

# TEACHER GUIDE

- Includes: Answer Keys
- Student Objectives
- Weekly Tests

High School Level

1 course = 1 full credit  
of history

# WORLD HISTORY

*Observations & Assessments  
from Creation to Today*



James P. Stobaugh

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*This book is dedicated to this new generation of young believers whose fervor and dedication to the purposes of the Lord shall yet bring a great revival. Stand tall, young people, and serve our Lord with alacrity and courage!*



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to give a defense to everyone who asks you a reason for the hope  
that is in you, with meekness and fear.*

1 Peter 3:15; NKJV

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## Lessons for a 34-week course!

**Overview:** This *World History Teacher Guide* contains materials for use with *World History* by James Stobaugh. Materials are organized by book in the following sections:

	Study guide worksheets
	Exams
	Answer Key

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

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

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

	Approximately 20 to 30 minutes per lesson, five days a week
	Includes answer keys for worksheets and exams
	Worksheets for each section
	Exams are included to help reinforce learning and provide assessment opportunities
	Designed for grades 10 to 12 in a one-year course to earn 1 history credit

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

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## Introduction

### How this course has been developed:

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1. **Teacher:** this allows one to study the student objectives with each chapter, providing the answers to the assignments and the weekly exam.
2. **Chapters:** this course has 34 chapters (representing 34 weeks of study).
3. **Lessons:** each chapter has 5 lessons each, taking approximately 20 to 30 minutes each. There will be a short reading followed by critical thinking questions. Some questions require a specific answer from the text where others are more open-ended, leading the student to think “outside the box.”
4. **Weekly exams:** the final lesson of the week is the exam covering the week’s chapter. Students are not to use their text to answer these questions unless otherwise directed.
5. **Student responsibility:** Responsibility to complete this course is on the student. Students are to complete the readings every day, handing their responses to a parent or teacher for evaluation. Independence is strongly encouraged in this course designed for the student to practice independent learning.
6. **Grading:** A parent or teacher can grade assignments daily or weekly, and keep track of this in their files. Assignments with answers are available at the end of each chapter.

# First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester — First Quarter					
Week 1	Day 1	<b>Chapter 1: Mesopotamia</b> Read <b>Lesson 1 — The Story of Mesopotamia</b> Student Book (SB) Complete Assignment Page 19 Teacher Guide (TG)			
	Day 2	Read <b>Lesson 2 — Mesopotamia</b> (SB) Complete Assignment Page 20 (TG)			
	Day 3	Read <b>Lesson 3 — History Maker: Daniel</b> (SB) Complete Assignment Page 21 (TG)			
	Day 4	Read <b>Lesson 4 — Daily Life</b> (SB) Complete Assignment Page 22 (TG)			
	Day 5	<b>Chapter 1 Exam</b> Pages 159–160 (TG)			
Week 2	Day 6	<b>Chapter 2: Foundations of World Views</b> Read <b>Lesson 1 — Moses</b> (SB) Complete Assignment Page 23 (TG)			
	Day 7	Read <b>Lesson 2 — Hammurabi</b> (SB) Complete Assignment Page 24 (TG)			
	Day 8	Read <b>Lesson 3 — War of the World Views</b> (SB) Complete Assignment Page 25 (TG)			
	Day 9	Read <b>Lesson 4 — Nebuchadnezzar</b> (SB) Complete Assignment Page 26 (TG)			
	Day 10	<b>Chapter 2 Exam</b> Pages 161–162 (TG)			
Week 3	Day 11	<b>Chapter 3: The Jewish Exile</b> Read <b>Lesson 1 — History of Israel</b> (SB) Complete Assignment Page 27 (TG)			
	Day 12	Read <b>Lesson 2 — The Jewish Exile</b> (SB) Complete Assignment Page 28 (TG)			
	Day 13	Read <b>Lesson 3 — Zoroastrianism</b> (SB) Complete Assignment Page 29 (TG)			
	Day 14	Read <b>Lesson 4 — Jerusalem</b> (SB) Complete Assignment Page 30 (TG)			
	Day 15	<b>Chapter 3 Exam</b> Page 163 (TG)			
Week 4	Day 16	<b>Chapter 4: Egypt</b> Read <b>Lesson 1 — Ancient Egypt</b> (SB) Complete Assignment Page 31 (TG)			
	Day 17	Read <b>Lesson 2 — Pyramids and Kingdoms</b> (SB) Complete Assignment Page 32 (TG)			
	Day 18	Read <b>Lesson 3 — Greek and Roman Conquest</b> (SB) Complete Assignment Page 33 (TG)			
	Day 19	Read <b>Lesson 4 — Cleopatra</b> (SB) Complete Assignment Page 34 (TG)			
	Day 20	<b>Chapter 4 Exam</b> Page 165 (TG)			

