The People, Places, & Events of World History

Activities



Chapter 1

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

PROFESSIONAL CREDITS

The People, Places, & Events of World History

Publishers
Gene Hood and Ronald E. Johnson

Managing Editor
Ronald E. Johnson C.Ph.D

Writer
John R. Bennie III

Manuscript Compiler
Ginger Bowman-Johnson

Content Editors
Ronald E. Johnson
Sarah Barbee
Nancy Johnson
Timothy Baker
Jonathan Bell

Page Composers
Celty Kearney
Sarah Barbee
Lydia Seals
Scott Coers
Timothy Baker
Jonathan Bell
Nathaniel Bessent

Graphic Artists
Celty Kearney
Lydia Seals
Scott Coers
Timothy Baker
Jonathan Bell
Nathaniel Bessent

Activities, Quizzes, and Tests
Timothy Baker

Quality Assurance Team
Carolyn Hood
Nancy Johnson
Deborah Lawson
Kelley Griffin

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



The People, Places, & Events of World History
Chapter 1, Section 1

Where it All Began

ACTIVITIES
Lesson 1:
Government

You are making progress! Answer the following questions. Circle the correct answers, or fill in the blanks with words, letters, or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.

1. Millions of stars together form the _____ which is our galaxy.

2. The third planet from the Sun is (the) _____.
   (a) Pluto (c) Mars
   (b) Saturn (d) Earth

3. According to the chapter timeline, the earliest likelihood of civilization was _____.

4. According to scientist's agreement, in what year did a "cataclysmic" event occur, forcing mankind to "start over"? _____

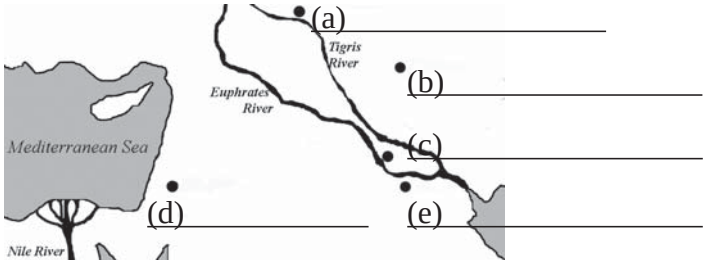
5. From what four river valleys did the tribes migrate to populate the Earth? _____, _____, _____, and _____

6. One of the most significant historical aspects of the Fertile Crescent is that ***archaeologists*** found that human civilization in the area _____.
   (a) appeared abruptly
   (b) appeared relatively slowly
   (c) evolved over eons of time

7. Define *archaeologist:* _____
   _____
   _____.

8. Define ***delta:*** _____
   _____.

9. **Label the city/settlements in the map below based on map 2 in the text.**



© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Match the following words to their definitions.

10. _____ ***Cult*** (a) a god or object of worship

11. _____ ***Deity*** (b) provinces or territories of Pharaonic Egypt

12. _____ ***Caste*** (c) followers of a pagan deity

13. _____ ***Assume*** (d) to take on the role of

14. _____ ***Nomes*** (e) a societal level of importance in a culture

15. Eventually, the name of the king's palace became the title of its occupant, that is, the "_____."

16. Pharaoh _____ (of Egypt's 12th dynasty) broke the power of the Nomarchs forever and established the supremacy of the Pharaoh for the remainder of Egyptian rule.

17. Egypt also had a(n) _____ god or goddess for each town, city, and nome.
    (a) patron (c) queen
    (b) deity (d) Egyptian

18. That struggle between the priests of _____ (the sun-god) and Pharaoh reached a critical point at the end of the 18th Dynasty during the reign of _____.

19. Define ***rear*** as used in your text***:*** _____
    _____.

20. The basic family unit consists of _____ and their _____.

21. Define ***harem:*** _____
    _____.

22. Children of the era had much respect for their _____.
    (a) pets (c) land
    (b) parents (d) jobs

23. Write the **Life Principle:** _____
    _____
    _____.

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



The People, Places, & Events of World History
Chapter 1, Section 1

ACTIVITIES
Lesson 2:
Religion

First Faith

You are making progress! Answer the following questions. Circle the correct answers, or fill in the blanks with words, letters, or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.

Match the following words with their definitions for numbers 1-5.

1. _____***Epic*** (a) material goods and characteristic accompaniments

2. _____***Mythological*** (b) elements of a culture's religious faith involving superhuman or heavenly beings who interact with humans

3. _____***Trappings*** (c) of or pertaining to the food of a culture or group of people

4. _____***Manifold*** (d) long, poetic narrations

5. _____***Cuisine*** (e) old English term meaning "many" or "plentiful"

6. Mesopotamian records maintain that one god created all things, including mankind. _____
   (a) True or (b) False

7. The original Deity warned one Mesopotamian man, "Noah," and told him to build a large boat in order to survive _____.
   (a) the great fire (c) the ten plagues
   (b) the flood (d) a drought

8. The ancient Chinese originally believed in one god known as _____.

9. List the Chinese characters that are combined to make the following Chinese words.
   (a) "to create" _____, _____, _____, and_____.
   (b) "boat" _____, _____, and _____.
   (c) "devil" _____, _____, _____, and _____.
   (d) "tempter" _____ plus _____ and _____.

10. Egypt worshipped more than ____ deities before Pharaoh Amunhotep IV came to the throne.
    (a) 70 (c) 699
    (b) 11 (d) 700

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

11. Amunhotep IV decreed that there was only one god whom he called _____.

(a) Aten (c) Amun-Ra
(b) Amunhotep (d) the sun disc

12. Amunhotep changed his name to _____ ("Aten is satisfied").

13. After Pharaoh Akhenaten died he was succeeded by his daughter _____, who was married to _____ ("Tut with life from Aten").

