, military, religious figures), and historical events.

Ask an adult to proofread, correct, and ask questions about your paper. Correct and polish as needed.

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# Unit 8: Ancient Americas

**Standards Taught: SS.1, SS.1.1, SS.1.1.a, SS.1.1.b, SS.1.2, SS.1.2.a, SS.1.2.b, SS.1.2.c, SS.1.3, SS.1.3.a, SS.1.3.b, SS.1.4, SS.1.4.a, SS.1.4.b, SS.1.4.c, SS.1.4.d, SS.4, SS.4.1.a, SS.4.1.b, SS.4.3, SS.4.3.a, SS.4.3.b**

**Unit Project:** Choose an Ancient American tribe to learn more about. Take a field trip (or virtual field trip) to see artifacts and buildings, and learn about the culture or learn a skill such as beading, pottery making, basket weaving, or hunting. Research online and in books to learn more about this tribe and/or skill. Share what you've learned with friends and family members

**Unit Book:**

## **Lesson 78: Movement of Peoples in Ancient America**

Archeologists believe that the land between present-day North America and Asia was still connected by a stretch of earth when the first people arrived in the areas now known as the American continents. The Bering Land Bridge would've allowed those in Siberia to travel across the Atlantic on dry land, coming into the area currently known as Alaska. Evidence suggests that these people likely followed herds of bison across the bridge and down into the Americas, settling in what is now Alaska, Canada, and the Northern United States. Like those who traveled from South America, they probably stopped where natural resources were abundant or were nomadic.

### **Answer Workbook Question 422**

As the Americas were settled, different cultures, beliefs, and governments had to learn how to interact with each other. Some of these meetings were peaceful and it wasn't uncommon for truces to be made with alliances formed between tribes. Others, however, were violent.

### **Answer Workbook Question 423**

## **Lesson 79: Nazca and The Mayans<sup>75, 76, 77</sup>**

There weren't many written records of the ancient peoples of the Americas. However, artifacts left behind give us clues about their lives.

In South America, several settlements have been found, showing that people settled lands from coast to coast. Many people in South America built homes that grew into

great cities. They farmed, fished, traded, and each had their own cultures and beliefs.

One ancient tribe is the Nazca. These peoples lived along the rivers in what is now known as Peru. One of the biggest archeological finds from the Nazca is a series of giant (up to a thousand feet high) drawings in the ground that can only be understood from the sky. These drawings include images of a monkey, spider, birds, and flowers. No one knows what the images are for, or how the Nazca created such huge images without the help of flight.

### **Answer Workbook Question 424**

Another ancient group of people, the Mayans, settled in Central America in the areas now known as southern Mexico, Guatemala, Belize, and Honduras.

### **See this [map](#) and Answer Workbook Question 425**

The Mayans are known for their powerful empire, their mathematical and scientific discoveries, their art, their community life, and their religion.

Mayans lived in the middle of a rainforest. With its hot, humid days and fertile land, they were able to grow their own crops and enjoy the native fruits. Their empire stretched from coast to coast, giving them access to two oceans, a savannah, and various different climates and allowing them to fish and travel quickly, plant crops, and move resources from place to place.

At the center of every Mayan city was a great plaza, an area where the people gathered for celebrations, religious

ceremonies, announcements, and protection. Around the plaza were the most prominent buildings. Great pyramids, temples, and palaces were built of limestone. Further out, and surrounding the central plaza and important buildings, were the homes of common people. Cities were carefully fortified and protected.

#### **Answer Workbook Question 426**

Though the Mayans had access to a large area of land and the oceans, their central location also meant that they were surrounded by other tribes. The Mayans were often able to live peacefully with those around them. However, when resources ran short, invaders came, or if a ruler wanted to expand their territory, Mayans were fierce warriors. Known for their advanced weapons (bows and arrows, slings, spears, knives, gourds filled with angry wasps) and practices of sacrificing conquered peoples to their gods, the Mayans were feared fighters and continued to conquer, enslave, or sacrifice those around them.

#### **Answer Workbook Question 427**

Perhaps one of the best-known works of Mayans is their calendar. This calendar actually consisted of three different calendars: the tzolkin (or sacred calendar) used by priests to mark planting times, religious ceremonies, and conquests, the haab, which tracked the five days at the end of their year that was believed to be evil and dangerous, and the long count calendar, which tracked dates far into the past and future. The first date on this calendar was in the year 3114 B.C. and it ended on 2012 A.D.

#### **Answer Workbook Question 428**

Mayans also practiced the study of astronomy, or the movement of celestial bodies. They had their own mathematical system which allowed them to calculate numbers far greater than other cultures of the time and included the number zero. They created their own language and even wrote books.

Mayan culture was rich in art. They decorated important buildings with complex architecture and even glitter. Stone carvings have been discovered and buildings were often covered in symbols, pictures, and writings which told stories or recorded religious beliefs. Statues were built of great leaders and rulers. Mayan clothing was woven, dyed, and sewn with complex patterns. Mayans worked in stone, shell, bone, wood, silver, gold, and other precious metals to create elaborate jewelry, mirrors, portraits, and pottery. They took pride in and often decorated their homes with these works and their bodies with piercings and tattoos.

#### **Answer Workbook Question 429**

Life in the Mayan civilization was much like ancient cultures around the world. The men were expected to work and provide for their families. Women's primary role was homemaking and childcare. However, evidence suggests that Mayan women were able to hold jobs outside of the home and, on rare occasions, rule. Archeologists disagree about the social structure of Mayans. Evidence suggest that Mayans had rulers who enjoyed the control and comforts that came with that title, priests, who influenced the religious beliefs and practices of the

people, skilled craftsmen, and peasants. However, little is known about how these classes interacted with each other.

### **Answer Workbook Question 430**

Mayans were polytheists, believing in many gods. Itzamna was believed to be the god that created human beings. Yum Kaax was the god of plants and animals. There was both a patron god and goddess who was said to protect and control important plants such as maize and cacao. Other gods included Kinich Ahau (the sun god), and Ix Chel (the goddess of medicine and children).

Mayans believed that the world was flat and four gods held up the edges. They believed that a human could enter Supreme Heaven only through work in this and the next life. Every creation had a soul, or spiritual element, that deserved to be respected and honored. These spirits could either be helpful to humans, or demand tribute. Often this tribute came in the form of animal and human sacrifices.

### **Answer Workbook Question 431**

Mayans believed that a human sacrifice was the highest and most nourishing thing they could offer to the gods. There was a tendency to sacrifice only the most important (e.g. high-ranking enemy soldiers) or beautiful people to appease the gods. At times, the head of the victim would be cut off. Other sacrifices included the removal of the heart while a victim was still alive. The still-beating heart would then be smeared across a statue of the god the sacrifice was meant for. The body would be thrown down the steps of the pyramid, where a priest would skin the victim (except the hands and

feet) and place the skin on his own body, representing rebirth. Death by bow and arrow, burning, or through throwing victims into a pit were also used. Sometimes the victim would be tortured with scalping, burning, or beatings before they were killed. Sacrifices were carried out for building dedications, in times where blessings were needed from certain gods, during celebrations and ball games, and during other religious ceremonies.

### **Answer Workbook Question 432**

The Mayan civilization thrived for hundreds of years. However, when the world learned of the American continents explorers and settlers came. In the 1500's the Mayan peoples fell to Spanish conquerors led by Hernán Cortés.

### **Answer Workbook 433**

#### **Lesson 80: Central America: Olmecs and The Aztecs<sup>75, 78, 79</sup>**

Also in Central America, lived the Olmecs. The Olmecs were the first to settle in Central America, but are less well-known than other civilizations. They lived in what is now Mexico on top of a large hill. The richest people in the city lived at the top of the hill and the poor lived at the bottom.

In the center of the peak of the hill, the Olmecs built a pyramid, a temple to their gods. While we know little about the religious practices of these ancient peoples, we do know they were polytheists and some of their gods looked much like those of the Mayan civilization. In a circle around the pyramid, the Olmecs placed giant statues of heads. Reaching up to nine feet tall, these

statues still stand today, though the pyramid fell long ago. Archeologists can only guess the purpose behind these statues, but they have become one of the only reminding clues into the world of these ancient people.

#### **Answer Workbook Question 434**

Another tribe of people who lived in ancient Central America, though much later than the Olmecs, were the Aztecs. The Aztec Empire, which existed from 1345- 1521, lived just north of the fallen Mayan Empire (see map [here](#)) and had much in common with them.

The Aztecs farmed, fished, and traded in order to support themselves, were known for their architecture, had fierce warriors who conquered neighboring tribes, and had a religion similar to the Mayans, even carrying out human sacrifices. They had a rich culture and flourished in the arts.

The Aztec warriors wore armor, carried shields, and had weapons made of obsidian, bone, and stone. Like the Mayans, they were cruel and feared by those around them. Aztecs conquered the city-states around them, took prisoners to use in sacrifices, and taxed those who they had invaded.

#### **Answer Workbook Question 435**

The capital city of the Empire was Tenochtitlán. Just south of what is now Mexico City, this was one of the largest cities in the Americas in the 1500's. Here, trade flourished, especially in goods such as gold, cotton, cacao beans, tobacco, slaves, and weapons. Temples and pyramids were built of stone and canals were dug to help move water to crops.

#### **Answer Workbook Questions 436-437**

The social structure in the Aztec Empire was divided into *teteuhctin* (rulers), *pipiltin* (nobles), *macehualtin* (commoners), and *mayeque* (serfs). The Aztecs also practiced slavery. Much like in other areas, it was difficult to move from class to class or improve your social status. Slaves, mostly from conquered lands, had no rights and were owned by those who bought them.

#### **Answer Workbook Question 438**

Though their gods had different names, their religion mirrored much of what the Mayans believed. Statues and temples were built for gods and sacrifices were meant to appease or pay tribute to them. Many of these sacrifices were carried out in the same manner as in the Mayan culture. Perhaps one of the most famous artifacts from the Aztecs is the Sun Stone, which represented their belief that the world endured several different stages, each with its own sun. When the next stage was meant to begin, the sun would die and a new one would be born. The Aztecs believed that they were in the fifth, and final, stage.

#### **See an image of the Sun Stone [here](#) and Answer Workbook Questions 439-440**

Religious ceremonies were often accompanied by celebrations, feasts, dancing, and the sacrifice of goods, blood, animals, or humans. Art was highly valued and often buried in tribute to the gods. The Aztecs were known for their skills in metalworking, wood carving, and stone sculpting. They often added precious gems,

gold, silver, and colorful feathers to their art. They also created great mosaics.

The Aztecs had their own calendar, which was based on different astronomical events and celestial bodies were observed and used to calculate the timing of planting, sowing, and religious ceremonies.

#### **Answer Workbook Question 441**

The Aztecs created their own written language, much like the Egyptians. Hieroglyphics, or a series of drawings, were used to convey messages. If a word was not easily drawn, they would be written phonetically, with the beginning sound of each word carrying the meaning. Writing often made use of the abundant natural resources and included various colors. Hieroglyphics were used to convey math in trading, share stories, and record information.

#### **Answer Workbook Question 442**

In 1502, a man named Montezuma was the leader and king of the Aztecs. By then, many of the neighboring tribes had been conquered and were paying tribute (taxes) to the great empire. However, as tribute demands increased, the people began to resist. As control over the empire weakened, explorers came from across the Atlantic Ocean. Cortés, who also conquered the Mayans, came to the Aztec Empire and created alliances with the tribes angry about paying tribute to the king. These tribes began to fight back and some, with the help of the Spaniards, won their independence. Montezuma, seeing what was happening, invited Cortés into the capital city with the intention of capturing him. However,

Cortés, sensing the trap, instead captured the king. Montezuma's people rejected him as their king for his cowardice and soon the civil battles, the rebellion of outside tribes, and a siege by the Spaniards, caused the empire collapse. Spain destroyed the city and rebuilt it in their own way, creating their own capital in the new world.

#### **Answer Workbook Question 443**

#### **Lesson 81: Central America: The Incas<sup>80, 81</sup>**

While the Aztecs built their empire in Central America, another group was building one in South America. Near present-day Peru, the Incas began to rise to power around 1400 B.C. Over time, the Empire would expand to cover most of the western coastline of the entire continent (see map [here](#)).

The Incans were known for their ability to adapt to different climates (the empire covered plains, mountains, jungles, and deserts) and create powerful and beautiful structures from stone using natural landscapes. The stones fit together so perfectly that no mortar was used and buildings were strong enough to withstand earthquakes that were common in the area. Roads, buildings, and entire settlements used the natural curve of the land rather than cutting into it. One such city was Machu Picchu (see image [here](#)).

#### **Answer Workbook Question 444**

Though no one is sure how the Incas came to live in the areas, there is evidence that hunter-gatherer tribes settled there as early

as 4500 B.C. However, the great cities of the Incas did not appear until much later.

The Incas were polytheists and believed that they were created by the sun god, Inti. Believing that they were his chosen people, they worshipped this god, expanded their territories, and felt entitled to the areas resources. Through these conquests, the Incan Empire soon covered a vast area and included peoples that spoke more than 30 languages. Those who could speak Quechua (the Incan language) were seen as nobles and given the higher roles in society.

#### **Answer Workbook Questions 445-446**

Like the Aztecs, the Incas had a centralized government, located in their capital city Cuzco, and collected taxes. From the capital, roads and highways were built to reach what the Incas called the Four Corners. Cuzco, it was believed, was the center of the world, and was to stretch out until it reached the corners of the earth. The streets and important buildings of the city were paved with precious metals such as gold and silver.

From Cuzco, kings ruled and enjoyed the riches of their kingdom. After death, rulers were mummified and stored in the Coricancha Temple, where they were brought offerings of food, drink, and riches and consulted for important decisions.

Below the king were groups of nobles, usually related directly to the king. Below these nobles were those who oversaw each smaller settlement, much like a baron in Europe. At the bottom were those who worked the land and grew the crops under the direction of their overseers. The king

and nobles ensured the loyalty of those below them by keeping family members of lower classes prisoner. The families under each overseer worked the land together and lived and shared resources as one family. As the empire grew, large cities were created to house the nobles throughout the land, allowing them to have close contact with, and greater control over, their subjects.

#### **Answer Workbook Questions 447-448**

The Incas had no currency but paid debts and taxes by bartering goods such as food, metals and gems, natural resources, and laborers who performed specific services. Crops were divided into three parts: one for the gods, one for the rulers, and one for the farmer's family. Goods paid in taxes were used to fund roads, irrigation canals, transportation of goods across the empire, festivals, a military, and religious ceremonies.

#### **Answer Workbook Question 449**

Incan religion was a mixture of those who lived in the area before them. Myths and stories were a central part of their beliefs and shared often. Gods and goddesses ruled over and controlled aspects of daily life and natural phenomena (the earth, sun, moon, time, plants, etc.) were represented in sculptures, temples, and art. Priests and priestesses were responsible for the maintenance of sacred sites. Religious ceremonies and planting seasons were calculated through astronomy, pilgrimages were taken across the empire at certain times of the year to honor different gods, and sacrifices were made to honor the gods. These sacrifices, which included animals and humans, were made with the intention

of ensuring protection from natural disasters and ensuring healthy crops.

### **Answer Workbook Question 450**

In addition to their architecture and religious beliefs, the Incas are well-known for their contributions to the world of medicine. Living in an area rich in minerals and plants, the Incas used nature (mixed with religious practices) to promote well-being, treat injuries, and cure illness. Much of what we know about herbal medicine today can be traced back to the Incan Empire.

Illness, it was believed, came from wrongdoing on the part of the patient, which had angered a god. Treatment began with religious rituals to ward off evil spirits and sacrifices to appease the gods. However, as they began to realize that plants and minerals from the earth could help in restoring health, the Incans began to share oral records of what did and did not work. Evidence suggests that there may have even been hospitals and schools for doctors, where these practices could be taught and used.

Plants and minerals were used to treat ailments such as broken bones, wounds from battles, coughs, hormonal imbalances, and insect bites. Bones discovered in the area suggest the use of surgeries, complete with a form of anesthesia and infection control beings used. One plant that was used for multiple ailments was coca (now illegal in much of the world because it can be used to produce cocaine). Coca was used to energize and suppress hunger as well as for anesthesia. Chicha, a type of beer made from corn, was used for anesthesia, to prevent kidney stones, and to sedate human

sacrifices. Other plants treated things such as depression, ulcers, respiratory diseases, gout, dry skin, stomach aches, inflammation, seizures, fevers, eye infections, and malaria. Today, many of the ingredients that Incas used in their medicine are found in our own.

### **Answer Workbook Questions 451-452**

Due to their oppressive control over conquered lands, their system of privileged elites, and their taxation on the poor, the Incan Empire eventually weakened. Rebellious citizens battled against rulers and conquered lands rose up against the kings. It was in this weakened state that the Incans met the Spaniards. Explorers from Spain, led by Francisco Pizarro, used these uprisings and a smallpox pandemic to his advantage. The largest and most powerful empire in the Americas fell. Conquered by the invaders who had weapons more powerful than their own, it is estimated that 90% of the Incas died in battle or of disease at this time.

### **Answer Workbook Questions 453-455**

#### **Lesson 82: North American Tribes: Introduction, Eastern Woodlands, and Plains Tribes**

In North America, people who likely crossed the Bering Land Bridge created several unique and distinct tribes. Known to Columbus as Indians, these Native Americans or Indigenous Peoples lived nomadic lives, often with a winter and summer home, or settled where natural resources such as water and fertile soil were plentiful. Each tribe was unique, with its own customs, traditions, methods, and

beliefs. However, many of them had commonalities with those around them.

**See map [here](#) and Answer Workbook Question 456**

In the north eastern part of what is now the United States (from the Great Lakes to the Atlantic coast) lived several tribes now grouped together under the title of Eastern Woodlands Tribes. These tribes included those of the Iroquois Nation, the Algonquin, Cherokee, and Shawnee tribes, among others.

Eastern Woodlands Tribes had access to the forests that spanned across the area, rivers, and lakes. This provided ample resources such as rich soil, food, water, and materials for shelter. Many of these tribes settled into villages near water, planted crops, fished, and hunted. They built homes called wigwams, small dome-shaped huts (see image [here](#)) and longhouses (see image [here](#)). Society was complex, but men were expected to hunt and build to provide for their families while the women cared for children and the home. Families worked together to tend crops. Though they had much in common, each tribe was unique from the others, too.<sup>82</sup>

**Answer Workbook Questions 457-458**

The Iroquois Nation consisted of an alliance between five different tribes: the Cayuga, Mohawk, Oneida, Onondaga, and Seneca. These tribes settled together around the Great Lakes, though some would come and go following animals for hunting. They worked together to protect each other, made decisions as a group, and had a government that respected the rights of each tribe

member. They were visited many times by the founding fathers of America, who are believed to have based the United States government on their practices, at least in part. The chiefs promised not to war with each other, kept their own lands, and met together in a council for important decisions. They drafted a constitution, much like the one the U.S. lives under now. Aspects such as who can hold office, how they can be removed, which branches can make laws, who can declare war, and a balance of power between the centralized government and smaller states (or tribes).<sup>83</sup>

**Answer Workbook Questions 459-460**

The Algonquin tribes had a language unique to them. They lived in present-day Canada, especially near the coastline, in wigwams, shared stories to keep their history, and consisted of independent clans. Known for their totem poles, (see image [here](#)) large statues carved of wood showing animals that represented different clans, family and heritage was a central part of Algonquin life. Inheritances passed down family lines, usually from father to son. Wars with outside tribes, especially the Iroquois, were not uncommon.<sup>84</sup>

**Answer Workbook Question 461**

The Cherokee lived in the areas that are now Kentucky and Tennessee, with villages mainly around the Tennessee River. This meant that they were on the border of the Eastern and Southern Woodlands areas. Villages were usually relatively independent and spread far apart from each other, though roads were created to connect them. These roads were used to facilitate trade and travel for celebrations and tournaments between

the tribes. Each tribe had their own chief but the tribes within the Cherokee Nation and around them (Choctaw and Muskogee) lived in peace. Perhaps the best-known events in the history of the Cherokee is the Trail of Tears. When Europeans began to settle the land, many Native Americans were forced from their homes. In this instance, the Cherokee were forced to leave, taking a dangerous route in the middle of winter. Many of them died and all of them lost precious possessions and their homes.<sup>85</sup>

### **Answer Workbook Questions 462-463**

The Shawnee peoples also lived on the border of the Eastern and Southern Woodlands. Once inhabitants of present-day Ohio, they were driven south by the Iroquois. The Shawnee had five main clans: the Chillicothe, Kispogogi, Spitotha, Piqua, and Hathawekela. Chiefs came from the Chillicothe clan. The Shawnee are best known for their elaborate beading, pottery, and woodcarving skills. When Europeans came to settle the land, the Shawnee fought back, trying to protect their home. After several losses, however, they signed a treaty giving the U.S. their land.<sup>86</sup>

### **Answer Workbook Question 464**

In the center of the United States, stretching north to what is currently Canada and south into Texas, lived the Plains Tribes. Some of these tribes were the Sioux, Cheyenne, Crow, Blackfoot, Comanche, and Pawnee. It was once believed that these tribes were always nomadic and followed game such as bison, elk, antelope, and deer. However, villages and settlements have been discovered along the rivers in the area. Modern archeologists believe that tribes

likely settled and grew crops, building lodges of wood and/or mud, and hunting groups were sent out with teepees made of animal hide (see image [here](#)) to follow herds. When Spanish explorers arrived, Plains tribes learned how to tame and ride horse, increasing their ability to travel and hunt and allowing for more permanent villages to be created.<sup>87</sup>

### **Answer Workbook Questions 465-466**

The large Sioux tribe covered a vast amount of land from Minnesota to the Rocky Mountains. These tribes were mostly nomadic, following herds throughout their land and adjusting their location according to the season. The Sioux nation had several languages and included different subsets, the largest of which are the Lakota, Nakota, and Dakota. The Dakota were known for their skills in fishing and hunting. The Lakota were fierce warriors, known for their resistance to other tribes and settlers from Europe. The women were strong, cared for the home, created elaborate beadwork for ceremonial clothing, and carried the heavy posts of teepees when the tribe moved. The Nakota, a group that split from the Dakota, have much in common with them and both tribes are known for their clay pottery painted with elaborate designs.<sup>88</sup>

### **Answer Workbook Question 467**

The Cheyenne tribe is one of the most well-known Native American tribes now. This tribe was forced out of their original home by other tribes, and then by European settlers, eventually splitting into two groups. One group traveled to present-day Montana and Wyoming while the other settled in Oklahoma and Colorado. It is believed that

many of the clans maintained a nomadic lifestyle after the split. The Cheyenne clans, were known for their brave warriors and many participated in U.S. battles such as the Battle of Little Bighorn. However, life with the new settlers was not always cooperative and the Cheyenne fought fiercely to protect their lands. Though they were often unsuccessful against modern weapons, Cheyenne chiefs, such as Little Wolf, did all they could to ensure the survival of their people, even enlisting in the American army for a time. A mixture of strategic cooperation and brave determination resulted in a reservation being created near the Cheyenne homelands. Though they lost much of their land, the Cheyenne are one of the few tribes that was not completely forced to leave their homes by the U.S. government.<sup>89</sup>

#### **Answer Workbook Question 468**

Another nomadic tribe was the Crow peoples. Like their Cheyenne neighbors, they strongly resisted invasion from other tribes, allied with the U.S. army at times, and were feared warriors. The Crow were also known for their tendency to steal horses. They had no permanent villages and lived in teepees, which were easy to move. The Crow were known for long hair, which they never cut except in times of grief for the dead, and for wearing birds or headdresses made of feathers on their heads during battles and ceremonies.<sup>90</sup>

#### **Answer Workbook Question 469**

The Blackfoot tribes had much in common with the Crow and Cheyenne. They were nomadic and lived in teepees, following the herds of bison. They were known for their

strong warriors. However, the social structure of the Blackfoot was much different. Several tribes came together to create the Blackfoot nation and then broken down into bands. Each band had 80-240 people in it, allowing for them to easily move around and defend themselves. The did not necessarily consist of family members and members were free to leave and join bands at will.<sup>91</sup>

#### **Answer Workbook Question 470**

The Comanche, who lived further south, into present-day Texas and Mexico, were a powerful and influential group of Native Americans. Once a part of the Shoshone tribes, the Comanche broke off and traveled south. Their population quickly increased as they had abundant food and were known for kidnapping and enslaving women from neighboring tribes and settlements. The group became so large that it split into clans, sometimes even warring with each other. Likely the first Native Americans to domesticate horses, they used their knowledge of battle and technology to conquer those around them, becoming more aggressive with each battle won. In addition to stealing people, the Comanche were also known for stealing food, horses, and supplies.<sup>92</sup>

#### **Answer Workbook Question 471**

In present-day Nebraska, lived the Pawnee tribes. This group was divided into four bands, built permanent structures, and had teepees that supported a nomadic lifestyle. The Pawnee had a language unlike those of surrounding tribes and lived in large groups. Women were charged with caring for crops, building homes, and caring for children.

Men hunted, protected, and provided medical treatment to others in the tribe. The Pawnee were known for their religious devotion to multiple gods.<sup>93</sup>

### **Answer Workbook Question 472**

Many tribes, even if broken into clans, were under the direction and rule of a chief. Reflective of a monarchy, the chief was responsible for making decisions for the entire group.

However, many tribes practiced animism, which was reflected in their ability to consult with each other and work together to maintain harmony. Animism is a belief that every being, even non-living things, had a spirit and each spirit had a connection to the others. At the center of all these connections was the Great Spirit, who looked after and directed the affairs of the others. Much like the Christian idea of a God, the Great Spirit was the giver of gifts and resources that lesser beings needed. Sacrifices, both human and animal were common place.

### **Answer Workbook Questions 473-475**

Many Native American tribes made decisions based on the belief and respect for spirits of beings who shared the world with them. When considering war, for instance, the cost of human lives was a great consideration. When hunting, the animal killed was thanked and every part of the animal was used in reverence.

## **Lesson 83: North American Tribes: Great Basin, Southwestern, and Arctic Tribes**

On the western side of what is now the United States as well as throughout Canada and Greenland lived several groups of Native Americans. Like those who lived in other areas of the continent, many of these tribes lived as nomads, following herds or changing location with seasons. Others settled down in the warmer south or learned to survive in the extreme climate of the frozen north. Most of these tribes had an animistic belief system. However, each group has their own unique adaptations, customs, and culture.

