

# **The Classical Historian Scope and Sequence**

## **Ancient Civilizations for Junior High Students**

In the Classical Historian course, students learn history in chronological order and historical thinking skills that teach independent thinking and expression, including the Socratic discussion. Pupils acquire historical content and engage classmates and the teacher in discussions based on open-ended questions in history. Using interesting narratives and primary source documents, pupils acquire analytical skills that enable them to understand history. History comes alive with exciting debate! Students learn how to think, listen, evaluate evidence, and form opinions based on facts and logic. At the conclusion of each semester, the teacher administers a final. At least once during the school year students make a formal presentation in front of a larger community.

**History Text:** World History Detective, Ancient and Medieval History, ISBN: 9781601441447

**Primary Source Documents:** Primary Sources Online

### **Overview of The Classical Historian Curriculum and Courses**

The Classical Historian teaches the student to know, understand, engage with, and gain an appreciation of history. Classical education in history nurtures a young person's natural inclination to seek the truth in all things and trains students to be independent thinkers and lifelong learners. Key to this approach is the Socratic discussion in history. Classical Historian courses are content rich. Students will learn a specific set of facts specific to each historical time period. Students also learn how to analyze and make sense of the past.

The Classical Historian teaches students specifically what it means to be an American citizen, nurturing a love of country and an understanding of America's common cultural history rooted in Western Civilization. Students learn the centuries-long struggle for individual liberty. Key in the development of individual liberty is the Declaration of Independence and the American Constitution as the American Founding Fathers understood them. In studying the different periods of history, students learn key points related to the establishment of a constitutional federated republic. All Classical Historian curriculum, games, and educational materials are created for the public-school student.

The Classical Historian is dedicated to promoting virtue, which is defined as behavior showing high moral standards. One of the key methods we use to promote virtue is the Socratic discussion history. Students learn how to form historical judgment in history, express his ideas among their peers or in front of the parent, and then listen to other ideas and respond intelligently. In teaching students how to discuss history, we are promoting the habits of listening, evaluating, treating others with respect, and searching for the truth.

### **History Content**

#### **I. Early Civilizations of Mesopotamia, Egypt, and Kush**

1. Major rivers and geographical features

2. Growth of agriculture and beginning of civilizations
3. Religion and social structure of civilizations
4. Hammurabi's Code
5. Egyptian art, architecture, trade
6. Polytheistic peoples of Mesopotamia
7. Language, written language, and business systems
8. Ancient Hebrews, monotheism, balanced government of Hebrews
9. Judaism, first monotheistic religion with one God who establishes moral law and order
10. The Hebrew Bible, observance of law, righteousness and justice, study. Hebrews as the foundation of religious, moral and ethical teachings of Western civilization.
11. Key figures and moments in Hebrew history.

## **II. Ancient Greece**

1. politics of various city-states
  - a. tyranny
  - b. oligarchy
  - c. democracy
  - d. monarchy
  - e. representative democracy
  - f. citizenship
  - g. Pericles
2. geography
3. religion
4. trade and commerce.
5. literature...Homer, Aesop
6. Persian Empire
7. Sparta
8. Persia War, Peloponnesian Wars
9. Alexander the Great and the Hellenistic Age
10. Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides

## **III. Ancient India**

1. Geography and river systems
2. Aryan Invasions
3. Hinduism
4. Buddhism
5. Caste System
6. Maurya Empire
7. Sanskrit literature, Hindu-Arabic numerals, zero

## **IV. Ancient China**

1. Geography and major rivers
2. Shang Dynasty

3. Confucianism and Taoism
4. Emperor Shi Huangdi, Emperor Qi
5. Han Dynasty
6. Buddhism
7. Silk Road

#### **V. The Roman Republic**

1. Geography and rivers
2. Roman legends
3. Roman mythology
4. Roman Republic government and law, written constitution, checks and balances, tripartite government, civic duty
5. Latin and Roman literature
6. Cincinnatus
7. Civil War, Cicero, Pompeii, Marc Antony
8. Julius Caesar

#### **VI. The Roman Empire**

1. Caesar Augustus
2. Pax Romana
3. Expansion of the Empire
4. Deification of Emperors
5. Pax Romana
6. Bread and Circus
7. Concrete Revolution and Roman Architecture
8. Barbarian Invasions
9. Fall of the Roman Empire

