

Take a Stand! Ancient Civilizations

Socratic Discussion in History

Teacher Edition

DEDICATION

Dedicated to Zdenka and the De Gree Kids

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I. What is The Classical Historian?

The Classical Historian teaches the student to know, understand, engage, and love 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 in our approach is the Socratic discussion in history.

The Classical Historian provides a comprehensive, classical approach to history effective in classrooms and in the home school. The classical approach challenges students to know history content and to think, read, and write critically about past and current events. Key to this approach is the Socratic discussion in history. The Classical Historian approach is engaging, interesting, and teaches students to be independent thinkers and lifelong learners.

Classical Historian students learn how to analyze history and current events with a critical eye. Students acquire the basic facts of history through a clear concise text and primary source documents. They acquire critical thinking skills specific to history. Using this knowledge and skills, students become adept at finding out the truth in past events. They then use these thinking tools when learning current events.

Students learn how to become a part of the conversation of history by answering key open-ended questions designed to not only test their knowledge of facts but also develop critical thinking skills. Classical Historian students use the Socratic dialog with their classmates or family members and learn to listen to the perspectives of others and grow in their own thinking.

History is not just a list of dates and events but is open to differing interpretations. Classical Historian students know history but also engage the past with critical thinking tools. Students who use these tools in their history class then apply them throughout their lives. We hope you and your student become a part of the conversation.

Grammar, Logic, and Rhetoric

The Classical Historian uses a five-step program to teach history. The first step is the "Grammar of History." Steps two through five are the "Logic and Rhetoric of History." Grammar refers to the basic facts of history; Logic refers to the thinking skills of the historian; Rhetoric refers to the speaking and writing skills of the historian.

1. The Grammar of History
2. The Tools of the Historian
3. Research
4. The Socratic Discussion
5. The Analytical Essay

The Grammar of History

The grammar of history refers to the basic facts of an historical event and do not require analytical thinking. Answers to the questions of "who, what, when, and where" constitute the grammar of history. It is essential for a historian to know the grammar of history. Children in the ages of pre-k through grade 5 can handle this stage. Students at this age (3-11) are eager to memorize, parrot, and recite. Even so, learning the grammar of history never stops at a certain

age. Even an adult acquires historical knowledge through reading, lectures, visits to museums, and discussions. Young children also love games that have clear rules for all, and games where it is possible to improve and become a master at playing. The Classical Historian produces games that not only teach basic history facts; they also teach intellectual and social skills that aid a child's overall academic development.

The Logic and Rhetoric of History

The Dialectic and Rhetoric of History refer to the thinking, speaking, and writing tools essential for analysis and expression in history. They include, as well, the ability to research various sources, engage in Socratic discussions, and write analytical essays.

The Tools of the Historian

The tools of the historian below are taught through the Classical Historian Socratic Discussion DVD Curriculum and the *Take a Stand!* series. The Classical Historian products show you how to use these tools and train your students how to use them as well.

1. Fact or Opinion?
2. Judgment
3. Supporting Evidence
4. Primary and Secondary Sources
5. Using Quotes
6. Paraphrasing
7. Researching Various Sources
8. The Socratic Discussion in History
9. Making a Counterargument
10. Understanding Cause and Effect
11. Understanding Compare and Contrast
12. Understanding Bias
13. Using Evidence and Not Emotion to Form Judgement
14. Writing a Thesis Statement for an Analytical History Essay
15. Writing an Outline for an Analytical History Essay
16. Writing a Rough Draft for an Analytical History Essay
17. Revising an Analytical History Essay
18. Citing Sources in the Text of an Analytical History Essay
19. Writing a Works Cited Page

Forces that Influence History

In every history, the following forces play an influential role. In our *Take a Stand!* books, we challenge the young historian to analyze the past based on the following forces. For an in-depth explanation of these, please read Carl Gustavson's *A Preface to History*.