In the Great Basin lived the Shoshone, Goshute, and Ute tribes. With warm summers and cold winters, these tribes took advantage of movement across the area based on season. This allowed them to enjoy the abundant resources from each climate the land experienced. Many tribes had a summer home and a winter home, hunted small and large game, gathered nuts, berries, and roots that grew naturally in the land, fished, and farmed. The Great Basin tribes were adaptable and able to store food through droughts and winters, which helped them to be more resilient to weather extremes. Much of their history was passed down through oral stories or depictions in art forms such as cave drawings, pottery, woven baskets, and jewelry. However, because they moved around so much material possessions had to have a practical use, too. The tribes in this area had their own languages but each was closely related to the others.<sup>94</sup>

### **Answer Workbook Question 476**

The Shoshone tribes, who lived in present-day Idaho, Nevada, Wyoming, Montana, Utah, and California, were split into several

distinct groups. Each group had a specific area that they would occupy in different seasons. Once a year, the groups would come together to trade and prepare for the last hunt before winter. They lived in teepees when they traveled or houses made of the native long grasses in the area. Roles within a family were strict, with men responsible for hunting, battles, and making decisions for the tribe. Responsibilities of women were homemaking, crops, food preservation, and childcare.<sup>95</sup>

#### **Answer Workbook Question 477**

The Goshute tribes spoke a language similar to the Shoshone and lived in the southwestern desert of present-day Utah. These hunter-gatherers were careful to use and appreciate what they had in the difficult climate. The Goshutes lived in family units which included immediate and extended family members but sometimes gathered together for a hunt.<sup>96</sup>

#### **Answer Workbook Question 478**

The Utes, who claimed land near the Great Salt Lake, in Colorado, and in New Mexico, were a more fierce and violent tribe than their neighbors. Though the Utes traveled with the seasons like the tribes around them, they were known for raiding surrounding tribes and taking captives as slaves. However, the Utes also had a softer side. Children, and their education, were very important and all members in the tribe were responsible for teaching and caring for the children, regardless of who the parents were. Traditions and methods of survival were passed down as young children worked beside adults. Like other tribes, clothing was made from animal skin, jewelry was made

of bones or small beads, and special occasions allowed for the use of elaborate patterns and face paints. Living off the land, the Utes struggled when pioneers from the Church of Jesus Christ of Latter-day Saints settled in the Salt Lake Valley. The precious resources that sustained life were now being shared with these strangers, who did not always understand the Ute culture. Though many people on both sides sought peace, misunderstandings, limited resources, and diseases brought by the Saints dwindled the Ute population.<sup>97</sup>

#### **Answer Workbook Questions 479-480**

Southwestern Tribes lived in what is now Arizona, New Mexico, and southern Colorado. Most of the tribes in this area were farmers and settled down in villages near a water source. The desert climate made irrigation and water management a necessity and tribes were careful with their resources. Abandoning the nomadic way of life, these tribes were able to advance their skills in pottery, clothing making, basket weaving and carving. Many works are easily recognized because of the use of turquoise, a blue stone believed to bring health and good fortune. Religion was a central part of life and religious ceremonies were carried out with great care. Gender roles matched many of the tribes throughout the area with young children working and learning alongside the adults in the tribes.<sup>98</sup>

#### **Answer Workbook Question 481**

The Navajo peoples of the Southwest lived in houses called hogans (see image [here](#)). These homes were partially underground, allowing the earth to cool the inside, even in warm weather, and built from clay and

wood. Villages of hogans were built around a water source, allowing for the growth of crops like corn, beans, squash, and sunflower. The Navajo also kept herds of domesticated sheep and goats, giving them wool for blankets and clothing. A local plant, the yucca, had fibers that could also be woven into shoes, belts, baskets, and mats. The Navajo practiced animism, much like other tribes. However, they also believed in a Yei Spirit who mediated between men and the Great Spirit. The Navajo are known for their petroglyphs (see [here](#)) and sand paintings (see [here](#)) as well as for having a language so unique that it was used as a code for U.S. soldiers during WWII and was never broken.<sup>99</sup>

#### **Answer Workbook Question 482**

The oldest Native American tribes, the Pueblo, descended from the Anasazi who lived in the northern part of the area and later settled near present-day Four Corners (where Utah, New Mexico, Arizona, and Colorado meet). The Pueblo people included several tribes, including an offshoot tribe, the Hopi. Each tribe lived in their own area, but had a common language with those around them. The Pueblo built permanent houses from adobe (clay, sun-dried bricks) or carving their homes out of the cliffs in the areas (see images [here](#)). The canyons provided a natural defense from the elements as well as from invaders. The Pueblo are thought to be the first in the area to plant crops and domesticate livestock, giving them an advantage over surrounding tribes who still relied on hunting and gathering for all of their food. These tribes are also known for their pottery, storytelling and their unique religion, Kachin. Though they believed in a Great Spirit, they also

believed that there were hundreds of divine beings that acted as messengers between man and God. They created kachina dolls for children, believing that these dolls represented the elements of nature and carried their own spirits upon completion.<sup>100</sup>

#### **Answer Workbook Questions 483-485**

Another Southwestern group, the Apache consisted of several different groups with a common language. This language shared many aspects with the Navajo language, which led to trade and alliances between the two groups. The Apache are believed to have once lived and farmed in areas as far east as Oklahoma, but were driven west by the Comanche. For a time, they adopted a nomadic way of life, especially after they were taught to domesticate and ride horses by the Spanish. However, some Apache settled down and began to farm once again. The Apache tribes covered a vast area from Arizona to New Mexico and were known for their fierce warriors. Though many of the battles they fought were to protect their own lands and families, they also participated in raids of other tribes and settlers. The Apache organized into several different tribes which united when under a great threat. These tribes, with the exception of the Kiowa, did not have an organized government. Rather, they functioned as bands who were each assigned an area of land. The Apache valued strength and bravery so the strongest warrior in the band was the chief and made decisions for the group.<sup>101</sup>

#### **Answer Workbook Questions 486-487**

Further north, in present-day Canada and Greenland, Native Americans faced some of

the harshest and coldest climates on earth. For those who chose to live here, life was difficult and relied on using natural resources to the best of their ability. With the ground frozen most of the year, little would grow. The tribes in this area relied on hunting and fishing to supply most of their food. Depending on the location, they ate seal, walrus, fish, whales, caribou, polar bears, and musk-oxen. In the short summers, they would forage for berries, nuts, and other plants, storing the excess for winter. Travel was difficult and was usually done on foot with snowshoes, by dog sled, or in kayaks. Homes were another challenge, with little wood. Most were created from driftwood that washed up onto the shore. This wood was then covered with the hides of animals for warmth. Hides were also used to create warm clothing, including parkas and boots. Though life was difficult, the peoples who settled in the subarctic and arctic areas were resourceful and strong.<sup>102</sup>

#### **Answer Workbook Question 488**

Though many know them as Eskimos, the Inuit peoples consider this to be a rude term and prefer their tribal title. The Inuit are thought to be some of the people who crossed the Bering Land Bridge. From there, they traveled upwards and settled on the western and northern coasts of the Bering Sea and Arctic Ocean. Here, they built igloos (see image [here](#)), some large enough to house twenty people. They also built teepee-like tents to use during hunts. Villages also held karmaks, large, single room dwellings, which were often framed with the skeleton of a whale and then covered in earth. The entrance, too would be underground, providing a home that

would hold heat. Their harsh environment kept them protected from settlers and invaders for longer than their southern neighbors. However, they quickly opened trade with those who finally made their way into the rugged terrain. Over time, the Inuit peoples faced relocation, like many other Native American tribes.<sup>103</sup>

#### **Answer Workbook Questions 489-490**

The Yupik peoples settled along the shores of what is now Alaska. These tribes were nomadic and had seasonal camps based where natural resources were more abundant. They lived in family groups with small populations. Villages had a qasgiq, a house where all the men slept and lived and where community events were held, as well as an ena, a house where the women all slept and cooked. Children stayed with their mothers. When boys were old enough, they moved to the qasgiq. Social structure and status was based on contributions to the group and jobs were chosen based on skills. Usually, the best hunter was the leader of the group. Each village also had two shaman, one good and one evil. The good shaman worked in the village to protect the people from evil spirits and sickness while the evil one worked against him. Shaman were believed to possess supernatural powers.<sup>104</sup>

#### **Answer Workbook Questions 491-493**

The Aleut tribes are also believed to have crossed the Bering Land Bridge. The Aleut name was given to them by settlers later and these tribes preferred their own name: the Unangax. They settled in the southwestern portion of Alaska and along the Aleutian Islands, a chain of islands in the Bering Sea

(see map [here](#)). The land here was cold and barren, but experienced volcanos, earthquakes, and adequate rainfall. The Aleut people were semi-nomadic, moving with the seasons but also having permanent structures. Structures, called barabaras, (see image [here](#)) were partially underground and offered shelter for several families. Small areas were built into the sides and covered with reed mats to provide privacy. The Aleut relied heavily on fish and other animals from the sea for food and lived relatively isolated lives until Russian explorers came.<sup>105</sup>

### **Answer Workbook Questions 494-495**

The American continents held a diverse and resourceful combination of peoples. Each of the hundreds of tribes was unique in their culture, religions, and way of life, however they also had much in common. Though many of the tribes worked to live peacefully with nature and neighbors, wars occurred and human nature led to raids and cruel practices such as slavery and human sacrifice at times. Regardless of tribal identity, however, all Native Americans eventually faced a common threat. Their lands were invaded by Europeans eager to explore the new world. While some found a way to live in peace with, trade with, and share knowledge with the newcomers, misunderstandings, wars, and land claims by explorers caused suffering for both natives and newcomers. Disease that natives had never experienced before were brought to their lands on ships and resulted in dramatic population decreases. Battles with invaders, no matter who started them, often resulted in catastrophic losses for natives whose weapons were no match for the guns of Europeans. As settlers from the New World

began to create nations, Native Americans were lied to and forced off their lands. Those tribes in the U.S., were often given reservations, small shadows of their once vast areas. Today, many tribes live on reservations, lands reserved for specific tribes, semi-separated from the U.S., under their own governments, yet subject to federal rule.

### **Answer Workbook Questions 496-501**

# Unit 9: Ancient Greece

**Standards Taught: SS.1, SS.1.1, SS.1.1.a,  
SS.1.1.b, SS.1.2, SS.1.2.a, SS.1.2.b, SS.1.2.c,  
SS.1.3, SS.1.3.a, SS.1.3.b, SS.1.4, SS.1.4.a,  
SS.1.4.b, SS.1.4.c, SS.1.4.d, SS.2.1, SS.2.1.a,  
SS.2.1.b, SS.2.2.a, SS.2.2.b, SS.2.4.a**

**Unit Project:** Research some of the original Olympic games. Plan and host a mini-Olympic competition for your friends and family, competing in the games.

**Unit Book:**

**Lesson 84: Crete and the Minoans- 2200-1450 B.C.**<sup>106, 107</sup>

Not long after Noah built his ark and the flood came and went, his son Japheth had four sons of his own. One of these sons was Javan, whose descendants traveled to and settled in an area that would come to be known as Greece.

**Find present-day Greece on a world map and Answer Workbook Question 502**

The earliest people living in this area were known as the Minoans. Settled on the island of Crete, the Minoans enjoyed fertile soil (provided by the minerals from volcanic eruptions). This allowed them to settle down and farm. They were surrounded by water, allowing them to fish, trade, and travel quickly.

**Find Crete on the map (just south of Greece) and Answer Workbook Question 503**

However, Crete had a challenge to face. The Mediterranean Sea it sat in was full of pirates that would steal from and destroy anyone who tried to go into the water.

The king knew this and decided to build great ships that could challenge the pirates. Over time, Crete had an entire navy of ships protecting it. This was the first navy in the world. It protected the people of Crete so well that they were able to trade with other countries across the sea, live in peace without fortifying their cities, and enjoy safety as they sailed.

**Answer Workbook Question 504**

Within Crete, the people lived under the king's rule and enjoyed prosperity. A great palace was built at Knossos. It was so large that it covered nearly four acres. It also had its own plumbing, showing that the people in Crete were so advanced that they had figured out how to move water to where they needed it.

**Answer Workbook Question 505**

The Minoans were polytheists and believed their gods sometimes took the form of bulls. One popular sport in Crete was bull jumping, where trained children would perform acrobatics using bulls instead of balance beams and vaults. The bulls were then sacrificed to the gods after the show.

The Minoans name came from King Minos, who was believed to be the son of Zeus, the god of the sky and thunder, and ruler of Mount Olympus, where the gods lived. Many of their legends and stories centered around the gods and mythological animals and creations. One such story is about a labyrinth, created by Daedalus, which held a monster and claimed the lives of many Greek children.

**Read the stories on page 131-135 of *The Story of the World Vol. 1* and Answer Workbook Questions 506-508**

While no one is sure how, eventually the island of Crete and its neighbor, Thera were abandoned completely. One theory is that a volcanic explosion caused everyone to leave or risk dangers of starvation. When the volcano exploded, it collapsed and sunk the small island of Thera into the sea. The ash, earthquakes, and resulting title wave spilled over into Crete. This may have left the

Minoans with air that was difficult to breathe, crops and water covered in ash and unusable, and fear of another eruption. Whatever the reason, the Minoans left their home.

### **Answer Workbook Question 509**

#### **Lesson 85: Mycenaeans – 1600-1200 B.C.<sup>107, 108</sup>**

While the Minoans flourished in Crete, another civilization was living on Greece's mainland. The Mycenaeans built comfortable homes, complete with kitchens and bathrooms with plumbing, schools, stores, palaces, temples, and great walls surrounding their city of Mycenae.

Here, farmers, fishermen, shopkeepers, and craftsmen lived. Men worked outside or ran stores while women kept house or supervised the slaves that did the work for them. Children went to school and learned mathematics, science, reading, and writing.

### **Answer Workbook Question 510**

However, Mycenaeans were not all peaceful. This civilization had an army of trained soldiers, armed with weapons far more advanced than those around them. They had learned to make spears, swords, and shields with bronze. They had domesticated horses and trained them to pull bronze chariots, which protected soldiers in battle and made them much faster than enemies they faced on foot.

### **Answer Workbook Question 511**

The Mycenaeans were strong and they knew it. After the volcano near Crete, they

conquered the island, claiming it for themselves. Then, they used the ships designed by the Minoans, set out across the Aegean Sea, and colonized each island they found there. They used these stronger ships and outposts to engage in piracy and war throughout the area, even traveling to Asia Minor. The Mycenaeans were able to conquer entire kingdoms and even burned down the great city of Troy. Those around them, like the people living in Thebes and Athens, could not fight back, and watched as lands around them fell to the Mycenaeans.

### **Answer Workbook Questions 512-513**

These advancements did not stay ahead of others forever, though. Soon, barbarians around the Mycenaean empire began to work in iron. Iron was stronger than bronze, giving barbarians an advantage over the Mycenaeans. The barbarians also began to create longer-range weapons, such as bows and arrows, throwing javelins, and warships. Soon, the barbarians began to conquer the lands around Greece.

Eventually, barbarians, the Philistines, came from all around Greece, using the Aegean Sea to fight them from a distance. Their advanced weapons wore down the Mycenaean armies. The Dorians, another tribe of barbarians, came from the north and the Mycenaeans fell. Their city was burned and Greece disappeared from history for hundreds of years.

### **Answer Workbook Question 514**

Known as the Dark Age of Greece, this time of barbarian rule left the area without written language, as the barbarians focused on conquering other lands rather than

education. The Dark Age lasted from 1200-700 B.C. This was not the end of Greece, however. It would result in a rebirth.

### **Answer Workbook Question 515**

#### **Lesson 86: Greece Rises Again<sup>107, 109</sup>**

After the Philistines and Dorians conquered ancient Greece, they spend hundreds of years warring with those around them, defending their lands, and conquering new ones. They were known for destroying nations, taking what they could, and moving on.

However, over time, many of them began to settle in Greece. Rather than living a nomadic life, they started to stay for longer periods in the areas around Mycenae, building homes and villages. These once fierce people began to farm, fish, live off the land they lived on. Crops like grapes, figs, olives, and wheat became popular and trade began to flourish. They started to organize celebrations, sports competitions, and learning. They learned to read and write. Once the conquerors of Greece, they became the new citizens of it. Over time, a new Greek society emerged and evolved, becoming one of the most influential civilizations on the modern world.

### **Answer Workbook Question 516**

As villages turned into city-states called polis, and more and more people lived side-by-side, citizens began to form a government. Each city was built with a fortress in the middle, which was used for protection in the event of an attack, government meetings, and religious gatherings. Within the city, too were

marketplaces, gyms, and an amphitheater. Hundreds of these cities grew within Greece, and they didn't always get along. Often, there were wars between the polis and they had difficulty uniting into one except when outside forces attacked.

### **Answer Workbook Questions 517-518**

In this new Greece, men were the head of the household, and of society. Boys inherited property and authority from their fathers. The government reflected this system, creating a monarchy. Kings answered to the higher-class men in their city and were thought to be equal to all other kings.

### **Answer Workbook Question 519**

Eventually, many kings were rejected and exiled by the men in their cities and then those men began to rule, creating an aristocracy, or a government ran by the highest-ranked in society, the nobles. This resulted in a society of elites who became very rich and powerful.

### **Answer Workbook Question 520**

However, trade began to flourish in Greece, allowing many merchants not of noble birth to become very rich. They were now able to afford to create and arm their own soldiers. The religion in Greece changed from worship of ancestors to worship of new gods, changing the way Greeks saw inheritance and authority. The newly-rich no longer felt lesser than the nobles and began to demand that they be allowed to participate in government. This resulted in an oligarchy (rule by the rich).

### **Answer Workbook Question 521**

The poor were often a part of the military that defended the city and protected the rich. However, they had no voice in matters of the government. Greece divided into two groups: the rich and the poor. These groups battled each other for power leading to a cycle of tyrannical rule, then democracy (or rule by the people). This democracy did not allow women or slaves to have a voice, but created a system in which the poor and rich men had equal say, or votes, in matters of state. The democratic government in Greece became a model for countries throughout the world, and throughout time, allowing citizens to vote and have their voices heard.

### **Answer Workbook Question 522**

Daily life in Greece was a cycle of fulfilling roles in society. At the top of society were the kings or rulers. These men were very rich and enjoyed the comforts of life. They could afford their own armies and ran society at times and some were chosen to lead the religious portion of life in the city, giving them power over the people. Merchants and craftsmen came next. This group was also very prosperous, trading grapes and olives with foreign countries and, at times, ruling. The poor were separated into three groups: men, women, and slaves. During times when democracy ruled, men were able to vote and participate in the creation of policies that governed their lives. They were at the head of their household and spoke for their family. Many were farmers, craftsmen, shopkeepers, or merchants. Women were expected to care for the home and children. The most beautiful women in Greece, it was said, would have the whitest skin because they

would never have to work outside in the sun. At the bottom of society were the slaves, forced into hard labor and at the disposal of their masters. Slaves had no voice in society.

### **Answer Workbook Question 523**

Just as women were revered for their beauty, men in Greece were respected for their strength. Many men spent time in the city's gym, training to be the strongest, fastest, and most athletic. Sports and competitions showcasing these skills were a common pastime in Greece. Even during times of war against each other, cities would send their athletes to compete for the honor that came with being the best athlete. Over time, these competitions became larger and eventually evolved into the first Olympic competition held in 776 B.C. The games included a variety of events and were held every four years. After the Romans ended the Olympics, they were revived in Athens in 1896 and are still played today, with some changes. Now, men and women are both allowed to compete, some games have been banned and others added, and uniforms are required during events. The Greeks uniform was a bit different....they had to compete naked.

### **Answer Workbook Questions 524-525**

Greek art also has an influence on modern day. Greece was known for their marble sculptures, paintings, pottery, and drama. Art was used to reflect real-life in its perfected form, often depicting heroes and gods and preserving the beauty or strength of the subject. See the video [here](#) to learn more about Greek art. In addition to physical arts, Greeks also held plays and

many cities had amphitheaters where plays could be held in front of huge audiences. These plays were a form of entrainment, much like movies are today. They reflected comedies (to make the audience laugh), tragedies (to make the audience reflect on big themes of life), and satyr (short plays between scenes which made fun of the characters in the play).

### **Answer Workbook Question 526**

Descendants of illiterate barbarians, the new Greeks created their own written language and began to keep records, teach their children, and write down their stories. This allowed knowledge to be shared across distances and time. The Greek alphabet went on to influence writings around the world, even into present-day.

### **See the Greek letters on pages 143-144 of *Story of the World, Vol. 1* and Answer Workbook Question 527**

One Greek citizen that took advantage of the stories and language of his country was Homer. Though not much is known about him, Homer was likely a bard who shared stories, poems, and music with others as a form of entertainment. Many of the stories that we know from Greece were told by Homer. He is credited with the *Iliad* and the *Odyssey*, stories of the hero Odysseus and his adventures.

### **Read pages 145-152 of *Story of the World, Vol. 1*, and Answer Workbook Question 528**

Homer also taught through his storytelling, spreading stories of the gods who lived on Mount Olympus. The gods, he said, looked

like people, but were perfected in strength and beauty and held special powers. Gods controlled nature, human characteristics, and major events in the lives of humans. The characters in Homer's stories reflected Greek religion and ensured that value was placed on strength and beauty, worship to the gods, and reliance upon great heroes. These beliefs shaped all of Greek life.

### **Answer Workbook Question 529**

The Greeks also influenced modern-day architecture. Their use of columns and colonnades (rows of columns) is still used, especially in public buildings. At the tops of the columns, carved scrolls are often found. Above the colonnade is sometimes a frieze, a piece of marble containing a series of sculptures in a row.

Examples of Greek architecture can be found in temples built for gods and goddess, political buildings, amphitheaters, and other public buildings. The Parthenon, a great temple built for the goddess Athena, was built so well that parts of it still stand today. (see image [here](#)).

### **Do an online search and Answer Workbook Question 530**

Finally, Greece is known for its great thinkers. With land secure, a government in place, and their needs taken care of, the Greeks began to focus more on arts, sports, science, and philosophy, or the study of knowledge and existence.

One great Greek thinker was Archimedes, a mathematician, physicist, and inventor. Archimedes wanted to know how and why the world worked and sought to explain it

through science and math. He began to study mathematical equations and natural science. His work led to the use of infinite numbers, the number zero, and the value of pi. This allows mathematicians today to correctly calculate geometric areas and volumes, count very large numbers, and solve scientific principles.

Archimedes also used his research to invent tools that would make life easier for Greeks. Perhaps his most famous invention is the Archimedes Screw (see image [here](#)). One end of the screw would be placed in water. At the top, someone would turn a handle that turned the entire screw. Water would then be pulled upwards through the layers of the screw. This allowed for water to be moved against gravity, helping Greeks irrigate crops, move water into cities, and drain large ships so they would stay afloat. The Archimedes screw is still in use today, moving water, grains, and other items against gravity.

Archimedes lived in a place that was under almost constant attack from outsiders or even from other Greek cities. He invented weapons, such as the catapult, a giant hook that was able to grab ships and slam them back down, and a heat ray that used to power of the sun and reflected it onto invaders sails to create fire. His inventions are credited with saving Greece from invasion more than once.

### **Answer Workbook Question 531**

Another great thinker of Greece was Socrates, a philosopher. He taught that morality, or the correct way to live, needed to be a part of philosophy and spent much of his time teaching his students to understand

who they were and what their role was in the world. Socrates taught that there was a moral right and all other ways were wrong. In a society that honored multiple gods, this was a difficult thing for many to understand. Socrates was eventually accused of trying to lead children from polytheism. Not wanting to anger the gods, the people gave him a choice: exile or death. Socrates drank hemlock and took his own life.

### **Answer Workbook Question 532**

The work of Socrates was not lost, however. One of his students, Plato, wrote the teachings of his mentor down and went on to become a philosopher himself. Plato's teachings, called dialogues, focused on the need for order and purpose in all things. The questions of why humans are here and what they are meant to do were reflected in many of his works.

### **Answer Workbook Question 533**

Aristotle, a student of Plato, followed in his footsteps and worked to share these ideas. However, Aristotle did not believe that scientific knowledge could account for the order in the universe and that there must be something more to explain it.

The ideas of these great thinkers still affect the world today, as humans have always sought for answers to questions about why they exist, what they are meant to do, and who rules over their lives. Lost in polytheism, however, the people of Greece struggled with the idea that there could be one god and creator over all things, providing guidance and direction.

### **Answer Workbook Questions 534-535**

## Lesson 87: Greek Gods and Heroes<sup>110</sup>

Homer, who told stories of Greek gods, goddesses, and heroes, greatly influenced the religious beliefs of the Greek society. Though they were broken into several city-states that often warred with each other, Greeks were united in their polytheistic beliefs, worshipped the same gods, and honored the same heroes.

Olympus, a mountain in north east Greece, was said to be the home of the gods (see image [here](#)). The tallest mountain in the country, it was said to rise above the weather and reach into the sky. It was a paradise where the gods and goddesses gather, conducted their work, and looked after the affairs of men. Gods and goddesses could, and often did, leave Mount Olympus to fulfil their duties, mingle with humans, or visit their temples. Humans, however, were not allowed to visit the home of the gods.

### Answer Workbook Question 536

Zeus, the king of the gods, controlled the sky, rain, and clouds. His weapon was a thunderbolt, which he could throw at any foe. Unlike our God, however, neither Zeus nor any other single god controlled all things. He could be lied to, tricked, and he could make wrong decisions. He was well known for his affairs with humans, much to the dismay of his wife Hera.

Hera was Zeus's wife and sister and goddess of marriage. Perhaps because of her husband's actions, Hera is portrayed as a jealous goddess who curses humans that dare to touch her husband.

Zeus had two brothers, Poseidon and Hades. Together, the three brothers overthrew their titan father, Kronos, who liked to eat his children. The three drew lots and Zeus was chosen to lead. Poseidon ruled over the seas, had a palace under the ocean, and visited Olympus often. He was known for calming or enraging the seas and carrying a trident.

Hades was chosen to rule the underworld, the place where souls went after they died. Hades was the god of wealth, as treasures and metals often came from below the earth (were buried). Hades was not liked by his brothers, nor by many of the humans. The gods found him annoying and humans were afraid of him because he was associated with death. His wife Persephone didn't like him either, but was a prisoner held against her will.

### Answer Workbook Question 537

These three gods ruled Mount Olympus while lesser gods and goddesses answered to them. Many were children of the three major gods. Each had their own area of expertise and humans wanting help in those areas would pray to the specific deity over that aspect of life. Athena, for example, was the daughter of Zeus and goddess of battle and agriculture. If crops were failing, people would visit her temple and ask for help. Other gods and goddesses include Apollo (god of the archery and healing), Artemis (goddess of wild things and hunting), Aphrodite (goddess of love and beauty), Hermes (the messenger god who wore winged sandals that allowed him to deliver letters between the gods), Ares (god of war), Hephaestus (god of fire), and Hestia (goddess of the hearth).

### Answer Workbook Question 538

Below these sons and daughters were more, each with control over human life in some way. Also included in Greek mythology were the Graces and Muses (women who held magical powers), demi-gods (children who had both a mortal and a god or goddess parent), the Titans (monsters which controlled the elements and were locked away by Zeus), and a variety of magical creatures such as satyrs, sirens, nymphs, centaurs, the Minotaur, and others.

### Answer Workbook Question 539

Not as powerful as the gods but still greatly revered were Greece's heroes. Many of their tales contained great bravery or strength in wars or rescues of common people from horrible monsters. Odysseus, for example, fought in the Trojan War and defeated the Cyclops.

Heracles (known now as Hercules) was the son of Zeus and a mortal woman. He possessed great strength and defeated many monsters, eventually even becoming a god himself. Hera, however, did not like this child produced by her cheating husband, and did all she could to hinder his accomplishments.

Perseus was the grandson of a king and was best known for killing Medusa, a creature that could turn humans to stone with a look and wore snakes as hair. A prophesy told the king that his grandson would kill him. The king had his daughter imprisoned, but Zeus visited her, resulting in the birth of Perseus. The child and mother were locked in chest and thrown into the sea. However, Zeus convinced Poseidon to calm the seas

until the two were washed onto the shore. Perseus grew into a strong and brave man and eventually did kill his grandfather, forming his own kingdom instead.

Theseus was known for being involved so many great events that many believed he was a part of every story. He, too, was a demi-god and possessed unusual strength and bravery. The cousin of Heracles, Theseus was known to have defeated the great Minotaur trapped in a deadly maze thereby ending the human sacrifices made to him.

Atalanta was born and rejected by her father, who wanted a son instead. She was left in the wilderness to die, but a mother bear cared for her instead. She was eventually found by hunters, who took her in. She became a great hero, killing Centaurs who chased her and wounding the Calydonian boar, a wild pig that was devastating farmland, allowing it to be killed by another in her hunting party. Stories of her sailing with the Argonauts on a quest for the Golden Fleece, beating men in various races and sports, and leading hunts, though she was a woman, spread throughout Greece.

Achilles, another hero of the Trojan War, is a character in Homer's story *The Iliad*. Achilles was fathered by a king. His mother was a daughter of a lesser sea god. His mother, worried about his mortality, dipped him into the River Styx, which held magical powers. The water made Achilles invulnerable to attacks and injuries. However, his mother held his ankle as he was dipped, leaving it out of the water. This would be Achilles's only weak spot and, ultimately, his doom. Achilles was a brave, strong, and loyal hero, and defended his country well. However, during the Trojan

War, Achilles was shot by an arrow in his only weak spot, killing him.

### **Answer Workbook Question 540**

The gods, goddesses, monsters, and heroes of Greek mythology sought to explain phenomena such as weather, growth, health, death, wildlife, and battle. Mythology was a way for humans to explain what happened in their lives. It outlined what mortals could control and personified the things they could not. Though the heroes and villains in Greek mythology were powerful, they still possessed human qualities and follies such as disloyalty, anger, jealousy, and favoritism. This left the Greeks worshipping beings that were no more than glorified humans in possession of supernatural powers.

### **Answer Workbook Questions 541-542**

#### **Lesson 88: Sparta**<sup>107, 111, 112</sup>

One of the largest cities within Greece was Sparta. Sparta was an oligarchy where the rich ruled by committee and the others were forced to do their will. Below the wealthy, a class of merchants ran the economy of Sparta, but had no say in policies or laws that affected them. At the bottom of Spartan society were the Helots. These men and women farmed, did household chores, and provided necessities for those above them. While men became strong warriors and women became mothers, helots were forced to do the work that supported life in Sparta. This work, it was believed, was below true citizens of Sparta.

### **Answer Workbook Questions 543-544**

Sparta was famous for its fierce warriors. Training began early and was restricted to children of the wealthy true citizens. At birth, boys were examined by elders within the city. Only those who were perfectly built would survive this test. If any deformity or weakness was observed, the baby was left to die. At the age of seven, boys were taken from their parents and endured training exercises such as violent fights, scarce clothing (barefoot with only one cloak) that allowed them to adapt to the elements, and a poor diet. These methods, it was said, made Spartans stronger, more resilient, and more resourceful than other Greeks. During training, boys were regularly inspected for fitness and, if found unworthy or if caught breaking the rules, were publically whipped. All men in Sparta were required to go through this training and, if they completed it, were allowed to vote and enjoy the rights and privileges of true Spartan citizens.

### **Answer Workbook Questions 545-546**

The women in Sparta were also revered for their strength as they gave birth to these great warriors. Many women were educated and learned about reading, writing, exercise, the arts, and war. They were expected to use their education and bold opinions to interact with others and make their ideas known. Greek women outside of the city felt that Spartan women were immodest, rude, and too opinionated. Girls stayed with their mothers until they were tested for strength and fitness at the age of 18. This was an assessment of their ability to bear strong children. After the test, they became full citizens of Sparta, enjoying rights and privileges that many Greek women did not have at the time. Women were allowed to

own land if no male heirs were present, speak in government meetings, and were in charge of running the household. However, women were, above all, expected to rear children. They often did not participate in housework or other pursuits and had little say in matters of war. Just as the men were revered for their strength in battle, Spartan women were respected for the strength of their children. Women who died in childbirth were given the same honors as men who died in battle and women who birthed warriors were greatly revered.

### **Answer Workbook Questions 547-548**

Men and women lived separately in Sparta. Men could not be married until their 30-year military service was finished. Marriages were often done in secret, however, and men had to sneak out to see their new wives. There was little family life in Sparta, as family members did not see each other for very long. Women ran the home, men went to battle and lived in the barracks, and boys were taken away at young ages. Spartans believed that the state was more important than the individual. Everything done within the city was to benefit society as a whole rather than individual pursuits. This united the people and fed into their warrior lifestyle. It also meant that Spartans were willing to make great sacrifices in order to protect their city and society.

### **Answer Workbook Questions 549-550**

#### **Lesson 89: Athens<sup>107, 111, 113</sup>**

Like Sparta, Athens was a great city in ancient Greece. However, Athens had much more in common with other areas of Greece than with Sparta.

Life in Athens revolved around education, rather than war. Citizens were expected to make decisions based on logic and clear thinking. In school, boys learned math, read the poems, stories, and the works of Plato, and practiced the arts. Like all Greeks, Athenians respected physical strength and participated in sports and competitions that showcased athleticism. Girls were taught by their mothers to care for the home, cook, sew, manage slaves, and raise children.

### **Answer Workbook Questions 551-552**

Education in Athens reflected this society's values and prepared citizen for participation in government. Athens switched from oligarchy to democracy, and created the laws of Solon. These laws allowed for all free males to participate in government decisions.

Later, a man named Pericles, pointed out that the government was controlled only by those wealthy enough to leave their farms and trades. He suggested a fee be paid to government servants, thus allowing for the poor to be able to support themselves and become involved in politics.

Athens then became a direct democracy, where all decisions were put to a vote and the majority ruled. Rights were outlined such as the ability to govern themselves, live without government interference, and work to improve social status. Laws, also, were created by the majority such as laws against rejecting the outcome of votes, harming others, and leaving the city undefended during times of war.

### **Answer Workbook Questions 553-554**

Perhaps one of the most astounding accomplishments of Athens was the Delian League. In 499 B.C. the Persians invaded Greece. During this war the Persian ruler, Darius, sought to expand his borders. First, he sent envoys to ask Greeks to submit peacefully to his rule. The envoys were executed and Athens promised to unite with Sparta to defend Greece. Darius was enraged and sent ships full of soldiers to attack and conquer Greece. The war continued with Darius' successor, King Xerxes. Greece united against this common enemy, who outnumbered them, and defended their home across the country. In one battle, a small number of Spartans faced the Persians, severely outnumbered. Every one of the Spartans in this group fell, but not before showing great bravery in defense of their homeland. In another battle, Athens was overtaken. In the end, the superior Greek weapons won against the numbers of the Persians and the invaders were driven back.

#### **Answer Workbook Question 555**

However, Greeks knew that it had been a close victory won only through unity. The Delian League was formed to protect against future attacks. This alliance between 250 Greek cities meant that the coastline and the islands in the Aegean Sea would protect each other. Over time, however, Athens became the center of the alliance, demanding taxes, supplies, and soldiers to be sent to them. This created the Athenian Empire and gave Athens control over much of Greece. As Athens grew in wealth and power, Sparta began to see a threat.