<b>Date</b>	<b>Day</b>	<b>Assignment</b>	<b>Due Date</b>	<b>✓</b>	<b>Grade</b>
Week 5	Day 21	<b>Chapter 5: Egyptian Life</b> Read <b>Lesson 1 — Philosophers and World Views</b> (SB) Complete Assignment Page 35 (TG)			
	Day 22	Read <b>Lesson 2 — Egyptian Religion</b> (SB) Complete Assignment Page 36 (TG)			
	Day 23	Read <b>Lesson 3 — Egyptian People</b> (SB) Complete Assignment Page 37 (TG)			
	Day 24	Read <b>Lesson 4 — Egypt and the Hebrews</b> (SB) Complete Assignment Page 38 (TG)			
	Day 25	<b>Chapter 5 Exam</b> Page 167 (TG)			
Week 6	Day 26	<b>Chapter 6: Greece</b> Read <b>Lesson 1 — Growth of Greek Civilization</b> (SB) Complete Assignment Page 39 (TG)			
	Day 27	Read <b>Lesson 2 — Growth of Greek Civilization</b> (SB) Complete Assignment Page 40 (TG)			
	Day 28	Read <b>Lesson 3 — Sparta</b> (SB) Complete Assignment Page 41 (TG)			
	Day 29	Read <b>Lesson 4 — A Day in Old Athens: A Speculative Essay</b> (SB) Complete Assignment Page 42 (TG)			
	Day 30	<b>Chapter 6 Exam</b> Pages 169–170 (TG)			
Week 7	Day 31	<b>Chapter 7: Life in Athens: Part One</b> Read <b>Lesson 1 — Athenian Women</b> (SB) Complete Assignment Page 43 (TG)			
	Day 32	Read <b>Lesson 2 — Family Life</b> (SB) Complete Assignment Page 44 (TG)			
	Day 33	Read <b>Lesson 3 — Slavery in Athens</b> (SB) Complete Assignment Page 45 (TG)			
	Day 34	Read <b>Lesson 4 — Education</b> (SB) Complete Assignment Page 46 (TG)			
	Day 35	<b>Chapter 7 Exam</b> Page 171 (TG)			
Week 8	Day 36	<b>Chapter 8: Life in Athens: Part Two</b> Read <b>Lesson 1 — Medicine</b> (SB) Complete Assignment Page 47 (TG)			
	Day 37	Read <b>Lesson 2 — Business and Trade</b> (SB) Complete Assignment Page 48 (TG)			
	Day 38	Read <b>Lesson 3 — The Athenian Army</b> (SB) Complete Assignment Page 49 (TG)			
	Day 39	Read <b>Lesson 4 — The Athenian Navy</b> (SB) Complete Assignment Page 50 (TG)			
	Day 40	<b>Chapter 8 Exam</b> Page 173 (TG)			

## Daily Worksheets



## **Assignment**

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Discuss at least three important contributions that the Sumerian civilization made to the Western world.



## **Assignment**

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Contrast Mesopotamian gods and goddesses with the Jewish God.



## **Assignment**

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Write a short report on the life of Daniel. How is your life similar to and different from the life of Daniel?



## **Assignment**

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Describe an ordinary day in the life of a 14 to 18-year-old Mesopotamian youth.

## **Chapter Exam Section**

## Dates (15 points)

---

Mark these events in the order in which they occurred:

- \_\_\_\_\_ The Sumerians build a city-state.
- \_\_\_\_\_ The Jews rebuild Jerusalem.
- \_\_\_\_\_ The Jews are taken to Babylon as exiles.
- \_\_\_\_\_ The Babylonians invade Mesopotamia.
- \_\_\_\_\_ The Persians invade Mesopotamia.

