

TEACHER GUIDE

- Includes: Answer Keys
- Student Objectives
- Weekly Tests

High School Level

1 course = 1 full credit
of history

BRITISH HISTORY

*Observations & Assessments
from Early Cultures to Today*



James P. Stobaugh

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to give a defense to everyone who asks you a reason for the hope
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Lessons for a 34-week course!

Overview: This *British History Teacher Guide* contains materials for use with *British 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:

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	Chapter 1: Early England: Part One Read Lesson 1 — The Beginning Student Book (SB) Complete Assignment Page 19 Lesson Planner (TG)			
	Day 2	Read Lesson 2 — Picts, Scots, Britons, and Angles (SB) Complete Assignment Page 20 (TG)			
	Day 3	Read Lesson 3 — Druids (SB) Complete Assignment Page 21 (TG)			
	Day 4	Read Lesson 4 — Ancient British Life (SB) Complete Assignment Page 22 (TG)			
	Day 5	Chapter 1 Exam Pages 157–158 (TG)			
Week 2	Day 6	Chapter 2: Early England: Part Two Read Lesson 1 — Roman England (SB) Complete Assignment Page 23 (TG)			
	Day 7	Read Lesson 2 — The Legend of King Arthur (SB) Complete Assignment Page 24 (TG)			
	Day 8	Read Lesson 3 — King Arthur (SB) Complete Assignment Page 25 (TG)			
	Day 9	Read Lesson 4 — An Early Roman City: London (SB) Complete Assignment Page 26 (TG)			
	Day 10	Chapter 2 Exam Pages 159–160 (TG)			
Week 3	Day 11	Chapter 3: Anglo-Saxon Invasions Read Lesson 1 — Anglo-Saxon Invasions (SB) Complete Assignment Page 27 (TG)			
	Day 12	Read Lesson 2 — Christianity in England (SB) Complete Assignment Page 28 (TG)			
	Day 13	Read Lesson 3 — Anglo-Saxon London (SB) Complete Assignment Page 29 (TG)			
	Day 14	Read Lesson 4 — Viking Invasions of England (SB) Complete Assignment Page 30 (TG)			
	Day 15	Chapter 3 Exam Pages 161–162 (TG)			
Week 4	Day 16	Chapter 4: The Norman Conquest Read Lesson 1 — Norman Conquest (SB) Complete Assignment Page 31 (TG)			
	Day 17	Read Lesson 2 — The Plantagenets (SB) Complete Assignment Page 32 (TG)			
	Day 18	Read Lesson 3 — London: 1166–1150 (SB) Complete Assignment Page 33 (TG)			
	Day 19	Read Lesson 4 — Philosophers and World Views (SB) Complete Assignment Page 34 (TG)			
	Day 20	Chapter 4 Exam Pages 163–164 (TG)			

Daily Worksheets



Assignment

Why did the early Britons never develop writing?



Assignment

Describe the different tribal groups that settled in Great Britain.



Assignment

A. What role did druids assume in ancient British society?

B. Why is Halloween a dangerous, anti-Christian holiday?



Assignment

Describe a typical Briton family.

Chapter Exam Section

Exam Questions: 60-100 words

- A. Great Britain was conquered several times by several different people groups and nations. Why? What allure do these islands offer invaders? (33 points)
- B. Apparently early England was ruled by a priestly class (i.e., the druids). G. K. Chesterton wrote, “They [the Britons] were apparently ruled by that terrible thing, a pagan priesthood. Stones now shapeless yet arranged in symbolic shapes bear witness to the order and labour of those that lifted them.” Given that fact, what societal tendencies do you surmise emerge in this religion-governed society? (33 points)

- C. Normally religion arises before technology. In fact, technology often is a real threat to religion. For example, the rise of the scientific revolution threatened the Roman Catholic Church. In England, though, technology preceded religion. The Celts conquered England to obtain English tin and later developed iron weapons and implements. Technology was in full bloom when the druids emerged. Why? Why in this culture did religion emerge after technology, instead of vice versa? **(34 points)**