#### **Answer Workbook Question 556**

Athens and Sparta soon began to battle against each other and began the Peloponnesian War. In 431 B.C., Sparta marched towards Athens, laying siege to their stronghold. As Athens had more resources, they planned to wait out the siege. However, when a plague hit the city and many died, including their leader, Pericles, Athens, with its new leader, Alcibiades, decided to meet their challengers and attack the Spartans. Weakened from the siege and sickness, the Athenians were no match for the strong warriors of Sparta. Many died while those who could retreated by into the city walls. However, Alcibiades made a different choice. He joined the Spartans, showing them how to get into the city and leading to the fall of Athens.

**See the map on page 58 of *History of the World*, find Athens and Sparta, and Answer Workbook Questions 557-558**

#### **Lesson 90: Macedonia and Alexander the Great<sup>107, 114</sup>**

Not long after the fall of Athens, King Philip of Macedonia saw an opportunity to invade a weakened Greek nation. Years of war had left even the mighty Spartans weakened and Philip had little difficulty conquering Greece. His well-armed and well-trained soldiers swept over the country and Greece fell. However, Philip admired Greece and, though he now ruled, allowed life to go on much as before for the people there.

**See the map on page 58 of *History of the World*, find Macedonia and Answer Workbook Questions 559-560**

When Philip died his son, Alexander took the throne. Alexander would come to be

known as one of the greatest conquerors in history, Alexander the Great. This young king (only 20 years old) was not happy with his father's conquests and wanted to rule the known world.

### **Answer Workbook Question 561**

Alexander began to expand his empire. He conquered Asia Minor, Egypt, Mesopotamia, Babylon, and the entire Persian Empire. His army was strong and lost few battles. However, when he tried to conquer India his soldiers met a horrible defeat. Undeterred, Alexander wanted to keep fighting, but his army refused. They didn't want to die just so their king could grow richer. They were done fighting. Alexander eventually accepted and focused on ruling his massive empire, the largest the world had yet seen.

### **Answer Workbook Questions 562-563**

Alexander the Great admired and tried to emulate the Greek hero Achilles. He led his people like he led his army, in the front with courage when facing obstacles. Alexander allowed the people in conquered areas to keep their own beliefs for the most part. However, he also introduced Greek culture in his new lands. This became a pattern for his successors and the Hellenistic (or Greek) Age continued for many years, though the Greek country was gone. The capital of his great empire was Alexandria, a great city in Egypt.

### **Answer Workbook Question 564**

After Alexander's death at just 32 years of age, his four most powerful generals broke his empire apart, each ruling a part. These

generals continued Alexander's teachings of Greek traditions, philosophies, and religion. However, as people were exposed to new ideas from cultures that were different than their own, they began to question their most basic beliefs and the world began to focus on its quest for truth.

### **Read Daniel 8 and Answer Workbook Questions 565-568**

# Unit 10: Ancient Rome

**Standards Taught: SS.1, SS.1.1, SS.1.1.a, SS.1.1.b, SS.1.2, SS.1.2.a, SS.1.2.b, SS.1.2.c, SS.1.3, SS.1.3.a, SS.1.3.b, SS.1.4, SS.1.4.a, SS.1.4.b, SS.1.4.c, SS.1.4.d, SS.3, SS.3.1, SS.3.1.a, SS.3.1.b, SS.3.2, SS.4.3.a**

**Unit Project: Build a Model Roman Weapon of War and Test it out on a Castle or Fort  
Built of Toy Bricks (ballista, onager, etc)**

**Unit Book:**

## **Lesson 91: Early Inhabitants<sup>15, 16</sup>**

In the Mediterranean Sea, on the boot-shaped peninsula that is now known as Italy, four groups settled. Around the 5<sup>th</sup> century B.C., the Gauls, or Celts, settled in the northern part of Italy, near the Po. River.

### **Find the Gauls on the map on page 65 of *History of the World***

On the island of Sicily at the southern tip of Italy, lived the Greeks. This island was colonized by its Greek neighbors, and greatly influenced the culture of those who lived throughout Italy.

### **Find Sicily on the map on page 65 of *History of the World***

Near the Tiber River, lived the Etruscans. This group built the first known cities of Rome, using copper, lead, and iron. They built roads, irrigation systems, and bridges. They also grew crops, sailed down the river and through the ocean to trade, and had a culture rich in music and art. Through their trade and exploration of the sea, the Etruscans became familiar with Greek culture, worshipping their gods and, over time, influencing the beliefs of what would become to Roman Empire.

### **Find the Etruscans on the map on page 65 of *History of the World* and Answer Workbook Questions 569-570**

Finally, in central and southern Italy, lived the Latins. They lived near the bottom tip of the Tiber River, as well as around a few, smaller rivers. The Latins settled the small

city of Rome, though it would not stay small for long.

### **Answer Workbook Questions 571-572**

The city of Rome was created near the Tiber River, giving it direct access to the Mediterranean Sea. This allowed the Latins living there to travel, often without interference from pirates, throughout the Mediterranean to other nearby areas. Trade flourished between the Latins and surrounding tribes and countries such as the Etruscans, Greeks, Persians, and Egyptians. However, more than goods were shared. The Latins culture was also influenced by those they traded with.

### **Answer Workbook Question 573**

Many of those who lived in Italy at first settled into small, disconnected villages. Though historians are unsure of exactly when, Latin villages along the Tiber eventually united with each other, creating the Forum in Rome. Around the Forum, a meeting place for the leaders of the united villages, were seven hills. It was on these hills that the villages settled. Together, they built up the beginnings of an empire stronger and longer-lasting than any that had come before it.

### **See the photo on page 65 of *History of the World* and Answer Workbook Questions 574-575**

As Rome began to grow and conquer the lands around it, the Latins took on the name of their new central city, becoming known as the Romans.

## Lesson 92: Romulus and Remus<sup>15, 16</sup>

Many of the villages and cities in the area had their own king or ruler and lived under a monarchy. Kings were wary of anyone who may take their power and often warred with each other.

The beginnings of the city of Rome was no different. Rome began and, for a time, lived under violent circumstances. Historians are unsure whether there was a single king of Rome at the start, or seven, one from each of the villages. They do know, however, that Rome was named after Romulus, a great king who built and expanded the small city into an empire.

### Answer Workbook Question 576

Romulus's story is steeped in legend, which makes it difficult to separate fact from fiction. There are several stories about how he became the first king of Rome. Each of them tell of Romulus and his twin brother, Remus wanting the throne. These stories always end in violence, with Romulus killing his brother in order to rule and naming the city after himself. It is said that the two brothers were born to the son of a great king, who feared their ability to take his power and sent them away. After that, their story varies based on who is telling it. In one version, the brothers agree that whoever sees the most vultures within a certain time period will become king. However, when Remus sees more, Romulus believes him to be a liar and kills him, taking power for himself. Another involves the boys being raised by wolves.

### Read the story on pages 199-202 of *Story of the World, Vol. 1* and Answer Workbook Questions 577-578

With seven villages now united, abundant natural resources, and a steady trade route, Rome began to grow. By conquering those around them, Rome was able to claim more land, increase their resources, and trade with peoples at increasing distances.

Kings from each of the other groups fell and their people became Romans. However, Rome was also influenced by those they conquered and traded with. The Greek traditions, adopted by the Etruscans became a central part of Roman culture. Clothing, such as togas, became popular in Rome. Religion mirrored that of the Greeks, with worship of many gods and goddesses and the building of temples becoming normal in the young empire. Though they changed the names, many of these deities paralleled those of Greek culture. A practice of Etruscan kings, the carrying of the fasces became popular among Roman kings. The fasces is a bundle of rods fastened with an axe blade on the end. The rods were to remind the people of the king's power to punish lawbreakers. The axe was to remind them that kings could execute them. Today, the fasces is a symbol commonly found in the American judicial system, shown on American money and hung on walls of American courtrooms. It has come to represent justice, bringing punishments to lawbreakers.

### See the image [here](#) and Answer Workbook Questions 579-581

The Etruscans did not like being conquered by the Roman kings, however. For a time,

they fought back, winning Rome and placing their own kings in charge. The Latins did not like being ruled by an outsider king and in 509 B.C. a rebellion placed the Latins in charge of Rome once again. After seven kings with unlimited power over the people they no longer wanted to be ruled by a monarchy. These early Romans would establish a different kind of government: a republic.

### **Answer Workbook Questions 582-583**

#### **Lesson 93: Roman Government, Culture, and Discoveries<sup>15, 16, 17, 18</sup>**

Unlike the democracy created in Athens, the Romans decided that they would elect representatives to vote for them. This, they believed, would allow the people to have a voice but not have to vote on every little issue themselves. If an elected representative did not vote according to the will of the people, he could be replaced.

### **Answer Workbook Question 584**

The Roman government was broken into two parts: the Assembly and the Senate. The Assembly represented the plebeians, or common people of Rome. The Senate was formed as an advisory board to the Assembly. However, it consisted of representatives of the patricians, or wealthy class in Rome, and heavily influenced the decisions of the Assembly. The Senate was the most powerful group in Rome, with nearly unlimited political power. In order to disperse this power, two consuls were elected. The Romans believed that it would be easier for two rulers to avoid tyranny, rather than one.

### **Answer Workbook Questions 585-586**

The plebeians paid taxes and, though they could vote, had little actual influence on policies and laws. The wealthy patricians held more power in the Senate, especially in their consuls. It wasn't long before the plebeians created their own political group: the concilium plebis. This assembly was given power to block decisions of the Senate, including the consuls, which would harm the plebeians.

Next, the plebeians enacted the Law of the Twelve Tables, which required the laws of Rome to be written and displayed in the Forum. This allowed every Roman citizen to see the laws for themselves, rather than simply hearing the ever-changing whims of others.

Over time, the poor in Rome were able to win victories in the government, even ruling as consuls and in other positions within the Senate. The two assemblies were each given power to make laws for all citizens, not just their class, and the common people gained power over their own government.

### **Answer Workbook Question 587**

Roman culture was a mixture of Greek, Latin, and Egyptian customs. Romans weren't known for their original ideas, but had a knack for picking up the pieces of culture they liked from other peoples and improving upon them. Their dress mirrored Greece. Their religion was a mixture of Greek and Latin. Their language, Latin, was a mixture of Greek, Etruscan, and Phoenician languages. Written language was an early part of Roman life and recorded history, plays, culture, and laws

that would influence the world into present-day.

### **Answer Workbook Questions 588-589**

Like the Greeks, Romans were fascinated by the arts. They painted, sculpted, learned to play music, wrote and performed dramas, and created pottery.

However, one of Rome's most famous forms of entertainment focused on violence, which was a part of Roman life from the beginning. The gladiators, men who were forced to fight dangerous animals or each other to the death, were as popular in Rome as movie stars are now.

Gladiators were often captives from conquered villages or political enemies of whoever was currently in charge in Rome. Gladiators lived in small cells, just as they would in a jail. However, during the day they were taken to train, learning to fight with different methods and weapons. If they refused to train, they were executed. Fights between Gladiators were regularly scheduled within arenas, open courtyards surrounded by seating for Roman people. Men, women, and children attended the events, watching the Gladiators fight to the death. At times, before the final blow, the crowd would signal their will for the loser of the match. If he had been brave and honorable, they may give a thumbs up, allowing him to live until the next fight. If the crowd did not like him, they would give a thumbs down, asking the winner to kill him. Many spectators had a favorite Gladiator and cheered for him to win. No matter what, though, the life of a Gladiator was violent and bloody. Many captured men were killed or committed suicide rather

than killing another. However, as Rome expanded, there was no shortage of prisoners that could be used for entertainment. Eventually, this pastime became so popular that Rome built the colosseum, an amphitheater that held 50,000 people. Though it was used for other performances (e.g. plays, public speeches), its most popular was that of Gladiators. The ruins of the colosseum still stand today

### **See the image of the colosseum [here](#) and Answer Workbook Questions 590-594**

Though Rome had a unique type of government and a love of violent pastimes, everyday life was much like that of people across the world. Women were responsible for the home, caring for children, and managing slaves. If the family was poor, women often also worked outside of the home. Men were the head of the household with control over property and money. Most jobs were held by men who could vote, speak in public assemblies, and hold political office. Women were considered citizens, but not allowed to vote, though they often influenced men around them and swayed the vote through these interactions. Over time, some of these rules were relaxed and women slowly began to become directly involved in politics. Children, especially those born to wealthy families, were expected to learn reading, writing, and other subjects.

Romans kept slaves who were forced to do the hard labor, work in the home, become gladiators, or serve in other, dishonorable occupations. Slaves had no rights and were considered property of their owners. Many of these slaves came from conquered villages as the Roman Republic grew.

### Answer Workbook Question 595

From the beginning, the small city of Rome was not enough for those who lived in it. With their love for violence and their lust for land, they were known for conquering the peoples around them. However, this left Romans with a problem. They needed a way to move quickly across vast pieces of territory with large numbers of soldiers as well as merchants who traded with other lands.

The Romans began to build roads. However, the roads built by Rome were very different than the muddy, dug-out trails that most used during this time. Roman roads were built to be easy and comfortable to travel on, and they lasted for a long time.

First, the Romans would dig a ditch and fill it with sand. Next, they put small pebbles or stones on top of the sand. Then, a layer of concrete was laid with large paving stones placed on top. These stones were smooth and easy to walk or pull wheeled chariots and wagons across. Romans also placed mile markers along the road, measuring distances traveled. These roads were so well-built that they lasted for hundreds of years. One of the most famous, the Appian Way, can still be used today.

### See the image [here](#) and Answer Workbook Questions 596-597

The secret to these roads was concrete, a mixture of water, volcanic ash, and lime. When dry, the mixture would harden. Romans used concrete for roads, buildings, and aqueducts. Aqueducts, or bridges with water pipes within them, moved water across cities, sometimes for miles. This

allowed the people in the cities to have fresh water for drinking, cooking, and bathing in public baths. As the Roman Republic expanded, they used this technology to build in lands they conquered. Like Roman roads, many aqueducts still exist today.

### See image [here](#) and Answer Workbook Question 598

Many of Rome's accomplishments are used in today's world. The idea of electing representatives at regular term limits is evident in several governments around the world, as is the idea of spreading and dividing powers between officials in order to protect those who they represent.

Roman governments used taxes to sponsor public events, libraries, and hospitals. They created laws, connected to punishments for law breaking. Trials were held for the accused with the goal of justice for all involved.

The Latin language has influenced many present-day languages, including English. Children in school today often learn the Latin roots of words and scientists, doctors, and other specialists use Latin to communicate different ideas. Stories told in Rome are still told today and famous poets such as Ovid, Horace, and Virgil are read in schools throughout the world.

Roman art and architecture, such as arches, statues, decorative columns, and curved roofs are seen throughout the world today, especially in government buildings. Buildings where sports competitions now take place are modeled after the Colosseum and built with concrete.

## Answer Workbook Question 599

### Lesson 94: Roman Gods and Goddesses<sup>118, 119</sup>

Romans were known for taking the work of other cultures and adapting them or improving upon them. Rather than invent a whole new way of life, they took the knowledge others had built and continued where they left off. Religion in Rome was no different.

Like many of those around them, Romans were polytheists. They took the ideas of gods and goddesses that controlled different aspects of life and natural phenomena from Egypt and Greece and adapted them. Many of the deities that Romans worshipped were simply the old Greek gods, renamed. Many of their stories mirrored the stories of Greek heroes.

The Greek god king, Zeus, was renamed Jupiter in Rome. He retained all the same powers and many of his stories were the same, but with the changed name. His wife, Hera, was named Juno. Poseidon was renamed Neptune, Hades was called Pluto, and Ares was named Mars. The great hero Heracles was renamed Hercules and retained his many brave deeds.

**Visit the website [here](#) and learn about other Roman gods and goddesses. Then Answer Workbook Question 600**

Like the Greeks, Romans built many temples to the gods and goddesses and had patron gods over each city. One such temple was the Pantheon. This grand temple was built, burnt down, rebuilt, and burned down again. It was again rebuilt, with its

original purpose to provide a place to worship all of the gods. Over time, the Pantheon has been used for various purposes and still stands today. Many government and religious buildings today use the design of the Pantheon as a model.

**Watch the video [here](#) and Answer Workbook Questions 601-602**

Greek and Roman religion have influenced present-day in other ways. The planets, for example, are named after gods and goddesses from these two cultures.

### Answer Workbook Question 603

The names of months and days on our calendar were also influenced by Romans. Romans closely studied the movement of stars, moons, and planets and created a calendar much like our own. Though it had ten months originally, it was it was changed by various figures over time. However, much our modern calendar still reflects its Roman origins. January, named after Janus (god of gates) was known as the opening of the year. February was named after a festival, februa. March, named for Mars (god of war) was the time when military campaigns began in Rome. April, named for Aphrodite, reflected the beauty of spring. May was named for the goddess of growth, Maia and Jun was after Jupiter's wife Juno. July and August were named after a Roman emperors, Julius Caesar and Octavian Augustus. The remaining months were named after Latin numbers seven, eight, nine, and ten. The names for Sunday and Saturday also have Roman origins.

Greek and Roman mythology is still studied by many today in an effort to understand

these ancient peoples and the way they believed their world worked.

### **Answer Workbook Question 604**

#### **Lesson 95: Roman Expansion**<sup>115, 120</sup>

As Rome built their new government, developed their own culture, made scientific discoveries, and expanded on their religious beliefs, they continued to violently expand their republic, conquering villages, taking the land and enslaving those who they defeated. As it grew, Rome became more powerful and wealthy, fueling the desire to conquer the world.

First, Roman soldiers formed the Latin League, a group that defended the city from the Etruscans. However, the Latin people began to fear the power the league had and the central role of Rome. The small city Rome became more and more powerful until was able to conquer each Latin tribe in 338 B.C.

### **Answer Workbook Question 605**

As Rome began to extend their power southward, the Greeks in Sicily, feared the new power of this emerging empire and called on their king to protect them. Though Greece won the battles, many of their soldiers died, making it too costly to defend the island. By 270 B.C., Rome was in control of all of southern Italy.

Next, Rome conquered the north. Within four years, the once-tiny city controlled all of Italy. The Romans, knowing they could not keep their people in control by force alone, often allowed locals to keep their customs and local governments, though they

had to answer to Rome. Taxes to the conquerors were kept at a reasonable rate and people were encouraged to view Rome as a bringer of peace and order. Peoples who followed Roman rulers were granted citizenship to the new empire and were protected by Roman soldiers with their red cloaks, allowed to trade throughout the republic, the use of roads and public buildings, and a voice in government.

### **Answer Workbook Question 606**

Rome, wanting to expand further, sought to conquer lands north of the Po River. However, the Phoenician city and trading post, Carthage stood in the way. Over the course of 100 years, these great empires battled over the land and trading routes of the Mediterranean. Romans copied the ships of the Phoenicians, eventually building its own navy and allowing for a more even match between the two. These battles became known as the Punic Wars and neither side seemed to have an advantage for many years.

### **Answer Workbook Question 607**

Then, in 218 B.C., a Carthaginian general named Hannibal decided that the war would not be won at sea on ships, but on land. He trained elephants to march in battle, intimidating the Roman soldiers who were defending northern Italy. After the soldiers fell, Hannibal was able to conquer and pillage throughout Italy.

While Carthage soldiers were in Italy, a Roman general named Scipio traveled with his own soldiers directly to Carthage city. Unprotected, Carthage called their soldiers back. Exhausted from their many battles

and travel, the soldiers did little to protect the city and Rome finally won the war, burning the enemy city to the ground and putting salt in the fields so no food would grow.

### **Answer Workbook Question 608**

With Carthage out of the way, Rome expanded, conquering Macedonia, Greece, Spain, Syria, and other parts of Europe, Asia, and Africa.

### **See the map on page 69 of *History of the World* and Answer Workbook Question 609**

As Rome took control of lands, they also acquired resources and trade routes. The republic became very wealthy. The life of many Romans became easier as slaves took over labor and Romans became very lazy, indulging in recreational activities more than other pursuits. With so many slaves, there were few jobs for Romans to do and many became dependent upon the government for their care. Without work, immorality began to plague the republic. Some took the opportunity to increase their own riches in various ways. The poor in Rome were very poor while the rich were very wealthy. The classes became more and more separated.

### **Answer Workbook Question 610**

Soon, civil wars began within the Roman Republic as the poor fought against the wealthy for power. The result of these wars was usually a dictator rising to the top and taking control for a time. A few of these dictators would be remembered for centuries and reshape Rome with their intelligence, power, and political maneuvers.

### **Answer Workbook Question 611**

#### **Lesson 96: Julius & Octavian**<sup>115, 121, 122, 123</sup>

Two of these dictators were Pompey and Julius Caesar. Seen as champions of the poor, these two wealthy men sought political power to make their first changes. Pompey was first elected to consul, but did little to sway the Senate. Pompey did, however, conquer lands in the Middle East, including the city of Jerusalem.

Pompey, having little influence in politics, looked to Caesar to accomplish what he could not. Caesar was well-loved, good looking, and a strong public speaker. He was known for providing favors and elaborate parties to voters. He claimed to be decedent from Romulus and told stories of his adventures to win public approval. One of these stories was about being kidnapped by pirates. Pirates, knowing Caesar was important, asked Rome for a ransom to return him. When Caesar heard the amount, he laughed, saying he was worth much more than what they were asking for. Then, he waited, complaining and bossing the pirates while he was held prisoner. When Rome paid the ransom, Caesar went to Rome, asked for naval ships, and chased after, caught, and executed the pirates. This story made him very popular and Caesar was elected to consul. He then took Pompey's requests directly to the Assembly and got them approved.

### **Answer Workbook Question 612**

Caesar, however, was not finished. He wanted more power. In the bloodthirsty republic of Rome, this meant he would have to prove himself with military experience

and conquest. Caesar asked to be governor of Gaul (present-day France).

### **Answer Workbook Question 613**

During his time in Gaul, Caesar used strategy to conquer areas from the Rhine River to the English Channel (i.e. parts of France, Holland, Switzerland, Belgium, Germany, and Britain). Caesar then wrote stories of his conquests and sent them back home to Rome, where he became more powerful and popular.

As his term ended in Gaul, Caesar began to return home. He was well-liked by the poor and feared by the Senate, who spread rumors that Caesar was a traitor and threatened to arrest him if he returned. As Caesar made his way down Italy, the Senate, Pompey, and their armies fled, fearing Caesar's powerful army. Those who stayed, including the consul, were no longer able to speak against Caesar. Caesar now ruled all of the Roman Republic.

### **Answer Workbook Questions 614**

For years, Caesar reigned as a powerful dictator. Though the Roman government was still in place, Caesar controlled and influenced every decision, creating the Roman Empire.

### **Answer Workbook Question 615**

Caesar was known by the poor for his generosity and big plans for Rome. He pardoned many enemies, created jobs for the poor, introduced the Julian calendar (which our calendar is based on), and planned to rebuild the city to include more public buildings. He built new roads and re-routed

water to make life easier for the people of Rome. Of course, he also planned to expand the empire even more.

### **Answer Workbook Question 616**

However, the remnants of the Senate, the very rich men of Rome, hated Caesar. They did not like how much power one man now carried in Rome and wanted to restore the idea of two rulers who answered to the people. They had little power, however, because the people loved Caesar so much.

### **Answer Workbook Question 617**

Caesar knew he was unpopular in the Senate and that Pompey had fled to Egypt and could raise an army against him. Caesar began to prepare to march into Egypt to imprison Pompey, reducing the risk of an uprising. However, when the pharaohs of Egypt heard that Caesar was coming, they were fearful. Cleopatra and her brother had Pompey captured and beheaded, and sent the head to Caesar, thinking this would keep him far away from Egypt. The pharaohs knew they couldn't beat the great Caesar in battle. However, Caesar never wanted Pompey dead, only captured.

Caesar traveled to Egypt to meet with the pharaohs who had cruelly killed Pompey. Fearful of being conquered, Cleopatra had a plan. She dressed up and surrounded herself with the riches of Egypt. When Caesar arrived, he was taken to Cleopatra's room, where she promised to share the riches of Egypt with him if he helped to overthrow her brother and co-pharaoh. Cleopatra wanted complete control of Egypt. Caesar fell in love with Cleopatra and his soldiers killed her brother and everyone loyal to him.

### Answer Workbook Question 618

While Caesar was in Egypt, the Senate raised an army against him. The army marched to Egypt but could not conquer Caesar. Upon his return to Rome, Caesar was officially given all the powers of a dictator by his loyal followers. He directed the Senate to call him king and told them that his nephew, Octavian would be king after his death.

Caesar's rule would not last, however. Just five years after he returned from Gaul, the Senate's worst fears had come true and they felt the need to do something to save Rome. As Caesar entered the Senate building one March day, all of the senators stood, surrounded the king, and stabbed him to death. As Caesar died, he looked up and saw his friend, Brutus, asking *Et tu, Brute?* or *You too, Brutus?* Caesar's own friend had helped in his demise.

### Answer Workbook Question 619

After Caesar's death, the people were angry. They knew what had happened and they had loved Caesar. Fighting began between those loyal to Caesar and those who were happy about his death.

Caesar's nephew, Octavian, saw the divide in Rome and wanted to heal it. He threw a party in honor of his uncle, allowing anyone in Rome to come. With the money Caesar had left him, Octavian paid each family and helped the poor. Octavian, like his uncle and adopted father, became very popular. He expanded the empire and brought peace back to Rome.

### Answer Workbook Question 620

Octavian ruled half of the Roman Empire while Julius's friend Antony, ruled the other. Antony, however, met and fell in love with Cleopatra, and began to give away pieces of Rome to this pharaoh. This angered many Roman citizens and Octavian seized the opportunity to defeat Antony, who fled to Egypt and committed suicide with Cleopatra, and unite Rome once more.

### Answer Workbook Question 621

Then Octavian did something Julius Caesar never would have. He went to the Senate and gave them their power back. The Senate, however, asked him to act as First Citizen, a prince, and give the people the appearance of sharing power with them. This would allow the Senate to appear as normal, but would also allow Octavian to rule, keeping the people on both sides happy. They renamed him Caesar Augustus and agreed to live under his rule.

### Answer Workbook Question 622

For 200 years, as Augustus and his heirs ruled over Rome, the empire enjoyed peace and prosperity or Pax Romana. The empire grew, had a permanent army, and organized commerce so the economy boomed. Taxes were paid to Rome based on a census, which counted the population of people in each area. It was under one of these census that the parents of Jesus Christ were called to be counted in Bethlehem.

### Answer Workbook Question 623

Throughout the world, Rome was worshipped for its success. It was said that

all roads led to Rome and that the Romans were the saviors of the world. As belief in mythological gods and goddesses fell away, many began to search for answers to spiritual questions, leading to a division of beliefs. Augustus and his heirs became the answer to those questions for many, providing safety and peace to the people. However, without religious guidance, the morality of Rome continued to fall, leaving many who chose to seek pleasures of the world rather than a higher way of living.

### **Answer Workbook Question 624**

#### **Lesson 97: The Jews & The Savior<sup>115, 124</sup>**

The Roman Empire had expanded throughout most of the known world. To many, Rome was the center of the world and many worshipped multiple gods or their rulers. However, one group that had been conquered knew differently. The Jews, followers and descendants of Abraham, still sought to deny themselves of immoral living and keep the covenants God had made with His people. They watched for signs of the coming of the Savior promised in the Old Testament, a written record and history of the prophets.

The Jews had been spread apart, scattered when the twelve Tribes of Israel had been broken up and forced out of their inherited lands. Now, many were under Roman rule but kept their custom of meeting together in synagogues (churches) each Sabbath day. Here, they read scriptures, prayed, and invited others to hear the word of God. They also sought to fulfil the laws of sacrifices and circumcision and regularly visited the temple.

Many Jews had stayed in or around Jerusalem since they had been allowed to return. Jerusalem belonged to the kingdom of Palestine and was under the rule of King Herod. Herod was married to a Jew and ruled with permission of Rome.

While Herod was king and Augustus Caesar was First Citizen, or emperor of Rome, a baby was born in Bethlehem. Though much of the world did not even notice the birth, this baby would change the fate of all mankind forever.

### **Read Luke 2 and Answer Workbook Questions 625-633**

As the boy grew, He sought to learn from God. Though He did not know it when He was born, Jesus had a special mission on earth, one He had volunteered for long before the world was created.

God had a plan for His children. He wanted them to learn and grow. However, He knew they would make mistakes and fail to be perfect, meaning they could not live with Him again. Jesus was chosen to fulfil another plan. He would come to earth and live a life free of sin, then He would perform the Atonement, die, and be resurrected, to pay for our sins and conquer death, giving the glory to God.

Christians believe that Jesus Christ was born on earth to live a perfect life. He grew up, a literal God on earth. When He was old enough, Jesus began to teach others what He knew about God. He used the power of God to perform miracles, organize His Church.

One of His most famous teachings is known as the Sermon on the Mount. In this speech, Jesus teaches men that they should strive to live the law of God in a way that it changes the way they act, think about, and treat others.

### **Read Matthew 6 and Answer Workbook Questions 634-635**

Not all Jews accepted Jesus as the promised Savior. It was difficult for some to believe a simple man would accomplish so great a work. However, signs followed Him wherever He went. The Holy Ghost testified to many of His divine identity. Others needed to see signs. Jesus performed miracles during His life, providing signs and showing His love for men.

### **Answer Workbook Questions 636-637**

### **Read Ephesians 4:11-15 and Answer Workbook Question 638**

Others were given the authority to record His life, to carry out ordinances such as baptism, to travel as missionaries, or to teach local congregations. Many of these events and the events of Jesus's life, were recorded in the Four Gospels: Matthew, Mark, Luke, and John.

### **Answer Workbook Question 639-640**

Jesus lived a life free of all sin. He had a mortal body and was able to feel all that mortals go through on a regular basis. At times He suffered with sickness, sorrow, fatigue, and temptation from Satan. However, Jesus never fell. He lived a perfect life.

Although He was perfect and needed no repentance, Jesus needed to go through the ordinance of baptism: a cleansing covenant. His cousin, John, was given the authority to perform the baptism. Jesus was baptized in the Jordan River, after which God spoke from Heaven, saying He was pleased with the actions of His Son and asking the people to listen to Jesus.

### **Answer Workbook Question 641**

Throughout His life, Jesus had those who recognized who He was. He was often followed by others who sought miracles and healing from the Savior. However, He also had those who did not believe that He was who He said. Many would have complex conversations with Him, ask Him to punish sinners, or try to catch Him doing the wrong things. Religious leaders, especially, tried often to confound Him and catch Him in a lie. These Pharisees, Sadducees, and scribes were educated men charged with keeping the churches, synagogues, temples, and scriptures correct. However, they had become corrupt and feared that Jesus was taking their followers, and their control, away. Jesus often met these challengers with patience and explained the gospel simply so that others could learn. At times, however, He became angry with those who knew the truth but wanted riches and power of the world more than the promises of God.

