

The Classical Historian

Ancient Civilizations

**One Complete Year of History
32-Week Guide**

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III. The Year in 32 Lessons

TEACHER: COMPLETE A. and B. BEFORE YOU MEET WITH STUDENTS FOR THE FIRST TIME

A. Read Chapters I, II, and Chapter III from *The Socratic Discussion in History*.
(Teacher Only)

B. DVD 1 and Extended Introduction (Teacher Only)

1. Watch DVD 1. This is a brief introduction to a classical education in history.
(Required)

2. Watch the Extended Introduction DVD. The extended version DVD includes the author's personal teaching stories that led him to create *The Classical Historian*. Teachers instructing in international schools have shown this to their students because of John De Gree's international experiences.
(Optional)

C. Important: Read the next week's lesson one week BEFORE meeting with the students, so you have time to prepare.

LESSON ONE WITH STUDENTS

No matter how well or how poorly the students know each other, I strongly recommend an ice breaker activity. 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.

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.
Time to complete: About 10 minutes

DVD 2 (Teacher and Students)

The teacher and students learn the tools of the historian with DVD 2 and by following the lessons in *The Socratic Discussion in History*. Begin on page 13, and start DVD 2 with your students. (Remember-each student will need his own page to work on.)

DVD 2

Introduction: DVD Time: 2:55

1. Fact or Opinion, pages 13 and 14.
 - a. DVD time: 2:55 – 15:43
 - b. Time to Complete Lesson: 20-25 minutes
2. Judgment, page 15.
 - a. DVD time: 15:43-22:19

b. Time to Complete Lesson: 20 minutes

3. History:

a. Lesson 1 from *World History Detective*. Have students read, answer the questions, and complete the Concept Map.

b. *Problems with the Study of Prehistory*. Read and to answer the questions. They may begin in class and ask your help if necessary.

Try to begin the homework in class.

*Important: Read the next week's lesson one week BEFORE meeting with the students, so you have time to prepare.

LESSON FIVE

1. Read Chapter VII (Teacher Only)

2. Read page 28 out loud (Teacher and Students)

With your students, read "Student Rules for a Socratic Discussion in History" on page 28 and review it. Watch the DVD as Mr. De Gree reviews these rules.

a. DVD Time: 59:21 – 1:05:13

Time to complete this lesson: 15-20 minutes

3. The Socratic Discussion/ The Fall of the Roman Empire (Teacher and Students)

Watch DVD 2, lesson 8 and 9 with your students. With your students, watch Jessica and Anezka have their Socratic Discussion on The Fall of The Roman Empire. Your students will need to have their readings and the prewriting activities they did for this assignment, pages 22-25, in front of them while they watch the discussion. Tell your students that they may take notes of the discussion, and that they may use the arguments Jessica and Anezka use.

DVD Time: 1:05:13- 1:19:51 (15 minutes)

4. After watching Anezka and Jessica discuss, discuss with your class what they thought. Ask them these questions:

- a. Was this discussion what you had expected?
- b. Who do you think had stronger arguments? Why?
- c. Did anything in the discussion surprise you? How?
- d. How did Jessica change her mind in the discussion?
- e. Why did Jessica change her mind?
- f. Who expressed herself better? How?

Time for Complete Lesson: 20 minutes

6. Conduct your own Socratic Discussion on the Fall of the Roman Empire with your Students

a.. Time for Complete Lesson: 15-20 minutes

7. Homework: Assign students to read lesson 5 and complete all activities from *World History Detective*.

*Important: Read the next week's lesson one week BEFORE meeting with the students, so you have time to prepare.

LESSON TEN

Note! This lesson is unusually full. Be careful with your time management so you can complete the steps.