14. Who is the best known of ancient Egypt's pharaohs to this day? _____.

(a) King Tut (c) Ramses
(b) Amun-Ra (d) Amunhotep

15. According to ancient Egyptian customs a female could not rule over Egypt. _____

(a) True or (b) False

16. Typical Mesopotamian cities were surrounded by one or even two _____.

(a) moats (c) rivers
(b) guards (d) walls

17. In the Indus River Valley were located the two important ancient population centers of _____ and _____.

18. The homes of the wealthiest inhabitants of Ur and Akkad had _____, _____, and _____.

19. List three usual identifiers of civilized urban life in Mesopotamian cities.

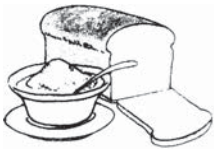
(a) _____
(b) _____
(c) _____

20. At the center of each Mesopotamian city was its _____ complex, devoted to the local god or goddess. The structure was composed of a series of square stages piled upon one another and could reach heights of up to _____ feet.

21. In Egypt, the homes of the common people were made of _____ and palaces of wealthy people and public buildings were constructed of _____.

22. Write the **Life Principle**. "_____ _____ _____."

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



ACTIVITIES
Lesson 3:
Food

First Foods

You are making progress! Answer the following questions. Circle the correct answers, or fill in the blanks with words, letters, or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.

Staple	***Cress***	***Legumes***	***Vermicelli***
Textile	***Circa***	***Fired***	***Kiln***
Alloy			

Match the words in the box above with the definitions to which they belong.

1. _____ a cold-water plant of the mustard family whose leaves are used for salads and garnishes.

2. _____ a type of pasta that has long, fine threads.

3. _____ a combination of various metals in order to produce a unique metal product.

4. _____ referring to a process in pottery making in which the clay form is ex posed to fire or heat in order to be hardened into a vessel capable of holding liquids.

5. _____ a food product that is a main part of a culture's dietary habits.

6. _____ of, about, or pertaining to a time period.

7. _____ a furnace or oven for baking pottery or bricks.

8. _____ referring to the creation of fabric and cloth by weaving, spinning, knitting etc.

9. _____ plants such as beans or lentils that provide pods, beans, or peas for food.

10. List six foods that human worshippers provided to gods in their temples as according to ancient Mesopotamian written texts. _____, _____, _____, _____, _____, and _____.

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

11. Circle the fruit or vegetable NOT eaten by people "Between the Rivers."

Olives	Radishes	Peaches	Grapes
Pineapples	Cherries	Onions	Lettuce

12. _____ was another interesting food item enjoyed by the ancient people at the eastern end of the Fertile Crescent.
    (a) Burritos (c) Lychee fruit
    (b) Chocolate (d) Licorice

13. Why did Egyptians leave food in the tombs of deceased relatives? _____
_____
_____.

14. An Egyptian school boy was permitted to eat: _____ forms of flesh, _____ baked meats, and _____ varieties of drink.

15. What was China's most common drink? _____
    (a) soda (b) coffee (c) tea (d) lemonade

16. In China, a rich man's typical dinner could have _____ courses which took three to four hours to consume.
    (a) 3 (b) 10 (c) 5 (d) 40

17. List five Chinese delicacies _____, _____, _____, _____, and _____.

18. The people of ancient Mesopotamia studied the orbits of stars and planets, which led to the invention of the _____ and the _____.

19. Once the value of the wheel was used in transportation, commerce, and military endeavors, it led to what other two significant uses of the wheel? _____ and _____.

20. Mesopotamian pottery of ***circa*** 2,000 BC had apparently been ***fired*** in a _____.
    (a) microwave (c) kiln
    (b) heater (d) chiminea

21. Logical explanations for date discrepancies regarding the iron hammer and other "out of place" artifacts could include _____.
    (a) an ancient cataclysmic event that rearranged strata and artifacts
    (b) the fact that ancient, theoretical dates can be flawed
    (c) the concept that artifacts mysteriously appeared before man emerged
    (d) only a and b
    (e) none of these

22. Inventors have not been able to improve on some Mesopotamian techniques in nearly 4,000 years. _____
    (a) True or (b) False

23. Write the **Life Principle**. "_____
_____
_____."

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



The People, Places, & Events of World History
Chapter 1, Section 1

ACTIVITIES
Lesson 4:
Military

War

You are making progress! Answer the following questions. Circle the correct answers, or fill in the blanks with words, letters, or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.

1. List the Allies of World War II. _____, _____, _____ _____, _____, and _____.

2. Define ***cataracts*** as used in your text: _____

3. Egyptians developed a sense of identity which fostered unity and cohesiveness because of their _____.
   (a) military (c) isolation
   (b) cruelty (d) government

4. In the earliest eras of Mesopotamian history, a military leader was the "_____."

5. The Amorites invaded "The Land Between the Rivers" and later established what was to become the _____.

6. List three invaders the Egyptians repelled according to the text. _____, _____, and _____.

7. Who were the "foreign kings" of the Near East that invaded Lower Egypt in approximately 1700 B.C.? _____
   (a) Greeks (c) Israelites
   (b) Chinese (d) Hyksos

8. Define ***tribute*** as used in your text: _____ _____

9. Pharaoh Ahmose I expelled the Hyksos from Egypt in approximately _____ BC.

10. Life as we know it could not exist without what? _____

11. What were the two primary means of livelihood for Fertile Crescent inhabitants?
    (a) hunting and fishing (c) ranching and farming
    (b) military and war (d) building and expanding

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

12. Define ***irrigation***: _____
_____
_____.

13. Irrigation was employed to ***supplement*** _____.

14. To *supplement* means: _____
    (a) to decrease in volume
    (b) to add in number or increase in volume
    (c) to apply a large amount of nutrition to one's diet
    (d) to withdraw water from a river

15. The _____ of lower Eygpt existed only because the Nile river flooded its banks annually.
    (a) fertile soil (c) alligators
    (b) Mediterranean Sea (d) trees

16. In the 1960's the government of Egypt decided to construct the _____ in order to prevent the Nile River from flooding.