### **Answer Workbook Question 642**

As He gained followers, many Roman leaders believed that Jesus was a threat to their power. Over time, they began to fear this man that so many were willing to listen to. It would be these Roman leaders, along with their soldiers in red capes, which would

carry out a most evil, but necessary act, on earth.

### **Answer Workbook Question 643**

### **Lesson 98: The Death of Jesus Christ and the Fate of His Church<sup>124</sup>**

Through His teachings and example, Jesus had gained a large following. Many people, especially within the Jewish community, began to listen to and change their lives around Jesus and His Church.

Rome, however, could not bear a threat to their power. If citizens began to worship God and morality rather than Rome and its easy life, they would lose control.

Throughout His life, Jesus taught others about the gospel. One of the most important concepts He taught was that He would be killed and be resurrected three days after His death. Through this process, known as the Atonement, Jesus would suffer the consequences of the sins of all mankind. This would allow men and women who had sinned to be forgiven, become clean again, and live with God. This was a part of the plan He agreed to. It would be an eternal offering to God, allowing His children to return if they chose to follow Jesus.

### **Answer Workbook Question 644**

Though Jesus regularly taught about the Atonement and His death, few who followed Him really understood what it meant. When He rode into Jerusalem on what is now known as Palm Sunday, Jesus was met with streets lined with those who believed He was the Savior. They lined the streets with palm leaves, giving Him a path to travel

over that was fit for a king. Jesus visited the temple, throwing out those who were selling animals for sacrifices in it and discussing doctrine with scribes (priests) and church leaders who had been corrupted.

### **Answer Workbook Questions 645-646**

In Jerusalem, Jesus continued to teach those around Him, warning against sin, encouraging marriage, love for God, love for others, and service and sacrifice in building the kingdom of God.

Jesus also taught His apostles of things that were to come. He told them that the strong temple in Jerusalem would fall, without a stone left on top of another stone. He taught them about His Second Coming, a time far in the future when He would return to judge mankind for their works on earth and their willingness to follow Him. He taught His apostles that they would be tried by the world for following Him, that the world would see wars, and that the gospel would be spread throughout the world despite all these things.

Soon after, Jesus visited Simon, a leper, and ate in their home. A woman living there anointed His head with oil, a significant part of many religious ceremonies, especially burial of the dead. As anointing oil was expensive, the apostles protested, saying the money could've been used to feed the poor instead. Jesus, however, defended the woman's actions, saying she is simply preparing Him for what is to come.

### **Answer Workbook Question 647**

While Jesus was in Jerusalem, the Passover, a meal in remembrance of the miracle in

Egypt, took place. Jesus ate the Passover meal with His apostles, His closest friends. During the Passover Feast, Jesus reminded His friends that He would soon die. He broke bread, blessed it, passed it to each of His friends, and told them to remember His body. Then, He did the same with a glass of wine, telling them to remember His blood. This ritual was to be repeated each week, a sacrament to help His followers remember what He had done for them. Sacrifices, He told them, would no longer need to be done as He would be the final and eternal sacrifice. Next, Jesus told His apostles that one of them would betray Him, leading to His death.

#### **Answer Workbook Question 648**

After the meal, Jesus and a few of His apostles traveled to the Garden of Gethsemane. Here, Jesus Christ took upon Himself the sins of the world. His friends slept while He suffered pains greater than man can imagine. It became so difficult that Jesus was accompanied by a heavenly being for comfort.

#### **Read Mark 14:34-36 and Answer Workbook Question 649**

As Jesus came back to where his apostles slept, He woke them up and told them it was time for the betrayal to take place. Judas, an apostle that Jesus had chosen, came, followed by scribes, priests, and elders. Judas had agreed to identify Jesus so that He could be arrested in return for silver coins.

#### **Answer Workbook Question 650**

Jesus was then taken to be tried in the center of the city. Here, many said that Jesus had

broken the law. However, their stories did not match. Finally, a high priest of the church stood and asked Jesus if He was the Son of God. Jesus answered with the truth, was accused of blasphemy (speaking unrighteously of God and the gospel), and took Him to Pilate, the governor of Judea, the providence in which they were.

Pilate asked Jesus to speak in defense of Himself. However, He would not. Jesus knew He was to die. Pilate gave the people a choice: free Jesus or free another man, guilty of murder. The people chose to free the guilty man and Jesus was sentenced to death by crucifixion.

#### **Answer Workbook Question 651**

In Rome, crucifixion was a common method to punish lawbreakers. It involved the accused being nailed at the hands, wrist, and feet, to a wooden cross. The cross would then be stood up, with the person on the cross hanging from the nails that pierced their body. It was a painful and slow way to die, causing the body to not be able to circulate blood which leads to organ failure and, eventually, suffocation. Many times, soldiers would break the legs of those who were being crucified. This ensured that they would not be able to support their weight, causing them a quicker death and less suffering. However, Jesus's body was unbroken.

Jesus was then taken to be scourged, or burnt with small sticks. He had a crown of thorns placed on His head and a purple (a color reserved for royalty) cloak placed around His body. He was mocked, spit on, and yelled at. He was forced to carry His

own Cross up the hill where he was hung upon it and died.

### **Answer Workbook Question 652**

According to scripture, upon His death, there was a great earthquake in Jerusalem. Far away, in the Americas, the peoples there felt the earthquake. Many were killed and the world, for them, turned dark. There was no sunlight for a long time.

The body of Jesus was wrapped in white linen, taken to a cave, and protected by a large stone placed in front of the opening. Fearing what His followers may do, Roman soldiers were put in front of the tomb to guard the body.

Three days later, a miracle happened. When Mary Magdalene, a woman who followed and cared about Jesus, came to prepare His body for a proper burial, she found the stone moved away from the entrance and the body gone. The soldiers had fled. When she heard footsteps she asked where they had taken His body. However, it was not the soldiers who had returned: it was Jesus.

Jesus Christ had been resurrected and was alive again, this time in a body that could not die. Conquering death was a part of His mission so that all mankind would be able to be resurrected someday, too. It was difficult for some to accept this impossible miracle and many did not recognize Jesus at first. However, he slowly gathered together the apostles that still would follow Him and ensured that His Church would continue.

### **Answer Workbook Question 653**

His Church, however, remained on the earth. The apostles tried to organize and run the Church with guidance Jesus had left them. For a time, the Church grew, gathering followers from all other religions. These followers became known as Christians, or followers of Christ. Rome knew this new Christian church was a threat to their power.

Roman Emperors, seeing that Christianity was becoming popular, often tried to place themselves in the role of savior, rather than Jesus Christ. Many Christians were killed by soldiers, under laws that made Christianity illegal. The temple in Jerusalem was burned and torn to pieces by Roman soldiers. The Jews (or Israelites) were driven out of Judea, and the apostles were rounded up and exiled or killed one-by-one. Over time, each of them died. Their teachings lived on, but, over time, were changed and mingled with other beliefs. The battle between Roman emperors and Christianity weakened the power of the government. Civil wars broke out and the people began to fight back.

### **Answer Workbook Questions 654-656**

#### **Lesson 99: Christians in Rome<sup>124, 125, 126</sup>**

After the death of Caesar Augustus, he was descended by a series of four emperors. From A.D. 14 to 68, they ruled Rome. Tiberius was ruler when Jesus Christ was crucified. His adopted son Caligula ruled after him, until he went mad and his bodyguards murdered him. Next, came Claudius, uncle of the previous emperor. Claudius expanded the empire and expelled the Jews.

When Claudius's stepson, Nero, took the throne, Christianity became illegal everywhere in the Roman Empire. When a fire burned down much of the city of Rome in A.D. 64, Nero wanted to claim the land that was now cleared of homes for himself. The people were angry with this plan and hated Nero. In turn, Nero blamed the Christians, turning the people's anger away from himself and leading to the hatred and persecution of many. Christians were tortured and murdered. This violence continued until the end of Nero's life. After his death, four men with competing armies claimed to be emperor of Rome and the empire was, once again, in chaos.

#### **Answer Workbook Question 657**

After a time, a man named Vespasian won over the other three. It was under his rule that the temple in Jerusalem was destroyed in A.D. 70.

Vespasian's son, Titus ruled next, enduring a volcanic eruption that killed many and buried entire cities in lava and ash. The volcano at Mount Vesuvius erupted so quickly that people in the nearby town of Pompeii were killed where they stood. Titus required his citizens to worship him as they would a god. Christians refused and were punished severely.

#### **Answer Workbook Question 658**

Still, the church grew. Many Gentiles (non-Jews) were taught the words of Jesus Christ and soon, almost half of the Roman Empire were Christians. Believers refused to worship the emperor and many met in underground catacombs in Rome to pray, share testimonies, and read scriptures

together. It was dangerous to discuss these things with others. Not knowing who was a Christian friend and who would turn you in, Christians created a sign to identify themselves to others. When meeting a new person, a Christian would draw a fish, a symbol of one of the miracles of Jesus. If the other person drew a fish, too, they were also a Christian and safe.

#### **Answer Workbook Question 659**

Though Christianity grew, the persecution did not stop. For 200 years, followers of Jesus Christ were arrested, tortured, and killed. Meanwhile, life in Rome continued. Emperors expanded the borders, fought for control, and endured civil wars. Armies became powerful sources of power and usually determined by force who would rule Rome, how high the taxes would go, and what policies would be enacted. The Senate, long forgotten by dictators, was completely ignored and the people lived under cruel tyranny. Even the rulers were not safe from violence. Most of the men who took the throne were murdered by those seeking to take the power for themselves.

#### **Answer Workbook Question 660**

As the government failed, so did the economy. Taxes were high and many could not afford their needs. Attacks came from the borders of the empire and, sometimes made it through. Emperors responded by imposing government control of prices on goods, recognizing the army as the government, and splitting the empire in two to allow for easier rule. Persecution and murder of Christians continued, as emperors saw them as a threat to their power.

### **Answer Workbook Question 661**

By A.D. 324, however, a different kind of emperor took control of the Roman Empire. Constantine claimed to have seen a sign from God, a cross, while battling others for the throne. While carrying a cross with him and ordering all his soldiers to paint Christ's name on their shields, he won the throne and was claimed from that moment on that the teachings of the Christians were true.

As ruler, Constantine enacted a policy of toleration, allowing freedom of religion in the empire. He made Sunday a day where no one in the empire would have to work, allowing everyone to attend church. He encourage Romans to worship any god they pleased and stopped the practice of worship of the emperor. Constantine ended persecution of Christians that had plagued Rome since the death of Jesus Christ. Christianity grew, the capital of the empire moved to a new city: Constantinople, and, for a time, religious freedom flourished.

### **Answer Workbook Question 662**

It did not last, however. Over time, Constantine decreed that Christianity was the only true religion and, as emperor, it was his responsibility to make Romans abide by its doctrine. Christianity became the only religion not discouraged by the government and Constantine declared himself the only one who could decide upon doctrinal debates between the people. Priests, bishops, and other church leaders often quarreled about ideas found in the teachings of Jesus and the writings of the Old and New Testaments. The church began to branch off, with each group holding its own beliefs rooted in the scriptures, but with

different interpretations of them.

Constantine knew Christians needed to be united in their beliefs and tried to uphold Christ's teachings by force. However, he also changed doctrine to fit his own ideas and theories. The beliefs taught in Rome were now a mixture of the teachings of Jesus and those of men.

### **Answer Workbook Question 663**

In A.D. 325, Constantine called a council of religious scholars and leaders to settle the matter once and for all. In this meeting, doctrine was debated among the men. One of the major points was the nature of the godhead. Was Jesus a god like His Father? Was He the same person as God? Was He equal to His Father?

The result of The Council of Nicaea was a creed that declared the official decision of the council on this doctrine and a new, united church. This would eventually evolve into the Roman Catholic Church. Constantine hoped this would unite Christians under one belief and one church all while healing the divisions in the Roman Empire. In truth, however, it allowed men to decide what parts of scripture were and were not of God.

### **Read the decree [here](#) and Answer Workbook Questions 664-665**

Over time, other emperors followed in Constantine's footsteps. Christianity became the official religion of the Roman Empire and all others were banned. Temples to old gods were closed and sacrifices to them were forbidden. Persecution began once again, this time against anyone who was not a Christian.

The truth was, however, few knew the pure teachings of the Savior anymore. They had been changed and mingled with words of men.

### **Answer Workbook Questions 666-667**

#### **Lesson 100: The Fall of Rome** <sup>124, 127, 128</sup>

The emperor who followed Constantine was Theodosius I. Theodosius saw that the Roman Empire had become too large for any one man to rule or any one army to protect. He split Rome into two kingdoms, one for each of his sons. In the East, Romans enjoyed prosperity for a time. In the West, however, hardships such as famines, invasions, and a lack of control brought about the end of Rome.

#### **See the map page 85 of *History of the World* and Answer Workbook Question 668**

Western Rome suffered from great division. After many emperors all pushing their own beliefs as law, Romans were left with a confusing mixture of the old and the new. Shadows of the Republic still lingered in official practices, though Rome had been ruled by dictators for years. In order to settle these differences, emperor Justinian I created his own law, the Justinian Law. Justinian appointed a council of ten men. It was their job to review the laws of Rome, discard those which were unneeded or contradictory, and re-emphasize those that would be allowed to stand. The emperor then took their work and revised it to his liking, removing any laws he did not agree with and making Justinian Law the unified rule throughout Western Rome.

Within Justinian Law, certain definitions and rights were accepted. Persons meant either free men or slaves. Slaves were property and had no rights or duties to the state. Citizens has certain rights and responsibilities within the empire. Family was led by the father and he spoke for and controlled each member. Land and riches belonged to the father of the family. Details for marriage and divorce, the age of adulthood, and the rights of businesses and corporations were set. Laws regarding property ownership, rights to property, and the selling or giving away of property established an individual's right to maintain and protect their properties. Procedures were put into place to settle disputes, much like courtrooms in America today.

#### **Answer Workbook Question 669**

With the power and riches of Rome, it constantly had to fight off invaders. Many wanted the prosperity of the empire but refused to answer to the emperor. Others wanted the land, with its grand buildings and strong roads, for themselves. Rome faced attacks from the peoples all around it.

Germany was one of Rome's biggest threats. German fighters were so strong that Rome had, after losing several battles, agreed not to invade Germany early on, allowing those living there to trade, work with, and learn from Rome rather than conquering them. Over time, the Western Roman Empire allowed these respected fighters to join the army. The two cultures had close contact with each other, each learning from the other. Romans often saw Germans as barbarians for their uneducated and violent way of life. However, they also honored the bravery Germans showed.

### **Answer Workbook Question 670**

When Attila the Hun, a man from Asia, attacked Germany, one of the Germanic tribes, the Visigoths, sought shelter and protection in the Roman Empire. The Huns were known for their barbaric and violent way of life and stories of their invasions and pillaging spread across the land.

The Huns, led by Attila, also began to invade Rome, both east and west. With his well-trained army, Attila began to conquer Roman cities. Stories spread across the spilt empire, telling of the cruelty and strength of these god-like men.

Watching the empire fall, the sister of the emperor in the West wrote a letter to Attila, promising to marry him if he came to rescue her. After receiving the letter, Attila wrote to the emperor, telling of his engagement to his sister and demanding half of the empire. The Huns then conquered Gaul and marched into Italy, burning cities as they went. The emperor finally offered a large sum of money and yearly payments to Attila if he would agree to leave. Attila agreed, saying he would return for his new wife. Attila died before he could, however.

### **Answer Workbook Question 671**

Western Rome had allowed the Germans to shelter within their kingdom. However, Romans were not always kind to their neighbors and the hot-tempered Germans fought back against abuse, causing an uprising that invaded Italy. This shocked many Romans, but the Germans continued their conquest, moving to Gaul and Spain.

As Romans called on their armies to fight against the Visigoths, the other Germanic tribes saw what was happening. Taking Rome's response as an attack on Germans, the other tribes rose to defend their countrymen. Present-day Africa, Spain, Britain, and Romania were invaded by German troops and conquered. Rome was beginning to fall.

Over time, German natives continued their attacks on the empire. From the outside, they pushed the borders of western Rome inwards. From the inside, they gained military ranks that gave them power over policy and war tactics. Soon, the Roman army was controlled by their enemies.

### **Answer Workbook Question 672**

Invasions, economic turmoil, and civil fighting had weakened the once-great empire of Rome. After losing control of armies, paying large sums to stave off invasions, and being unable to support themselves, the rulers of Western Rome left the city of Rome when the Visigoths came, settling in a swampy area where the barbarians could not reach them.

The people left behind in Rome asked the Eastern Roman Empire for help in defending themselves. Fearful of the Germans, however, the east did not send help. Rome was torn to pieces and plundered for its riches. Though the Visigoths left the people and churches untouched, another tribe, the Vandals, invaded soon after, destroying everything.

### **Answer Workbook Question 673**

Western Rome fell shortly after these invasions, with no help from the east. A barbarian boy, only six year old at the time, was placed on the throne. He was renamed Romulus Augustus and Romans left alive throughout both parts of the Roman Empire were forced to obey him. His rule did not last long, however, as Romans refused to obey a child. He was nicknamed Momyllus, or little disgrace, and sent away, the last official Roman emperor. The land in the west was divided and ruled by barbarian kings for years. Eastern Rome became known as the Byzantine Empire and the great Roman Empire came to an end.

**Answer Workbook Questions 674-677**

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# **Unit 11: Islam**

**Standards Taught: SS.1, SS.1.1,  
SS.1.1.a, SS.1.1.b, SS.1.2, SS.1.2.a,  
SS.1.2.b, SS.1.3.b, SS.1.4.d**

**Unit Project:** Learn the Five Pillars of Islam and do something to practice each one. Write a one-page reflective paper about how your own religion relates to Islam. What do the two have in common? What is different? Conclude with a statement about why you believe in what you believe

**Unit Book:**

## **Lesson 101: Mohammad<sup>129, 130</sup>**

Just outside of the southeastern border of the Roman Empire was Arabia. This hot, dry land held nomadic tribes known as the Bedouins. Though some Bedouin tribes were descendants of Ishmael, Abraham's first son, many abandoned Abraham's God and worshipped several different gods, spirits, and idols.

### **Answer Workbook Question 678**

Around A.D. 570, a boy was born in the Arabian city of Mecca. Mecca was central on the trade route in the area and housed many religious buildings and artifacts. This meant that Bedouins often traveled to the city for various purposes, stayed and spent money there, and made certain merchants very rich.

The boy, named Mohammed, grew into a man. As he grew, he watched the actions of the people around him, noticing the unfair treatment of the poor, the unrighteous actions of drunk men, and the addiction of gambling. Mohammed married and his family grew. However, the conditions in Mecca often led him to spend time alone in a cave outside of the city. Here, Mohammed claimed, he saw an angel and received revelation from Allah, or God.

### **Read the story on pages 52-53 of *Story of the World Vol. 2* and Answer Workbook Questions 679-680**

Mohammed slowly began to share his story with others around him. Some believed his claims and thought that Mohammed was the new prophet of Allah, as Jesus, Abraham,

Noah, and Adam had been. As his followers grew a new religion sprang to life: Islam.

### **Answer Workbook Question 681**

However, the rich people of Mecca did not like Mohammed's claims. They had gained their money from people coming to worship idols and multiple gods. If Mohammad's followers grew, only worshipping one God, they would lose their business and income.

Soon, Mohammed's life was threatened. Others who believed in Islam endured persecution and abuse and eventually fled to a nearby city called Medina. Mohammed and one of his friends stayed in Mecca until soldiers were sent to kill them. Only then did Mohammed flee to Medina. His trip from Mecca to Medina became known to Muslims (or followers of Islam) as the Hegira, a holy exodus, much like that of Moses from Egypt. The trip was nearly 200 miles long, through hot, dry desert.

### **See the map on page 51 of *Story of the World Vol. 2* and Answer Workbook Questions 682-684**

In Medina, Mohammed was given complete control over the religious activities and government of the people there. He ruled as a king and judge. His followers believed he spoke for Allah and wanted to do everything he told them. Many came to listen when Mohammed spoke, recording his words on anything they could write on. Over time, thousands of scraps of paper, leaves, stones, and pieces of leather contained written words from Mohammed's supposed interactions with the angel. Some who could not read or write simply memorized his words. Mohammed taught about

morality, politics, and his supposed visions, rejected the Bible, and encouraged others to follow him as a prophet. He told his followers that they must pray to Allah, stop drinking and gambling, and treat the poor and sick with compassion. A new religion had formed just as Christianity was growing in the area, and the two religions would not get along.

### **Answer Workbook Question 685**

#### **Lesson 102: Islamic Beliefs**<sup>129, 130, 131</sup>

Mohammed's friend, seeing the people write his words anywhere they could, wanted to put all of Mohammed's teachings in one place and make them easier to find and remember. The papers, leaves, and other writings, along with memorized pieces, were brought together and recorded in one book: the Koran (or Qur'an). The Koran became the scriptures for Muslims, who did not believe the Bible to be entirely accurate. Jews and Christians, it taught, believed in the same God, or Allah, but misinterpreted His teachings. Only Mohammed, through his revelations, could tell the people what Allah wanted them to do.

### **Answer Workbook Questions 686-687**

The Koran taught that Mohammed was the last in a line of prophets. The recorded words of Mohammed were, according to Islam, Allah's final say on what men and women needed to do to live with God again. However, in rejecting the Bible, Mohammed also taught his followers to reject the words of other prophets, including Jesus Christ, and follow only him. They were taught that Christ's death was not an atonement that allowed forgiveness for all, but that

forgiveness was given by Allah after repentance without an innocent sacrifice needed. This meant that Muslims could only reach Allah and paradise if they went through Mohammed's teachings to get there.

### **Answer Workbook Questions 688-689**

With the Koran written, Islam began to build itself around the Five Pillars, or five most important parts of the religion. These pillars, it was said, outline the steps that a man or woman must take to get back to Allah.

The first pillar, Shahadah, taught that every Muslim must believe in Allah, the one true God. Muslims rejected other gods and the idea of polytheism and recited the words "There is no god but Allah, and Mohammed is his prophet," daily.

The second pillar, Salah, stated that Muslims must pray five times each day. Prayers in Islam required the body to be washed and clean clothing to be put on. The one praying would then kneel and bow until his or her forehead touched the ground. Prayers were to be said facing Mecca and for a set amount of time.

The pillar of Zakat required Muslims to give away part of their money each year to help the poor. Sawm required Muslims to fast for one month each year. Known as Ramadan, Muslims refrained from food and drink all day (but could eat when the sun was down) to remind them of those suffering from hunger and illness.

The final pillar, Hajj, taught that once during their life all Muslims needed to travel to

Mecca in a holy pilgrimage. If they failed to do so, they could not return to Allah.

### **Answer Workbook Question 690**

The teachings of the Koran also outline the daily life and social structure for Muslims. Certain foods, like pork, were seen as unclean and forbidden. Drinking and gambling were outlawed. Women were told to dress modestly, wearing clothing that covered their body and a hijab that covered their heads. Men, it was taught, were of a higher degree than women, though men were told to treat women kindly. Muslim women had fewer rights and were taught to be obedient to their husbands. Women stayed home to care for children while men worked to provide. Children were taught from the Koran and expected to fully participate in daily prayers and in fasts by the age of ten. Slavery was allowed in the Muslim religion and thrived under these laws.

### **Answer Workbook Questions 691-693**

After the death of Mohammad, his teachings and the way they were applied became subject to the interpretations of other men. Sharia law was developed and outlined strict rules about the rights and treatment of women in Islamic countries. Some of these rules include: men are guardians of women and cannot be married without permission of their father, husbands become guardians of their wives, wives cannot divorce without permission from their husband, men can marry more than one woman, the testimony of women is not legally as strong as that of man and women can be punished for testifying in certain cases, women are subject to harsh punishments such as

whipping or stoning for certain crimes, and women may only speak to men to whom they are related.

### **Answer Workbook Question 694**

Muslims were taught that the only way to paradise was through the teachings of Mohammad. Christians and Jews had, according to Islam, changed the words of Allah and could not be trusted unless they repented and converted to Islam. This put a wedge between the two growing religions of Islam and Christianity which would lead to years of war.

### **Answer Workbook Question 695**

#### **Lesson 103: The Spread of Islam**<sup>129, 132, 133</sup>

Mohammad and his followers lived in Medina for two years. However, the people already living there could hardly provide for themselves, let alone thousands of new people. The city leaders went to Mohammad and asked what they should do in order to feed their children. Mohammad ordered groups to raid those traveling on the road past Medina to Mecca. Food and other goods were stolen. Mohammad justified these attacks through their own needs and the unrighteousness of those living in Mecca.

### **Answer Workbook Question 696**

However, the merchants in Mecca were upset. The raids left them with little food of their own and their income failed. Soon, Mecca's army marched towards Medina to stop these raids. Mohammad ordered his own army to meet them and fight. It was not a sin, he said, to kill those who were not

Muslim. For seven years, a war waged between the two cities. During this time, Mohammad converted other tribes to Islam and his army grew. His goal became conquering Mecca. He gathered his new, larger army together and marched towards the city to end the first jihad, or holy war. When the Meccans, weary from years of war, saw this army they surrendered. Mecca fell to Islamic rule. Idols and false gods were burned and the city became a holy place to Muslims. Only Muslims were allowed to enter it.

### **Answer Workbook Questions 697-698**

Seeing this powerful display, many of the remaining tribes in the Arab desert surrendered to Mohammad, converting to Islam and agreeing to follow him.

After his death two years later, however, Muslims were left without a prophet, king, and ruler. Many panicked, fearful they would lose future jihads because they no longer had a prophet to tell them the will of Allah. However, Mohammad's friend, Abu Bakr, reminded them that Mohammad's words and beliefs remained. He was elected the first caliph, or leader and king.

### **Answer Workbook Questions 699-700**

Now in control of the entire Arab peninsula, Bakr wanted to expand the teachings of his friend to other parts of the world. Through invasions and war, Muslims conquered much of the land around it. The empire expanded to include parts of the Byzantine Empire, Egypt and northern Africa, Spain, Syria, and Persia. Many of the areas they conquered were already divided against themselves and fell easily to this strong new

army. All who were conquered were forced to convert to Islam or killed.

### **See the map on page 103 of *History of the World* and Answer Workbook Questions 701-702**

A new capital was built on the shores of the Tigris River. The city of Baghdad was designed to be round, with three sets of walls surrounding it. The city was well-protected and became the center of trade for the new empire. The caliph lived there, in a grand palace. Philosophy, art, and science thrived in Baghdad.

### **Answer Workbook Question 703**

Throughout the new empire, mosques were built as holy places of worship. Like Christian churches, these buildings were dedicated to prayer, sermons, and study of the scriptures. Mosques were the center of cities, and were often used for community events. Mosques often hold religious symbols and beautiful depictions of words of the Koran in their designs, but have no statues or signs of living creatures in their décor, focusing worship on Allah and preventing idol worship.

### **See the images [here](#) and Answer Workbook Questions 704-705**

By A.D. 715, however, conquests faltered. Turkish armies were able to push Muslims from their lands and Constantinople stood strong against the invaders. In 732, a battle in Europe spelled the official end of the expansion of the Muslim Empire. The Battle of Tours was a war between countries. However, it was also a war between competing religious beliefs, with

Islam on one side and Christianity on the other. After the battle Christians were still free to worship without influence from Islam, unlike the areas who were conquered.

**Answer Workbook Questions 706-707**

With such a large expanse of land and no united leader, Muslim kings began to rule in separate cities. The empire was no longer united and Christians, who had been subject to wars for years, were ready to fight back for the land and followers lost.

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# **Unit 12: Everyone Else**

**Standards Taught: SS.1, SS.1.1, SS.1.1.a,  
SS.1.1.b, SS.1.2, SS.1.2.a, SS.1.2.b, SS.1.2.c,  
SS.1.4.d**

**Unit Project: Choose a culture in this unit and learn more about their religious beliefs (mythology) through research online and in books. Then, write a one-page fictional story that incorporates some of these beliefs. OR Choose a culture in this unit and re-create your own version of one of their art forms.**

**Unit Book:**

## **Lesson 104: The Barbarians**<sup>124, 134</sup>

At the time of the split of the Roman Empire, several tribes lived in the area that is present-day Germany. These tribes managed to check the expansion of the Romans and create a trade relationship with the empire. They included the Ostrogoths, Visigoths, Vandals, Franks, Angles, and Saxons.

### **Answer Workbook Question 708**

The Germanic tribes were known for their strong warriors and their simple lifestyle. Each tribe was led by a chief, the strongest and bravest warrior in the group. Warriors were honor-bound to follow the chief and protect the tribe at all costs. It was these traits that helped them defend themselves from the Romans and earn the respect of the strong empire. After wars with no winner, a treaty was drafted, with the Romans promising to respect the boundaries of the tribes and not invade any further. The Germans, in exchange for promising not to invade the Roman Empire, were allowed to keep the land north of the River Rhine for themselves, unbothered.

### **Find the River Rhine on a map and**

### **Answer Workbook Question 709**

However, the focus on violence and courage at all costs made these tribes susceptible to hot tempers. Germans had a tradition of drinking, which only made their tempers worse. Tribes were rarely united and often fought with one another as well as with their neighbors. Germanic tribes were well-known for their war-like lifestyles and their emphasis on ignoring the luxuries of life in order to remain tough. This meant they

spent little time on education, arts, or sciences. Many were illiterate and stories were passed down through orally. This caused those around them to refer to them as barbarians, or uncivilized people.

### **Answer Workbook Question 710**

German religion was a mixture of the influences around it. Egyptian, Greek, and Roman stories merged with the beliefs that their parents passed down. Germans were polytheistic and worshipped a different god each day of the week. Perhaps the most well-known of these gods was Thor, named for Thursday and believed to be god of thunder. Thor was king of the gods, much like Zeus for the Greeks. Gods were often connected to natural phenomena that couldn't yet be explained and were believed to play a part in everyday life, natural disasters, and the outcome of wars. Celebrations were held and sacrifices (including human sacrifices) were made to these gods in hopes of winning their favor.

### **Answer Workbook Question 711**

German tribes expanded their territory by invading and conquering neighboring lands. With the invasion of the Huns, they asked their southern neighbors for shelter, which eventually led to the ability of German tribes to help conquer Rome. When the Roman Empire fell, much of the land owned by Rome came under German rule. With the exception of the Franks and the Anglo-Saxons (a merging of Angles and Saxons), these forced kingdoms were short-lived.