1. Review the homework. Let students read out loud their answers in their *Take a Stand!* books.
10-15 minutes

2. Have a Socratic discussion for lesson #1 in *Take a Stand!*, based on the students' research.
Time: 10-15 minutes.

3. Watch the Socratic Discussion for this lesson on the *Ancient Civilizations DVD*.
10-15 minutes

Ideas for Family Discussion:

Have the child share his answer with the family, and tell the child to ask others at the table what they think.

4. Begin lesson #2 in *Take a Stand!*, on pages 4-7. Read out loud pages 4, 5, and 6. Assign as homework the following readings to help them find their answers to the activities on pages 5 and 6. Begin the readings in class. Some students may be surprised at the number of readings, but the actual pages are not many. Tell students that this week, in their reading, they will **begin** to research answers to the question. They will not be able to completely fill in pages 5 and 6 in their *Take a Stand!* book. Sometimes, students get worried if they cannot find all of the information. Let them know that at the next lesson they will be assigned more reading that will allow them to fill in pages 5 and 6.

Time: 20 minutes

5. Homework

a. Write The Outline and The Rough Draft for a one-paragraph assignment for lesson #1 in *Take a Stand!* The homework is due at the next lesson. Remind students they will now begin to write the essay, just like they have already learned how to do. Students will have to do this at home.

b. *World History Detective*, lessons 5-8. Students are reading for information to help them find answers to the research activities on pages 5 and 6. They do not have to answer all of the *World History Detective* questions as they already have done so.

c. *Global History and Geography, Readings and Documents*, “A Sumerian Schoolboy’s Tale.”

d. *Global History and Geography, Readings and Documents*, “The Great Flood, From The Epic of Gilgamesh.”

*Important: Read the next week’s lesson one week BEFORE meeting with the students, so you have time to prepare.

LESSON FOURTEEN

1. Review the homework.

a. Have students read out loud their rough draft essays for lesson 2. Give the students one positive comment and one constructive criticism.

Homework: Assign students to revise their essay using the Revision lesson in the *Take a Stand!* book, and to turn in next week stapled the final, the rough draft, and the outline. 10-15 minutes.

2. Review the readings from the previous week. Have students share the information they found for *Take a Stand!* pages 8-11.

10-15 minutes

3. Homework

Assign the following reading, reminding students they are trying to find information for *Take a Stand!* pages 8-11. Let them know they will find all the information in this week’s readings.

Begin the readings in class.

a. Read in the Old Testament in the book of Exodus about Moses leading the Hebrews out of Egypt and of the giving of the Mosaic Law.

b. Read about Abraham and Sarah in Genesis in the Old Testament.

c. Read about Saul in Samuel in the Old Testament.

Time: Remainder of the class

*Announce that there will be a mid-year presentation where parents will be invited. (*You will have to arrange the date and time with the parents) I recommend choosing a date where most (hopefully all) parents can attend. Each student will choose two essays to present to the parents and other classmates. Each presentation will include one visual, either a map, or a picture of someone who lived during the time the essay topic is about, or anything else that the student would like to share that would help the classmates and parents learn about these topics. Students should wear their best clothes to present.

One year, students asked me if they can do a power point presentation. They arranged for the technology and presented. My only rules were that on each slide, there could be no more than

three bullet points, and students were not allowed to read off of the slides. For the most part, it was quite enjoyable. The one thing we need to guard against is students typing amazing amounts of text on the slide show, and just reading.

Homework for Mid-Year Presentation: Students should practice presenting their work, and should have their visuals. ****Important: Students are not allowed to use any notes or flash cards during their presentation. They are allowed to hold a map, or their visual, to show others. Over my 20 years of teaching experience, I have learned that students present much better when they know they will not be able to use notes or flash cards. They will surprise themselves at what they know. Have kids choose two lessons they will present. Because all students have only been writing one paragraph assignments, this means their presentations will only last 1-3 minutes.

Parents should volunteer to bring refreshments to celebrate after the Mid-Year. This will also help let parents know that the presentation is important.

*Important: Read the next week's lesson one week BEFORE meeting with the students, so you have time to prepare.