17. Because of the Aswan High Dam, Egyptians have had to extend their _____ further and further into the desert.

18. List three crops Mesopotamian farmers planted and harvested. _____, _____, _____

19. Mesopotamian-domesticated beasts of burden included: _____
    (a) camels (c) alpacas
    (b) kangaroos (d) dogs

20. In the era around 2,000 BC, such Mesopotamian city-states as Ur could boast a population of _____ people.
    (a) 10,000 (c) 500
    (b) 30,000 (d) 100,000

21. Why were residents from the Fertile Crescent able to pursue other activities? _____
_____

22. List any four activities the residents of the Fertile Crescent were able to pursue: _____
,
_____, _____, and _____.

23. Write the **Life Principle**. "_____
_____
_____."

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



The People, Places, & Events of World History
Chapter 1, Section 1

ACTIVITIES
Lesson 5:
Literature

Literary Expression

You are making progress! Answer the following questions. Circle the correct answers, or fill in the blanks with words, letters, or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.

1. What is the only form of life on Earth that has ever produced art? _____
   (a) monkey (c) dolphin
   (b) man (d) elephant

2. In his book *The Everlasting Man*, what two important comments did English author G.K. Chesterton make about humans? _____
   _____,
   _____
   _____

3. _____, the English author of *The Hobbit* and *The Lord of the Rings*, is of the opinion man is creative because man was created in the image of the Creator.
   (a) J.R.R. Tolkien (c) William Shakespeare
   (b) Mark Twain (d) G.K. Chesterton

4. Literature is a _____ of life.

5. Define ***Microcosm***: _____

6. Because of oral literature, (the) _____ were able to perpetuate or sustain their culture without the use of books.
   (a) Chinese (c) Native Americans
   (b) Mesopotamians (d) Egyptians

7. Scholars agree that the greatest examples of literature written in the English language are the plays of _____ and _____.

8. Sir Arthur Conan Doyle wrote about what famous character? _____

9. Which of these authors wrote about Scotland? _____
   (a) G.K. Chesterton (c) George MacDonald
   (b) Mahatma Ghandi (d) Ernest Hemingway

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

10. In the ancient Mesopotamian epic, _____, a tale is told of the creation of the world.

11 *The Epic of Gilgamesh* conveys the story of a worldwide flood that destroyed _____.

(a) the earth (c) Egypt
(b) the Fertile Crescent (d) China

12. In the story, *The Epic of Gilgamesh*, why was Utnapishtim able to escape death? _____
_____
_____.

13. Ancient Hebrew texts describe a worldwide flood survived by a man named _____.

(a) Job (c) Noah
(b) David (d) Moses

14. From the city of _____, Egypt came *The Memphite Theology of Creation*, an Egyptian rendition of the creation story.

(a) Memphis (c) Cairo
(b) Alexandria (d) Nashville

15. The ancient literary work, *Job*, includes amazing references to _____, _____, _____, _____, _____, agriculture, and debates known in the Fertile Crescent.

16. What four basic kinds of energy were employed in the early days of civilization? _____, _____, _____, and _____.

17. Define ***plied***: _____
_____.

18. Large boats transported loads of _____ and _____ goods to neighboring cities for sale or trade.

19. Some Egyptian-Mesopotamian boats measured up to _____ in length.

(a) 200 feet (c) 170 yards
(b) 170 feet (d) 50 feet

20. A ***barge*** is a flat-bottomed water vessel for transporting freight. _____

(a) True or (b) False

21. Define ***bank*** as used in you text: _____
_____.

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

22. Egypt boasted large fleets of sailing ships for commerce and _____.

(a) warfare (c) fishing
(b) exploration (d) sports

23. Merchant vessels from the Fertile Crescent made the trip to modern day _____ and _____ in one direction and _____ and _____ in the other.

24. Define ***negligible***: _____

25. Write the **Life Principle**. "_____
_____
_____."

Note: Ask your teacher for the quiz over lessons 1-5 before proceeding to the next section. Reminder: If you score 85% or higher on the three section quizzes, you may be exempt from the chapter test!

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



Where Wheels Began to Roll

ACTIVITIES
Lesson 6:
Transportation

You are making progress! Answer the following questions. Circle the correct answers, or fill in the blanks with words, letters, or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.

1. According to the timeline in the front of the chapter, when did the use of the wheel start?
   (a) 3100 BC (c) 3100 AD
   (b) 3200 BC (d) 3300 BC

2. Land-based transportation basically involved what two kinds of wheeled vehicles?
   _____ and _____.

3. Initially, war chariots in Mesopotamia were hitched to _____.
   (a) horses (c) oxen
   (b) camels (d) donkeys

4. The primary transportation route for all of Egypt was the _____.

5. Define ***infantry***: _____
   _____.

6. The _____ was a beast of burden as well as a means of transportation in Mesopotamia.
   (a) horse (c) camel
   (b) dog (d) elephant

7. Another instrument of transportation employed in both Mesopotamia and Egypt was _____ that (who) carried items considerable distances.
   (a) slaves (c) wagons
   (b) boats (d) Pharaohs

8. Huge stones were moved by means of _____, plus teams of human laborers and slaves.

9. Language is one element of human culture which makes mankind unique. _____
   (a) True or (b) False

10. List any six plants whose names come from Mesopotamian words: _____, _____, _____, _____, _____, _____, _____.

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

11. Of all the inventions in the Fertile Crescent, none was more important than _____.

(a) wagons (c) writing
(b) irrigation (d) industry

12. Mesopotamian writing was called "_____."

13. Egyptians manufactured a paper-like material from the _____.

Match the words with their definitions for numbers 14-18.

14. _____ ***papyrus*** (a) a grass-like plant with hollow stems.

15. _____ ***pith*** (b) the spongy tissue in the center of a plant's stem.

16. _____ ***perpendicular*** (c) a tall water plant commonly found along the Nile River; when processed may be used as a surface for writing.

17. _____ ***palette*** (d) laid at right angles to another object.

18. _____ ***rush*** (e) a thin surface upon which ink or pigments are held and mixed.