### **Answer Workbook Questions 712-713**

## Lesson 105: The Celts<sup>135, 136</sup>

In addition to Germany, the Romans had a difficult time conquering another people. These tribes spanned the area from Ireland to Spain to Turkey and were referred to as the Celtic people. Though the Celts were not a united country, they spoke a common language different than the peoples around them and shared a belief system. Over time, tribes conquered each other, made alliances, and created a complicated string of trade and defense networks ruled by committees or chiefs. While no one knows exactly when this culture began, (possibly as early as 1200 B.C.) different tribes of Celtic people lived throughout Europe, were ruled by their own chiefs, and fiercely defended their lands by the time Rome rose to power.

### See the map [here](#) and Answer Workbook Question 714

The Celtic people did not have a written language, but archeologists have learned of them through Greek and Roman writings and artifacts found throughout the areas they lived in. First through trade, then through war, their neighbors learned of the Celtic culture and way of life. Impressed by how far the Celtic peoples spread across the land, their methods of trade, and their ability to use natural resources, stories of the previously unknown peoples began to spread.

### Answer Workbook Question 715

Depending on the area they lived in Celts were known for their iron work, their salt mining, their agriculture skills, and their fur trapping. The Hallstatt Celts lived in present-day Austria and were known for

their elaborate salt mines. Trade with their neighbors made them very wealthy and the Hallstatt area became the center of Celtic life. In present-day Switzerland, lived the La Tène people. This group was known for their art and unique practice of burying the dead with their weapons. Evidence suggests they were strongly influenced by Mediterranean cultures, probably through trade. Finally, the Urnfield people, who lived north of the Danube River, are known by archeologists for their practice of cremation, or burning the bodies of the dead and placing the ashes in an urn. It is believed that the remainder of the Celtic tribes each began with these three, expanding and migrating as populations grew and split apart.

### Answer Workbook Questions 716-717

Celtic tribes were not connected to each other and each lived in its own area without political influence from the others. However, through trade, war, and migration, the tribes were alike in their religious customs, their language, and their cultural expressions.

Celtic religion was focused on a sacred reverence for nature and a belief in multiple gods. Natural sites, such as groves and rivers, were believed to be holy areas. Areas of worship were clearings surrounded by natural barriers at first. Later, with influence from Greece and Rome, Celtic people began to build stone temples.

### Answer Workbook Question 718

Totems, especially animals such as the boar or stag, were believed to have protective powers. Human spirits were thought to

reside in the head and bodies were regularly buried with everyday items and treasure for the deceased in the afterlife. Druids, priests who led religious ceremonies, were respected as rule-makers and enforcers, ensuring that the people did not anger the gods. Druids were also revered as keepers of knowledge, as most histories were not written, and exempt from dangerous activities such as warfare in order to protect them. Gods and goddesses, like those of the cultures around them, were believed to control different aspects of life. Lugus, for example, was the sun god who was believed to be all-seeing. Gods and goddesses were often grouped together into trinities, groups of three, which worked together to influence mortal life.

### **Answer Workbook Questions 719-720**

The Celtic language was broken into two groups by scholars: insular and continental. Continental was largely lost as Rome began to conquer Celtic land. However, the insular language, which was popular in Britain, Ireland, and Scotland, areas which never fell completely to Roman rule, is still spoken today, though with some changes.

The Celts were well-known for their elaborate art. They worked in stone, metal, pottery, and even used precious stones imported from other parts of the world. Art reflected religious beliefs with much of it being focused on nature, gods and goddesses, or sacred animals. It also incorporated elegant patterns and designs of interlocking and crossing lines.

**Visit this [website](#) for examples of Celtic art and Answer Workbook Question 721**

As tribes grew, some were closely tied together through family lines. Family was important to the Celts and split tribes sometimes created alliances and promised to defend each other in times of need. As Rome conquered their land, many of these tribes fell. However, the Celts in Britain were never completely subject to Roman rule. A woman chief named Boadicea led her people in several successful battles against Rome. Though many Celts adopted Roman ideas and beliefs, areas such as Britain, Wales, Scotland, and Ireland maintained many of their customs along with their independence. Though at one time the Celts covered vast areas of land, today many relate them only to the areas these areas because of this fact.

### **Answer Workbook Question 722**

#### **Lesson 106: Norsemen<sup>137, 138, 139, 140</sup>**

Northeast of the British Isles, across the North Sea, was Scandinavia. This peninsula held the kingdoms of Norway, Denmark, and Sweden. The people who lived here were mostly farmers, each with their own plot of land to work. However, when land suitable for growing became scarce, the people living there began to change their way of life.

The Norsemen (North-men, or men from the North) began to build boats. These long ships were created with flat bottoms, allowing them to travel in shallow water where other, deeper boats could not. They were powered first by men rowing oars, and later by sails and wind. Ships were decorated with dragons' heads at the bow to scare away enemies.

As the Norsemen began to explore on their ships, raiding nearby kingdoms, taking slaves and wives from the people, and trying to conquer land, they became known as Vikings. In their language “i Viking” was the term for their explorations and raids. Vikings were violent and fierce warriors, pirates, and strong leaders.

**Learn more about Viking boats [here](#) and Answer Workbook Questions 723-725**

Vikings used their ships to sail to nearby and far-away lands. In the water, their shallow ships allowed them to outmaneuver and attack other ships, stealing the riches and supplies found there. On shore, they would destroy towns, steal treasure, and return home with their plunder. One of the Vikings first targets were small islands and monasteries in the British Isles. Vikings also tried to conquer Spain, but the Muslims there fought back fiercely and the Vikings were driven away. Vikings sailed to and attacked France so often that they were eventually given land there in hopes that this would convince them to stop raiding French villages. As they settled the land, now known as Normandy, the Vikings adopted the French way of life and became known as the Normans. The Vikings sailed and attacked people as far away as the Middle East, Northern Africa, and the Mediterranean.

**Answer Workbook Questions 726-727**

Vikings set up monarchies in each of their lands, new and old, and were usually ruled by those they saw as courageous and strong. Vikings were known for their hot tempers and tendency to fight with those around them. One such man was Thorvald, a father

who was forced to leave Scandinavia after killing a man in a fight. Thorvald and his family sailed westward, searching for a new land to settle. His son, Eric, traveled with them. They landed and settled in Iceland.

When Eric grew up, he was known for having a temper like his father’s and for his red hair. Eric the Red fought and killed two of his neighbors, leading to him being exiled from Iceland. He traveled further west, finding an island that was rocky, cold, and dark. He named this place Greenland, hoping that others would hear the name and travel to settle there. The name convinced several to follow him from Iceland and settle there.

Eric the Red and his people lived in horrible conditions with little food. The ground was covered in ice and little sun shone on the island. However, Eric had a son, Leif Ericsson. When he was grown, Leif wanted to explore like the men in his village had. He set sail and traveled east, finding a land with plentiful food. Naming it Vineland, for the grapevines found there, Leif and his men tried to settle and explore the land, but were met with hostile natives who drove them away. Vineland, or what we now know as North America, was discovered by Leif around 986 A.D. and abandoned in 1015.

**Answer Workbook Questions 728-729**

In their travels and plundering, Vikings interacted with several different cultures and were influenced by each. At first, Norsemen had their own culture and religion. Over time, Christianity became normal in their lands as kings and leaders converted and taught their subjects.

Though many of those conquered saw Norsemen as violent and fearsome men, Norse culture was rich in art, ceremonies, celebrations, and customs. Norse religion centered on polytheism, a belief that the universe must be balanced, and a sense of fate, or destiny. Norse gods and goddesses, like those of Egypt, Rome, and Greece, were believed to control separate aspects of life and have supernatural powers. They had flaws, like mortals, but were revered for their control over daily life. The king of the gods, Odin, and his queen, Frigg, were said to rule over the gods. Gods and goddesses were often connected through family ties and Odin and Frigg were believed to be the parents of several, like Zeus and Hera in Greece. Animal sacrifices were made to the gods as a way to win their favor, especially during ceremonies such as weddings.

**Watch this [video](#) to learn more about Norse gods and goddesses and Answer Workbook Questions 730-731**

Family ties were important in Norse life and weddings were a method for cementing ties between two families. Husbands were chosen for women by important men in their lives, such as their father, uncles, and grandfathers. Payments were made between the families and a date was set for the wedding. It was believed that love was not important in choosing a husband as that would come as the couple got to know each other. At the wedding, couples would exchange vows, rings, and swords. The groom was given a sword of protection, signifying his responsibility in the family. The bride was given an ancestral sword by the groom, which she would hold until the couple had a son to carry it on. This symbolized unity between the families and

her responsibility to carry on the family lines by raising children. Animal sacrifices would be carried out to the gods of marriage and fertility, in hopes that the couple would be prosperous and have a strong family.

**Answer Workbook Questions 732-733**

Norsemen also had a strong belief in the afterlife. After death, many would be cremated or buried with treasures. However, if the dead was highly revered, they were given a burial ship, filled with treasure. The body was then put on this ship and it was set afloat and lit on fire, burning until it sank under the water. No matter the method of burial, though, funerals were often accompanied by human or animal sacrifices, offerings to the gods, and weapons and treasure stores for the dead. Tombs were marked with stone, allowing the living to remember the dead.

**Answer Workbook Question 734**

After death, it was believed that the soul of the dead would be judged by Odin. If the soul was judged to be a hero and warrior, Valkyrie (women warriors with supernatural powers) would accompany the soul to Valhalla, the paradise reserved for the very best souls. Farmers, servants, and craftsmen who never fought would not expect this honor. Depending on their actions in life, a soul that did not make it to Valhalla would go to another, lesser, realm of the dead such as Folkvangr, ruled by the kind goddess Freyja, Hel, a grey land filled with fog, Ran, a land of treasure, or the Burial Mound, haunting their place of burial as ghosts.

**Answer Workbook Question 735**

Over time, Norsemen were exposed to Celts, Christians, Muslims, and other beliefs. They began to adopt certain customs from these cultures and, eventually, many Norsemen converted to Christianity. This new religion changed the way many Norsemen lived their lives. Soon, Vikings settled down, marrying and living alongside those they had conquered. The Anglo-Saxons in the British Isles and the Vikings who lived there started to refer to themselves as the English, living under one king.

### **Answer Workbook Questions 736-737**

Eventually, a king named Harold ruled England. Nearby, in Normandy, his father's cousin, William ruled. William wanted to rule both Normandy and England and invaded, beginning the Battle of Hastings. After this battle, William the Conqueror became the king of England and the country fell to its neighbors. Normans swarmed into England, taking over their way of life, changing the way they spoke, grew crops, and built houses.

### **Answer Workbook Question 738**

#### **Lesson 107: The Byzantine Empire and Charlemagne<sup>141, 142</sup>**

After the barbarian invasion and fall of the Roman Empire, Eastern Rome shrank until the Emperor only ruled the area right around the great city Constantinople. The area became known as the Byzantine Empire.

### **Answer Workbook Question 739**

Over time, Byzantine citizens began to regain their strength. Led by strong

emperors, they slowly took back the land they had lost to the Germans.

### **See the map on page 31 of *Story of the World, Vol. 2* and Answer Workbook Question 740**

Constantinople grew to be a great city, the capital of this new empire. Palaces were built and roads were paved. The city was busy with trade, government dealings, and educational opportunities. Constantinople had a strong army and continued to re-claim lands around them for a time, especially while under the rule of Justinian I, who created the Justinian Law to untie the people.

### **Answer Workbook Question 741**

During Justinian's rule, the Christian church in his city was burned down in a riot. Justinian set out to rebuild it. However, after Jesus's death and the fall of the Roman Empire, two groups of Christians had formed. One group believed that a man on earth was chosen by God and authorized to run the church on earth. This man was known as the Pope and many Christians followed him without question. In Constantinople, however, people believed that the church should be run by several leaders, each from important cities, and the decision they made should be agreed upon by the people in the church. When Justinian built the new church in Constantinople, it featured aspects that favored the second group. Eventually, these disagreements within the Christian church would lead to a split into two churches: the Roman Catholic church, which followed the Pope, and the Eastern Orthodox church, which followed patriarchs.

### Answer Workbook Question 742

While the Byzantine Empire grew around Constantinople and practiced Christianity, the Islamic Empire was growing as well. After Muslims took over Spain, they set their sights on the Franks, who lived in present-day France. However, the king there, Charles the Hammer, beat them in battle because the Muslim soldiers were afraid of losing their great wealth from other conquests.

Charles's grandson, Charlemagne became king in A.D. 771. Charlemagne was Christian and was worried that his people were becoming barbarians once again. He made it his goal to bring the kingdom back to Christianity. Throughout his rule, Charlemagne paid monks to copy the scriptures, built new roads, and encouraged citizens to gain an education.

However, Charlemagne's most well-known work was in war. For thirty years, he expanded the kingdom of the Franks through conquest of lands around them. The people he conquered were forced to convert to Christianity or killed. Charlemagne expanded his Empire until he owned land as far south as Rome (see map on page 113 of *Story of the World, Vol. 2*).

Charlemagne was a part of the group of Christians that followed the Pope. After conquering Rome, he traveled to the city to attend church. There, the Pope laid a crown on his head and declared that God had chosen this great king to rule over the lands. The people who followed him hoped for peace, but the Norsemen would soon shatter that dream with their invasion.

### Answer Workbook Question 743

#### Lesson 108: Australia and New Zealand<sup>143, 144</sup>

While no one knows exactly when or how some point in ancient history, a group of nomads traveled to the continent of Australia. Archeologists believe that these aborigines first lived on the coasts and later traveled inland, covering vast distances across the continent. Rock shelters, stone tools, and other artifacts have been found throughout the large island. These nomads survived by gathering plants and hunting animals such as the wallaby and kangaroo. They lived in clans, or tribal family groups, and kept their way of life for thousands of years.

### Answer Workbook Question 744

By the time New Zealand was settled, Australia had been occupied for many years. It wasn't until the Middle Ages that the Maori people arrived there. Though archeologists don't know exactly where the Maori came from, it is believed that they may have sailed across the Pacific Ocean from the Polynesian Islands. Those who lived on the Polynesian Islands built canoes and traveled vast distances across the ocean, regularly searching for food and new lands.

**Read the story on pages 94-95 of *The Story of the World, Vol. 2* and Answer Workbook Question 745**

# Unit 13: The Dark Ages

**Standards Taught: SS.1.2, SS.1.2.b, SS.1.2.c,  
SS.1.3, SS.1.3.a, SS.1.3.b, SS.1.4.b, SS.2,  
SS.2.1, SS.2.1.a, SS.2.1.b, SS.2.2, SS.2.2.a,  
SS.2.2.b, SS.2.3, SS.2.3.a, SS.2.3.b**

**Unit Project: Create a model of medieval life showing daily activities in the feudal system. Include a church (Pope), castle (royalty), court (nobles/barons/lords and ladies), knights (for each baron, military protection), and peasants (serfs). Use primary and secondary sources to do your research. Then, present your model to a family member and discuss how it compares with the social structure where you live today.**

**Unit Book:**

**Lesson 109: France and England**<sup>138, 150, 151, 152</sup>

The time after the fall of Rome (about A.D. 500-1350) is known as the Middle Ages, or Dark Ages. This time is known for knights, royalty, and castles. However, life was not a fairy tale for those who lived through the Middle Ages. Most people were uneducated, disease and sickness spread quickly, oppressive rulers reigned, truth was lost, wars and disunity raged, and life was very difficult.

In present-day France, the Germanic Franks settled in the land Rome knew as Gaul. Roman, Burgundian, and Allemani people lived there, too. These freedom-loving people had won their independence from the Romans before its downfall and established the first large empire in the area after Rome fell. They united to protect themselves from the Huns and then began warring with each other once again.

**Answer Workbook Question 746**

However, Clovis, a grandson of the tribal leader who ruled during the battle with the Huns, wanted to unite the people living in Gaul once again. Clovis married a princess from a Burgundian tribe, forming an alliance. He fought and conquered other tribes or convinced them to accept him as their ruler. This was the start of the Frankish Empire, which would eventually turn into France.

**See the map on page 100 of *Story of the World, Vol. 2* and Answer Workbook Question 747**

In an effort to hold his empire together, Clovis converted to Christianity and made it the official religion of his empire. This gave the church connection to the government which both could exploit. It was taught that Clovis was chosen to rule by god, giving him power over every citizen. Each person living in the Frankish Empire was required by law to be Christian, giving the church the ability to shape policies and become very wealthy through tithes. Clovis also built a capital city named Paris, and created a universal law throughout the empire. He died in 511.

**Answer Workbook Questions 748-749**

After his death, many men fought over the throne. However, these rulers were often busy enjoying their riches and power and did little to actually keep the empire together. Eventually, a group called the Mayors of the Palace took over as rulers. This group was headed by a mayor, though he often ruled more like a king, which created unity and better defenses for the kingdom, especially when working in partnership with the church.

**Answer Workbook Question 750**

In 741 a man named Pepin became mayor. However, Pepin wanted to the title of king. Knowing the power of religion, he wrote a letter to the Pope, and asked the church to endorse him as king. The Pope agreed and the local bishop crowned Pepin in 751, giving citizens the impression that he was chosen by god to rule. Anyone who disagreed was threatened with excommunication.

In return for the crown, Pepin promised to defend the Pope and his lands. He kept this promise when a Germanic tribe tried to invade Italy and won the land now known as the Papal States for the church.

### **Answer Workbook Question 751**

After his death, Pepin's son, Charlemagne stepped into his role in 771. Charlemagne fiercely defended the kingdom from invaders and then cruelly expanded the empire through war. All who were conquered were forced to convert to Christianity. Charlemagne was fascinated by the Roman Empire and brought back many of the customs, traditions, and technologies it had left behind.

**See the map on page 111 of *History of the World***

After Charlemagne's death, his son, Louis, took the throne. However, Louis was a weak king and the great empire began to fall apart. By 843, Louis' sons were forced to divide the empire into three parts. The middle kingdom soon ended, falling to pieces. However, the western kingdom became present-day France and the eastern became present-day Germany.

### **Answer Workbook Question 752**

During this time, the empire faced several invaders. The Magyars attacked from the east, settling down in Hungary. The Moors (Muslims from North Africa), took control over the area around the Mediterranean Sea and sometimes established cities throughout Europe. The Norsemen (Vikings) robbed churches and pirated trading ships.

The great empire was broken into pieces and each piece was now ruled by their own kings and nobles.

Feudalism, a social structure based on land ownership, took over. At the top of society was the king, who often lived in a castle (a heavily protected structure) and, owned all the land of the kingdom. The king demanded loyalty and service from all and granted land (fifes) to his noble lords and vassals. Lords were given ownership of the land. Higher nobles, such as counts, earls, and dukes were in this group. However, there were also lower lords who owned land. Vassals, working under lords, used and supervised the land but did not own it. Both groups were expected to supply the king with soldiers for the army in exchange for the land. These soldiers, known as knights, were loyal to their nobles and the king, protecting them whenever the need arose. Many nobles served as knights themselves, but they also hired others as part of their army. They were given food and shelter in return for loyalty and protection. Knights were trained from a young age, when they served as a page, or servant of the lord. Then, they were made squires, a servant who was learning the art of war.

The expectations and promises between the classes were outlined in serious oaths to those who ruled over them. The breaking of an oath resulted in the loss of land or worse. Chivalry, or the code of conduct for nobles and knights, was a very important part of life. It outlined the way an honorable noble or knight would act including how he would keep his oaths, treat others, and answer to the church. A noble or knight who was chivalrous could bring honor to his own

family and descendants by following this code.

### **Answer Workbook Question 753**

The favorite pastime of nobles and knights were tournaments and jousts. These competitions allowed the men to practice their skills of war in mock battles and name a victor with skills and bravery above his competitors. Hunting and falconry were other sports these men enjoyed.

At the bottom of society were the peasants. Peasants (serfs) worked the land, growing crops and tending to animals in return for food, housing, and protection from lords and knights. Serfs were tied to the land and could not leave their manor. Their children inherited this way of life. They paid taxes and fees to their lord and to the king.

### **Answer Workbook Question 754**

Each manor had a church which was ruled over by a local leader. These leaders answered to the area bishop, who answered to the Pope. Church leaders, even the Pope answered to the king and often advised him. The Pope and king often struggled for power and wealth. The king could make laws and collect taxes and was publically supported by the church, which told the people god had chosen him. The church collected tithes and influenced laws and policies of the kingdom through their interactions with the king. The church owned vast pieces of land as well. In addition, many people could not read. Even if they could, there were few copies of the Bible printed, leaving the scriptures and teachings up to church leaders and allowing them to convince the people to do or say anything they wanted. Those who

disagreed would lose their eternal salvation. Though the church was a part of everyday life for the entire area, it had strayed far from the original teachings of Jesus Christ.

### **See the image [here](#) and Answer Workbook Question 755**

Kings and the church used the power of religion to manipulate and exploit people. Many lived in poverty and suffered through wars because of these power-hungry rulers. Little happened in literature, art, or science during this time. This is why the Middle Ages are also sometimes known as the Dark Ages.

### **Answer Workbook Question 756**

Meanwhile, in the area known as Britain, the Celts who had not left, the Anglo-Saxons, and the other Vikings who settled there, had merged into seven kingdoms and practiced feudalism just as they did in France, though titles had different labels. Anglo-Saxons ruled most areas as royalty with Thaness (nobles) answering to kings and overseeing land. Thaness and bishops advised the king and a council, the Witan, kept the king from abusing his powers. Churls, or freemen, were often merchants. At the bottom of society were slaves, with no rights.

### **See the image [here](#) and Answer Workbook Questions 757-758**

In the 800's, the Danes invaded, leading to raids of coastal cities and an all-out war. As they conquered land, they moved southward. In Wessex, King Alfred saw them coming and began to prepare. He trained farmers to fight. Though they lost many battles, they were able to lay siege (surround and cut off

supplies) to the invaders and signed a treaty giving half of England to the Danes in return for peace.

Battles between the English and invading Vikings were a normal part of life for hundreds of years. The Battle of Hastings happened during this time and the Normans gained control of Britain in 1066.

After this, William the Conqueror became the king of England and Normans poured into the area. Their customs, language, and way of life began to mix with the people who lived there. The Witan Council was broken up and the king took full control. Feudalism gained a stronger foothold and the church gained more power.

#### **Answer Workbook Question 759**

In 1154, William's descendant, Henry II became king. Henry was known for his vast amounts of land. While king, Henry enforced common laws and created trial by jury. He was a fair king and the people of England like him.

After Henry II's death, Richard I took the throne. Also known as Richard the Lion-Hearted, he was best-known for leaving his country to engage in the Crusades and allowing nobles to grow in power in his absence.

#### **Lesson 110: Religious Expansion: Christians, Jews, Muslims, and the Crusades**<sup>129, 145, 146, 147</sup>

After the death of Jesus Christ, his apostles (now including Paul after the betrayal of Judas) sought to teach others the gospel. Churches, both Jewish and Christian,

expanded throughout the Roman Empire, Europe, Asia, and parts of Africa through trade and cultural exchanges. Jews followed the Law of Moses, which had actually ended with the death of the Savior, and treated the Old Testament as the word of God. Some who believed that Jesus was the Messiah, followed His words and teachings. Christians added the New Testament (written by the apostles and others who knew them) to the Old and called these two works the Bible. As believers gathered, independent churches were established and the interpretation of them was sometimes changed according to the preacher's wishes in each church. The apostles often traveled to churches, correcting false doctrine and establishing the truths taught by Jesus.

#### **Answer Workbook Question 760**

In Rome, the catholic (meaning universal) church sought to create a single, united church rather than a series of disconnected ones. By A.D. 175, the Roman Catholic Church stated that it had been established by the apostles (though there is a lack of evidence of this claim in the Bible) and that all other Christian churches had to agree with it. Bishops (or overseers of individual churches) were given power and authority over the people of their cities and it was taught that they had been appointed by the apostles themselves as successors. Over time the power of this church, and its leader the Pope, grew. When Constantine was ruler, the church declared that God Himself had chosen the emperor and sealed the power of the church with that of government rule. This pattern continued throughout Medieval Times, giving rulers unquestioned power. Through this power, the Pope and the Emperor claimed to be mouthpieces of

God and citizens followed without being allowed to ask questions or have a voice in how they were governed. Those who did not obey were banished, excommunicated, threatened with damnation, or put to death. The only way to learn of, talk with, or return to God, it was taught, was through these supposedly holy men.

### **Answer Workbook Questions 761-762**

This allowed men to change the word of God to their liking. Doctrine was distorted. During these Dark Ages, the truth and power of the Savior was unorganized and, largely, unknown.

The Catholic Church believed that the gospel as they taught it should be spread. Missionaries began to be sent to faraway lands in order to convert others. Augustine traveled to Britain with a group of 40 monks. There, he was allowed to teach and convert anyone who would listen and build a church and monastery in Canterbury. From there, the church spread throughout Britain and Ireland. Others were sent to Spain, Africa, and Asia to spread the distorted gospel. Monks spent great amounts of time copying the scriptures onto parchment (a type of paper made from animal skin) so that more people would have access to the Bible. With a low literacy rate, however, many were dependent upon priests, preachers, and bishops for readings.

### **Answer Workbook Question 763**

Like Christianity, Islam spread throughout the area once ruled by Rome. As the Catholic Church grew, Islam kept it confined mostly to Europe with wars and jihads. Muslims conquered Jerusalem, parts

of Asia Minor, Spain, and Northern Africa. They denied Christian pilgrims access to the holy city of Jerusalem and began closing in on Constantinople. Similar to Christianity, Islam was being changed from its original ideals by the people who were now leading it. Though Mohammad lived during the first part of the Middle Ages, his death brought new leadership and new ideas to Islam. Power of church leaders grew as it was mixed with the power of government and both were seen as the will of God or Allah. This power allowed Mohammad and his followers to teach that Allah wanted all to be Muslims or under the rule of Muslims, even if it took violent force to ensure this happened.

As Christianity worked to spread outward from Europe and Islam sought to spread inwards, the two religions often clashed. Both sides believed that theirs was holier and more righteous. The Jews were often caught in the middle, suffering persecution from both sides.

### **Answer Workbook Question 764**

In 1054, the Catholic Church split into two: the Roman Catholic and the Eastern Orthodox churches. Both churches wanted full control and power over as many people as they could convert and were willing to use force to ensure this. The idea of violent resistance to Islam and forced compliance to Christianity was popular among the people. Turkish forces had conquered land in the Middle East and Asia Minor, adopting Islam and becoming extreme defenders of the religion. With both sides claiming the right to God's will and the righteousness of using violence to defend it, the crusades began in 1095.

By 1100, Christian leaders were teaching their own form of jihads. The Crusades were said to be holy wars against Islam and its believers. By this time, the leadership of the church and the power of the government had been fully merged. Church leaders influenced and guided kings, threatening them with eternal damnation if rulers refused to do what they were told. Church leaders, it was taught, spoke for God and disobeying them was the same as disobeying God. This meant that most believed that the crusades were God's way of spreading the truth to Muslims and reclaiming the holy land of Jerusalem.

Christian soldiers willingly answered the call to do what was taught as God's will and conquer the Muslims and recapture Jerusalem. Likewise, Muslims answered their own call to this holy war. Christian peasants who were eager to earn their place in heaven (which was promised for participation in the crusades) marched against the Turks. However, they were untrained and undisciplined and quickly lost the battle. Many of the peasants died or were enslaved. This outcome was used to enhance anger and add support to the First Crusade.

Men, including nobles, placed crosses on their armor and shields and met in Constantinople. From there, land in Asia Minor was retaken and they moved through the Middle East. Jerusalem was won in 1099, after years of marching and fighting, by Christian crusaders. Everyone within the walls of Jerusalem was killed. Those who lived outside of the walls were ruled by crusader kings and allowed within the Holy

City as long as they swore allegiance to their conquerors.

### **Answer Workbook Questions 765-766**

However, this victory did not last. Soon, conquered Muslims organized a revolt against their kings and began to take back the land around Jerusalem. By 1119, the Knights Templar (or knights of the temple) were created. This group pledged an oath to the church to protect Christians and answered to the king and the local patriarch. The Knights Templar was the first international army. A Second Crusade was sent, but failed to expand Christian land and by 1187, Muslim leader Saladin marched on Jerusalem. As he neared the city, the king, King Guy, decided to take his own army outside the walls and meet the Muslim army in the desert. Without the defenses of the city's wall and the supplies like water and food, Guy's army quickly fell. This left Jerusalem without an army and Saladin marched into its walls and took control easily, crushing all except a very small portion of crusaders lands around them and selling Christians and Jews into slavery. However, Saladin allowed the weak to go free and allowed Muslims, Jews, and Christians to worship within the city.

### **Answer Workbook Questions 767-768**

In 1189, King Richard the Lion-Hearted (of England) led royals, nobles, and common soldiers in the Third Crusade against Saladin. However, this Muslim leader did not repeat King Guy's mistakes. Though many died on both sides, little land or power was actually transferred and the willingness of Christians to support the crusades began to falter.

When the Fourth Crusade ended with crusaders robbing Constantinople, people began to see that the wars were simply the will of kings and leaders who sought more power and riches. A few other crusades were attempted, including the Children's Crusade, where children marched to sea hoping God would part the waters for them. Many of these children died on the journey or were captured and sold into slavery. These final crusades accomplished little. Jerusalem was conquered and fell again and again, being ruled by Christians and Muslims in turn. By 1291, Muslims ruled it once again and by about 1300, the crusades ended.

### **Answer Workbook Question 769**

#### **Lesson 111: The Ottoman Empire**<sup>129, 148, 149</sup>

By 1453, the Ottoman Turks had grown from nomads without a home to a fierce and well-established people. Warriors, known as ghazi (Arabic for raider) began to conquer land around them, eventually expanding into a vast empire which reached north of the Black Sea, into Eastern Europe, across the Middle East, parts of Asia, and into northern Africa.

In 1290, Osman I declared independence from the Seljuk sultan who had been established as ruler. This break between the Turkish people began the Ottoman Empire. With his new land and followers, Osman and his son expanded their rule over neighboring lands through conquest. By 1453, Turks captured Constantinople, renaming it Istanbul, and ended the Eastern Roman (or Byzantine) Empire.

### **See the map on page 218 of *Story of the World, Vol. 2* and Answer Workbook Question 770**

The Turks continued to conquer land and people. As the Ottoman Empire grew, Islam spread and the Roman way of life shrank. The Turks controlled the largest empire of the day and Christians throughout Europe felt threatened by this growing force, often engaging in unsuccessful battles against the empire with the hopes of checking its expansion.

Istanbul was established as the capital and the destruction of its conquest was repaired. Trade flourished, ghazis continued to raid, and the empire became wealthy. Sultans ruled over the empire, encouraging its citizens to convert others to Islam and follow the teachings of this faith.