### **Sequence of History Lessons**

Week One: The Fertile Crescent and the Sumerians

Week Two: Babylonian Empire

Week Three: Hittites and Phoenicians

Week Four: Religious History of the Hebrews

Week Five: Ancient Hebrews

Week Six: Judaism

Week Seven: Assyria and the Chaldean Empires

Week Eight: Ancient Egypt

Week Nine: Mesopotamia, Egypt, and Kush

Week Ten: Ancient Greece: Minoans and Myceneans

Week Eleven: Sparta

Week Twelve: Peloponnesian Wars

Week Thirteen: Macedonians and Hellenistic Age

Week Fourteen: Classical Greece: Education, Philosophy, and Performing Arts

Week Fifteen: Classical Greece: Art, Architecture, and Mythology

Week Sixteen: Ancient Greece  
Week Seventeen: Greek Literature and Mythology  
Week Eighteen: Indian Culture and Society  
Week Nineteen: Ancient India  
Week Twenty: Hinduism and Buddhism  
Week Twenty-One: Ancient China: Xia, Shang, and Zhou Dynasties  
Week Twenty-Two: Ancient China: Qin and Han Dynasties  
Week Twenty-Three: Ancient China: Qin and Han Dynasties  
Week Twenty-Four: Roman Republic  
Week Twenty-Five: Roman Military and the Phoenician Wars  
Week Twenty-Six: Decline of the Roman Republic  
Week Twenty-Seven: Beginning of the Roman Empire  
Week Twenty-Eight: Roman Art, Architecture, and Roman Emperors  
Week Twenty-Nine: Christianity  
Week Thirty: The Fall of the Roman Empire  
Week Thirty-One: Ancient Celts  
Week Thirty-Two: Discussions

## **Primary Source Documents**

### **Mesopotamia, Egypt, and Kush**

1. A Sumerian Schoolboy's Tale
2. The Great Flood, From The Epic of Gilgamesh
3. The Great Flood, From The Torah
4. The Code of Hammurabi
5. The Birth of Hatshepsut

### **Ancient Hebrews**

1. The book of Exodus, The Old Testament
2. Abraham and Sarah in Genesis in the Old Testament
3. Saul in Samuel in the Old Testament
4. David in First and Second Samuel in the Old Testament
5. Solomon in First Kings
6. Naomi and Ruth in the Book of Ruth in the Old Testament

### **Ancient Greece**

Read an excerpt of Pericle's Speech, "Athenian Democracy: A Golden Age."

### **Greek Mythology**

1. Bullfinch's Mythology

2. A reading on how Greek gods were worshipped.

### **Ancient India**

1. Read a hymn from Rig Veda.
2. Read "Sayings of the Buddha."

### **Hinduism and Buddhism**

Read the same documents as in lesson VII.

### **Ancient China**

Read excerpts from The Analects

### **Confucianism**

Read all of the previous lesson.

### **The Roman Republic**

Read excerpts of Cicero's letters

### **Christianity**

1. Read Jesus Christ's talk, "Sermon on the Mount."
2. Read from the Acts of the Apostles

### **Historical Thinking Skills**

(Writing Skills are Included if the Student Enrolls in the Writing Portion of the Class)

- Distinguishing between fact or opinion
- Making judgment based on evidence
- Using various forms of supporting evidence to form a logical historical perspective
- Using primary and secondary sources to understand the past
- Using quotes to understand history
- Paraphrasing primary source documents
- Researching various sources to form a well-rounded opinion
- Discussing using the Socratic approach to foster listening and speaking skills
- Making a counterargument to show understanding of various viewpoints
- Understanding cause and effect
- Understanding how to compare and contrast events and historical figures
- Understanding bias in the writing of history
- Using evidence and not emotion to form judgement
- Cite specific textual evidence to support analysis of primary and secondary sources.
- Determine the central ideas of primary and secondary sources.
- Analyze a series of events in a text.
- Compare point of view of two or more authors about a historical event.
- Evaluate an author's claims and evidence.

- Compare and contrast treatment of the same topic in primary and secondary sources.
- Write an argument focused on discipline-specific content.
- Write narratives of historical events.
- Use technology to produce, publish and update writing products.
- Conduct research projects to answer a question or solve a problem.
- Acquire information by listening, observing, using community resources, and reading various forms of literature and primary and secondary source materials.
- Locate, select, and organize information from written sources, such as books, periodicals, government documents, encyclopedias, and bibliographies.
- Retrieve and analyze information by using computers, microfilm, and other electronic media.
- Read and interpret maps, globes, models, diagrams, graphs, charts, tables, pictures, and political cartoons.
- Understand the specialized language used in historical research and social science disciplines.
- Organize and express ideas clearly in writing and in speaking.