1. Technology
2. Social forces
3. Institutional factor
4. Revolution
5. Individual in history
6. The role of ideas
7. Power

8. International organization
9. Causation
10. Loyalty

Research to Answer Open-Ended Questions

Behind every good historian is the research he conducts to form his analysis. The beginning historian, 11 or 12 years old, shouldn't be expected to begin with a long list of resources. Most sixth graders will only need one or two sources to analyze the past. As the child ages, he should use primary source documents, conflicting sources, and as many varied texts that he can. Once the tools of history are learned, the student can use these tools and apply them to various author's interpretations of history, when the time is right.

The active, advanced reader recognizes the bias of the writer, and the active student grasps the importance of primary source documents. There is a problem with a student learning history solely through one perspective. If the child does not learn how to analyze history and practice this analysis on various authors, the student is unprepared to analyze conflicting viewpoints. A well-educated historian should not only be able to form the correct perspective, but also refute a lesser than perfect perspective by using historical analysis.

Because much in history is left up to interpretation, this subject is excellent for the Socratic discussion. Open-ended, interpretive questions are those that are impossible to answer with a simple yes or no, but need explanation. Students learn that it is possible to look at history from varying vantage points. This exercise in logic trains the mind. Questions that will stimulate thought and discussion are such as these:

1. What caused the Roman Empire from persecuting Christians to adopting Christianity as the state religion?
2. How did American society change from 1950 to 1990 because of technology?
3. What caused the fall of the Soviet Union?
4. Compare and contrast the Incas with the Aztecs.
5. Compare and contrast the reasons Martin Luther and King Henry VIII founded new religions.

Primary Source Documents

The teacher may assign the students to read primary source documents to help students learn from eyewitness accounts of history. The older the students and the more capable the readers, the more primary source documents can be assigned. We strongly recommend that the first or second time the teacher assigns a primary source document that the teacher reads out loud the document with the students and leads the discussion. With younger students, grades 6-8, the teacher may decide to read the primary source documents together for the entire year. We recommend to assign one primary source document per essay in junior high (grades 6-8) and more for upper grade students.

Questions

The following are question types that historians ask. These questions are found in the *Take a Stand!* books.

1. Change Over Time

2. Cause and Effect
3. Compare and Contrast
4. Define and Identify
5. Statement/Reaction
6. Evaluation
7. Analyzing Viewpoints

The Socratic Discussion in History

One key element of the tools of learning history for the 12 through 18 year-old is the Socratic discussion. To arrive at the Socratic discussion, students should be able to distinguish between fact and opinion, be able to form good judgment from evidence, and practice analyzing primary and secondary resources. Whereas Socrates used questions to pursue the truth in philosophy, we will use questions to pursue the truth in history.

One point that teachers need never worry about is whether they know enough history to conduct a Socratic discussion. Socrates noted that the best teacher and most intelligent philosopher is one who knows what he does not know. It is essential for the teacher to adopt certain habits of thought and of questioning. Once an interpretive question is chosen and the student has researched and formed a perspective, the teacher needs to ask appropriate questions. Beyond the introductory level of “Who, what, where, and when?” the teacher must ask, “What evidence do you have that supports this?” “Why did this occur?” “How did this occur?” If the evidence is weak, then the student’s judgment will be weak as well. For how can there be a strong conclusion with weak evidence? The open discussion stimulates the mind to think of other possible conclusions. The teacher’s primary role is to be the one asking the questions and therefore, he doesn’t need to be an expert in history.

The teacher’s role is not to tell the student what to think, but rather question and challenge the student’s conclusions, forcing the student to continually clarify and defend with historical evidence and sound judgment. If other students are available, the teacher can encourage students to debate each other’s ideas, with the intention of arriving at the best possible conclusion together. If there are no other students available, the teacher should encourage the student to present a perspective that is contrary to the student’s own perspective. In this exercise, the student exercises his mind to view what the opposing side may see. The teacher’s goal is to create a scholarly atmosphere where students are free to express their ideas but careful to cite the historical evidence that supports their thesis statement. The Classical Historian DVD and Take a Stand! curriculum teaches the Socratic discussion in history.

