



HISTORY & GEOGRAPHY

TEACHER'S GUIDE

▶ **10th Grade**

HISTORY & GEOGRAPHY 1000

Teacher's Guide

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INSTRUCTIONS FOR HISTORY & GEOGRAPHY

The LIFEPAC curriculum from grades two through twelve is structured so that the daily instructional material is written directly into the LIFEPACs. The student is encouraged to read and follow this instructional material in order to develop independent study habits. The teacher should introduce the LIFEPAC to the student, set a required completion schedule, complete teacher checks, be available for questions regarding both content and procedures, administer and grade tests, and develop additional learning activities as desired. Teachers working with several students may schedule their time so that students are assigned to a quiet work

activity when it is necessary to spend instructional time with one particular student.

The Teacher Notes section of the Teacher's Guide lists the required or suggested materials for the LIFEPACs and provides additional learning activities for the students. The materials section refers only to LIFEPAC materials and does not include materials which may be needed for the additional activities. Additional learning activities provide a change from the daily school routine, encourage the student's interest in learning, and may be used as a reward for good study habits.

HISTORY & GEOGRAPHY 1001

Unit 1: Ancient Civilizations 1

TEACHING NOTES

MATERIALS NEEDED FOR LIFEPAK

Required

(None)

Suggested

- encyclopedia
- Bible
- dictionary
- (the reference materials can be in either book or online formats)

ADDITIONAL LEARNING ACTIVITIES

Section 1: Meaning and Origin of Civilization

1. Construct a chart showing the non-Biblical views of man's origins on the one hand, and the Biblical views of man's origins on the other. Lead a class discussion based on material from the chart.
2. Show a movie or filmstrip about early civilization. Afterward, have a class discussion about the ideas discussed in the film.
3. Put on a class play about the Fall of Man or the Flood or both.
4. Research the symbolism connected with the colors of the rainbow, the rainbow itself, and the seasons. Give a class report on your findings.
5. Make a language chart. Show on the chart how languages gave rise to early civilizations and eventually to early nations.

Section 2: Early Egyptian Civilization

1. Draw or find a map of ancient Egypt. Show the boundaries in a contrasting color. Label neighboring countries. Compare the map to one of modern Egypt.
2. In class discussion, compare ancient Egypt with modern Egypt. Compare political relationships with other countries, art and literature, religion, and economy.
3. Conduct a class discussion on the developments in ancient Egypt that are still evident today. In what ways was ancient Egypt a basis for modern thinking and activity?
4. Construct a bulletin board that contains pictures from ancient Egypt and from modern Egypt.
5. Research one of the outstanding rulers of ancient Egypt. Present your findings in a report to the class.
6. Visit a museum, library, or university that has a display of ancient Egyptian artifacts or pictures of them.

Section 3: Assyrian and Babylonian Civilizations

1. Discuss with students the laws of Hammurabi. Compare them to modern laws and rules of conduct. Discuss the fairness of the laws and why they are considered an achievement of an ancient civilization.
2. Through a chart or discussion, compare the accomplishments of the Babylonians with the accomplishments of the Assyrians.
3. Write a group story or play about life in ancient Babylon or Assyria. Act out your play or read your story to your parents or other members of the class.
4. Stage a class debate on the accomplishments of Babylon as opposed to those of Assyria. Which accomplishments were more significant?
5. Pretend you lived in ancient Babylon or Assyria. Describe your life as a teenager during that time.
6. Explain the role of religion in the lives of the Babylonians and Assyrians.

Section 4: Persian Civilization

1. List on the chalkboard or on a chart the events that were important in the rise and the fall of ancient Persia.
2. Discuss with students the reasons the Persians had multiple gods.
3. Hold a class discussion after researching other civilizations that had many gods. What did these multiple gods provide for the people? What has caused us to believe in one God?
4. Discuss the administration of the Persian Empire in comparison to the administration and government of the United States.
5. Write a paper in which you discuss how the Persian Empire might have been prevented from its fall.
6. Trace a Persian god with its counterpart from another ancient civilization. Explain the god's importance and function in that civilization.