## **Sample Weekly Lesson Plans**

### **Teacher Instructions for Week One**

### **The Fertile Crescent and the Sumerians**

Read *The Socratic Discussion in History* and watch follow along with the DVDs before beginning instruction. Watch a few of the Ancient Civilizations discussions. To obtain The Classical Historian Teacher Certification, follow the instructions located in the Introduction of this book.

#### **During Class:**

##### 1. Icebreaker: Two Truths and a Lie

This is an ice breaker I like to use with pre-teens and teenagers. Each person (including the teacher) writes down two truths and a lie about himself, in any order. Then, each person reads out loud the three statements, and everyone guesses which statement is the lie. No matter how well or how poorly the students know each other, an ice breaker activity is recommended. Learning is fun and social, and the ice breaker loosens everyone up. It is FANTASTIC for the students to see a sincere smile from each other and from the teacher before learning happens.

##### 2. Teach the lesson Fact or Opinion in *Take a Stand!*

##### 3. Teach the lesson Judgment in *Take a Stand!*

4. Review the Grammar for Week One. Tell students they are responsible for committing these to memory. Time permitting, play the Word Game.

5. Depending on the time left, begin reading Lesson 1 from *World History Detective*.

#### **Homework:**

1. Lesson 1. The Fertile Crescent and the Sumerians, from *World History Detective*. Have students read and answer all the questions to this lesson.

2. Study for a five-question quiz that will take place the next time class meets. The quiz will be based on the Grammar from Week One.

3. Read the primary source lesson, A Sumerian Schoolboy's Tale, located at this address: <https://www.classicalhistorian.com/free-primary-sources.html> . Answer the three questions at the end of the lesson.

**Note:**

**Classroom Structure, Environment, Habits:**

Lessons One and Two are the most important lessons to teach in regards to establishing a classroom structure and environment for learning, and building good habits in your students. Without these, it does not matter what curriculum a teacher chooses. Whether the teacher has one child or 40, the students will learn the classroom structure and environment for learning, and will build learning habits that are initially established in this first unit. "You never have a second chance to make a first impression."

The best advice for establishing a positive environment, the very first moment of class, is to greet each student with a smile, individually, before each lesson. This is true for the classroom of one student as well as the classroom of 40 students. For large classrooms, the teacher can stand at the door and smile at each student as each walks into the classroom. Continue this greeting throughout the year, every lesson, despite your personal feelings or moods. Beginning the lesson with a smile and positive greeting tells each student that the teacher is choosing to care about the student, all the time.

The teacher should include play as an essential part of the classroom. Play allows students to lower their inhibitions, appeals to nearly all young people (under 18), and can be used to teach. The Classical Historian recommends its various Go Fish Games, specifically using the Collect the Cards option. In a class that lasts for one and a half hours and meets once per week, use the first half hour for game playing. In a class that meets every day for an hour, pick one day of the week as Game Day.

In Lessons One and Two, the teacher establishes the speaking and listening standards for the class. These two classroom rules are my favorites:

1. If you want to speak, wait for the teacher to call on you.
2. If someone is speaking, listen carefully. Depending upon the size of the class, the teacher can modify rule number 1. However, even in a classroom of two students, both students need to feel that their voices will be heard when they would like to speak. A student can be silenced in a small group as well as in a big group. The teacher needs to take care to establish respectful lines of communication.

## **Teacher Instructions for Week Two Babylonian Empire**

**During Class**

1. Five Question Quiz. Ask students five questions based on the Grammar for Lesson One. Ask the questions in the identical or near-identical way they are written in the Grammar Lesson. Correct and review the quiz together.
2. Review the homework from *World History Detective* and from the primary source.  
Have students take turns reading out loud the answers, and also reading out loud the sentence(s) that best support their answers. If there is disagreement among the students,

discuss which answer is correct and why. In discussing the student's answer to number 10, ask why the student did not choose a different answer. If there are multiple students in the classroom, try to have the students discuss with each other, why someone's answer and explanation might be better than someone else's answer.