19. The _____ of Egypt helped preserve sheets of papyrus, even to today.

20. The writing system they developed was called _____.

21. The hieroglyphic system included more than _____ symbols.

(a) 700 (c) 500
(b) 300 (d) 679

22. A stone or baked clay _____ held the black ink which was applied with ***rush*** brushes.

(a) palette (c) pot
(b) paper (d) scroll

23. Write the **Life Principle**. "_____
_____
_____."

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



The People, Places, & Events of World History
Chapter 1, Section 2

Leaders

ACTIVITIES
Lesson 7:
Dominant Personalities

You are making progress! Answer the following questions. Circle the correct answers, or fill in the blanks with words, letters, or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.

1. Who was the king of Upper Egypt credited with uniting the two separate kingdoms of Upper and Lower Egypt into a single, unified nation? _____.
   (a) Ramses (c) Menes
   (b) Pharaoh (d) Hammurabi

2. Who conquered city-states in Mesopotamia to form the first Mesopotamian empire? _____
   (a) Sargon the Great (c) Akkad
   (b) Menes (d) Hammurabi

3. Hammurabi was king of _____.

4. The _____ were the most prominent culture guided by a moral code: The Ten Commandments.

5. In the 1700s BC, "_____" became king of Babylon and ruled for the next _____ years.

6. Define ***secular***: _____
   _____.

7. Because of Hammurabi's reforms, Babylon became one of the richest cities in _____ at that time.
   (a) Egypt (c) Persia
   (b) the world (d) Asia

8. Define ***promulgated***: _____
   _____.

9. Hammurabi's Law Code consisted of _____ laws which touched on every aspect of life.
   (a) 391 (c) 500
   (b) 285 (d) 840

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

10. The Hammurabi Law Code demanded a strict "eye for an eye" and "a tooth for a tooth."
_____ (a) True or (b) False

11. Write the purpose of the laws Hammurabi stated in his Prologue to the Code. _____
_____
_____
_____
_____.

12. The _____ and the _____
were remarkable documents for their place in history.

13. An old adage says, "_____
_____."

14. Many recreational activities in both Mesopotamia and Egypt were _____ in nature.
(a) religious (c) educational
(b) dangerous (d) expensive

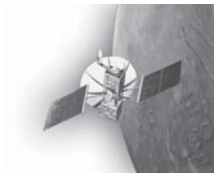
15. At home, the people of the Fertile Crescent played a variety of _____ games.
(a) street (c) river
(b) sports (d) board

16. Historical records indicate that the game of _____ probably originated in India.
(a) chess (c) checkers
(b) monopoly (d) backgammon

17. The term "checkmate" was originally "_____"
which means "_____."

18. Write the **Life Principle**. "_____
_____
_____."

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



The People, Places, & Events of World History
Chapter 1, Section 2

Math, Rulers, Astronomy, and Pyramids

ACTIVITIES
Lesson 8:
Discoveries

You are making progress! Answer the following questions. Circle the correct answers, or fill in the blanks with words, letters, or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.

Match the words with their definitions for numbers 1-4.

1. _____ ***Edifice***: (a) referring to foreign people not of one's nation or tribe
2. _____ ***Patriarch***: (b) harsh political and social oppression, often includes slavery and extortion
3. _____ ***Alien***: (c) a large, impressive building or structure
4. _____ ***Tyranny***: (d) the father and ruler of a family or tribe

5. The ability to use and understand the principles of _____ is basic to the accomplishment of those things which define civilization.

6. Mesopotamians had discovered the correct value of _____ (3.1416)

7. Mesopotamians had laid the ground work for the understanding and use of _____, map-making, chemistry, and astronomy.
   (a) biology (c) algebra
   (b) sociology (d) archaeology

8. What was probably the greatest physical achievement in ancient time? _____
   _____

9. The first Egyptian tombs were large rectangular structures known as "_____."
   (a) pyramids (c) step-pyramid
   (b) mastabas (d) graves

10. Pyramids litter the country, but near the modern city of _____ are the three largest.
    (a) Alexandria (c) Cairo
    (b) Memphis (d) Damietta

11. Human civilization began in Mesopotamia and spread to _____, _____, _____, and the sub-continent of _____.

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

12. The ancient nation of _____ serves as an example of how different forms of human government held societies together.

(a) Israel (c) Egypt
(b) Babylon (d) China

13. Who was the ancient founder of the nation of Israel who is said to have migrated from Mesopotamia to Palestine? _____.

14. Jacob, the descendant of Abraham, had his name changed to _____.

15. In the third chapter of *Book V* of *Antiquities*, Josephus explains a shift in the Israeli government from a patriarchal system to a judicial system governed by a single _____.

(a) king (c) mayor
(b) judge (d) pharaoh

16. From time to time all or part of Israel would be occupied by a foreign power, usually from _____, _____, _____, or _____.

17. That era of Israelite history was, therefore, known as the _____.

18. Israel's first king was a man named _____ of the tribe of Benjamin.

(a) David (c) Paul
(b) Solomon (d) Saul

19. Were the people of Israel satisfied with King Saul? (yes or no) _____.

20. Saul tried to retain his throne by attempting several times to assassinate a younger man named _____ who had gained favor with the people.

21. How did Saul die? _____
_____.

22. Who became King after Saul? _____

(a) David (c) Paul
(b) Solomon (d) Israel

23. The accounts of Josephus, an ancient historian, are amazingly similar to Old Testament passages in the books of _____, _____, and _____.

24. List all three of the forms of government mentioned in the text:_____,
_____, _____

25. The three basic components of human interaction are _____,
_____, and _____.

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



Answer the following questions based on the map above.

26. David's kingdom was larger than Saul's kingdom. _____
(a) True or (b) False

27. Did Solomon's (David's son) economic control extend beyond David's kingdom? (yes or no) _____.

28. Which King(s) reigned over the city of Damascus? _____.

29. Write the **Life Principle**. "_____
_____
_____."

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



The People, Places, & Events of World History
Chapter 1, Section 2

Family and Faith Provide Stability

ACTIVITIES
Lesson 9:
Family

You are making progress! Answer the following questions. Circle the correct answers, or fill in the blanks with words, letters, or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.