Exam Questions: 60-100 words (50 points each)

- A. Explain this quote from English scholar G. K. Chesterton: “Rome itself, which had made all that strong world, was the weakest thing in it. The centre had been growing fainter and fainter, and now the centre disappeared. Rome had as much freed the world as ruled it, and now she could rule no more . . . A loose localism was the result rather than any conscious intellectual mutiny. There was anarchy, but there was no rebellion. For rebellion must have a principle, and therefore an authority . . . The Empire did decline, but it did not fall. It remains to this hour.”

B. Roman rule in other parts of the Empire was abhorred while it existed and applauded when it left. To Britons, however, Roman rule was the “Golden Age.” In spite of their Germanic heritage, the Britons wanted to be Roman more than Germanic (i.e., like the invading German Saxons). Why?

Answer Key

🔑 Discussion Question Answer Key

Chapter 1

Lesson 1

Britons were a warrior, nomadic people who had no use for writing. Besides, in a highly religious culture, based on motif and ritual, writing was not necessary. This did not mean that the Britons were not intelligent people. Scops and minstrels would tell and retell stories about heroes (e.g., *Beowulf*) that would not be written down until centuries later but the stories and legends were in the culture.

Lesson 2

The ancient Englishmen (Scots, Picts, Angles, Britons, and Celts) were farmers living in small communities. Cattle and horses were an obvious sign of wealth and prestige. Cereal crops included wheat, barley, oats and rye. Vegetables included kale, cabbage, onions and leeks, peas and beans, turnips and carrots. Plants such as wild garlic, nettles and watercress may have been gathered in the wild. The pastoral economy meant that hides and leather were readily available. Wool was the main source of clothing, and flax was also common. Fish, shellfish, seals and whales were exploited along coasts and rivers. The importance of domesticated animals argues that meat and milk products were a major part of the diet of ordinary people, while wealthier Britons would have eaten a diet rich in meat from farming and hunting. The Picts lived mostly in the north and northeast and they spoke a kind of Celtic language which was lost completely. The Scots originally came from Ireland. The Scots were Celtic settlers who moved into the western Highlands from Ireland in the fourth century. The third group was the Britons, who inhabited the Lowlands and what is England. The Picts were excellent warriors and the Romans called them "Picti" (The Painted ones) since most of the times they went into battle completely naked to show their tattooed bodies. They were in fact Celts, the ancestors of the people who built the stone circles. The Picts inherited their rights, their names and property from their mothers. The Angles: came from northern Germany and settled first in the south east of England and they helped the Romans to keep their possession of Britannia. In the fifth century they invaded England and created their own kingdom, Anglia. They were tough and brave warriors. The Britons occupied the west part of the Lowlands from Clyde, over Hadrian's Wall and to the present Lake District.