3. Teach the lesson Supporting Evidence in *Take a Stand!*
4. Teach the lesson Primary or Secondary Source Analysis in *Take a Stand!*
5. Review the Grammar for this lesson. Time permitting, play the "Word Game" with lessons One and Two.

If time permits, begin the homework in class.

### **Homework**

1. Read Lesson Two, Babylonian Empire, from *World History Detective*, and answer all of the questions.
2. Study the Grammar from Weeks One and Two for next week's five-question quiz.
3. Read the primary source document *The Great Flood, The Epic of Gilgamesh*, and "The Great Flood, From the Torah" located at this web address: <https://www.classicalhistorian.com/free-primary-sources.html> .

Answer the questions at the end of the reading.

## **Teacher Instructions for Week Three Hittites and Phoenicians**

### **During Class**

1. Five Question Quiz. Ask students five questions based on the Grammar for Lessons One and Two. Ask the questions in the identical or near-identical way they are written in the Grammar Lessons. Correct and review the quiz together.
2. Review the homework.

Have students take turns reading out loud the answers, and also reading out loud the sentence(s) that best support their answers. If there is disagreement among the students, discuss which answer is correct and why. In discussing the student's answer to number 10, ask why the student did not choose a different answer. If there are multiple students in the classroom, try to have the students discuss with each other, why someone's answer and explanation might be better than someone else's answer.

3. Teach the lesson Using Quotes in *Take a Stand!*
4. Teach the lesson Paraphrasing in *Take a Stand!*
5. Hand out the Grammar for Week Three
6. Review the new Grammar and play the Word Game for Weeks One through Three.
7. If there is time, start the homework in class.

### **Homework**

1. Read Lesson Three from *World History Detective*, Hittites and Phoenicians, and answer all questions for this lesson.
2. Study the Grammar for Lessons One – Three for the five-question quiz next week.

## **Teacher Instructions for Week Four Religious History of the Hebrews**



### **1. During Class**

1. Five Question Quiz. Ask students five questions based on the Grammar for Lessons One - Three. Ask the questions in the identical or near-identical way they are written in the Grammar Lessons. Correct and review the quiz together.

2. Review the homework.

Have students take turns reading out loud the answers, and also reading out loud the sentence(s) that best support their answers. If there is disagreement among the students, discuss which answer is correct and why. In discussing the student's answer to number 10, ask why the student did not choose a different answer. If there are multiple students in the classroom, try to have the students discuss with each other, why someone's answer and explanation might be better than someone else's answer.

3. Review the Grammar for Lesson Four.

4. Review the new Grammar and play the Word Game for Lessons One through Four.

5. Begin reading Lesson Four from *World History Detective*, Religious History of the Hebrews, in class. If there is time, start the homework in class.

### **Homework**

1. Study the Grammar for Weeks One through Four for the five-question quiz next week.

2. Read Lesson 4. from the *World History Detective* and answer all the questions.

3. Read the primary source document Genesis 7 and Genesis 8 found on this web address:

<https://www.classicalhistorian.com/free-primary-sources.html>. Answer the questions at the end of the reading.

## **Teacher Instructions for Week Five Ancient Hebrews**

### **During Class**

1. Inform students that this week, although they are prepared, there will not be a five-question quiz. This is because more time is needed to complete work in class.

2. In the *World History Detective* book, read lesson Five, Ancient Hebrews, out loud.

3. Introduce students to the Grammar for Lesson Five, Ancient Hebrews.

4. Introduce students to the open-ended history discussion, Ancient Hebrews, in their *Take a Stand!* book. As this is their first time working with an open-ended question, guide students through their lessons. You will need to provide answers to Activity A. What is Western Civilization? as the answers are NOT in the *World History Detective* book. Give students class time to work on the activities, helping them when needed. The activities in this lesson may take all class period, depending upon students. This is why there was no homework review at the beginning of the lesson. However, students may be able to complete the activities quickly.

5. Upon reviewing the students' answers to the activities, lead a Socratic discussion based on the open-ended question. After the Socratic discussion, you may also show the Socratic discussion led by Mr. De Gree located on the DVD.

6. Grammar: Introduce to students the grammar lesson of the week.

### **Homework**

1. If students were not able to, have them complete all activities for the Open-Ended history question, Ancient Hebrews.

2. Study the Grammar for Weeks One through Five. Prepare for the five-question quiz based on these Lessons.