ANSWER KEYS

SECTION 1

- 1.1 cities
- 1.2 large population of nonfarmers; enough food
- 1.3 Any order:
 a. technology
 b. division of labor
 c. political organization
 d. higher moral codes or arts and literature, commerce and trade, bookkeeping and accounting
- 1.4 the tools and processes to make things and to satisfy human needs
- 1.5 It made food production more efficient.
- 1.6 labor
- 1.7 primitive
- 1.8 state
- 1.9 evolution
- 1.10 progressive
- 1.11 perversion
- 1.12 true
- 1.13 true
- 1.14 false
- 1.15 true
- 1.16 true
- 1.17 true
- 1.18 false
- 1.19 true
- 1.20 true
- 1.21 c
- 1.22 e
- 1.23 a
- 1.24 b
- 1.25 f
- 1.26 innocence
- 1.27 language
- 1.28 c
- 1.29 a
- 1.30 b
- 1.31 a
- 1.32 d
- 1.33 a
- 1.34 Cain became a farmer, Abel a shepherd.
- 1.35 trade
- 1.36 Cain's
- 1.37 Any order:
 a. tent dwellers
 b. musicians
 c. workmen in brass and iron
- 1.38 because of the Flood's destructiveness
- 1.39 in its heathen theology and idolatry
- 1.40 the *Gilgamesh Epic*
- 1.41 special revelation; the huge boat
- 1.42 Teacher check
- 1.43 a. that it was because of intermarriage between Cainites and Sethites
 b. that it was because of intermarriage between fallen angels and humans
- 1.44 Teacher check
- 1.45 Salvation: ark = Christ; Flood = judgment; those in the ark = those in Christ
- 1.46 yes or no
- 1.47 because everyone is descended from them
- 1.48 true
- 1.49 true
- 1.50 true
- 1.51 false
- 1.52 false
- 1.53 true
- 1.54 d
- 1.55 b
- 1.56 a
- 1.57 d
- 1.58 b
- 1.59 e
- 1.60 f
- 1.61 a
- 1.62 c
- 1.63 d
- 1.64 united human strength in rebellion against God
- 1.65 Indo-European
- 1.66 Any order:
 a. Akkadian
 b. Aramaic
 c. Syriac
 d. Phoenician
 e. Ugaritic
 f. Hebrew
 g. Moabite or Arabic, Minean, Sabaeen, Ethiopic
- 1.67 no
- 1.68 to serve Shem and Japheth

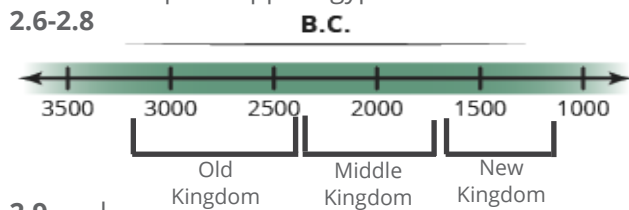
- 1.69** with a civilization built upon the Bible and Christ
- 1.70** Medes
- 1.71** Africa
- 1.72** Semites
- 1.73** genetic
- 1.74** 11
- 1.75** Greeks
- 1.76** Canaanite
- 1.77** Ham or Mizraim
- 1.78** from the Persian Gulf to the Mediterranean Sea
- 1.79** Third Dynasty of Ur
- 1.80** a planned economy
- 1.81** around 2161 B.C.
- 1.82** northwest of Ur along the Euphrates
- 1.83** a secular ruler; King
- 1.84** idolators
- 1.85** Any order:
a. descendants
b. blessing
c. nation
d. land
- 1.86** Jesus Christ

SELF TEST 1

- 1.01** j
- 1.02** e
- 1.03** h
- 1.04** a
- 1.05** c
- 1.06** b
- 1.07** d
- 1.08** f
- 1.09** i
- 1.010** k
- 1.011** c
- 1.012** d
- 1.013** a
- 1.014** b
- 1.015** d
- 1.016** a
- 1.017** c
- 1.018** a
- 1.019** b
- 1.020** b
- 1.021** true
- 1.022** false
- 1.023** true
- 1.024** false
- 1.025** false
- 1.026** true
- 1.027** true
- 1.028** false
- 1.029** true
- 1.030** true
- 1.031** evolution
- 1.032** thousand
- 1.033** sixth
- 1.034** Third
- 1.035** writing
- 1.036** animals or every living thing
- 1.037** Flood
- 1.038** farmland
- 1.039** Sumer
- 1.040** political

SECTION 2

- 2.1 along the Nile and its delta
- 2.2 desert
- 2.3 Any order:
 - a. Red Sea
 - b. Mediterranean Sea
 - c. Libya
 - d. Nubia
- 2.4 because the Nile gave it all its water
- 2.5 Lower Egypt is from the delta to past Memphis. Upper Egypt is the rest of the area.