## Matching (35 points)

---

Answer:

- |               |                |                         |
|---------------|----------------|-------------------------|
| A. Persians   | D. Babylonians | G. King Sargon I        |
| B. Sumerians  | E. Marduk      | H. King Nebachunezzar   |
| C. King Cyrus | F. Ziggurats   | I. Tigris and Euphrates |

1. The two rivers around whose fertile soil civilization arose in Mesopotamia.
2. The first people to form a city-state, civilization, in Mesopotamia.
3. Akkadian king who for the first time in Mesopotamian history united Sumer and Akkad.
4. A people group that conquered the Mesopotamia area and built the great city of Babylon.
5. Conquered the Babylonians.
6. The Sumerian temples whose distinctive features were their height and width.
7. The chief Babylonian god.
8. This king conquered Jerusalem.
9. This king conquered Babylon and allowed the exilic Jews to return home.

## **Exam Question (50 points)**

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Zerubbabel, prince of Judah and governor of Jerusalem, born in Babylon during the captivity. He was a direct descendant of King David (see Ezra 2:2; Haggai 1:1). When King Cyrus permitted the captive Jews in Babylon to return to Judah (538? BC), Zerubbabel led the first contingent, numbering some 42,000. Cyrus appointed him (see Haggai 1:14) secular governor of Jerusalem. There he organized the rebuilding of the temple, which had been destroyed in 586 BC by King Nebuchadnezzar. However, many scholars believe that he resigned his post and returned to Babylon. I think this is true, Zerubbabel returned to captivity. What causes godly, hardworking, committed Christians to abandon the work and return to comfortable captivity?

**Exam Questions (50 points each)**

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- A. Recently, there has been much debate about whether or not the Ten Commandments should be exhibited in government buildings. State both sides of the argument and offer your own conclusions.

**B.** Compare Hammurabi's Code with the Ten Commandments.

## **Answer Key**

## 🔑 Discussion Question Answer Key

### Chapter 1

#### Lesson 1

The Sumerians provided the Western world with the first alphabet, the wheel and the first legal system. Sumerians developed a system of writing by imprinting on clay tablets using a stylus. A form of printing was a similar first: they carved negative images on a stone cylinder usually from two to six centimeters long. These were repeatedly rolled over fresh clay to produce positive inscriptions. As forerunners of finger rings used to imprint wax seals in later times, they were used to identify possessions, to seal written tablets, and to protect other valuables. Sumerians also invented the wheel and therefore improved transportation endeavors and building programs. Finally, Hammurabi's Code was the first legal system that required a society to be founded on a rule of law. Later, of course, Moses was to establish a better code of law with the Ten Commandments.

#### Lesson 2

Mesopotamian religions were polytheistic and limited to their sphere of influence. The Jewish God is one and all-powerful. The Mesopotamian gods were appeased and controlled (presumably) by human actions and appeals. The Jewish God is omnipotent, and, while He is concerned about the morality of His followers, His relationship is based on covenantal contracts. The Jewish God has created mankind in His image; not so with the Mesopotamian gods and goddesses. Finally, the Jewish God cares for, even loves, His people. The Mesopotamian gods and goddesses are not personally involved in the lives of their people.

#### Lesson 3

Daniel is the main character of the Book of Daniel in the Old Testament. The name Daniel means "God is my judge." Daniel was carried off to Babylon where he was trained in the service of the court of Nebuchadnezzar.

#### Lesson 4

Children were expected to obey their parents in all cases. For example, the spouse of a Sumerian child was chosen by his/her parent. Those children who chose to disobey the authority of their parents faced being disinherited or sold into slavery. The everyday appearance of the Sumerian people was rather simple. The men of Sumer often sported long hair with a part in the middle. Their attire initially consisted of wrap-around skirts and felt

cloaks, but it eventually evolved into long skirts accented by large shawls flung over the left shoulder of the wearer. The right shoulder and arm were left bare. Children wore the same clothes as adults. Sumerian women also wore their hair long. Most women would braid their locks into one long braid which they then wrapped around the top of their heads. For clothing, Sumerian women wore long shawls which covered their entire bodies, but their right arm and shoulder would also be left bare. The early Sumerians lived in homes that were built out of reeds. Eventually, homes were constructed of sun-dried mud-bricks, but stone buildings were not erected due to a lack of that resource in the area. Modest homes were usually one-story high with an open court in the center, around which there were several rooms. Wealthy individuals, however, often built homes two stories high with approximately 12 rooms, including servants' quarters ([www.msnu.edu](http://www.msnu.edu)).

### Chapter 2

#### Lesson 1

A careful reading of Christ's teaching reveals that the first four commandments are contained in the statement: "Love the Lord your God with all your heart and with all your soul and with all your mind." The last six commandments are enclosed in the statement "Love your neighbor as yourself."