1. What are the two different types of human family structures in societies worldwide? _____ and _____.

2. _____ ***Patriarchal*** (a) led by the female head of a family or tribe.

3. _____ ***Matriarchal*** (b) led by the male head of a family or tribe.

4. In the _____ families, each child was identified in terms of his or her father.
   (a) Native American (c) Chinese
   (b) Hebrew (d) Egyptian

5. The name designations "ben," "mac," "map," and "...ovitch" are known as "_____."

6. Name the two *matrilineal* and *matrilocal* Native American families mentioned in the text: _____ and _____

7. The _____ system was the very basis of Hopi culture.
   (a) government (c) clan
   (b) judge (d) tribal

8. Why did the biological father have nothing to do with raising his own children in the Hopi culture? _____
   _____.

9. Among the American Iroquois, the tribe was led by a _____, but the real tribal authority was the oldest _____.

10. Most cultures considered the family's primary function to be the _____ and _____ of children.

11. The _____ requires each potential doctor to swear that he or she would not give a pregnant woman any instrument to produce an_____.

12. *Monotheism* is the belief in multiple gods. _____
    (a) True or (b) False

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

13. Define ***idolatrous***: _____.

14. Some archeologists believe that a(n) _____ connected Asia with North America.
    (a) hanging bridge
    (b) dirt road
    (c) river
    (d) land bridge

15. Every year, to this day, the Bering Strait freezes over each winter creating a(n) _____.
    (a) mountain
    (b) wall
    (c) ice bridge
    (d) hanging bridge

16. Modern scientists have labeled such a journey as the Tran-Siberian Migration of _____ ("ancient") Indian peoples.

17. Why did the Hopi tribe decide to migrate eastward? _____
    _____
    _____.

18. In order to be true to their god and maintain a moral lifestyle, ancestors of the Hopi left their home in Asia and went to _____.
    (a) the Americas
    (b) Africa
    (c) Europe
    (d) Asia

19. Write the **Life Principle**. "_____
    _____
    _____."

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



The People, Places, & Events of World History
Chapter 1, Section 2

From Dirt Huts to Walled Castles

ACTIVITIES
Lesson 10:
Architecture

You are making progress! Answer the following questions. Circle the correct answers, or fill in the blanks with words, letters, or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.

1. For a thousand years, hordes of wandering tribes meandered from the mountains, valleys, and plains toward present day _____.
   (a) Europe (c) China
   (b) Africa (d) India

2. Those invading tribal groups had established a series of Bronze Age city-states down the length of what was to become the _____.

3. In Greece proper, the two such principal towns were _____ and _____.

4. Mycenae was surrounded by a forty feet high defensive wall and the main entrance featured a pair of enormous carved-stone lions, which gave it the name "_____."

5. Define ***impregnability***: _____
   _____.

6. Mycenae achieved a political and social dominance among the Greek city-states in and around the _____.
   (a) Adriatic Sea (c) Aegean Sea
   (b) Ionian Sea (d) Mediterranean Sea

7. Once inside Mycenae's walls, a broad ramp and staircase led to the _____, which was the king's official residence.
   (a) acropolis (c) castle
   (b) throne (d) city

8. Circle the correct definition of ***citadel***:
   (a) the throne room of the king.
   (b) a fortress that served as the headquarters for defending or commanding a city.
   (c) the guards that protect the entrance of the castle.

9. The edifice referred to was a moat surrounding the citadel. _____
   (a) True or (b) False

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

10. In the center of the megaron the king's throne faced what? _____

11. The Mycenaean cities all differed in architecture design and interior decorations. _____
(a) True or (b) False

12. Define ***adze***: _____
_____

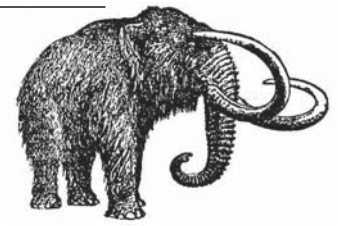
13. The local artisans in each Mycenaean walled city manufactured bronze implements such items as _____, _____, _____, _____, _____, hoes, plowshares, sickle, swords, daggers, spearheads, and armor.

14. Scholars believe North and South America were uninhabited by mankind for _____ of years.
(a) scores (c) thousands
(b) millions (d) hundreds

15. The original human inhabitants of the Americas procured food in one of three ways or by some combination of the three: _____, _____, _____.

16. _____ may have arrived in the Americas by following ***game*** herds.

17. The picture to the right is of what kind of animal? _____
(a) Llama
(b) Mammoth
(c) Mastadon
(d) Elephant



18. Both ***Mammoths*** and ***Mastodons*** are _____.
(a) common (c) extinct
(b) alive (d) fictional

19. In the Arctic Circle, food from _____ and _____ sustained the local population.

20. In the North American Plains, _____ were the main food source.
(a) American bison (c) camels
(b) cattle (d) mammoths

21. List three food sources hunted by Indians in the deserts of the Southwest: _____, _____, _____.

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

22. List three food sources hunted in the woodlands of the Northeast: _____, _____, _____.

23. Define ***Nomadic***: _____ _____ _____.

24. Even the desert _____ was ***edible***.

25. Define *edible*: _____ _____.

26. List five of the plants grown and harvested in the Americas: _____, _____, _____, _____, _____.

27. _____ and _____ were two animals unique to the Americas.
    (a) Bears, foxes
    (b) Wild boars, bison
    (c) Turkey, hogs
    (d) Turkey, bison

28. Eventually the world would know the South American potato as the "_____."
    (a) Sweet Potato
    (b) American Spud
    (c) American Potato
    (d) Irish Potato

29. The _____ was developed in Central and South America and it became an important food in Italy long before it was accepted by North Americans.
    (a) tomato
    (b) avocado
    (c) potato
    (d) squash

30. Write the **Life Principle**. "_____ _____ _____."

Note: Ask your teacher for the quiz over lessons 5-10 before proceeding to the next section. Reminder: If you score 85% or higher on the three section quizzes, you may be exempt from the chapter test!