### **Answer Workbook Question 771**

In 1520, Sultan Suleiman established a set of laws across the empire, seeking to unite it under one rule. Like Justinian Law, every citizen was expected to honor and uphold it no matter where they lived within the vast amounts of land. Governors were set over smaller areas to enforce the law. Spies were sent throughout the kingdom to ensure the Sultan was popular and well-respected.

Suleiman declared himself Caliph, or religious leader, too. This allowed him to influence the people further, tying their beliefs to government rule. As he had power over the holy city of Jerusalem, the people were careful to follow him. Suleiman repaired the walls and buildings within the holy city which were destroyed

during the Crusades, and allowed pilgrims to safely journey there to worship.

### **Answer Workbook Question 772**

After his death, Suleiman's son took over. He was a weak ruler and was often more preoccupied with parties than running an empire. The government became corrupt, the army was often unpaid, and the people began to revolt against its rulers. The Ottoman Empire began to see checks on its expansion as their armies could no longer defeat Europeans in battle. Over time, it began to lose land through wars and treaties. By 1882, Egypt was lost. Greece declared independence from the empire in 1827 and Russia claimed much of the land around in north-eastern Europe by 1878. In 1908, a citizen-led revolution resulted in the end of most sultan rule and the establishment of a constitutional government. After World War I, where the Ottoman Empire allied with the Central Powers, much of its land was lost and its borders mirrored present-day Turkey. By 1923, the last of the sultans was overthrown and the Ottoman Empire came to an end.

### **Answer Workbook Question 773**

#### **Lesson 112: Spain and Portugal, India, Japan, China, Russia, and Africa<sup>153-159, 146</sup>**

One hundred years before the Crusades started near Jerusalem another war occurred between Christians and Muslims. The countries of Spain and Portugal, both controlled by Islamic Moors, had fallen under the rule of a twelve year old king. Not knowing how to run a kingdom, he looked to his tutor, Al-Mansur, for instruction. Until this time, the Muslims had

allowed Christians and Jews to live in the area relatively safely. However, Al-Mansur wanted to put an end to that. He instructed the king to raise taxes for Christians and Jews and not allow them to meet together to worship.

In northern Spain, there still existed a few Christian kingdoms that had not yet been conquered by the Muslims. When the new laws came into effect, many of them moved to these kingdoms, allowing them to gather a large group.

Over time, the people in the north part of Spain began to talk about fighting back. Eventually, they attacked cities around their area and won them back from the Muslims. Known as the Reconquista, the process of re-conquering Spain took Christians nearly 800 years.

The Christian kingdoms that re-took Spain were small and divided. Eventually, three of those kingdoms grew and overtook the others: Portugal, Aragon and Castile.

### **See the map on page 254 of *Story of the World, Vol. 2* and Answer Workbook Questions 774-775**

The king of Castile, desperate to improve his own kingdom any way he could, promised his sister, Isabella in marriage to the king of Portugal. Isabella did not want to marry the much-older king and secretly sent a message to Ferdinand, the prince of Aragon. The young couple met secretly and were married four days later.

When her brother died, Isabella became queen of Castile. Ferdinand inherited Aragon and the two kingdoms were

combined into one: Spain. In the south, Muslims still held land known as Granada. The royals conquered and drove out the Muslims, taking the land for their own kingdom.

The two claimed Spain as a Christian kingdom and made it illegal to practice any other religion. Many Jews left the country.

### **Answer Workbook Question 776**

Portugal, still an independent kingdom, used its coast to trade and hone the art of sailing. After the Muslims were sent out, trade was difficult in Spain and Portugal because angry Muslims blocked trade from Africa and India. Prince Henry the Navigator, set out to find a way to trade with Africa by going around the Muslims in the northern part of the continent. He had maps created, built a navigation school, and taught sailors how to use an astrolabe and compass. In 1434, one of these sailors made it to West Africa, establishing direct trade with the region. Spain, learning from their neighbors, sent a man in search of a trade route with India in 1492. India was able to grow spices, which made the area very prosperous. Christopher Columbus, an Italian working for Isabella and Ferdinand, sailed to North America, discovering new land while looking for India.

### **Answer Workbook Questions 777-778**

Though once rich and prosperous, India faced its own challenges during the Middle Ages. Weakened by the Huns, India fell from a united kingdom into a series of smaller, independent kingdoms who often warred with each other. India experienced wars, floods, famines, and disease for years.

Eventually, India was united once again under the rule of an Ottoman Turk, Babur. In 1526, after being forced from his own kingdom as the Ottoman Empire fell apart, Babur conquered Delhi, the most powerful Indian kingdom. Babur then conquered other kingdoms. Babur allowed Indians to practice Hinduism, educate their children, and enacted a universal set of laws.

### **Answer Workbook Question 779**

In Japan, the feudal system was in full force. Japan, once a land filled with several independent clans, was conquered by the Yamato clan over the course of 200 years. During the Middle Ages, the Yamato clan ruled and claimed to be kings chosen by the gods. Japan was heavily influenced by the culture in Korea, which was influenced by its time under Chinese rule. However, when China conquered Korea again, Japan cut off ties with China and returned to their own, independent culture and way of life.

One part of the feudal system in Japan was the samurai. Equivalent to the knight in Europe, these men promised to protect their lords, known as daimyos, in return for land and money. Samurai, in turn, gave land to peasants to work and grow food.

### **Answer Workbook Questions 780-781**

At the start of the Middle Ages, China was divided into two kingdoms. These kingdoms did not get along. Soon, a war began between them. The North conquered the South and Yang Chien became the Emperor of a united China in 581. Chien wanted his kingdom to stay united and thought that trade was the best way to do this. He had a Grand Canal dug between the

Yangtze and Yellow Rivers. This allowed merchants to travel between the northern and southern parts of China and interact with each other. However, the high taxes and labor laws that the canal required led to the Emperor being executed by angry citizens.

The man who took his place, Li Yuan, worked to improve life for his citizens. Religious freedom flourished, cities were strengthened, and China became very prosperous. Stamping was invented, allowing text to be copied more quickly, art flourished, and scientific discoveries (such as gunpowder) moved forward. The Silk Road led to trade with the rest of the world and made China very rich.

China, Japan, and Korea, however, soon faced the Mongols and Genghis Khan. Much of Asia fell to these fierce nomads. Descendants of Genghis ruled China for many years. His grandson, Kublai, turned Mongol soldiers into road-keepers and law enforcement. These men ensured that the Silk Road was safe for travel and trade.

**See the map on page 197 of *Story of the World, Vol. 2* and Answer Workbook Question 782**

One of the men, an Italian named Marco Polo, who traveled the Silk Road was known for his explorations. At a young age, he traveled with his father from Rome to China, carrying oil and missionaries for Emperor Khan. Marco wrote a book about his travels, sharing what he learned with others who wanted to take the same route.

**Answer Workbook Question 783**

After Kubali's rule, Mongol leaders divided the area around the Silk Road into smaller kingdoms. These kingdoms constantly fought with each other and merchants began to avoid traveling there. During this time, emperor Yongle had a grand palace built in Beijing. The palace was called the Forbidden City, as no foreigners were allowed within its walls.

In Russia, the Slavs had been invaded by Vikings under a man named Rurik. Slavs who had to obey this new leader called the invaders the Rus. Over time, the Rus and Slavs learned to live with one another and interacted. Families were formed, which grew into tribes, villages, and cities. The Rus knew how to sail and traded often with Constantinople through the Black Sea. Though they tried to conquer the city, they were defeated when Constantinople used oil that burned on water, making it impossible for their ships to break through. A Rus prince, Vladimir, sent a peace offering instead: Rus warriors to fight for the Byzantine Empire.

The Rus became known as Russia and enjoyed peace with Constantinople. Through these interactions, they were introduced to the Eastern Orthodox Church and many converted to Christianity.

**Answer Workbook Questions 784-785**

However, the Russians were not united and kingdoms often fought with each other. A man named Ivan the Great, prince of Moscow, freed Russia from Mongol rule (Russia had to pay tribute to the Mongol king for protection) and united the kingdoms. He set loyal governors in each of the old kingdoms and created the

Kremlin, a fortress in Moscow where he ruled.

Ivan's grandson, Ivan the Terrible, however, ruled as a tyrant, believing himself to be as important as Caesar of Rome. After the death of his wife, Ivan went mad, executed his advisors, and created a secret police. These police had great power and could execute, take property from, and imprison anyone who did not listen to them. Ivan's power and temper eventually became so great that he killed his own son and spent the rest of his life in mourning.

### **Answer Workbook Question 786**

Much of Africa during the Middle Ages was occupied by nomadic tribes. However, several kingdoms had been established on the east coast, allowing for trade with Europe. Ghana, Mali, and Songhay were the largest kingdoms and many who lived there were farmers. Ghana had gained wealth and power by taxing gold for salt that traveled through it during trade. Mali, an Islamic kingdom, took over this trade system when Ghana fell. In turn, Mali eventually fell and was replaced by Songhay. This empire grew and encompassed most of the land that had belonged to Ghana and Mali. Songhay had great cities, marketplaces, and schools. When explorer Leo Africanus wrote a book about Songhay in 1529, many Europeans learned about the riches of this kingdom. Songhay fell when it was invaded by a neighboring tribe.

### **Answer Workbook Question 787**

## **Lesson 113: The Plague and the End of the Dark Ages<sup>160, 161, 162, 163</sup>**

The crusades had been costly and left England with debt it could not pay. King Richard had been captured, paid ransom for, and killed in another battle over land in France. King John, Richard's youngest brother, took the throne in 1199, taxed the people relentlessly and was not respected by the nobles. He is the king shown in the story of Robin Hood, an outlaw who stole from the rich who enacted taxes to give to the poor who were starving because of taxes. When John started another costly war with France, lost half the land that England owned, and then had his nephew (the only other heir to the throne) murdered, the nobles revolted. After conquering London (the capital of England), the rebels met with King John and presented him with the Magna Carta.

### **Answer Workbook Question 788**

Until this time, kings believed themselves to be above the law. The king did not have to answer to others for his actions as common people did. He made the law and, therefore, could write in exceptions for himself. He ruled over the people as leader of the city-states and commanded nobles, knights, and peasants on how to use land and resources. He could punish them however he wanted, levy any tax he felt like, and treat anyone below him in society any way he liked.

### **Answer Workbook Question 789**

However, the Magna Carta sought to change that. In 1215, several noblemen forced King John to sign the document. It stated that all men were equal under the law and that each had certain rights. The Magna Carta forbade the king to levy taxes without the permission of the nobles, ensured the right to a trial, and

forced the king himself to follow the laws or face punishment.

### **Answer Workbook Questions 790-791**

In 1216, John's son, Henry III, became king. Like his father, he was bound by the Magna Carta. However, he was a weak king and the nobles rebelled against him, enacting a meeting of representatives from each shire which included nobles and others. This group became known as Parliament. Together, they enforced the ideals in the Magna Carta, approved tax increases, advised the king about wars, and worked to represent the people throughout the kingdom, rather than just from one class.

### **Answer Workbook Question 792**

In addition to unrest from nobles, the English kings faced nearly constant war with France. In 1337, the Hundred Years War began when England invaded France. The two countries fought over land claimed by both, especially land in France that Richard the Lionheart claimed, until 1453. During this time, England saw several victories against France's weaker kings and as France faced a civil war over who should rule. It was in this war that Joan of Arc, who claimed to hear heavenly voices and see angelic messengers directing her, led a French army against the British. Joan won several battles, captured and charged with heresy (going against the church) and witchcraft. At the age of 19, after an unfair trial, Joan of Arc was burned at the stake.

The war continued for another 22 years. Though England did well in the beginning, Joan's courage and religious ideals had given the people of France something to

rally behind. As stronger French kings took the throne, France eventually won the war, reclaiming all the land in France (except for a single port) back.

### **Answer Workbook Questions 793-796**

In the middle of the Hundred Years War, a plague hit the known world. From 1334 to 1351 the Black Death, a bubonic plague, killed more than one third of the people on earth. Starting in China, the plague began with headaches, fevers, coughing, and pain in appendages. As it progressed, the disease created a red ring on the skin, lumps under the arms and, eventually, death. The plague grew in China, spread through fleas on rat that stowed away with trading merchants to Eastern Europe near the Black Sea, and into Italy. From there, it spread across Europe, killing entire families. Soon, people became afraid of contact with foreigners and the soldiers fighting in the Hundred Years War took a break. Villages and cities fought against anyone trying to come into their walls. Ships were barred from ports. As trade slowed, many were left with little food and resources and conflict between neighbors and between commoners and the ruling class became regular occurrences.

### **Read the first-hand account on pages 228-230 of *Story of the World, Vol. 2* and Answer Workbook Question 797**

When the plague ended, there were few people to work the land. Farms had lost crops and animals. Those who had survived faced few resources and starvation. Nobles, unable to support their expanses of land, began to sell off pieces to others. Peasants who could afford it, bought their own land. This challenged the idea of the feudal

system and it began to fall apart. Many moved to cities, shifting society from agriculture-based. With few craftsmen, apprenticeships were shortened to allow training for much-needed resources to progress at a faster rate.

### **Answer Workbook Question 798**

After the Hundred Years War, King Richard II lost the throne. The war had been costly and many were angry with the outcome. Richard tried to seize land from Henry IV, a duke, but Henry took the throne instead. His descendants ruled until Henry VI went insane in 1453. Richard, a duke, took over after being appointed by the king. However, when Henry became better, Richard and his family did not want to give up the throne. A struggle for power began, beginning the Wars of the Roses. England was left without an accepted king and many nobles, including Henry IV, fought over the title. Many of the men trying to claim the throne were from the Lancastrian family of York. Their coat of arms included a white or red roses, giving the wars their name. For years, battles between the groups resulted in death, exile, and a crown that was constantly moving from person to person. The conflict ended when Richard was killed in battle and Henry Tudor took the crown.

### **Answer Workbook Question 799**

The Dark Ages were a time of cruelty, poverty, and religious manipulation. Those who lived during these times faced feudalism, poor nutrition, wars, inequality, and sickness. Kings often gained power and riches through tyranny and church leaders united with them to control the people. However, the creation of the Magna Carta,

the plague, and failed wars that were endorsed by the church and crown alike showed many that there was a better way to live. Soon, light would return to the world and the darkness would end.

### **Answer Workbook Question 800**

# Unit 14: The Renaissance

**Standards Taught: SS.2, SS.2.1, SS.2.1.b, SS.2.2, SS.2.2.a, SS.2.2.b, SS.2.3, SS.2.3.a, SS.2.3.b, SS.2.4, SS.2.4.a, SS.2.4.b, SS.3, SS.3.1, SS.3.1.a, SS.3.2, SS.2.3.a, SS.2.3.b**

**Unit Project:** Choose a Renaissance hero and learn more about them and their work. This may be in the areas of science, art, religion, or language. Copy their work in some way (create an artwork in their style, build a model of their invention, memorize a quote or speech, share your testimony, etc.) and present it to friends and/or family. Use primary and secondary sources to do your research

**Unit Book:**

## **Lesson 114: What was the Renaissance?**<sup>163, 164</sup>

After wars, plague, religious darkness, and government control, the world began to recognize that something was missing. When suffering became a normal part of life, questions about the purpose of life began to rise again, leaving many churches without answer to their follower's questions. With the feudal system collapsing, the Magna Carta allowing for the protection of rights, and many moving to cities, the focus turned from agricultural survival to enlightenment and advancement in arts, literature, and sciences. Around 1350, the Renaissance began. This movement towards greater knowledge and expression would improve the world in many ways, bringing light to disperse the darkness. New technologies, ideas, trade routes, and government systems sprang to life, allowing society to advance and begin to once again look for the truth.

### **Answer Workbook Question 801**

Though the Crusades had been a failure, those who had traveled great distances to fight in them brought back goods from Asia and the Middle East. Trade was revived between these areas and Europe and trade routes began to spring up allowing merchants to prosper from new materials, technologies, and methods, creating a middle class (not extremely poor nor extremely rich). The emergence of this class further challenged the feudal system and the rights and abilities that were granted to men.

### **Answer Workbook Question 802**

Italy became a trading hotspot, leading to growth and prosperity. This trade led to interactions between different cultures on a regular basis and allowed new ideas and discussions to arise among the people there. Many who were poor learned skills as merchants and craftsmen and grew in power and wealth. As families became more financially secure, men were able to focus more of their time on improving the world through philosophy, arts, and research. The Dark Ages had forced people to focus all their energy on survival but the rebirth of education and learning came during the Renaissance. Subjects such as history, grammar, poetry, rhetoric, and the study of ancient Greece and Rome became popular once again with the goal of picking up where those ancient civilizations had left off and building a great society once again. In Italy, a new status symbol began to arise: the Renaissance Man. A Renaissance man is one who learned and honed the skills in many different areas. They were talented at everything and knew how to recite poetry, debate in public, recite historical facts, excelled in the arts, and understood the basics of each trade.

### **Answer Workbook Questions 803-804**

Meanwhile, England was undergoing its own Renaissance. By 1485, it experienced many of the advancements and culture shifts that Italy was seeing in trade, philosophy, arts, and sciences. It was also experiencing the start of the English Reformation, a religious revolution that brought about a new church: the Protestant Church. This new religion, and its leaders, challenged the power and ideas of the Roman Catholic Church and its leader, the Pope. In 1485, England had become a place where many,

disappointed with the ideas of the church that brought them the Crusades, complicated rituals, and scriptures that could only be read by certain church leaders, were looking for spiritual truth. It was then that England was ruled by the Tudor Kings. At first, these kings worked with and followed the teachings of the Roman Catholic Church, which was still closely tied to the power of the monarchy. The kings relied upon the endorsement of the Pope to maintain the idea that they were chosen by God to lead the people. However, the Tudor Kings were powerful rulers and understood that a religious awakening was forming. When Henry VIII became king in 1509, he challenged the Roman Church in a very public way.

Henry had no children. When his brother died, Henry requested permission from the Roman Church to marry his brother's widowed wife. The woman, Catherine of Aragon, was daughter of Ferdinand and Isabella, rulers of Spain. Permission was granted but all of the couple's children, save one daughter, died. Henry wanted a male heir and decided he needed to divorce his wife, who was too old to provide him with children, and marry someone younger. However, divorce was not permitted in the Roman Catholic Church without special permission and the Pope was closely allied with Catherine's nephew. Permission was denied and Henry broke from the church, officially starting the English Reformation.

#### **Answer Workbook Question 805**

Henry forced the Parliament to acknowledge him as the only one who could be declared kings and supreme ruler of the church. This challenged the idea of a Pope and priests

being the only people that citizens could go to for spiritual guidance. Monasteries were closed, the Bible was made available to all, and religious and political power were given to one man to rule absolutely. Henry followed much of the Roman Catholic doctrine, as long as it didn't interfere with his personal life, and made it law. He violently put down any rebellions and made his new church, the Church of England, the only official religion. Henry ruled with the power of government and religion. He married a new wife, who gave him another daughter, had her executed, married again and, finally, got the son he wanted.

#### **Answer Workbook Question 806**

Edward VI, Henry's son, took the throne after Henry's death. Edward's mother was a Protestant and, because the king was only nine years old, allowed Protestant regents to rule in his place until he came of age. This allowed a further reformation of the religious practices in England. Far from religious freedom, however, laws were enacted to push this new religion on the people.

When Edward died, Mary, the first daughter of Henry VIII, became queen and outlawed all religion except the Roman Catholic Church. Known as Bloody Mary, she had hundreds burned at the stake when they refused to convert. This, combined with the rule of her successor, Queen Elizabeth I, who was tolerant of all religions, strengthened the Protestant Church in England.

#### **Answer Workbook Question 807**

The movement for religious freedom spread across Spain, Scotland, and the Netherlands, despite many rulers of those areas standing for Catholic beliefs. Several wars between the ruling class and the people led to martyrdom (murder of people for their religious beliefs) and new laws confirming the religious beliefs of the rulers. In Scotland, the Scottish Presbyterian Church was founded. In the Netherlands, the Dutch Reformed Church began.

### **Answer Workbook Question 808**

By 1588, the Roman Catholic rulers of Spain had lost control of the Netherlands and were struggling to regain it. People in the Netherlands had converted to the Protestant religion, in conflict with the beliefs of the Spanish rulers and declared their independence. England watched as Spain sought to take control back in the Netherlands, which would give Spain the ability to attack England and, if successful, place the Roman Catholic Church over England once again. Queen Elizabeth I, knowing that Spain was coming, began attacks on the Spanish Armada, a fleet of naval ships and protected her country from the invaders and protecting the little religious freedom that England enjoyed under her rule. The ships from Spain that did survive faced a storm which ruined many of them on the way back home.

### **Answer Workbook Question 809**

When Elizabeth died without an heir, King James I was chosen to rule over both Scotland and England, marking the end of the Tudor dynasty. Though his predecessors had worked with Parliament, James claimed a divine right to rule as king and head of the

Church of England. He often clashed with Parliament and broke English laws that protected the rights of citizens. His son, Charles I followed in his footsteps, fighting over funding for wars with Parliament and unlawfully imprisoning citizens without a trial, especially for refusing to house soldiers. Parliament and the people cited the Magna Carta and the rights outlined there to fight back against the tyrannical king. He was forced to sign the Petition of Right in 1628, which reaffirmed the rights of the people and the limited powers of the king. Charles, however, refused to live by the ideals in this document and ruled as a dictator, even dissolving Parliament for a time.

### **Answer Workbook Question 810**

Soon, a civil war broke out between the king's men who believed in the ruler's God-given right to rule and the citizens, who believed in protection of their God-given rights and in the idea that they must consent to be governed by any ruler. Oliver Cromwell, a military leader, led the people in forcing the king to flee the country. However, the king and his soldiers returned, with help from the Scots and many Englishmen afraid of tyranny from Cromwell. They were quickly defeated and King Charles I was executed.

While France and Spain still lived under a monarchy, England became a republic, ruled by representatives elected by the people. This Commonwealth ruled until 1653 when a new government, the Protectorate was created. England was divided into two districts, each ruled and protected by different groups. In 1662, however, Charles II was given the throne by Parliament and

the monarchy returned. In 1668, the English Bill of Rights was established, protecting the rights of the people and limiting the monarchy's rule. The age of feudalism and oppression was ending and freedom of the masses was growing.

### **Answer Workbook Questions 811-812**

#### **Lesson 115: Learning, Art, and Science<sup>164, 165, 166</sup>**

Throughout Europe the Renaissance took hold. With powerful, well-protected kingdoms in England, Spain, France, and Italy, many enjoyed prosperity and protection that was not present in the Dark Ages. This meant less time working and more time for education, arts, and sciences.

The writings of the Greek and Roman Empires were dusted off and put into the hands of everyday citizens. Though many of these were written in Latin, a language only those with the best education. Rather than starting at the beginning, many took the ideas from these ancient scholars and philosophers and built on them.

### **Answer Workbook Question 813**

Artists arose, giving life to realistic looking paintings and sculptures focused not on gods and goddesses, but on real human beings. New methods, such as perspective drawing, which added depth and lighting to paintings and resulted in realistic marble statues.

### **Answer Workbook Question 814**

Some of the most famous works of art were created during the Renaissance. Artists like Leonardo da Vinci, Raphael, and

Michelangelo are known even now for their paintings and sculptures.

Leonardo da Vinci was a painter, inventor, engineer, and sculptor. He is best known for painting the *Mona Lisa*, an image of a girl which he carried with him much of his life and never seemed satisfied with. His painting of *The Last Supper* is also well-known. He filled notebooks with sketches of the human body, new inventions, and ideas for new ways for people to travel, including flight. He often wrote backwards, keeping his work secret.

Raphael is best known for his use of color. After the dark ages, Raphael brought bright paintings into the world and used them to depict religious scenes, especially those commissioned by the Roman Catholic Church. He is best known for designing St. Peter's Basilica and his hundreds of paintings which depicted various biblical scenes.

Another artist, Michelangelo, was known for his ability to create realistic paintings and statues. He was often commissioned by the church to create scenes from the scriptures to be displayed in churches. Perhaps his most famous work, the ceiling of the Sistine Chapel was painted as Michelangelo laid on scaffolding on his back for two years.

**See the images [here](#), [here](#), [here](#), [here](#), [here](#), and [here](#) and Answer Workbook Questions 815-817**

With the ideal of the Renaissance man established, education became important to society as each person sought to become proficient in many areas of learning. Reading, grammar, rhetoric, mathematics,

and philosophy were taught to students throughout the known world, allowing for ideas to be examined and applied. Schools taught morality and Christian principles along with various applications of science. Students were encouraged to ask questions, experiment, explore, and read the writings of the past to gain knowledge. This allowed more to read scriptures and ancient works on their own rather than through others, and openly discuss new ideas and thoughts. The invention of the Gutenberg Printing Press, a machine that allowed books to be printed using molded metal letters which were then placed together in the correct order to easily create several prints of a document at a time, further enhanced the ability to share ideas and educational materials. This moveable type allowed texts that had been translated from Latin and new ideas to be printed in mass copies and distributed to many in their original form.

**See the following images of a printing press and Answer Workbook Questions 818-819**



Writers also flourished during this time. William Shakespeare created plays and sonnets during the Elizabethan era in England. The Globe, a theater in London, often showcased his plays which are still read around the world today. Shakespeare's plays explored ideas in history, human nature, love, and emotions. Shakespeare was known for his ability to capture human humor as well as tragedies. His most famous plays are *Romeo and Juliet*, *Hamlet*, and *Macbeth*.

Other writers of the time included Machiavelli who wrote a book titled *The Prince* (which explored the morality of mixing government with religion), John Milton, who wrote *Paradise Lost* (a poem) and fought for freedom of the press, and John Bunyan, who wrote *Pilgrim's Progress*, a book about a man's journey to Heaven. Geoffrey Chaucer was famous for *The Canterbury Tales*. In France, Jean de La Fontaine wrote stories much like Aesop's fables. In Spain, Miguel de Cervantes wrote *Don Quixote*. In Japan, Matsuo Basho developed the poetic haiku.

#### **Answer Workbook Question 820**

In addition to literature, paintings, and sculptures, music was reborn during the Renaissance and experienced many changes. Giovanni Pierluigi de Palestrina in Italy and Thomas Tallis of England are two of the most famous composers of the time.

The renewal of old ideas merged with new learning also led to the Medical and Scientific Revolutions. As men sought to improve their way of life, methods and tools they used were created to fill match new ideas and understanding.

The Medical Revolution came just after the end of the plague, starting around 1400. Many scientists and doctors (including da Vinci) created books and detailed drawings that taught others about the human body. Dissection of the dead became a method for learning more about the inner workings of the body, leading to a better understanding of how it worked and could be repaired. Dissection of animals led to the discovery of the spinal cord and nerves, showing that the body is controlled by the brain through the nervous system. The discovery of veins and arteries confirmed the theory that blood traveled throughout the body. Books on anatomy correctly showed the location and ideal structure of organs and bones. Red blood cells were discovered and the discovery of microorganisms began to shed light on why humans get sick.

### **Answer Workbook Question 821**

Outside of medicine, the Scientific Revolution brought about discoveries and inventions that changed the world. This revolution began when Nicolaus Copernicus challenged the Roman Catholic Church's teachings that Earth was the center of the universe. In 1543, he publicly published his studies of astronomy and proclaimed that the sun was actually at the center. Though he did not have the tools to prove his theory, his challenge to church doctrine created a rift between his followers and the church. Copernicus died just a few months after publishing his theory.

Not long after, Galileo Galilei continued Copernicus's work. Galileo agreed that it was likely that the sun was at the center of the universe and there was some kind of

planetary movement. Galileo was persecuted severely by the church. Both his and Copernicus's books were banned and the theory was widely contested using scriptures and preaching by church leaders. Galileo was put on trial for heresy, but the work of these two great astronomers was proven to be correct years later. Galileo is also credited with the discovery of inertia (the tendency of objects in motion to remain in motion).

During the Renaissance, others took the discoveries of ancient scientists (like Archimedes) and sought to learn more. It was during this revolution that William Gilbert discovered the magnetic poles of the earth, Johannes Kepler proposed the idea that planets moved in an oval path around the sun, and Sir Francis Bacon created the scientific method (a step-by-step process that shows how to research and experiment to prove something is true). Others studied the physical qualities of light and created complex mathematical tables and theories (including calculus, graphing coordinates, probability, and statistics). Sir Isaac Newton published his book on physics, including a new understanding of gravity and the motion of objects.

With all this new understanding of their world, inventions closely followed each discovery. Many were looking for a way to prove their theories. Others were simply trying to make their lives easier. Microscopes, thermometers, telescopes, adding machines, and technology for navigation at sea improved sailing and other modes of transportation using ancient methods mixed with new discoveries. As ideas were shared between large distances, trade increased, resources became more

easily accessible, education was brought to the masses, and technology improved, many began to wonder about their world and their own place in it. Men began to challenge the narrow ideas of an oppressive church. At the same time, they began to wonder what else was beyond the known world that they hadn't yet discovered.

### **Answer Workbook Questions 822-824**

#### **Lesson 116: Exploration and the New World<sup>167</sup>**

With new tools and technology and trade across vast distances there was a constant need to improve upon methods of travel. The country with the fastest and most efficient trade routes would have access to the most resources and wealth. This would spur new discoveries, encourage interactions with new peoples, and lead to accumulation of even more wealth.

### **Answer Workbook Questions 825-826**

After the plague subsided (though it never completely went away), trade opened once again between Asia and Europe. The Silk Road was the best method for moving merchandise and sharing ideas through cultural exchange across the vast expanses of land, but it was slow and dangerous.

Europeans searching for a faster way and longing to better understand their world began the Age of Exploration. During this time, complex tools allowed for better navigation, easier measurement of distances, and the creation of more accurate maps.

The work of predecessors (like Marco Polo) and a new understanding of science

emboldened explorers to travel where they wouldn't have gone before. Before the Renaissance, many believed that the earth was flat and if they traveled too far they would sail off the edge of it. Others believed the seas in the south to be boiling hot. As these beliefs were challenged by scientists, many left their fears behind and sought new worlds.

Henry the Navigator, son of King John I of Portugal, created a school for sea captains, mapmakers, and astronomers. Here, new sails were developed that allowed ships to travel against the wind, training was taught in use of tools like the compass and astrolabe, and ships were sent out to map and explore new areas. By 1445, Henry's men had reached Cape Verde in Africa. Soon after, Bartolomeu Dias sailed around the southern end of Africa. His travels inspired another explorer, one that would change the known world forever.

### **Answer Workbook Questions 827-828**

In 1492, an Italian named Christopher Columbus, funded by King Ferdinand and Queen Isabella of Spain, set sail in search of a faster way to trade between India (which was rich in spices) and Europe. His plan was to sail west around the world until his ship landed in India. He hoped that the improved trading route would fund his crusade to take back Egypt for the Christians (Columbus belonged to the Roman Catholic Church) and build a temple there.