- 2.9 l
- 2.10 d
- 2.11 k
- 2.12 f
- 2.13 j
- 2.14 a
- 2.15 g
- 2.16 c
- 2.17 h
- 2.18 i
- 2.19 b
- 2.20 b
- 2.21 c
- 2.22 a
- 2.23 c
- 2.24 a
- 2.25 They were Semitic Asians, probably beginning in Lower Egypt and moving to Ithet-Tawy.
- 2.26 one of the Hyksos
- 2.27 140 years
- 2.28 The New Kingdom
- 2.29 Ahmose I of Thebes
- 2.30 1250 B.C.
- 2.31 1250 B.C.
- 2.32 Akhenaten
- 2.33 Aten
- 2.34 yes
- 2.35 the state god of Egypt
- 2.36 the army
- 2.37 Ramses I
- 2.38 Syria
- 2.39 Hatshepsut
- 2.40 woman
- 2.41 self
- 2.42 Moses

- 2.43 Hatshepsut
- 2.44 true
- 2.45 true
- 2.46 false
- 2.47 true
- 2.48 false
- 2.49 false
- 2.50 true
- 2.51 true
- 2.52 a
- 2.53 b
- 2.54 a
- 2.55 d
- 2.56 a
- 2.57 b
- 2.58 b
- 2.59 Any order:
 - a. prime minister
 - b. chief justice
 - c. treasurer
- 2.60 Any order:
 - a. aristocracy
 - b. middle classes
 - c. lower classes
- 2.61 Hamito-Semitic
- 2.62 3100
- 2.63 Any order:
 - a. hieroglyphic
 - b. hieratic
 - c. demotic
- 2.64 Rosetta
- 2.65 They were the first to have literature for its own sake rather than for its religious or utilitarian value.
- 2.66 *Pyramid Texts*
- 2.67 yes
- 2.68 Any order:
 - a. sculpture
 - b. bas-relief
 - c. painting
 - d. jewelry making
- 2.69 belief in or worship of more than one god
- 2.70 Any order:
 - a. Re—the sun god
 - b. Osiris—the god of the Nile and fertility
 - c. Isis—the goddess of nature
- 2.71 Either order:
 - a. The “divine” pharaoh controlled them psychologically.
 - b. They were highly moral.

SELF TEST 2

- 2.01 i
- 2.02 h
- 2.03 a
- 2.04 c
- 2.05 b
- 2.06 d
- 2.07 e
- 2.08 f
- 2.09 g
- 2.010 k
- 2.011 b
- 2.012 a
- 2.013 d
- 2.014 c
- 2.015 b
- 2.016 a
- 2.017 d
- 2.018 c
- 2.019 d
- 2.020 b
- 2.021 false
- 2.022 true
- 2.023 false
- 2.024 true
- 2.025 false
- 2.026 true
- 2.027 true
- 2.028 true
- 2.029 true
- 2.030 false
- 2.031 embalming
- 2.032 three
- 2.033 writing or script
- 2.034 polytheism
- 2.035 Moses
- 2.036 vizier
- 2.037 army
- 2.038 gods
- 2.039 Rosetta
- 2.040 papyrus

SECTION 3

- 3.1 d
- 3.2 c
- 3.3 a
- 3.4 as an upholder of the common people
- 3.5 his law code
- 3.6 governmentally controlled
- 3.7 Hammurabi's laws were man-centered while Moses' laws were God-centered.
- 3.8 Any order:
 - a. multiplication
 - b. division
 - c. square and cube roots
 - d. algebraic equation
 - e. geometry
 - f. concept of zero (0) or place value
- 3.9 Either order:
 - a. zero
 - b. place value
- 3.10 *Gilgamesh Epic*
- 3.11 Asia Minor in 1800 B.C.
- 3.12 law codes and iron smelting
- 3.13 north of Babylonia on the Mesopotamian plain along the Tigris
- 3.14 from the Persian Gulf to the Mediterranean Sea and from the Caucasus to the Nile
- 3.15 c
- 3.16 a
- 3.17 a
- 3.18 c
- 3.19 a
- 3.20 c
- 3.21 d
- 3.22 c
- 3.23 a
- 3.24 b
- 3.25 c
- 3.26 b
- 3.27 d
- 3.28 c
- 3.29 b
- 3.30 Ashur
- 3.31 his regent on earth
- 3.32 Ishtar
- 3.33 the god of wisdom
- 3.34 cuneiform
- 3.35 clay
- 3.36 library