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



The People, Places, & Events of World History
Chapter 1, Section 3

Iron Swords, Chariots, and a Trojan Horse

ACTIVITIES
Lesson 11:
Industry

You are making progress! Answer the following questions. Circle the correct answers, or fill in the blanks with words, letters, or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.

1. The Hittites probably came from the steppes around the _____.
   (a) Red Sea (c) Black Sea
   (b) Dead Sea (d) Aegean Sea

2. According to the textbook's timeline, when did the Hittite Empire begin? _____
   (a) 1900 BC (c) 1200 BC
   (b) 1800 BC (d) 500 BC

3. The Hittites had their own form of ***hieroglyphics***, but adopted _____ ***cuneiform*** as well.

4. The Hittites' first empires lasted from _____ BC to _____ BC.

5. During the First Empire, the Hittites marched 500 miles down the Euphrates River and conquered _____.
   (a) Israel (c) Egypt
   (b) Greece (d) Babylon

6. _____ came to the Hittite throne in the early 1300s BC and set in motion the Second Hittite Empire.

7. What was Ankhesenamun's request to Suppiluliuma in the letter she wrote after Pharaoh Tutankhamun died? _____
   _____.

8. Ankhesenamun hoped the Hittite military strength would give her the edge in the struggle against the priests of Amun-Ra. _____.
   (a) True or (b) False

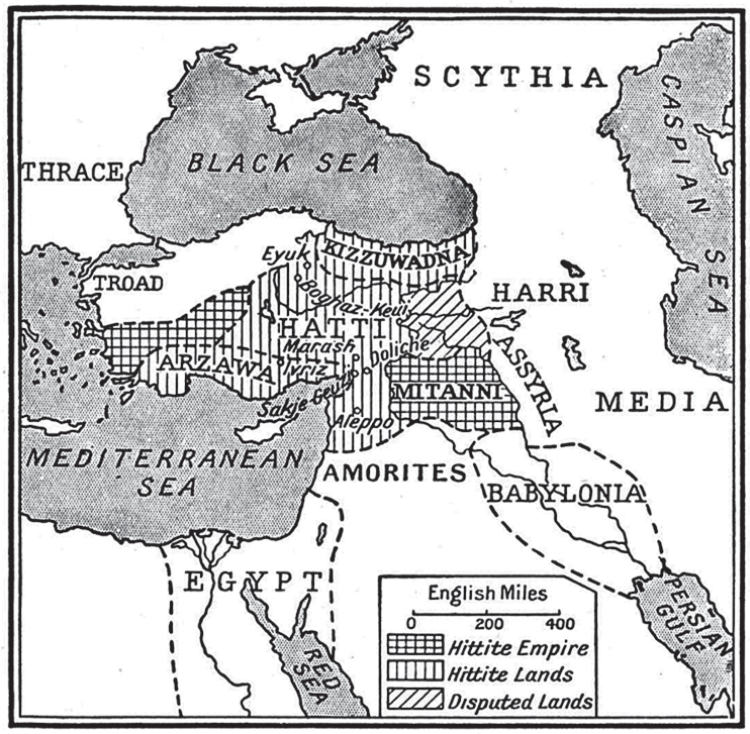
9. Why did the Hittite prince not arrive in Egypt? _____
   _____.

10. By 1334 BC, when Suppiluliuma died of _____, the Hittites controlled an area of _____ square miles.

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

11. The Hittites discovery of how to ***smelt*** iron gave rise to the _____

(a) Stone Age (c) Iron Age
(b) Bronze Age (d) Steel Age



12. Based on the map above and your knowledge of social studies, the Hittite Empire covered most of what modern-day country? _____.

(a) Turkey (c) China
(b) Italy (d) India

13. Based on the map above, the Hittites owned all the land between the Caspian Sea and the Mediterranean Sea. _____

(a) True or (b) False

14. The Hittite iron _____ and _____ made them superior to all their neighbors.

15. The Chinese, like the Hittites, were the first in their part of the globe to _____ and _____.

16. In the midst of the _____ Age, a power struggle for political dominance of the Aegean region developed between the Greek city-states of mainland Greece and those of Asia Minor.

(a) Bronze (c) Mycenaean
(b) Egyptian (d) Stone

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

17. Mycenae and its allies, and Troy and its allies, fought what has come to be known as the _____ War.

(a) Trojan (c) Greek
(b) Hundred Year (d) Mycenaean

18. _____ was the prince of Troy who led a military raid against several of the city-states on the Greek Peninsula.

(a) Achilles (c) Menelaus
(b) Agamemnon (d) Paris

19. One of his principal targets was Sparta where he abducted its queen, _____, who was married to Menelaus, the brother of _____, king of Mycenae.

20. Agamemnon was able to raise a large army and lead a Greek fleet to Asia Minor. _____

(a) True or (b) False

21. Briefly describe the warfare of the Trojan War. _____
_____
_____
_____
_____.

22. More often a champion from one side would challenge one of his counterparts from the enemy camp and the two heroes would meet in single combat until one of them was killed. _____.

(a) True or (b) False

23. How long did the war continue? _____

(a) 10 months (c) 5 years
(b) 10 years (d) 12 years

24. Who planned to build a wooden horse for the Trojans? _____.

(a) Odysseus (c) Agamemnon
(b) Helen (d) Paris

25. The Trojans presumed that the wooden horse was a gift from the _____, signifying that the war was ended.

26. The "Trojan Horse" was hollow, and inside it were _____, and _____.

27. The Trojans defeated the Mycenaeans, burned the city, and rescued Helen. _____.

(a) True or (b) False

28. Write the **Life Principle**. "_____
_____
_____."

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



The People, Places, & Events of World History
Chapter 1, Section 3

Sticks, Terraces, Urns, and Gardens

ACTIVITIES
Lesson 12:
Agriculture

You are making progress! Answer the following questions. Circle the correct answers, or fill in the blanks with words, letters, or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.

1. _____ and _____ were practiced by a large number of Native American tribal groups.

2. What are the three diverse types of agriculture practiced by American Indian societies in various geographical locations? _____, _____, and _____.