However, Columbus did not realize something that the Vikings had learned long before: there was another continent not yet known to Europe. Columbus sailed across the Atlantic Ocean, landing on islands of

present-day South America. Here he met natives, which he dubbed Indians, thinking he had discovered exactly what he set out to.

Believing that he was led there by God, he claimed the land for Spain and traveled back to share the news with his sponsors. A man named Amerigo Vespucci also claimed to have made voyages to this New World and pointed out that it was not, in fact, India. A New World was discovered and named after Amerigo.

Columbus made a total of four voyages across the Atlantic to the Americas. Motivated by his faith in God, he strove to convert the natives there to Christianity. He worked to map the area, explore the land, and take its natural resources back to Spain in order to gain the riches he sought. Columbus and his crew did not always treat the natives with respect, however. Many were captured and enslaved or murdered by these newcomers. On his final trips, Columbus sought to repair the damages he had done by freeing the slaves he could and speaking out against mistreatment of the people who lived on the land.

### **Answer Workbook Question 829**

Due to Columbus and Vespucci, news of the New World spread throughout Europe and the race to claim land and resources began. Others searched to see if there were more unknown lands. Ferdinand Magellan sailed around the world, proving once and for all that it was round. Hernando Cortés traveled to Mexico, conquering the natives there and claiming their land for Spain. Francisco Pizarro conquered the Incas in Peru. Portugal, Spain, France, and England began to send explorers and settlers to the New

World. Here they established colonies, exported resources, and claimed ownership of land.

### **Answer Workbook Questions 830-831**

Trade flourished between the continents, creating the Triangle Trade, which continued for hundreds of years. Ships departed from the Americas loaded with raw materials from the New World. Europe used these materials to create manufactured goods. Those goods traveled to Africa where they, and the leftover raw materials, were traded for slaves and other natural resources there. Then, the ships traveled back to America, swapping slaves and manufactured goods for more raw materials.

### **See the image [here](#) and Answer Workbook Question 832**

### **Lesson 117: The Reformation**<sup>163, 168, 169</sup>

Advances in science, the arts, literature, education, and exploration changed the world. By reviving the old and allowing for new discoveries, the darkness of the Middle Ages was dispelled by the light of knowledge and lives improved at every level of society.

However, the largest change was not in material possessions or worldly knowledge. With the return of ancient writings and the discussion of philosophy, ideas about the purpose and origin of human life surfaced once again. No longer content with answers from the Roman Catholic Church, many began to question the morality of church leaders and the divine rule of kings. The Crusades had failed, leaving many doubting what they were taught were revelations from

God. The church and crown had become intertwined and corrupted each other in search for power. The feudal system that had upheld this power had fallen apart with the arrival of the Renaissance and many began to raise their voices in opposition to the official religion of the time.

### **Answer Workbook Question 833**

During the Dark Ages, the Roman Catholic Church ruled Europe in conjunction with the crown. Scriptures were written in Latin and only the educated could read them. This left common citizens at the will of church leaders. However, men such as John Wycliffe and William of Ockham challenged the ideas of the church through logic and reasoning. Wycliffe began a systematic attack on doctrine and a translation of the Bible into English while Ockham simply stated that some things being taught were illogical. Groups, often led by priests who had read the Bible for themselves, led revolutions against the Roman Catholic Church throughout the Middle Ages.

In Bohemia, John Huss argued that Jesus Christ was the only way to salvation and God was the only one who could forgive sin. The church, he said, had no right to claim those responsibilities. After being called to the Council of Constance, a group of church leaders that determined punishment for members, he was executed.

In 1536, a man named William Tyndale was burned at the stake after being found guilty of heresy. Like Wycliffe, he had worked for years to translate the Latin Bible into English. This translation, along with the invention of the printing press, made the

scriptures available to more, taking power away from the church and allowing commoners to develop a relationship with God outside of the organization that required complicated rituals, monetary payments, and submission to corrupt laws. It also exposed many lies that had been added to the gospel by corrupt officials. In 1611, the King James Bible was ordered to be made available to all who attended church. Much of this version came from Tyndale's translation. Upon reading the scriptures for themselves, many saw through the oppressive pieces that had been added to the gospel by men and focused on the teachings of Christ Himself.

### **Answer Workbook Questions 834-835**

While doubts and questions swirled around the known world, many tried to find truth. However, doctrine was contested and translations into different languages left room for error. Nonetheless, a new kind of revolution began. The Protestant Reformation was led by a man named Martin Luther. Luther was highly educated, searched the scriptures, and began to share what he believed to be true.

Among many other things, Martin Luther preached that salvation and repentance came only through Jesus Christ. Many church leaders had taken to selling indulgences, certificates that granted forgiveness for money. Luther's studies of the scriptures had led him to believe that there were several of these types of lies that had become part of the church and sought to fight against them and reinstate correct gospel principals. He wrote and organized his beliefs against indulgences into Ninety-Five Theses, posted them to his local church

door, and publically protested the practices of the Roman Catholic Church. His writings were quickly printed and distributed, beginning the Protestant movement in Europe.

Luther was charged with heresy by the church and argued that church leaders were fallible, the Roman Catholic Church was not superior to others, and the Bible was the only authority on doctrine. He argued that man could have a personal relationship with God, independent of church leaders. Luther was excommunicated and the church banned his writings. He was then charged and convicted of heresy by the Emperor and sentenced to prison. Still, Luther refused to recant his teachings.

**Read the quote on page 142 of *History of the World* and Answer Workbook Questions 836-837**

As he left a fake kidnapping organized by a follower allowed him to go into hiding. Luther worked to translate the Bible into German. He promoted education and literacy and encouraged all to read the word of God for themselves. He began his own type of church services, preached in the language of the people by more than one person, devoid of fancy ceremonial clothing that separated leaders from the congregation, and encouraging of participation from all members. He compiled his own hymnbook. This became known as the Lutheran Church.

However, Protestant groups began to gather throughout the known world. In France, John Calvin searched the Bible and the teachings of Martin Luther, organizing his own church in Geneva, which became a

refuge for exiled Protestants from across Europe.

**Answer Workbook Question 838**

In Switzerland, Anabaptists gathered. This group believed that baptism was the only necessary step for salvation. Today, many followers of this religion are known as Baptists. Others separated themselves into Methodists, Pentecostals, Presbyterians, and Episcopalians.

As ideas of religious freedom and the right of every man to live according to his own conscience spread, the power of the Roman Catholic Church diminished. When King Henry VIII was refused his request for divorce, he put his support behind these new ideas that contrasted the church. This weakened the church further, but it also weakened the idea of divinely appointed royalty. As the Magna Carta and English Bill of Rights were signed, the ideas of liberty began to take hold. As the prosperity and opportunities of the Renaissance unfolded, equality became more important.

**Answer Workbook Question 839**

Over time, the idea of territorial churches arose. Anyone living in a certain area had to attend the church chosen by the government for that area. If you did not agree with that church, you could move to another area where your beliefs were better represented. This once again put the power of religion into the hands of the government and a counter-reformation began. The religion of the current ruler often became law and changed back and forth when new rulers took the throne.

The Roman Catholic Church, seeking to regain its followers, riches, and power, began to make small changes within itself. The Council of Trent was called, and lasted eighteen years. Here, church leaders debated and tried to unify teaching about a variety of gospel topics. It contested that the church had never been wrong but many of its bishops and priests had been. It instituted a seminary, or religious school, which one had to attend and graduate from in order to teach in the church. A group who believed they could earn salvation through service in the church was created. The Jesuits began to preach and teach throughout Europe.

The Inquisition, a movement which used torture and fear to convince Protestant converts to rejoin the Catholic Church began. Many were charged with heresy and punished severely. Those who spoke against the Catholic Church faced imprisonment, physical punishment, and death.

By 1618, the Thirty Years War began between Germany (where Martin Luther first taught) and the Holy Roman Empire (countries loyal to the Roman Catholic Church). Soon, Spain, France, Denmark, and Sweden were involved.

**See the map on page 152 of *History of the World* and Answer Workbook Question 840**

The war did little to ease tensions and even less to settle disputes. Little land, political control, or religious influence changed hands.

After the rule of the Tudor kings, the Church of England had been established, rejected,

and reinstated. However, many Protestants in England sought to reform and repair this church to the original teachings of Christ. These Puritans rejected the idea of bishops and created a religion ruled by elders, or representative bodies. Others, Separatists, worked to create churches that were independent from each other.

#### **Answer Workbook Question 841**

Seeking freedom from tyrannical church and state leaders, many fled to countries sympathetic to their cause. Others journeyed to the New World, searching for a place where they would be free to worship as they saw fit. The power of a single, united church had been broken and the truth was beginning to shine through once again.

#### **Answer Workbook Question 842**

#### **Lesson 118: Post-Renaissance Europe<sup>170, 171</sup>**

In just a few hundred years the world went from a place with too little food and too much tyranny to one that was beginning to embrace freedom. It had changed from the difficult and oppressive system of feudalism to a world in which citizens began to claim certain rights could not be infringed upon, even by the king. It had gone from a single, united Christian church with power over every aspect of life, to a world where men could read the scriptures on their own and decide for themselves. Education, once a luxury, had become available to commoners, opening opportunities that hadn't been available before. The world had expanded, bringing new ideas, technologies, and lands. Trade was firmly established between

continents and cultures through the Silk Road and the Triangle Trade.

### **Answer Workbook Question 843**

After the Renaissance, Italy, France, Spain, Portugal, and England still held power and riches beyond that of other areas.

Italy's Renaissance had produced several artists, writers, and philosophers. Eager to return to the glory of the Roman Empire, many Italians took advantage of education and trade, creating a wealthy population. The Byzantine Empire had fallen to the Ottomans, which brought Greek influences back to the area. However, with new trade routes and several wars (Spain, France, and Germany wanted the land), Italy fell into a period of economic decline. During the counter-reformation and Inquisition, the church, which was based in Rome, began to censor art, books, and speech, leading to a further decline in the Renaissance Era ideals.

### **Answer Workbook Question 844**

During the Reformation in France, the king had the power to appoint bishops and a national pope. This gave him more authority as king, but also held back the power of the church. It also meant that religion was tied to the laws of the country. John Calvin and his followers, the Huguenots, were empoisoned and persecuted. Over time, France was ruled by weak kings, which led to several civil wars, with many religious motives fueling them. Several kings worked to provide religious freedom, though many of the laws simply tolerated opposing religions in certain circumstances rather than actual liberty. By

1643, France had the largest population in Europe, giving it great influence and power. Trade, art, and education flourished and France became very wealthy. When King Louis XIV became king, he claimed divine rule and created a bureaucratic government, forcing each location in France to accept a intendant who spoke for the king on all matters and could not be challenged. He created a national military, which answered only to the king, and sought to conquer Spain. However, this plan failed and no new land was won. Louis collected taxes from the peasants (the poorest people), while allow exemptions for the bourgeoisie (the middle class), and completely excusing the aristocracy (the noble class). This meant that France often had a limited amount of tax money to work with.

When Louis forbade any religion but Roman Catholic, many fled the country, leaving France in a new Dark Age. The economy quickly began to fail, tyranny became stronger, and the common citizens began to reject the idea of divine rule. France once again endured feudalism and unbearable taxation on the poor, though it did little to help the economic situation. In 1789, King Louis XVI called the Estates-General (a representative board) into session, weakening the idea of absolute rule and beginning the French Revolution.

### **Answer Workbook Questions 845-846**

Spain and Portugal had conquered Islam and brought the Roman Catholic Church to their countries during the Dark Ages. They had funded successful explorers during the Age of Exploration, taking credit for discovering the New World. They had established trade with Africa, Europe, Asia, and the

Americas, making them prosperous. They lived under the rule of a monarchy, however and the religious intolerance experienced forced many away to the New World. With the loss of skilled workers and the tendency of the aristocracy to live beyond their means, these countries experienced a decline in population, wealth, and independence during the Age of Enlightenment.

### **Answer Workbook Question 847**

Throughout the Renaissance, England had been ruled by a monarchy, though it experienced religious revolutions that challenged the idea of divine rule and government involvement with the church. It had outlined rights of citizens through the Magna Carta, and then the Petition of Right and created the Parliament to represent the people. In 1642, the English Civil War began, with the people fighting against the absolute rule of the monarchy, though eventually the monarchy returned under Charles II. England then had claimed land in the New World shortly after it was discovered. Throughout the Age of Enlightenment, England experienced wars with France, Spain, and the Americas. However, their expansion of land ownership did not end with the New World. Competing with France, England sought to conquer as much land as they could. By 1670, England had establish colonies and trading posts in South America, Africa, India, and Australia. Many of these settlements were created through business ventures of private citizens rather than through military actions by the crown, though some were forcibly conquered. British land ownership expanded so much during this time it was said that the sun never set on the British Empire, pointing out

that somewhere in the world, the sun was shining on land owned by the crown.

**See the map [here](#) and Answer Workbook Questions 848-849**

### **Lesson 119: Post-Renaissance Everywhere Else<sup>172</sup>**

On African coasts, trade flourished and many living there brought goods and slaves to the shores to barter for manufactured goods from England and raw goods from the Americas. Ivory, gold, and slaves caught from rival tribes were the biggest exports. Ships often sailed down and around the bottom tip of Africa to trade for spices in India, too.

### **Answer Workbook Question 850**

In China, the Ming dynasty closed all ports and trade was forbidden. Visitors were unwelcome and the emperor lived hidden away in his great palace.

Japan, suffering under a weak emperor, experienced a civil war. Samurai fought for power and the country experienced a time where they were ruled by the strongest samurai, which were constantly battling each other.

### **Answer Workbook Question 851**

In South America, small colonies settled by the Spanish took over the ancient Aztec and Incan sites. Many natives have been driven away by these newcomers. Others were killed. Further south, Portugal established settlements and fought with Spain for land.

In North America, Dutch, French, English, and Spanish settlers started to claim land. Though there were no large colonies yet, small villages have begun to spring up. Native Americans found themselves either hosts to friendly settlers or victims of violent ones. Soon, these settlers would change the world once again.

**Answer Workbook Question 852**

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# **Unit 15: The Past Meets the Present**

**Standards Taught: SS.1, SS.1.1, SS.1.1.a, SS.1.1.b, SS.1.1.c, SS.1.2, SS.1.2.a, SS.1.2.b, SS.1.2.c, SS.1.3, SS.1.3.a, SS.1.3.b, SS.2.2, SS.2.2.a, SS.2.2.b, SS.2.3.b, SS.2.4.a, SS.3, SS.3.1, SS.3.1.a, SS.3.1.b, SS.3.2, SS.3.2.a, SS.3.2.b, SS.4, SS.4.1, SS.4.1.a, SS.4.1.b, SS.4.2, SS.4.2.a, SS.4.2.b, SS.4.2.c, SS.4.3, SS.4.3.a, SS.4.3.b**

**Unit Project: Opinion Paper: Write a paper summarizing the patterns you've seen in history this year. Point out the common factors in the rise and fall of civilizations, religious aspects and how they affect society, and the effect of tyranny vs. individual freedoms. Conclude with your opinion on how to create the best society by outlining what changes need to be made to your current country in order to create this utopia.**

**Unit Book:**

## **Lesson 120: The Age of Enlightenment and Industrial Revolution<sup>173</sup>**

The Renaissance brought the world out of the Dark Ages with education, discovery, and the spark that would grow into self-government and protected individual rights. With new resources, knowledge, and a desire of the people to continue to improve, the Age of Enlightenment was ushered in.

During the 17<sup>th</sup> and 18<sup>th</sup> centuries, the world was still transitioning from the Middle Aged ideas of feudalism and divine rule to those brought on by the Renaissance. The churches that had formed continued to struggle for power and many were at the mercy of royals who could change laws to match their own beliefs. Many began to doubt other faiths, leading to a partial abandonment of superstition and more faith in science that could be proven. Though societal status was no longer tied to land ownership, it was broken into groups based on wealth. At the bottom of society were slaves, who had no rights, even as common men and women began to understand that no individual should ever be subject to the will of another.

### **Answer Workbook Question 853**

In the midst of this transition, a new revolution began. With the idea of the Renaissance man still in their minds, many pursued education in subjects that were previously ignored. The new knowledge that was gained in the Renaissance fueled the desire to continue to improve life and push for new ideas. As life switched from agricultural-based to industrial (machinery and factories), there was a need to efficiently create finished products from raw materials

in a profitable method. This led to discoveries in science, technology, and medicine in what is now known as the Industrial Revolution.

Beginning in England, where many saw hard work and careful study as marks of the righteous. Through these virtues, ideas like crop rotation (growing different things on the same land each year to replenish nutrients), and tools such as seed drills, plows, threshers, and combines were produced. These tools made farming much easier and more efficient, meaning more food could be grown by fewer people. This led more of the population to move to cities and further spurred innovation in many areas.

### **Answer Workbook Question 854**

Before the Industrial Revolution, most manufactured products were produced by small crews in private shops. With the invention of machines that could do specialized jobs, factories began to be built. Factories could do more work with less human labor and had the benefit of pooling resources into a single company, rather than many smaller ones. Rather than family members working together, many began to work for employers outside of their family.

### **Answer Workbook Question 855**

As the world watched the powerful empire of England turn from human to mechanical labor, many areas followed. Areas that were settled by England, especially North America, benefited the most for these new advances. The American colonies and England had recognized the rights of individuals and had far less government

interference in private businesses than other countries, leading to competition and a need for constant innovation.

### **Answer Workbook Question 856**

Though factories were often unsafe and workers sometimes endured long hours for little pay, living conditions for the masses generally improved. With more efficient ways to grow food and manufacture goods, more time was devoted to the pursuit of knowledge. Survival became easier and less time was spent in mundane jobs.

### **Answer Workbook Question 857**

Several inventions came as the result as the Industrial Revolution. Cotton was being grown in the Americas and Eli Whitney invented the cotton gin, a machine that picked cotton quicker than any human. This, along with the invention of spinning mules and new looms, allowed for clothing, blankets, and other textiles to be produced at a higher quality for a lower cost.

Large factories struggled to keep up with demand without an efficient energy source for their new machines. In 1776, James Watt invented an engine that ran on steam produced by burning coal. The steam engine was placed in factories, on ships, and in trains, which improved the speed of transporting people and goods throughout the world. Canals were dug and railroad tracks were built across the world, allowing for even faster travel.

**Find the Erie Canal and Suez Canal on map and Answer Workbook Questions 858-859**

Coal was the primary source of heat and energy, which created the need for massive coal mines. As scientists experimented with this natural resource, a new way to smelt (heat to purify) iron was discovered, allowing wooden machinery to be replaced with metal. Next came the discovery of steel (iron mixed with carbon), which is stronger and could be used for more stringent applications.

By the end of the 19<sup>th</sup> century, combustion engines powered by gasoline were invented and automobiles became the preferred mode of transportation. By 1903, Wilbur and Orville Wright created the first successful airplane, opening the door for air travel.

Communication inventions, such as the telegraph, which could send messages across large distances through a series of beeps and silences which were carried through a cable, was invented. In 1876, Alexander Graham Bell invented the telephone, which allowed people to talk in the same way the telegraph transmitted beeps.

### **Answer Workbook Question 860**

Thomas Edison and Nikola Tesla worked (together for a time, and then separately) to develop machines such as the phonograph (which played music saved on records), motion picture projector, and light bulb (which ended the use of candles for lighting in homes and workplaces). Edison began building an electric company that supplied electricity to homes which continues to grow today.

### **Answer Workbook Question 861**

During this time, scientists were hard at work discovering new theories and using new tools to better understand the world. Albert Einstein expanded upon Newton's theories of gravity, studied light, and introduced theories on relativity. Charles Darwin presented his theory of evolution.

In medicine, tools such as pain killers, stethoscopes, braille, anesthetics (numbing agents), new surgeries, vaccines, and treatments were created with a mixture of old studies and new technologies. Marie Curie carried out studies on radioactivity with the help of André-Louis Debierne. Together with Marie's husband, they found new ways to isolate certain chemical elements for use in treatment of illnesses. Their work also began the path to future medical and scientific theories in physics and chemistry. The idea that germs spread disease through microorganisms became globally accepted and prevention methods became commonplace, saving millions of lives.

Other discoveries during this time included Alessandro Volta's electric battery, Samuel Colt's revolver, Charles Goodyear's vulcanization of rubber, Elias Howe's sewing machine, the rotary printing press, Joseph Monier's reinforced concrete, Jean Foucault's gyroscope, Richard Gatling's machine gun, C.L. Shole's typewriter, William Burroughs adding machine, George Eastman's box camera, Guglielmo Marconi's radio, the household refrigerator and the armored truck.

### **Answer Workbook Question 862**

The Renaissance was the starting point, which led to open minds willing to learn and

ready to improve the world. The Industrial Revolution continued to expound upon previous knowledge, using it to help humans understand how the world worked and how they could make life easier and more comfortable. Today, many of the inventions from this period in time are still used. Some have been improved upon. Others have been the starting points for inventors who came after.

### **Answer Workbook Questions 863-864**

#### **Lesson 121: Colonization in the New World**

With new discoveries, came more time for humans to think about, interact with, and change the world around them. People began to live longer, spend less time on simply surviving, and travel further away from their homes. This, compounded with the discovery of a New World and religious tyranny, led many to leave their home countries in search of a place that would give them the freedom to live according to their beliefs. Colonies were settled throughout the world, including in Africa, Asia, and the American continents.

### **Answer Workbook Question 865**

As Europeans continued to settle in the New World, colonies grew from small settlements into stronger mini-states. In South America and stretching up the west coast into North America, many of these colonies were owned by Spain or Portugal. In present-day America, England owned and ruled over the colonies, winning those they did not settle through war, treaties, or purchase. In present-day Canada, many of the settlers answered to the French crown.

**See the map [here](#) and Answer Workbook Question 866**

Many colonists left their homelands due to the constant changing and harsh punishments for religious beliefs. Groups like the Huguenots, Puritans (e.g. the Pilgrims), Anglicans, Quakers, Baptists, Methodists, and Unitarians came to North America in search of religious freedom. Jews, Catholics, and other religions also fled to the colonies. The majority of those who came were Christian, though each church held distinct beliefs about different points of doctrine.

**Answer Workbook Question 867**

Many of their home countries allowed this religious freedom to flourish, finding themselves too far away to impose excessive laws. However, many demanded goods and payments to the crown in the form of taxes and exports in exchange for protection and support.

Settlers followed the example of their ancient ancestors, building near rivers and in places where land was fertile and materials existed to build shelter. The New World was unsettled and wild, forcing colonists to build homes, churches, villages, and cities from scratch.

**Answer Workbook Question 868**

However, there were groups of people native to the land who knew how to adjust to the changing seasons and use the resources found there. The Indigenous people, or Native Americans, often saw these newcomers as invaders. In some cases, the

Natives were right. Settlers claimed land that belonged to native tribes and warred against them, enslaving or killing entire tribes. In other cases, the natives and the newcomers found ways to live side-by-side, helping to teach each other. The natives showed the settlers how to use the land while the settlers taught them about new discoveries.

Still, relationships were often strained between natives and settlers and many natives saw their lands taken. In addition, conflict between nations like Spain, France, and England, spilled over into the New World. Battles over land between the nations occurred often as the race to claim territories, natural resources, and riches continued.

**Answer Workbook Question 869-870**

As England gained control of the colonies on east coast, however, conflict between England and their lands increased. Already soiled by their experiences with religious persecution, many resented the crown. Then came wars in which colonists died and lost their fortunes, fought under the King of England. As England struggled with the financial burden of protecting and supporting the colonies, it raised taxes and demanded more exports through the Triangle Trade. As the colonists saw more of their riches go to the far-away king, they recognized that they had no voice in the policies and laws that were being imposed upon them.

Colonists began to speak against being forced to fight in wars, sending their needed resources to England, and paying taxes to the government that did not represent their

interests. Soldiers were sent from England to keep the peace and rules were established to protect loyalty to the crown. The partial freedom the colonies had enjoyed was now gone. They were fully under the control of the English government, the very type of government that they had fled.

**See the map [here](#) and Answer Workbook Question 871**

As tensions rose, protests began and supplies were stolen so they would not be exported to England. The Boston Massacre, which resulted in the deaths of five colonists occurred, and the Boston Tea Party, in which a ship full of tea was dumped into Boston Harbor in defiance of and at great cost to England escalated the situation. Loyalists were obedient to the crown, admitting that they owed allegiance to the king who protected them. Patriots continued to fight against the rule of a king across the ocean and burned homes, tarred and feathered, and debated against those who supported English Rule. As tensions increased, the another revolution came nearer.

**Answer Workbook Question 872**

**Lesson 122: What is Revolution?**

A revolution is an overthrow or complete change of government or social order. Throughout history, there have been numerous revolutions. The creation of the Magna Carta and English Bill of Rights was a form of revolution. Barons and other citizens challenged the idea that kings had divine rule and could do as they pleased. The government was overthrown, though

not completely dissolved, and could no longer violate the rights of citizens.

**Answer Workbook Question 873-874**

The Reformation was a religious revolution, overthrowing the accepted social structure of the Roman Catholic Church. Martin Luther, William Tyndale, and others challenged the ideas of the church and, thereby, overthrew and changed the power of those leading the government and religious institutions. Rather than going to a priest for salvation, many citizens began to learn from themselves directly from the scriptures, taking power away from church leaders and, by extension, the government.

**Answer Workbook Question 875**

The Scientific Revolution, Medical Revolution, Agricultural Revolution, and Industrial Revolution allowed people like James Watt, Isaac Newton, Madame Curie, and Anton Van Leeuwenhoek to change society through discovery and technology. As life expectancy increased, work became more efficient, and most people of the world were given the nutrition they needed, society became less rural and more focused around cities. Citizens began to gather luxuries and spent less time simply trying to survive.

**Answer Workbook Question 876**

Each of these revolutions was inspired by those who looked around at their world and felt that something could be better. At times, revolutions came from necessity. They were an adaptation of people in order to survive in a world that was quickly changing. At others, revolutions were a result of expanded knowledge, such as the

time period after the Renaissance, when old knowledge was dusted off and new studies could be carried out with increasingly efficient technology. Other revolutions came about because the economy was failing and people were finding new ways to make a living, such as after the Black Plague in Europe. Many revolutions began as the social structure began to collapse and the people at the bottom of society (e.g. peasants) began to question their role and rights in life. Still others began as a religious pursuit, such as when the Israelites left Egypt or as Protestants openly fought against the Catholic Church.

### **Answer Workbook Question 877**

In the colonies during 1776, a revolution was brewing. It began in churches, where Christians who had access to the Bible themselves searched and studied God's word. Many of those who answered to the King of England saw that their rights were not being protected, as outlined in the English Bill of Rights. They were forced to pay taxes without a chance to be represented in the far-away government. They had to quarter soldiers. They were losing their ability to govern themselves as more representatives were sent over from England to rule over them. They were forced to endure long trips to England to face courts for crimes they did not always commit. They had no power to hold representatives accountable, as trials for those accused were carried out in England. The descendants of those who had traveled to a New World in search of freedom were, once again, being denied the ability to live according to their conscience.

After the Boston Massacre, war broke out at Lexington and Concord. Soon after, the Declaration of Independence was signed and sent to the king. The American Revolution had begun and it would change, not only the colonies, but the entire world.

As patriots fought for freedom from the crown and the right to govern themselves, most colonists (about 2/3) wanted to stay under the rule of the king. As churches taught about God-given rights, especially religious freedom, some were swayed. However, the total number of patriots never went above 66% at any given time.

Throughout the American Revolution, the Americans lost several battles and sometimes only escaped with their lives through a series of miracles occurrences. General George Washington attributed these miracles to God and ordered his troops to attend church, pray, and refrain from immoral acts such as foul language, drinking, or adultery.

Eventually, the tide began to sway. England, in financial trouble and tired of constantly putting down rebellions in the colonies, struggled to keep control. Patriots began to win strategic battles. In Yorktown, the last battle was fought and England retreated, granting the new country their freedom from English rule. The colonies were now known as America.

### **Answer Workbook Question 878**

For years, the colonies lived under the Articles of the Confederation. This gave the American States the ability to rule themselves as separate, but united, entities. Wary of a strong central government, states

made their own laws, levied their own taxes, and worked to rule through representation.

However, the Articles left the country weak and unable to respond to threats from other countries and financial troubles. In 1787, the U.S. Constitution was signed. This created a central government with checks and balances. The federal government was to protect the rights of citizens through the work of three branches: the executive (which consisted of the president and the ability to enforce laws), the judicial (which consisted of the courts and the ability to judge laws against the constitution), and the legislative (which had the ability to create laws). Each branch was to remain separate and ensure that no other branch was given too much power over the people. States answered to the federal government, which was given the right to levy taxes, declare war, print money, and gather a military force. States were allowed to make laws in their own areas, inasmuch as they did not violate the laws of the federal government or the rights of citizens.

The Bill of Rights, inspired by the Magna Carta, the English Bill of Rights, and other ancient governments, was established. This ensured that the government could not touch the rights of regular citizens, no matter their justification. America had become a Constitutional Republic.

### **Read the Bill of Rights and Answer Workbook Questions 879-880**

The American Revolution changed life in the United States. The people whose ancestors had sought for the freedom to live their own religion and govern themselves had finally seen this dream become a reality.

No longer did the people answer to a ruler. Rather, laws were created through voting and representation by citizens themselves. No longer was one tyrant allowed ultimate control. Rather, laws, policies, and punishments were checked by others and blocked by the rights of all. No longer could citizens be told which religion to follow. Rather, they were guaranteed that religion and government could no longer mix together and gain power through partnership. No longer could tyranny rule, as citizens were guaranteed the right to a fair trial, the right to defend themselves, and the right to speak up.

### **Answer Workbook Question 881**

Like all revolutions, the American Revolution changed society, politics, religion, and daily life in its own country. However, the world had watched as this group of thirteen weak colonies had overthrown tyrannical rule against all odds. They had seen regular people fight against powers greater than them and win. The American Revolution would spark revolutions throughout the world as many began to question the morality of others to rule over them and suppress their God-given rights.

### **Answer Workbook Question 882**

### **Lesson 123: Revolutions through History<sup>171</sup>**

Inspired by the new-found freedom of America, other countries began to fight against dictatorships and tyrannical rule which suppressed their rights.

In France, the Age of Enlightenment began in 1715, after years of over taxation of the poor, privileges for the wealthy, religious persecution, and the creation of a standing army for the king. Men such as Voltaire, Montesquieu, and Jean-Jacques Rousseau spread the ideas of self-governance, freedom, and civic rights. When the Huguenots were driven out of France, the Roman Catholic Church became the only legal religion and many believed in the divine right to rule. Through the reign of Louis XV and XVI, tyranny abounded and the country went into debt. However, with the example of the American Revolution in their mind, the religious, financial, and social issues led many of the bourgeoisies to question the rule and policies of the king.