#### Lesson 2

On one hand laws would protect individual rights; on the other hand, the same laws would limit the monarch's rights. This would ultimately be very advantageous to Babylon but no doubt caused some consternation among despotic kings!

#### Lesson 3

##### A. Identify

- A Feelings are everything.
- D My god is the rising sun; my goddess, the rising moon.
- A or E It is true because I said it is true.
- B God was here—He set up our great country—but He is gone now.
- C Only the world around us has any force.

## B. True or False

- T 1. Most Americans today are Theists.
- F 2. Most Americans today are Christian Theists.
- T 3. Postmoderns love to play with scientific gadgets but are inherently suspicious of their efficacy.
- T 4. The decade of the 1960s was a triumph of Existentialism.
- T 5. One reason Americans are so open to the gospel is because our culture has become dysfunctional.
- F 6. A perfect example of postmodernism would be Clint Eastwood.
- T 7. *Toy Story* is a perfect example of postmodernism.
- F 8. The best way to convert a Romantic is to hand him a dead squirrel.
- T 9. John Wayne movies are generally Theistic movies.
- T 10. The *Star Wars* movies are Theistic in tone and substance.
- T 11. The Beatles moved from nostalgic Romanticism to nihilistic Absurdism.
- T 12. For most of history, Theism has been the dominant world view.

## Lesson 4

Bible teacher Wayne Blank writes: Nebuchadnezzar was the king of the Chaldean (also known as the Neo-Babylonian) Empire. He was born about 630 BC, and died around 562 BC at age 68. He was the most powerful monarch of his dynasty, and is best known for the magnificence of his capital, Babylon . . . his vast military conquests, and his role in Bible history and prophecy. Perhaps surprisingly, his own words are directly recorded in The Bible (Daniel 4:4-18). Nebuchadnezzar was the oldest son of Nabopolassar, the founder of the Chaldean Empire. After serving as commander of the army, Nebuchadnezzar became king upon his father's death in August of 605 BC. By marrying the daughter of Cyaxares, he united the Median and Babylonian dynasties. He wasn't just a warlord, he was also skilled in politics. During Nebuchadnezzar's time, Babylon was the largest city of the world. It has been estimated to have covered over 2,500 acres/1,000 hectares, with the Euphrates River flowing through it. The name of the city came to symbolize the entire empire.

Nebuchadnezzar is best known to students of the Bible for his defeat of the southern kingdom of Judah (the northern kingdom of Israel was by then long gone, having been conquered and deported over a century earlier

by the Assyrians . . . By 586 BC, the Babylonian forces conquered the land, devastated Jerusalem, looted and burned the original temple that had been built by Solomon . . . and took the people away into what became known as the "Babylonian Exile" (2 Kings 25:1-17). As powerful as Nebuchadnezzar was, he did not conquer the people of Judah of himself. God didn't just allow it to happen, He actually brought it about (2 Chronicles 36:15-20). The people had become extremely corrupt and idolatrous. They ignored all of the prophets that God had sent to warn them (2 Chronicles 36:15-16), and they refused to repent. They trusted in themselves, in the city of Jerusalem, even in the physical temple, rather than in the Lord Himself. So, God, through Nebuchadnezzar, destroyed it all in order to make them realize, in no uncertain terms, that they had turned their backs on Him.

Among the Jews who were deported from Judah to Babylon was a certain young man known as Daniel. From him, and the Bible book that carries his name, we get some of the most sensational prophecies for our time now.

## Chapter 3

### Lesson 1

The concept of covenant is central to a basic understanding of Scripture. In Old Testament times this complex concept was the foundation of social order and social relations, and it was particularly the foundation for an understanding of humanity's relationship with God. The two were interrelated. For instance, Abram made a covenant with his God that was eternal and irrevocable. Likewise, Moses brought the Ten Commandments (covenant) down from Mt. Sinai. These are core truths of Judaism.

### Lesson 2

A. The Babylonian exile lasted from 586-538 BC. "Exile" means that they were forced to live outside of the Promised Land. Babylon had replaced Assyria as the reigning world power after defeating Egypt at the battle of Carchemish in 609 BC. They conquered Jerusalem in 586. This was the main exile of Israel when the Temple was flattened and Jerusalem was destroyed. These deportations from the Promised Land actually began under the Assyrians as early as 733. These were deported to Nineveh. More deportations to Babylon occurred in 605,