- 3.37** Any order:
 a. wall paintings
 b. bas-reliefs
 c. statues
 d. cylinder seals
 e. ivory carvings
 f. metal work
- 3.38** kings of Assyria
- 3.39** c
- 3.40** e
- 3.41** b
- 3.42** a
- 3.43** d
- 3.44** Nabopolassar
- 3.45** Egypt
- 3.46** Daniel
- 3.47** Jeremiah
- 3.48** 3
- 3.49** Jehoiachin
- 3.50** Jehoiachin
- 3.51** God
- 3.52** Jerusalem
- 3.53** 70
- 3.54** Belshazzar
- 3.55** 539
- 3.56** Any order:
 a. Anu
 b. Eulil
 c. Ea
- 3.57** Ishtar
- 3.58** the sun in his strength, the god of power
 justice, and war
- 3.59** the Amorites
- 3.60** the *Babylonian Chronicles*

SELF TEST 3

- 3.01** c
- 3.02** f
- 3.03** i
- 3.04** a
- 3.05** d
- 3.06** e
- 3.07** k
- 3.08** b
- 3.09** h
- 3.010** j
- 3.011** true
- 3.012** false
- 3.013** true
- 3.014** true
- 3.015** true
- 3.016** false
- 3.017** false
- 3.018** true
- 3.019** false
- 3.020** true
- 3.021** Egypt
- 3.022** iron
- 3.023** god
- 3.024** texts or books or writings
- 3.025** Israel
- 3.026** clay
- 3.027** man
- 3.028** 282
- 3.029** Jerusalem
- 3.030** Jeremiah

SECTION 4

- 4.1 c
 4.2 d
 4.3 a
 4.4 c
 4.5 d
 4.6 a
 4.7 c
 4.8 b
 4.9 b
 4.10 Any order:
 a. Ezra
 b. Zerubbabel
 c. Nehemiah
 d. Joshua
 e. Shashbazzar
 4.11 Any order:
 a. Zechariah
 b. Haggai
 c. Malachi
 4.12 Either order:
 a. Ezra
 b. Nehemiah
 4.13 gods of nature, fertility, and the heavens
 4.14 He believed in doing good, not evil. He worshiped one god, Ahura-mazda.
 4.15 Roman
 4.16 Any order:
 a. Susa
 b. Ecbatana
 c. Babylon
 d. Persepolis
 4.17 satraps
 4.18 post

SELF TEST 4

- 4.01 a
 4.02 d
 4.03 k
 4.04 g
 4.05 h
 4.06 b
 4.07 c
 4.08 e
 4.09 f
 4.010 j
 4.011 Flood
 4.012 Noah
 4.013 agriculture
 4.014 pyramids
 4.015 death
 4.016 Abraham
 4.017 Egypt
 4.018 Moses
 4.019 prime minister or chief justice or treasurer
 4.020 Zoroaster
 4.021 d
 4.022 b
 4.023 a
 4.024 c
 4.025 b
 4.026 a
 4.027 c
 4.028 c
 4.029 b
 4.030 a

LIFEPAC TEST

1. f
2. i
3. k
4. a
5. c
6. e
7. g
8. b
9. h
10. j
11. paper
12. a form of writing
13. stone
14. embalming
15. yes
16. Babel
17. the code of laws
18. with great cruelty
19. Daniel
20. Restoration
21. a
22. b
23. d
24. a
25. b
26. d
27. b
28. a
29. d
30. b
31. false
32. true
33. true
34. true
35. true
36. false
37. false
38. false
39. true
40. true

ALTERNATE LIFEPAC TEST

1. c
2. i
3. f
4. a
5. k
6. d
7. j
8. b
9. e
10. g
11. false
12. true
13. true
14. false
15. true
16. false
17. false
18. true
19. true
20. true
21. c
22. a
23. b
24. c
25. d
26. b
27. c
28. c
29. a
30. c
31. Zoroaster
32. Any order:
a. fertility
b. nature
c. the heavens
33. Restoration
34. Daniel
35. Babylonian Chronicles
36. obelisks
37. cuneiform
38. lunar
39. hieroglyphics
40. Any order:
a. aristocracy
b. middle class
c. lower classes
41. ka
42. Creation of man

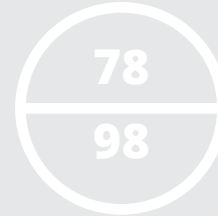
HISTORY & GEOGRAPHY 1001

ALTERNATE LIFEPAC TEST

NAME _____

DATE _____

SCORE _____



Match these items (each answer, 2 points).