Lesson 3

A. Of all aspects of the social and religious life of the Celts, one that has found itself shrouded in mystery and speculation is that of the druids. The priestly class of the Celts, and their role in everyday life, has become a matter of contention among scholars. The druids carried out the religious functions of tribal life. They conducted the sacrifices to the gods and goddesses, and upheld the teachings of the Celtic religions. But the druids were also philosophers, medical doctors, natural scientists, and judges. Druids conducted schools, from which many people from outside the Celtic world studied, including many Greeks and Romans. Not only were the schools set up for the study of religion, but for the development of scientific study, law, and philosophic study. The course of study for druidic students was close to 20 years. Students came from all sections of Celtic society. The basis of the word druid is one of controversy. Most likely, it came from the Celtic word for oak, *dru*, and was combined with the word *wid*, or knowledge, rendering a word literally meaning "oak knowledge." The actual meaning was that it was someone whose knowledge was great. The oak was a tree that was very important in Celtic life, even to Christian times. The name Kildare, which was the site of both a druidic school and a Christian church, means the church of the oak in Irish. Druids, according to Julius Caesar, were trained in "international" law. The judgment of a druid could stop a potential war between tribes, because the judgment and moral authority of the druid was greater than the tribal chieftain. The druids had the authority to render legal decisions, which were binding on all parties. They decided boundary disputes, inheritance questions, sentences for murder. If their decisions were not followed by one party or the other, then that person was excluded from the activities of the tribe and society. According to Caesar, "All people leave their company; avoid their presence and speech, lest they should be involved in some of the ill consequences of the situation. They can get no redress for injury, and hold no post of honor." Such acts of exclusion and shunning in a society noted for its interdependence on people could be close to a death sentence on such a person. Druidic teachings held that the soul was immortal. There was no real difference between the world of the present and the afterlife. Druidic teachings had an influence on many of the Greek philosophers. However, one Greek writer claimed that the slave of Pythagoras, who also taught the immortality of the soul, went to the Celtic lands, and gave his teacher's philosophy to the druids. The druids

ally America.

Lesson 3

By the end of the decade, things were not going well. Staying in the Middle East had led step-by-step to the confrontation with President Gamal Abdel Nasser in Egypt, and the disastrous decision to seek his overthrow by force in collusion with Israel. The 1956 Suez Crisis was a savage revelation of Britain's financial and military weakness and destroyed much of what remained of Britain's influence in the Middle East. In the colonial territories, more active interference in social and economic matters, with a view to speeding the pace of development, had aroused wide opposition and strengthened nationalist movements. It was becoming much harder for Britain to control the rate of political change, especially where the presence of settlers (as in Kenya and the Rhodesias) sharpened conflicts over land. Britain's position as the third great power and deputy leader of the Western Alliance was threatened by the resurgence of France and West Germany, who jointly presided over the new European Economic Community (EEC). Britain's claim on American support, the indispensable prop of imperial survival, could no longer be taken for granted. And Britain's own economy, far from accelerating, was stuck in a rut.

Lesson 4

Answers will vary.

Exam Answer Keys

Chapter 1

A: England has a mild, temperate climate. It is close enough to the European mainland to be easily conquered but far enough away to develop a unique culture. The Britons, and other people groups, never formed a federal government—like the Romans—so they were easily divided and conquered.

B: Druidic practices worked themselves into the Christian Church and remained part of English folklore and superstition for centuries. English institutions, for instance, were always connected to religion. This was a druidic tendency. What societal tendencies? Some scholars argue that British society developed with a strong tertiary tendency (i.e., a respect for authority). At the same time, others argue that druidic influence invited a spirit of individualism and individual rights that likewise emerged in English culture (e.g., Magna Carta).

C: Some scholars argue that this tendency—religion emerging after technology—is the root of the English Industrial Revolution. Technology, then, in Great Britain, always took precedence over religion. Why? No one knows for sure, but many historians argue that technology preceded religion because Britons, Celts, et al., were so keen to develop new weaponry and natural resources (e.g., iron ore) were so abundantly available, that technology developed first. The British were religious of course—witness the druidic influence—but, in general, British leadership never allowed religion to limit technology.

Chapter 2

A: Chesterton's point is that Rome, once weak only on the fringes (e.g., Gaul, Great Britain, Palestine) now was weak everywhere. The collapse of the Roman Empire was not precipitated by outside attacks and influence; it was a failure of Rome itself to adjust to changing times. "The centre had been growing fainter and fainter, and now the centre disappeared. Rome had as much freed the world as ruled it, and now she could rule no more . . . there was anarchy but no rebellion." Furthermore, Chesterton, in the late 19th century, observed that Roman influence remained—in law, in architecture, in transportation. "It remains to this hour."

B: While the Romans could be and were at times harsh rulers, they were nothing compared to the Anglo-Saxons. The Romans occupied and governed England; the cruel Anglo-Saxons sought to settle, to colonize