

# *Tree of Life School*

*"Wisdom is a tree of life to those who embrace her."  
Proverbs 3:18*



## *World History II*

This outline is compatible with the 3<sup>rd</sup> Edition of Streams of Civilization Vol. II.



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## Course Outline

### Introduction

This course is meant to be an introduction to world history from the Reformation to Modern Times. Even for students who have previously done studies in this area it should prove to be beneficial as it will allow for further reflection, research, and application of the material. By itself it will give any student a sufficient glimpse of God's initiative in shaping events and working out all things for His purposes and ultimately His glory. Done in conjunction with a reading of great literature of the past (for example, if you are doing one of our Great Ideas courses), it will provide a framework for better understanding of the context within which these works were written.

### How to Work Through the Course

This course has been divided into a **140 day schedule**. It will allow the student to follow a **four-day school week** and still complete the course in a normal academic year. The **fifth day** of each week can be used to **catch up on assignments**, do **extra reading**, or simply **take the day off** from the course. If, however, a five-day school week is more desirable, the student is encouraged to pursue this course and will be rewarded by early completion of the material. Care has been taken to provide specific instructions for each day's work. Therefore, **all work is to be completed in the order presented in the daily schedule**.

Like World History I, this course has been **divided into four units**. The **first unit** focuses on the discipline of history, cultural background to the Sixteenth Century, and European expansion. It also provides detailed instructions to help you as you learn to write a history essay. Even if you have already taken World History I the writing instructions should be a useful review. In this unit you will read the first two chapters of the textbook and write an essay on one of the two topics provided in the outline. **Units Two, Three, and Four** each cover five chapters of the text and culminate in a test which should provide opportunity for you to demonstrate comprehension of the material read and understanding of the issues within each chapter. **After completing the unit test you must choose one of the five essay topics and write a well-researched essay**. The **final exam** asks you to demonstrate your understanding of the significance of historical people and events chosen from the entire period.

**Remember, this course is designed to be completed in the order outlined.** At this level it is not expected that many students will require day to day guidance in their study of the material. You will therefore find that the outline gives you a brief introduction to each chapter to keep in mind while reading, some key terms, events, and people that you should know, and an essay topic for pursuing themes of greater interest to the student. As you read the text, it is suggested that you **take careful notes** and think about each essay topic, whether or not you have chosen to do that one. The unit tests ask you to identify key terms from the unit, so understanding the terms listed in this outline will be invaluable. You are asked to write one essay from each unit so that you can be given commentary and assistance throughout the year. **See the Tree of Life Student Handbook (found in the Resources section of your student account) for instructions on researching and writing essays, as well as formatting, and submitting the final product.**

## **Calculating Your Final Grade**

Your final mark in the course will be based on the following percentages:

**Tests (25%)**

**Essays (50%)**

**Final Exam (25%).**

## Daily Schedule

### Unit One

**DAY 1:** Read *Foreword: A Christian View of History*, pages 1-6.

**DAY 2:** Read the first part of Introduction: Religion and Culture of the 16th Century World, pages 9 – 16.

**DAY 3:** Read the second part of Introduction: Religion and Culture of the 16<sup>th</sup> Century World, pages 16 – 23.

#### **Read Chapter 1, *European Exploration and Its Motives***

Over six-hundred years ago, Europe opened its collective eyes to the world beyond its borders. Improved technology, opportunity for lucrative trade, a desire to see Christianity spread, and hope for a rise in national power fuelled this interest in exploration. As you study events in this chapter, consider the pros and cons associated with the dawn of the Age of European Discovery.

**DAY 4:** Read pages 25 – 28. In this section, you will learn about the many technological advances that occurred around the time of the Renaissance. Pay particular attention to the progress made in printing and navigation.

**DAY 5:** Read pages 28 – 31. You will learn about Christopher Columbus, Prester John, Afonso, Bartholomew de Las Casas, Toribino, Matthew Ricci, Frances Xavier, and the Jesuits. In regards to the latter, you will learn about syncretism.

**DAY 6:** Read pages 31 – 35. Pay particular attention to the description of Capitalism and make sure you thoroughly understand the concept. Take note of the Medici family and the Fugger family.

**Key terms:** Johann Gutenberg, vernacular, portolani, Christopher Columbus, Prester John, Afonso, Bartholomew de Las Casas, Archbishop Toribino, Francis Xavier, Jesuits, syncretism, Matteo Ricci, capitalism, Medici family, Fugger family

**Essay option:** Early missionaries to Africa, South America, and Asia followed different approaches. Discuss the evangelistic methods of Bartolome de Las Casas, the Archbishop of Toribino, and St Francis Xavier. Which approach do you think is most truthful (biblical)? Explain.

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Assignment	Test	Description	Mark
1		Unit One Essay	
	1	Unit Two Test	
2		Unit Two Essay	
	2	Unit Three Test	
3		Unit Three Essay	
	3	Unit Four Test	
4		Unit Four Essay	
	4	Final Exam	
		<b>Total for History Tests (25%)</b>	
		<b>Total for History Essays (50%)</b>	
		<b>Final Exam (25%)</b>	
		<b>Final Mark</b>	