- | | |
|-----------------------------|---|
| 1. _____ civilization | a. God's mandate to man |
| 2. _____ commerce and trade | b. united human strength in rebellion against God |
| 3. _____ theistic evolution | c. society with developed cities |
| 4. _____ "subdue" the earth | d. oral Mesopotamian account of the flood |
| 5. _____ serpent | e. conquered Sumer |
| 6. _____ Sumerian King list | f. belief that God started the evolutionary process |
| 7. _____ the rainbow | g. "gift of the Nile" |
| 8. _____ Tower of Babel | h. early writing |
| 9. _____ Sargon | i. mark of an advanced society |
| 10. _____ Egypt | j. "perpetual and everlasting" covenant |
| | k. deceived Eve |

Answer true or false (each answer, 1 point).

11. _____ Egyptian history is divided into two main parts, the Old Kingdom and the Empire.
12. _____ The only significant Egyptian leader after the Nineteenth Dynasty was Ram-
ses III.
13. _____ The ruler Menes united Egypt's diverse groups and established a capital at
Memphis.
14. _____ Sheshoq I pursued a foreign policy of alliance with Ahab of Israel.
15. _____ The Egyptian economy was primarily agricultural.
16. _____ Egyptian society was divided into four classes.
17. _____ The oldest form of Egyptian writing was cuneiform.
18. _____ Egyptian art is characterized by lack of perspective.
19. _____ Egyptian religion was polytheistic.
20. _____ The Babylonian Empire was composed of Mesopotamia and the lands of
ancient Sumer.

Write the letter for the correct answer on each line (each answer, 2 points).

21. The ruler who saw himself as the upholder of the oppressed, common people was _____.
a. Mursili I b. Nimrod c. Hammurabi d. Samsi-Adad I
22. Hammurabi is noted for his _____.
a. code of 282 laws b. Mosaic Law
c. contribution to the fall of Babylon d. writing of the Amarna Letters
23. The Babylonians made significant contributions in _____.
a. art and literature b. mathematics and astronomy
c. social sciences d. the alphabet
24. The Tigris-Euphrates valley, the Fertile Crescent, and Palestine were controlled by _____.
a. Babylon b. Egypt c. Assyria d. the Hittite Empire
25. When Assyria fell, _____ emerged in its place.
a. Babylon b. Israel c. Egypt d. Neo-Babylon
26. The chief god of the Assyrian pantheon was _____.
a. Ishtar b. Ashur c. Nineveh d. Nabu
27. Most Assyrian literature was _____.
a. written on papyrus b. repeated by word of mouth
c. composed of government documents d. religious in nature

28. Persia was defeated by _____ .
 a. Artaxerxes
 b. Cambyses II
 c. Alexander the Great
 d. Zerubbabel
29. Persian history began with the _____ .
 a. Medes
 b. Persians
 c. Lydians
 d. Egyptians
30. The twenty-one Persian provinces were called _____ .
 a. states
 b. mini-nations
 c. satrapies
 d. city-states

Complete the following sentences (each answer, 3 points).

31. The philosopher who taught the Persians a morality system based on “Do good, hate evil” was _____ .
32. Early Persians worshiped gods of a. _____ , b. _____ , and c. _____ .
33. In the history of Israel, the period in which Judeans were returned to their lands was known as the _____ .
34. The man who interpreted Belshazzar’s dream was _____ .
35. The chief literary accomplishment of the neo-Babylonians was the _____ , which catalogued their military successes.
36. The kings of Assyria portrayed artistically the histories of their campaigns by using _____ .
37. Assyrian writing was a kind of script called _____ .
38. One accomplishment of the Babylonians was a _____ calendar to aid in agriculture.
39. The oldest form of Egyptian writing was _____ .
40. The classes in Egyptian society were the a. _____ , b. _____ , and c. _____ .
41. The Egyptians believed their bodies were indwelt by a double, or _____ , that lived after the body died.
42. The last event of God’s week of Creation was the _____ .



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