Reflections and Analytical Essays

In this Classical Historian course, teachers may decide to teach and assign one writing assignment per open-ended question. This book has been designed to teach one Reflection Piece per open-ended question and one essay per semester. In analytical writing in history, substance takes precedence over style. The student needs to take a perspective that he can defend with evidence and explanation. Writing a narrative which only explains the major points of the Renaissance is not an analytical piece. Writing that Leonardo de Vinci was the most influential artist of the Renaissance and using evidence to defend this point, however, is analytical, because somebody may argue that Michelangelo was more influential.

The *Take a Stand!* series provides questions that compel the student to think and write analytically.

Each assignment is crafted so that the student must take a stand on an issue that can be answered from a variety of perspectives. The prewriting activities provided in our Take a Stand! series gives students the necessary guidance to find evidence that will support or refute their thesis. And, simple to read but effective lessons on how to write all pieces of the writing process guide the student to create strong essays.

II. How to Teach The Classical Historian

This book, along with the *World History Detective* from Critical Thinking Company, and primary source documents from the Classical Historian website, is designed to make teaching The Classical Historian practical and interesting. You may, as the teacher, start on page 1 and continue to the end of the book, following instructions as you go along. The lessons in this book are designed to be taught once per week with your students for about one hour, and homework suggestions are stated. Of course, the teacher who is teaching more than once per week will have to adjust or modify the program.

Lessons from the book and DVD Curriculum *The Socratic Discussion in History* provide the teacher training in order to teach The Classical Historian. **The teacher needs to begin with this program first.** Watch the DVDs and follow along in the book before you begin teaching students. Understanding how to use these tools correctly prepares teachers to be historians and enables teachers to competently teach and lead Socratic discussions in history and teach analytical writing in history.

Sources

World History Detective®

Interspersed with the Socratic Discussion lessons are history lessons taken from our textbook, *World History Detective*, ISBN 1-60144-144-4 and writings from John De Gree.

Primary Source Documents from www.classicalhistorian.com, link “Primary Sources”

Primary sources are crucial to a historian to forming his own judgment on events and people of the past.

The Socratic Discussion in History DVD Curriculum

Take a Stand! Ancient Civilizations Teacher Edition and Student’s Edition

Homework

Homework for this course will vary from under one hour to about two hours per week.

Lessons

The lessons designed in this booklet are created for a one-hour class. A teacher may also have a class meet for 1 ½ hours. Before the instruction starts, it is also advisable to have students play a game based on history. This will allow for friendships to develop, which will make it easier for students to have discussions on history.

Ideas to Enrich This History Class That Can Also be Assigned as Homework

The Classical Historian Go Fish Game: Go Fish

Following instructions from the game, students play go fish, and become familiar with historical names and images.

The Classical Historian Go Fish Game: Collect the Cards

Follow the game instructions. This game teaches the students inductive thinking and teaches historical facts. You will be amazed how fast the students will learn to associate the hints with the images and events on the cards. At first, the reader will win most cards, but after a few games, the other participants will capture the cards. Throughout the year, your students will benefit by having these pieces of knowledge (signposts) in their memory. Students will be able to attach new learning onto their signposts.

The Word Game

This is a game to review the Grammar/vocabulary words. One student describes a vocabulary term but does not use the word in his description. The person who guesses the word correctly then describes another term.

Biographies

The best literature to read while studying history is biographies. Biographies are non-fictional and give the students a feeling for the people involved in the history. Once students learn the Socratic discussion approach, it is a great idea to have students deepen their historical studies with biographies.

History Party

Would you like your students to have good friendship with each other, and at the same time encourage the study of history? Plan a history party. The most challenging part of this is choosing a date, or dates, for the event. Once that is done, assign students homework to prepare for the History Party. The History Party could be the event where the students act out a historical play they have been working on. Students could display any art work they have made. Students could play multiple history games. After hours on these fun and educational activities, the students will surely suggest that a history movie be shown. You choose the movie, so that it is educational.