### **Answer Workbook Question 883**

The Estates-General, a group of nobles who were to act as advisors to the king, was called in 1789, just six years after the end of the American Revolution. The Estates-General had not been in session for 170 years. Many in France saw this meeting as a challenge to the divine rule of the king. The middle class and peasants, or Third Estate, which comprised of 98% of the population, became more powerful in the assembly than the nobles.

With so many votes, the representatives from the Third Estate insisted on counting individual votes, giving them the power to override the votes of the outnumbered upper classes. They declared the Estates-General to be the National Assembly, which would represent all of the people of France. When the king had them banned from the grounds, they refused to leave, meeting instead on a

tennis court outside, and promising a new national constitution.

As more and more people saw and were inspired by the National Assembly, rebellion against the crown grew. The king ordered soldiers to break up the meeting, leading to fear and panic. Many citizens saw the price of food and supplies increase and began to prepare for a battle.

### **Answer Workbook Question 884**

On July 14, 1789, the people stormed a stronghold called the Bastille. Ninety-eight people died, but several prisoners were freed and government officials were killed and had their heads placed on pikes and paraded through the city. The French Revolution had begun.

The king withdrew troops from the National Assembly and allowed them to meet. Peasants continued to arm themselves and attack the rich. The National Assembly, trying to regain order, declared that nobles no longer had the right to collect taxes, hunt on peasant's land, or have privileges over peasants in court. Tithes to the church, once forced by law, were now voluntary and every citizen could run for office. Feudalism had ended in France.

A declaration of rights was adopted by the end of August, proclaiming that all were equal under the law. Much of this document was inspired by the writings of Thomas Jefferson and the American Declaration of Independence.

### **Answer Workbook Question 885**

However, by September, the classes in France were still angry with each other and attempts to draft a constitution were halted when a counter-revolution began. The nobles and royalty were not happy about losing their riches and privileges and commissioned spies who would attack revolutionaries. The decrees of the National Council were rejected by those in charge and did little to change society in the ways most wanted. Mobs of starving and angry citizens raided food supplies and attacked soldiers randomly, leading many away from the cause of the revolution. After the National Assembly introduced a decree that limited the powers of the church in government, even more strayed away from the idea of revolution.

#### **Answer Workbook Questions 886-887**

However, by 1791, a constitution was introduced, limiting the power of the king and creating a one-house legislative body. A constitutional monarchy was established, though it did little to unite the country. Citizens were split into three groups: the left (who wanted to take the revolution further), the center (who had little to say about anything), and the right (who supported the king and wanted the revolt to end).

King Louis XVI tried to flee and was executed by guillotine for treason. The National Assembly (now named the National Convention) declared a series of wars on neighboring countries. This, in addition to economic woes, religious turmoil, and division between the people, led to the Reign of Terror in which a Committee of Public Safety was created to hunt down and execute anyone who disagreed with the National Convention.

Thousands were guillotined, including the queen.

#### **Answer Workbook Question 888**

By 1794, the Reign of Terror had ended, but France now faced another challenge. Napoleon Bonaparte had returned from his wars and drove legislatures from their places proclaiming a new government: the Consulate. This government would be ruled by three leaders, or consuls, and Napoleon would be at their head. Promising peace, he drafted another constitution and placed himself as supreme ruler of France. Napoleon changed the laws on taxes, justice, and religion, calming the turmoil in France for a time. The pope declared Napoleon to be an emperor by giving him the right to rule in Notre Dame Cathedral, giving him the ability to rule as he saw fit.

Napoleon used this new power to invade as much of the world as he could. However, a slave revolt in Haiti and the Louisiana Purchase forced him to abandon plans of conquering land in the new world. Through war and treaty, however, Napoleon eventually gained control of most of Europe by 1812.

#### **See the map on page 253 of *History of the World* and Answer Workbook Question 889**

However, Napoleon could not conquer Britain. After banning imports from England, many began to question his rule as prices soared and needed items had to be smuggled into any France-occupied area. Napoleon was excommunicated by the pope, leaving many questioning his divine rights. His tyranny turned common people away as

they began to realize that, rather than peace, he had brought a new monarchy and inequality. Nations under his rule wanted to rule themselves once again.

When Russia stopped adhering to the trade ban with England, Napoleon marched his army into the cold country. However, with no supplies and facing the harsh winter, many of his soldiers died. Other countries began to fight back and, by 1814, Napoleon was defeated and exiled. Though he escaped exile and returned to France, raising an army as he went, he ruled only for an additional 100 days before being exiled once again.

#### **Answer Workbook Questions 890-891**

Soon after, the Congress of Vienna was called and leaders of the countries once under Napoleon's rule, reestablishing the kingdoms that had been in place before he came along.

#### **See the map on page 257 of *History of the World* and Answer Workbook Question 892**

France went through a series of kings and another revolution began. Roads were barricaded and battles between the king's soldiers and the people began. After a short peace, another revolution began in 1848 as Austria, Italy, Switzerland, Holland, Belgium, Ireland, and Poland also fought for a change in government. In France, a republic was created, which lasted for a time, was replaced by a tyrant, and then was reinstated once again by 1914.

#### **Answer Workbook Question 893**

As France battled between the ideas of absolute monarchy rule and self-government of the people, other countries faced the same problems. With America's success and France's initial failure the ability of ideas like freedom and rights for all citizens to survive was questioned. Though Scotland had won its independence during the Middle Ages, engaging in many of the ideals that America now represented, it was the American Revolution, paired with the new technologies and the religious questionings of the Renaissance and ages after, that spread these ideals around the world. Soon, many who had become accustomed to being ruled over fought against the idea that they didn't have the right to live according to their own conscience and, for a time, revolutions created a world that was freer than it had been in centuries.

#### **Answer Workbook Questions 894-895**

#### **Lesson 124: The World Wars<sup>174, 175</sup>**

As humans became more reliant upon themselves and lost faith in religion, many looked to the evolving understanding of science to detail what was happening around them. No longer did men explain the wonders of nature through stories of gods and goddesses or supernatural beings. Science and technology had allowed men to understand how the world works and to improve upon it. Through the medical and scientific revolutions, humans began to live longer, fuller lives. After the reformation and the continued failure of churches, many lost faith in God, turning instead to their own understanding. A desire for experts in every field arose to explain and control daily life.

### **Answer Workbook Question 896**

The American Revolution, and those who followed in its footsteps, were an attempt to turn back to the ideals that Christianity taught. Freedom of choice, equality of men, and the opportunity to share ideas in search of growing knowledge were at the core of many revolutions. Few, however, stuck to those ideals and many, like the French Revolution, lost sight of the purpose behind them.

Many countries during this time sought to protect and expand their land ownership. Alliances were created between countries, promising defensive help from neighbors if they were ever invaded. This left the world largely split into two groups of countries tied together. Germany, Austria, Hungary, and Italy formed the Triple Alliance while England, France, and Russia created the Triple Entente.

In 1914, Archduke Francis Ferdinand, heir to the Austrian throne, was assassinated in Bosnia by a Serbian man. Austria then declared war on Serbia, beginning the war the Great War, or World War I.

### **Answer Workbook Question 897**

Austria's allies joined in the war, causing Serbia's allies to do the same. Soon, almost all of Europe was at war. The Triple Entente became known as the Allies while the Triple Alliance was known as the Central Powers.

**See the map on page 330 of *History of the World***

Battles were fought on land and by sea. In 1917, Russian leader Vladimir Lenin established communism in Russia and signed an armistice with Germany, giving Germans the ability to focus on one front.

America, however, stayed out of the war as much as possible. Though they imported goods from European countries and exported weapons, supplies, and soldiers, Americans felt the war was too far away to be involved directly. American economic interests and the ideals of freedom from tyranny, however, favored the Allies. When German officials promised U.S. land to Mexico in exchange for its alliance, however, American formally entered the war under the banner of protecting the world from communism.

### **Answer Workbook Question 898**

America and the Allies quickly defeated the Central Powers, ending the war in 1918. The Conference of Versailles, a meeting of representatives from the Allied forces, ended in a treaty. Western Europe was economically ruined and faced political strife as citizens watched their country give all to lose the war. The League of Nations was created in the hopes of securing world peace and avoiding another world war. Germany was blamed for much of the war and had, through its cruelty, abused its own citizens as well as those it fought against. Germany lost land, its military, and was forced to pay reparations for damages the war had brought about.

**See the map on page 337 of *History of the World* and Answer Workbook Question 899**

Though, for a time peace reigned over much of the world, it would not last. Bitter from the outcome of WWI, many of the countries from the Central Powers became bitter about the treaty they were forced to accept. The ideas of communism had taken hold and they were directly contradictory to the ideals of Christianity and the world's new-found freedom of self-governance. The League of Nations was given little actual power to enforce treaties or contest actions by countries. America, benefiting from exports during WWI, had emerged as a world superpower with a strong economy.

By 1929, America, and several other countries, had overreached economically. Through a series of huge debt consumption, unstable banks, and a slowing of industry (many jobs were created to fight in the war) economies across the world began to fail. Jobs were lost, homes were foreclosed on, and many were unable to gather the basic supplies they needed to survive.

Two of the hardest-hit countries were Italy and Germany. Italy was under the rule of a socialist named Benito Mussolini. Mussolini implemented fascism, or socialism with property rights but no freedoms, and inflation and shortages ensued. Germany was ruled by a man named Adolf Hitler. Also a socialist, Hitler began the Nazi party which eventually gained control of the country's education, economy, politics, and social order.

With the people of Europe suffering the effects of a failed war, an economic downturn, and the divisions brought on by socialism, peace quickly dissolved. The people, wanting strong leaders, put their faith in men like Mussolini and Hitler,

hoping to return their countries to their former glory. Instead, WWII began.

### **Answer Workbook Question 900**

In 1935, Mussolini invaded Ethiopia and conquered it. The League of Nations could do nothing to stop it, showing the world how weak the treaties were. Germany then stopped adhering to the Treaty of Versailles and began its march into Austria, Czechoslovakia, and Poland.

As alliances between Italy and Germany were created, England and France allied against them. These groups would eventually grow into world-wide alliances known as the Axis and the Allied Powers.

Hitler planned to conquer all of Europe, taking Yugoslavia, Greece, Romania, Hungary, and Bulgaria. When he tried to invade Russia, however, the Allies united with the Russians. This would change the course of the war.

America remained neutral in the war, sending supplies and soldiers, but never directly involving themselves. In December of 1941, however, Japan (allied with Germany) attacked American soldiers in Pearl Harbor, Hawaii. Americans demanded retaliation and entered the war.

### **See the map on page 362 of *History of the World* and Answer Workbook Question 901**

As Germany and the Axis power spread, so did their cruelty. Concentration camps were created for political prisoners, enemy soldiers, and anyone deemed unworthy of German citizenship. It was within these

camps that thousands were tortured, enslaved, and murdered.

In June 1944, however, the tides turned. Allied troops landed on the beaches of Normandy (France) and reclaimed the shore. From there, soldiers raced throughout Europe, bringing an end to German rule. Mussolini was hung by his own people and Hitler committed suicide. By May 1945, Germany had surrendered.

Japan was still committed to the war, however, until America unleashed two atomic bombs on their cities. In 1945, after Hiroshima and Nagasaki were hit by the bombs, which wiped out the large cities and killed hundreds of thousands, Japan surrendered.

### **Answer Workbook Question 902**

The great world wars were over. Much of Europe was left damaged and struggling to survive. The Allied forces emerged as world leaders and freedom seemed to have won over communism. However, the end of a war did not mean complete peace. With the unleashing of weapons as powerful as the atomic bomb, many countries began a new kind of war: an arms race.

### **Answer Workbook Question 903**

## **Lesson 125: Geographical and Cultural Changes Over Time<sup>176</sup>**

With the ending of two world wars, which brought about the use of weapons more powerful and deadly than the world had ever seen before, each country sought to prevent this type of war from happening again, or at least prevent themselves from being ruined

by it. To world leaders, this meant having better weapons to deter other countries from attacking them. The country with the best weapon, it was thought, could prevent war from happening simply by striking fear into the others because their weapons existed.

A Cold War, or arms race, began between countries, especially America and Russia, known then as the Union of Soviet Socialist Republics (U.S.S.R.). As each country improved upon their weapons, making them more powerful and accurate, others would work to catch up so that, if a war began, they would be ready to fight back.

### **Answer Workbook Question 904**

As weapons became more sophisticated and deadly, a fair amount of spying and stealing of ideas between countries happened. Seeing the danger of every country in the world holding an atomic, or even nuclear bomb, the United Nations was created. Like its predecessor, the League of Nations, the U.N. was meant to control and negotiate international laws between countries and help to prevent war. In addition, the North Atlantic Treaty Organization (N.A.T.O.) formed an alliance between twelve nations, claiming that if one were attacked, the others would aid it.

### **Answer Questions 905-906**

With Europe in ruins and an economic crisis at the end of the war, the U.S.S.R., led by Stalin, began to conquer much of the land. Under this communist leadership, millions died of starvation and policing of laws. Eastern Europe soon was under the rule of the U.S.S.R., though the west fought against it. This created a boarder called the Iron

Curtain, where poverty and an extreme restriction of rights occurred.

Though the U.S. signed the Marshall Plan, giving financial aid to European countries wanting to rebuild after the war, some, like the Soviet Union, fell into communism. In Germany, the Berlin Wall was built, separating East and West Germany and imposing communism on those in the East. France and England also faced forms of socialism and communism for a time.

### **Answer Workbook Question 907**

With focus on competition between countries, areas such as art, literature, science, and medicine greatly improved during this time, as well.

Music became more varied, with several types being popular at once. Operas, musicals, and stage plays became popular, allowing audiences to experience in-person versions of their favorite stories. Art stepped away from realism and many artists began to work to convey emotions and abstract thoughts through their works. Though some artists stuck with more classical methods, abstract art became popular, as did illustrations for books, magazines, and newspapers.

Books that illustrated mysteries and adventures became popular. Many books focused on the wonders of science and the wisdom and logic of men. Others turned their writings to more religious subjects or accounts of real-life experiences. Over time, many of these books were adapted into movies and television and the theater became an important part of life for many.

The Space Age began, sending the first humans into space. This was another competition between America and the Soviet Union. The Russians launched Sputnik, the first manmade satellite. The Americans, however, were the first to put men on the moon.

Science, medicine, and technology continued to expand upon the findings of the Industrial, Scientific, and Medical Revolutions. With the invention of computers, wireless communication, and the internet, information was easier to find and search through than ever before.

Biotechnology (study of DNA) allowed scientists to find root causes for many diseases and treat or even prevent them. This field also allowed for improvements in food production by helping scientists and farmers create plants and animals which are better able to adapt to certain conditions and genetically modified to produce more food, and taste better while using fewer resources. The discovery of molecules and atoms created the field of nanotechnology, which allows scientists to manipulate matter at an elemental level.

### **Answer Workbook Questions 908-909**

From ancient times until the modern age, humans have sought to change, improve upon, and learn about the world around them. First living as nomads and traveling to where resources were abundant, then settling in simple villages, and eventually creating large cities, humans have had the same needs throughout history. Water, food, shelter, and a functioning society are common threads for all humans in all eras. Over time, the human race has taken

knowledge of previous generations and added to it, or improved upon it. Technology, science, and lifestyles have changed due to these discoveries. However, the world today mirrors the ancient world in many ways.

Visit the map [here](#) and use it to Answer Workbook Questions 910-914

### **Lesson 126: Types of Government and Social Systems: What Works and What Doesn't**

In the beginning, humans were limited to a very small space and knew only the few people in their immediate family. As the family grew, however, they began to spread out, settle distant lands, and grow into societies independent of each other. Some became great empires, like the Islamic Empire, the Ottoman Empire, the Roman Empire, or the English Empire. Others were smaller kingdoms, limited to their original areas with little expansion.

Many focused on agriculture and the ability to grow food. This allowed them to create settlements and villages rather than living nomadic lives. Soon, humans were living in large cities where ideas could quickly be shared and improved upon and sustaining life became easier.

As humans settled together in large groups, the need for government arose. Rules and laws of society were meant to protect and aid citizens, but someone had to lead in making decisions. Over time, there have been several different types of government experimented with by groups of humans. Some have failed horribly. Others lasted for a time and then fell apart. Still others were

corrupted until they were no longer stable. Finally, some are still in the experimental phase, so new to the world that we don't know yet exactly how they will turn out.

### **Answer Workbook Question 915**

Many of the people in the Old Testament lived under a theocracy, or government ruled by a religion. Often, their prophet was the government leader and ruled with authority given to him by the belief that he was led by God. Other theocracies include the rule of the Islamic Empire and many countries in the Middle East today, where law is created based on religious beliefs and power is assumed to come from God.

Theocracies tie law to religion and allow for near-absolute control over daily life of citizens. Obedience to leaders equates to obedience to God and few dare to oppose a divine being. Theocracies, however, rarely hold power for long. Often it only takes a few generations for a majority of the population to witness weaknesses in leaders and begin questioning their leadership. Over time, voluntary obedience gives way to rebellion and theocracy rule is overthrown.

### **Answer Workbook Question 916**

Like in a theocracy, many monarchies (rule of a king or queen) have claimed the divine right to rule. In the Rome and the Middle Ages, the predominant church allowed the king or queen to proclaim that they were chosen by God to lead the country in exchange for policies that favored them. Though not a true theocracy, these types of governments tie religion to politics and gain a certain amount of obedience from citizens. However, giving the power to rule to a

single man or woman often allows them to begin believing that they are God, leading to tyranny and oppression, which is eventually fought against by the common people.

### **Answer Workbook Question 917**

Dictatorships, like monarchies, place the power of politics, education, and economies in the hands of a single person. Though a dictator may start with good intentions, the power allows him or her to control every aspect of daily life and is usually abused. Freedom becomes non-existent and the people are left trying to adhere to the whims of a single person or face punishment.

### **Answer Workbook Question 918**

An oligarchy is simply a dictatorship that shares the power between several wealthy people. The oligarchy has absolute power, like a dictator, but must act as a group in order to control the masses. Often this leads to corruption and tyranny.

### **Answer Workbook Question 919**

Many of the first governments fell into these categories or practiced anarchy, the lack of any laws or rulers, in some form. Each of these early governments fell as the power to control the lives and resources of others corrupted goals and people and made citizens slaves to their rulers.

### **Answer Workbook Questions 920-921**

Seeing the failures of the governments before them and wanting the best for society, the Greek philosophers presented an alternate solution. A democratic government would be ruled, not by one man,

but by the will of the people. Every issue and policy would be voted on by the citizens. The majority would rule.

Democracy provided a balance of power. One man or woman no longer was able to control others on their own. No one idea or belief was elevated above another and debates were held to gather all viewpoints for every issue.

However, democracy did not eliminate the human's tendency towards corruption. It allowed alliances to form, votes to be sold and bought, and deals to be made. It also slowed policy making and decisions as a gathering needed to be planned and votes needed to be counted. Control went to the majority, thereby abandoning the ability of the minority to protect themselves. It's been said that democracy is two wolves and one sheep voting on what they will eat for dinner. The wolves outnumber the sheep, which loses its protection and voice.

### **Answer Workbook Question 922**

Though largely attributed to Rome, the republic existed in some form long before the empire was built. In a republic, citizens choose representatives to cast votes for them in matters of policy and law. These representatives often had a term limit, giving the people the ability to change leaders as they saw fit. Republics can be seen as far back as tribal leaders being sent to meetings and as near as current legislators, governors, and presidents.

The republic allowed for quicker action, requiring only the gathering of selected men and women, rather than the whole of the voting population. It allowed for discussion

and debate of different viewpoints and for every voting voice to be heard.

However, a republic proved to be just as corruptible as a democracy, and perhaps more so. With the power of voting in the hands of a few, many of the same problems existed as in a democracy, though they were magnified. Votes could be bought and negotiated and representatives often were accused of misrepresenting those who voted for them. The rights of the minority were still ignored in favor of a majority vote.

### **Answer Workbook Question 923**

After the American Revolution, the world came close to a government that respected the freedom of all, majority or not, to live according to their conscience. A constitutional republic was formed wherein the people would vote for and be represented by elected officials. This allowed for all sides to be heard and issues to be debated upon, voted for, and settled.

The government was split into three branches, which allowed no single group absolute power. Each group was given a check over the others to prevent corruption and dictatorship, with the ultimate power given to the people to approve of or disapprove of each law and policy through representatives, protests, and freedom of speech. States were given powers and united under the federal government, proving more balances to protect the will of the people.

A constitution, along with its Bill of Rights, was drafted, outlining the correct function of the government and the inalienable rights of every citizen. Equality and certain God-

given rights were granted under the law, which could not be challenged, even under a majority rule.

### **Answer Workbook Question 924**

Finally, a government that has only existed in theory is now being discussed: the world government. As the world has become more connected and interdependent, many have called for a centralized global government. Supporters argue that a government with the power to make international law, control the world economy, and settle disputes between countries could allow for world peace and prosperity for all.

However, many reject the idea of a world government, arguing that, no matter how it is organized, it would lead to ultimate dictatorship and corruption. Wealth redistribution, taking money from the rich through taxes and giving it to the poor, would result in socialism and communism as the world leaders would have complete control over economies. Freedom of expression and speech would fail, as world leaders sought to censor ideas that did not agree with their own. International law would likely be fabricated to match the calls of the majority, leaving little to protect the rights of the few. There has been no international Bill of Rights created, leaving many to wonder what rights they would lose. Votes within a world government could be corrupted, just as in a country's government, and lead to wars and conflicts.

### **Answer Workbook Question 925**

No matter the type of government, the control of resources has always been the key to power on earth. Nomads moved with the

weather, free to gather and hunt as they needed. Settlements were created along rivers, allowing for agriculture and storage and creating a stable food supply. Trade flourished and improved, making a world economy with the free market sharing of resources around the globe.

Capitalism, or the ability of citizens to control their own property and business interactions, has brought prosperity to many places. Under capitalism, property and services can be purchased or traded according to the will of those involved in the transaction. This allows those who work well within the system to become wealthy and continue to add to their assets. Those who do not adapt or take risks often work for those who do, proving a way for everyone to provide for themselves. This type of trade allows each person to choose what their services or products are worth, what they are willing to pay, and what risks they are willing to take in search of the resources they need to survive. The free market system provides freedom because it allows for individual control of resources. Those who are prosperous have the freedom to use their resources to aid others, fund artistic, scientific, or technological advancements, or work to help others.

However, over history, many capitalists have lost sight of the purpose of freedom. Agency was given to man so that he may choose for himself to follow God or not. For some, gaining wealth and power over others is a strong deterrent to loving their neighbor.

This selfishness was, and still is, a major argument for those who advocate for socialism or communism.

### **Answer Workbook Question 926**

In 1848, a German man named Karl Marx published the Communist Manifesto. Within his writings, Marx advocated for the rise of the lower working class by tearing down capitalist systems and imposing communism. In a capitalist society, private citizens have a right to own and control business and property. Communism and socialism both give all property rights to the government, who then distributes resources such as food, water, housing, and supplies, according to the abilities and needs of each citizen. Marx argued that the working class would have to overthrow the wealthy land and business owners in order to gain control. Once in control, they could change the government and policies, controlling distribution of resources. This socialism would eventually dissolve the existing classes by ensuring that all are equal, and create communism, under which there are no differences between wealth in the population. Marx planned to create a revolution by dividing the classes and turning them against each other. His ultimate goal was complete government control and enslavement of humankind.

For those in the working class, many of Marx's ideas seemed to fall in line with what they wanted for their country. Equality, no rich and no poor, and a living provided for each citizen by the government sounded promising. However, Marx failed to point out that complete government control and temporary safety would only mean a complete loss of freedom.

### **Answer Workbook Questions 927-928**

His ideas took hold, however, especially in Eastern Europe. Russia and China, especially, worked to implement communism, giving the government control over daily life from birth to death. Education, economy, industry, science, and even entertainment were controlled by the state. During this time food riots, the Bolshevik Revolution, and the rule of Joseph Stalin took place, causing suffering and an absence of freedoms of any kind for the Russian people. In China, factories and large farms were formed and citizens were forced to work long hours with little education. Starvation followed and, though many in China revolted, communism and complete control of the lives of the Chinese people by the government thrive today.

Communism also spread to areas like Korea, South America, and Vietnam. The U.S. fought wars in each of these areas in an attempt to hold back its evil influence. Despite promises of equality and fair resources for all, socialism and communism have, thus far, always resulted in failure. Complete control by any one person or group brings about corruption, favoritism, and selfishness. It leaves citizens dependent upon the government for education, technology, medical care, food, and water, robbing them of any form of freedom. It controls information and prevents the ability to question ideas or debate different solutions.

As the world has experimented with different types of government and economic solutions one thing has held true. The plan of God for his people to be free, to make their own choices, and to serve each other has always led to more prosperity,

happiness, and growth than the plan of Satan to control others.

### **Answer Workbook Questions 929-930**

#### **Lesson 127: Religions of the World Today**

Like the human search for resources, men and women have always searched for answers to who they are, what their place in the world is, and what the meaning of it all is.

Ancient cultures explained much of their world through a belief in gods, goddesses, and other supernatural powers. These powers were worshipped in the hopes of rewards, protection, and prosperity.

### **Answer Workbook Question 931**

Followers of Christianity, believe that God has a plan for His children and that each person should be allowed the freedom to make choices while on earth. This freedom comes with the dangers of harming others, losing salvation, and corrupting the soul. However, it also carries the potential reward of growth and learning which can lead to becoming more like their Savior, Jesus Christ. Over time, Christianity has changed, fractured, and been adapted to different societies. Scripture has been corrupted by men, leaders have used the power of government and the fear of damnation to control, and different sects have been created as groups fractured from their main church. Examples of this are Baptists, Methodists, the Roman Catholic Church, the Orthodox Church, Puritans, Latter-Day Saints, Quakers, Protestants, and Lutherans. Many of these churches were formed from

the ideas presented during the Reformation or the American Great Awakening.

### **Answer Workbook Question 932**

Judaism, which also believes the teachings of the Old Testament, is a major world religion today. Their scriptures, the Torah, shares Old Testament stories, but in a different order. Like Christianity, there exist different fractures of this core religion with varying doctrines. Jews deny the divinity of Jesus Christ, but teach that their people were chosen by God as the chosen ones who will be saved by a messiah.

Followers of Islam also teach the Old Testament and believe the Quran to be the word of God to his people through the prophet Mohammad. There are now two main groups: the Sunni and the Shi'ite. While much of their doctrine matches, the Sunni believe that the Muslim community should share power while the Shi'ites believe in a leader that leads through divine appointment. Though Islam was once confined to the Middle East, it is practiced throughout the world today.

Today, Hinduism, Buddhism, and Taoism are still practiced. These ancient beliefs have changed slightly over time, but are spread throughout the modern world, though most believers are found in Asia.

### **Answer Workbook Question 933**

Though many of the ancient religions are, in a way, still practiced today, earth has endured several ages where men have decided to turn to their own works rather than search for something greater than themselves. The corruption of powerful

churches, the discoveries of the scientific revolution, and the prosperity brought about by free markets led some to question the purpose of and place for religion. As many sought God within the scriptures, others questioned whether or not he actually existed.

Men like Friedrich Nietzsche and Soren Kierkegaard introduced existentialism, denying that there is an absolute truth. These men taught that each person makes up their own reality and that no higher purpose existed. Humans were a product of science and would cease to exist upon death.

Sigmund Freud argued that man had no soul and that all actions were a product of subconscious forces. Charles Darwin taught that evolution had created man, not God.

Though their ideas, and the movement of trust in science, atheism became a major religion. Atheism maintains that there is no divine being. Life simply exists because of the laws of science and there is no order to it beyond that.

### **Answer Workbook Question 934**

Each of these religious ideas has influenced the others and play an important role in the decisions of society today. Countries that embrace Christianity, for instance, usually lean towards protection of individual freedom and capitalism. Those who lean towards atheism tend to make policies based only on the knowledge of science and technology. Countries where Islam, Hinduism, or Buddhism are prevalent tend to focus on the good of society rather than the individual, leading to a favoritism of dictatorships or socialism.

### **Answer Workbook Question 935**

Religious beliefs have always shaped the world and our societies. However, with the world more connected than ever before, it has become necessary to protect both the rights of others while balancing that with the ability of all to live according to their moral compass. The ability to share, discuss, learn about, and question ones beliefs is necessary for each man and woman to discover who they are, what they value, and how they will act.

### **Answer Workbook Question 936**

#### **Lesson 128: Our Reliance on God Today**

Though human nature and human needs haven't changed much since the beginning of earth, the world has. With advancements in science, medicine, technology, changes in religious beliefs, economic systems, governments, expansion, and alliances and wars, humans now face a world with challenges that seem bigger than those our ancestors faced.

Natural resources are under attack. Communist governments control life for those under their rule. Others use public funds to claim ownership of lands rich in necessary resources. Greed has led some to value profit over correct stewardship of the lands they own while others argue that global warming (a change in the climate to warmer temperatures around the globe) and pollution are ruining our planet.

### **Answer Workbook Question 937**

Natural disasters and extreme weather phenomena such as earthquakes, hurricanes, tsunamis, and volcanic eruptions seem to be more frequent than before. Droughts and floods are disrupting the ability of the few farmers who still grow food to provide what the world needs to survive, leaving many suffering in famines.

### **Answer Workbook Question 938**

Wars cover the earth as countries seek to conquer or control others and fight over wealth and power. Some push for a global government and the conciliation of power into a single group. Others hold true to the idea of individual freedom and reject more government control. The dropping of the atomic bombs and the Cold War left the world in a state of mistrust and political turmoil.

### **Answer Workbook Question 939**

The World Wars left America with few men at home, fundamentally changing the way society works. Instead of mothers staying home with their children and fathers having time after work for family, they were forced to work long hours, leaving the family unit weakened and vulnerable.

### **Answer Workbook Question 940**

Individual rights have been argued about and the concept of the greater good has been implemented over the globe. America has become a beacon of freedom of the individual no matter the odds and led other countries to follow. However, not everyone believes that this is the correct way to govern. Freedom and rights must constantly be protected and, while America still stands,

many of its ideals are being challenged. What rights humans are entitled to and who provides them are global issues now being discussed.

### **Answer Workbook Questions 941-943**

The idea that these problems are new, however, is wrong. Humanity has faced these types of problems throughout history and men have been given a choice: follow God and endure or fall away and fail.

However, human nature leads them astray eventually and entire empires have met their downfall shortly after. Trust in corrupt leaders, blind obedience, and fear have led to atrocities that still have not ended.

### **Matthew 24:3-14 and Answer Workbook Question 944**

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