3. Define ***Tillage***: _____
_____
_____.

4. ***Terrace*** could best be defined as: _____.
   (a) large, stair step banks of earth
   (b) sedimentary rock layers
   (c) a small balcony

5. The cultivation of Indian _____ was another aspect of New World agriculture that took place throughout the pre-Columbian Americas.
   (a) pumpkin
   (b) beans
   (c) potatoes
   (d) maize

6. Maize is now among the three most important grain crop in the world; the other two are _____.
   (a) wheat, millet
   (b) rice, wheat
   (c) millet, rice
   (d) teff, wheat

7. _____ agriculture was practiced in the rain forests of Central and South America.

8. The slash and burn farmers selected a portion of jungle, felled the trees, and burned them along with the undergrowth. _____
   (a) True or (b) False

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

9. The ashes resulting from the burning were used as a _____.

10. For the tillage method of farming, the garden was planted in the month of _____.
    (a) September (c) May
    (b) June (d) August

11. The farmer placed ten or twenty kernels of maize and a lot of beans in rows at intervals of about three feet and heaped small hills of dirt over them. _____
    (a) True or (b) False

12. _____ and _____ were often planted between the stalks of corn.

13. Native American groups considered beans, squash, and maize to be "_____."
    (a) the three amigos (c) the three musketeers
    (b) the three brothers (d) the three sisters

14. Among the New England tribes, _____ and _____ were prepared together as a food known as "succotash."
    (a) corn, beans (c) corn, squash
    (b) beans, squash (d) squash, pumpkin

15. The _____ of Babylon were considered to be one of the Seven Wonders of the Ancient World.

16. Pre-Columbian farmers of the South American Andes planted crops on narrow _____ arranged up the steep sides of the Andes Mountains.

17. Successive waves of invaders poured into Central Europe from one or more of what three possible locations? _____
    _____
    _____.

18. The first such migrants probably arrived on the scene sometime in the early _____.
    (a) 2000's AD (c) 200's BC
    (b) 1900's AD (d) 2000's BC

19. Archaeologists have named those early settlers, the _____.

20. A second group arrived which archaeologists termed _____.

21. Define ***beaker***: _____
    _____
    _____.

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

22. The combination of the Battle Ax and the Bell Beaker peoples mixed with other cultures entering Central Europe produced ethnic groups which could be considered _____.

23. The last such proto-Celtic groups became fully established approximately _____ BC.
    (a) 1250 (c) 1350
    (b) 1200 (d) 1300

24. The Battle Ax and Bell Beaker people, and the Urnfield Culture, gave rise to the _____.
    (a) Turks (c) Celts
    (b) Chinese (d) Greeks

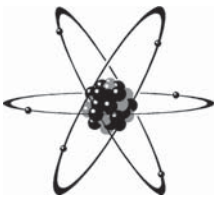
25. Celtic _____ consists of intricate and highly-stylized, intertwined lines, with spirals and curling ***tendrils***.

26. As used in your text, *Tendrils* are small, thin pieces of curling vines. _____
    (a) True or (b) False

27. Define ***motifs***: _____
    _____.

28. Write the **Life Principle**. "_____
    _____
    _____."

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



Wind Power and the Sea

ACTIVITIES
Lesson 13:
Energy

You are making progress! Answer the following questions. Circle the correct answers, or fill in the blanks with words, letters, or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.

Match the words with their definitions for numbers 1-6.

1. _____ ***Minotaur*** (a) referring to sea navigation and commerce
2. _____ ***Maritime*** (b) a llama-like animal that can be sheared like sheep for their wool
3. _____ ***Convey*** (c) awkward, clumsy, difficult
4. _____ ***Cumbersome*** (d) a blood thirsty, mythological monster that was half bull and half man
5. _____ ***Draft*** (e) to transport from one place to another
6. _____ ***Alpaca*** (f) to pull a load

7. Greek tribes encountered a civilization located on the island of _____ in the Mediterranean Sea between Europe, Asia Minor, and Egypt.
   (a) Cyprus (c) Australia
   (b) Crete (d) Madagascar

8. Tradition says that one of the early kings of Crete was _____, a term that may have been a name or a title like “Pharaoh” or “Caesar.”

9. Greek historian Thucydides wrote that it was Minos who built the world’s first _____.
   (a) stone castle (c) army
   (b) submarine (d) navy

10. The Greek poet, _____, said that there were 90 cities on ancient Crete.

11. What was the most important Crete city? _____.

12. Cnossus became the capital of Crete and had a population of at least _____ people.
   (a) 110,000 (c) 50,000
   (b) 100,000 (d) 101,000

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

13. What was the primary method of energy on the island of Crete? _____
    (a) wind (c) water
    (b) steam (d) sun

14. The coastal city of _____ was Crete's chief port.

15. What lived in a maze under Cnossus that demanded a sacrifice of 14 youth? _____.
    (a) Unicorn (c) Minotaur
    (b) Troll (d) Dragon

16. Cnossus and the Minoan civilization were destroyed in _____ BC.
    (a) 1200 (c) 1300
    (b) 1100 (d) 1400

17. The Phoenicians came from the northern _____ coast.

18. Phoenicia then became the new _____ presence in the Mediterranean world.
    (a) agricultural (c) military
    (b) heavenly (d) maritime

19. Name the three Phoenician trade centers: _____, _____, _____.

20. List ten things the Phoenicians traded: _____
    _____
    _____.

21. What was the most famous Phoenician colony? _____.
    (a) Tyre (c) Carthage
    (b) Sidon (d) Byblos

22. What were the two gifts the Phoenicians gave to us? _____
    _____
    _____.

23. Early Greeks used the _____ as the primary beast of burden although it was slow and cumbersome.
    (a) horse (c) camel
    (b) donkey (d) ox

24. Roads in Mycenaean Greece were well paved and usually easy to travel. _____.
    (a) True or (b) False

25. What was the best means of travel in Greece? _____.

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

26. The Americas lacked any large ***draft*** animals, therefore, _____ were never developed in North and South America during the pre-Columbian era.