Food should be a part of this party. If you are the teacher, you can suggest this idea to the parents of the students. One parent may love to host parties and take care of the food. Asking for help may provide someone with a chance to help out in the class.

Semester Final:

Sometime before the end of 16 weeks announce to the students that they will be responsible to present to the whole class, and to their parents, two of their essays from the first semester. No note cards are to be used. Students do much better in short presentations when they are not reading from notes. One week or two weeks before the presentation, have students do a trial run and present to the class. After each student presents, ask each listening student to say one thing that the presenter did well, and one thing he could improve on. Pay attention to how much time lapsed during the presentation to make sure the student is relaying enough information. For the

first semester, a 2-5-minute presentation is fine. Also, in the presentation, the student should not only speak about his perspective, but he can also speak about an opposing perspective, and add the reason why he does not agree with this. The goals of the presentation are:

1. Practice public speaking.
2. Share with the parents and students the knowledge the student has obtained.
3. Advertise to the parents what your students are learning.
4. Highlight and honor students publicly for their work.

All should get dressed up for the presentation. It may be the first time the male student has to wear a tie. And, they will be introduced to the need to look good while making a presentation.

Year Final: I strongly recommend that in the spring, the students, in addition to completing regular class assignments, choose one topic from semester 2 to be an “expert.” The student should read a biography from this time period and should also be compelled to research from at least three primary sources not found in the textbook. The student should also know they are responsible for about a 5-10 minute final presentation (or two five minute presentations). Much like the semester final, this final looks the same, however, the student will only present one topic in depth.

Quizzes and Tests

To make a simple quiz based on the Grammar, ask five questions, using the identical language of the questions from the Grammar sections. To make a simple test, ask 10 or 20 questions based on all of the Grammar lessons in one unit.

A Note on the Presentations

When you announce the requirements for the presentations, realize that at first, the assignment may scare your students. This is normal. Once they present at the semester final, they will see they can do it and it will boost their confidence. Also, because some students excel, or are more academically developed than others, be very gentle during the actual presentation. If the student stumbles, the teacher or the students may ask questions to help the presenter speak. And, do not focus on the number of minutes initially. Basically, whatever the student gives you, acknowledge their work.

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.

Teacher Instructions for Week Six Judaism

During Class

1. Review any of the Open-Ended discussion work that students had not completed from Week Five.
2. Hold the Socratic discussion for Ancient Hebrews. After the discussion, if there is time, show the DVD discussion.
3. Direct students to write in their Reflections about this question and time in history.
4. Introduce students to the open-ended history discussion for this week, Judaism. Guide students through their work. This open-ended discussion is challenging, in that there are many research activities. The teacher can decide if it is best to give answers to students to help them in acquiring the information in order to answer the open-ended question.
5. After the class discussion, have students write a reflection piece. If there is time, show the DVD lesson, Judaism, to the class.
6. After the discussion, direct students to write their Reflection Piece about the question. Then, have students read out loud to each other their Reflection Piece.

Homework

1. Finish any work from week six.

**Teacher Instructions for Week Seven
Assyria and Chaldean Empires****During Class**

1. Review any work students may have done on their open-ended question. If students need more class time to complete the work, allow them time.
2. Introduce students to the Grammar for Lesson Seven. Please note that the Grammar Lesson for Lesson Seven includes the Assyrians and Chaldeans, and the Persians.
Play the word game with the words from lesson seven.
3. Read in the *World History Detective* book, lesson 6. Assyrians and Chaldeans and lesson 7. Persian Empire. Direct students to answer number 10 ONLY for lesson 6. Have students read out loud and discuss their answers. Read in the *World History Detective* book, lesson 7. Persian Empire. Direct students to begin answering all question on this lesson.

Homework

1. Direct students to complete all work from the *World History Detective*, lesson 7. Persian Empire.
2. Have students study all Grammar lessons from weeks one through seven for a five-question quiz next week.