27. The animal in the picture to the right is a prime example of a (an) _____.



(a) alpaca
(b) horse
(c) camel
(d) donkey

28. What three animals were used as draft animals in the Andes Mountains of South America? _____, _____, and _____.

29. The _____ of the far north invented the sled to which they hitched teams of wolf-like dogs.

30. Large prowed cedar plank canoes were used by the Indians of the Northwest Coast of North America to hunt _____.

(a) whales
(b) tuna
(c) sharks
(d) seals

31. Write the **Life Principle**. "_____ _____ _____."

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



ACTIVITIES
Lesson 14:
Communication

Talking Trails

You are making progress! Answer the following questions. Circle the correct answers, or fill in the blanks with words, letters, or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.

1. Choose the correct definition for ***illiterate***: _____.
   (a) an illness of the lungs
   (b) unskilled in reading or writing
   (c) able to read and write

2. Only in the Valley of _____ and Central _____ did American Indians produce a true written language.

3. Before the arrival of Europeans, the _____, _____, and _____ devised hieroglyphic writing.

4. In the Northeastern woodlands, Indians could convey something to others who were, or might be, coming after them by using _____.
   (a) smoke signals
   (b) bird calls
   (c) telegraph
   (d) trail markers

5. ***Wampum*** is best defined as a (an) _____.
   (a) ornamental belt worn for ceremonies
   (b) means of record keeping
   (c) product for trade

6. What were three different means of non-written communication devised by the Indians of the North American Plains? _____, _____, and _____

7. Also, many tribes that spoke a different language invented a system of _____ to communicate with each other.
   (a) dances
   (b) smoke signals
   (c) hieroglyphics
   (d) sign language

8. Define ***quipu***: _____
   _____
   _____.

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

9. In Egypt's 18th Dynasty, _____ was one of the most remarkable women in human history.

(a) Hatshepsut (c) Thutmose I
(b) Thutmose (d) Deborah

10. What word best describes ***principal***? _____.

(a) first (c) main
(b) worst (d) best

11. According to the textbook's timeline, when did Hatsheput rule in Egypt? _____

(a) 1300 BC (c) 1200 BC
(b) 1400 BC (d) 1290 BC

12. After Hatshepsut's second husband died, what was she able to do that no other Egyptian women had done? _____.

13. Define ***diplomacy***: _____
_____
_____.

14. Who was the Hebrew prophetess selected to free Israel from the oppression of the Canaanite king named Jabin? _____

(a) Delilah (c) Deborah
(b) Naphtali (d) Esther

15. This Hebrew prophetess chose _____ to be military commander to fight against King Jabin.

(a) Barak (c) Naphtali
(b) Deborah (d) Canaan

16. Israel defeated the Canaanites. _____

(a) True or (b) False

17. King Odysseus left home to fight in the Trojan War and did not return for 20 years. Why was his wife, _____, pressured to remarry? _____
_____

18. Odysseus's wife waited for him to return. _____

(a) True or (b) False

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

19. During the reign of Persian King Xerxes (486-465 BC), _____ was selected to be queen of the vast Persian empire.

(a) Mary
(b) Penelope
(c) Esther
(d) Sarah

20. _____ persuaded King Xerxes to order the death of all Jews in Persia.

(a) Esther
(b) Haman
(c) Mordecai
(d) John

21. Who persuaded King Xerxes not to kill all the Jews in Persia? _____

22. Write the **Life Principle**. "_____
_____
_____."

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



The People, Places, & Events of World History
Chapter 1, Section 3

Ancient Fun and Games

ACTIVITIES
Lesson 15:
Recreation

You are making progress! Answer the following questions. Circle the correct answers, or fill in the blanks with words, letters, or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.

1. Define ***robust***: _____
_____.

2. Typical American Indian sports included _____, _____, and _____ associated with battles.

3. In the _____ game "blanket tossing," 40 or 50 people held a large walrus skin stretched level and ***taut*** and bounced a volunteer 15 to 20 feet into the air.
   (a) Aboriginal (c) Greek
   (b) Eskimo (d) Mayan

4. The Northeastern Woodland Indian tribes played a winter game they called "_____."
   (a) snow lizard (c) ice snake
   (b) snow flake (d) snow snake

5. American Indian tribes east of the Mississippi River played _____.
   (a) lacrosse (c) football
   (b) snow snake (d) cricket

6. _____ was a ball game played in the Valley of Mexico and Central America.

7. Tlachtli combined elements of _____ and _____.
   (a) football, baseball (c) football, soccer
   (b) soccer, baseball (d) basketball, soccer

8. Define ***idol***: _____
_____
_____.

9. Many of the ***sub-Saharan*** African tribes had progressed from nomadic hunters and gatherers to _____.
   (a) farmers and ranchers (c) militia
   (b) farmers and hunters (d) nomadic armies

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

10. The kingdoms of _____ and _____ fought with the Egyptians and threatened their southern border for centuries.

11. The Nubians traded with Egyptians commodities such as _____ and _____.
    (a) slaves, gold
    (b) gold, silver
    (c) slaves, corn
    (d) slaves, silver

12. Egyptian trading posts in Nubia and Kush were well _____.
    (a) established
    (b) furbished
    (c) fortified
    (d) stocked

13. Hebrew, Ethiopian, and Jamaican traditions maintain that Israel's King Solomon was visited by the Queen of _____.
    (a) England
    (b) Nubia
    (c) Egypt
    (d) Sheba

14. Israel's King Solomon and Phoenicia's King Hiram of Tyre sent a great fleet to a fabulous country named _____.
    (a) Ethiopia
    (b) Mozambique
    (c) Ophir
    (d) Nubia

15. To where did Queen Hatshepsut of Egypt dispatch a merchant fleet? _____.

16. Write the **Life Principle**. "_____
    _____
    _____."

Note: Ask your teacher for the quiz over lessons 10-15 before proceeding to the next section. Reminder: If you score 85% or higher on the three section quizzes, you may be exempt from the chapter test!

© Copyright 2011, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.