Week Twelve: Peloponnesian Wars
Grammar

1. What does the word Peloponnesian mean? Peninsula – Greece was a peninsula
2. In the Peloponnesian Wars, who fought each other? Sparta versus Athens
3. Who won the Peloponnesian Wars? Sparta won, but Sparta was greatly weakened.
4. When were the Peloponnesian Wars? In the 400s B.C.

**Week Thirteen: Macedonians and Hellenistic Age
Grammar**

1. In relation to Greece, where was Macedonia? It was north of Greece
2. Which man became a great conqueror from Macedonia? Alexander the Great
3. What did Alexander conquer? Greece, Egypt, Persia
4. What does the Hellenistic Age mean? This means the time period where Greek culture was dominant throughout parts of Persia, and Egypt
5. When was the Hellenistic Age? From about 350 B.C. to about 150 B.C.

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

1. Sophists: A sophist was a Greek teacher who travelled and accepted money for attempting to teach knowledge and wisdom.
2. Pericles: Pericles was an Athenian statesman who encouraged democracy, culture, arts and literature, and architecture.
3. Socrates: Socrates was an Athenian philosopher who challenged others to search for the truth. The city of Athenians executed him for corrupting the youth.
4. Plato: Plato was an Athenian philosopher who wrote *The Republic*, a book about the ideal government. Plato was taught by Socrates.
5. Aristotle: Aristotle was an Athenian who taught the “Golden Mean:” doing all things in moderation.
6. Aristophanes: Aristophanes was an Athenian playwright who wrote comedies that made fun of politicians, philosophers, and most others.

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

1. Parthenon: The Parthenon was an important religious building in Athens. It was a temple dedicated to Athena.
2. Classical sculpture: Classical sculpture depicted the human in ideal form.
3. Herodotus and Thucydides: These two Greeks are known as the first historians.
4. Homer: This Greek wrote the epic poems *The Iliad* and *The Odyssey*.
5. Aesop: This Greek was a slave who wrote fables.
6. Mythology: Greeks believed in a large number of gods who interacted with humans.
7. Mount Olympus: Greeks believed the 12 most important gods lived on Mount Olympus.
8. Oracle: An oracle was a sacred shrine where a priest or priestess prophesied about the future.

Week Sixteen: Ancient Greece
Open-Ended Socratic History Question

Ancient Greece has been called the birthplace of Western civilization, because this culture is the beginning of many ideas and practices of the Western world. Along with new ideas in art, architecture, and science, Greece developed and practiced a variety of political systems. A political system is the way a country is organized. Another way of saying this is the word “government.” Ancient Greece is the birthplace of many forms of government.

Research the variety of governments in ancient Greece. After your studies, answer the question “Which government of ancient Greece was the best?” Make your answer as convincing as possible.

Types of Government in Ancient Greece

In ancient Greece, from about 1500 B.C. to 146 B.C., Greek city-states experimented with many different types of government. In one type, one man would rule the entire city and would make important decisions. In another city a group of men would rule. And in another city many men made decisions. During these years, it seems nearly all of the world's different kinds of governments existed at one time or another.

In this activity, define the type of government that is listed. Ancient Greece practiced these different governments. After you have defined the governments, decide which government sounds best to you and explain why.

Types of Government in Ancient Greece	
Type of Government	Define
1. Monarchy	1. <u>A king has ultimate power. When he dies, his son takes over.</u>
2. Oligarchy	2. <u>This word means "rule by a few." A small group of men rule a society.</u>
3. Tyranny	3. <u>One person has ultimate power, usually for life.</u>
4. Democracy	4. <u>Citizens vote for their leaders, and citizens can become leaders. Every few years there are elections.</u>

Question: Which type of government seems best to you? Why? _____

Voices of Ancient Greece

Read how ancient Greeks thought about the different forms of government. Think about their words. What do they say about democracy and tyranny? Pericles was a politician and Herodotus a historian.

I. Democracy

Pericles (460 B.C. - 429 B.C.): “When it is a question of settling private disputes, everyone is equal before the law; when it is a question of putting one person before another in positions of public responsibility, what counts is not membership of a particular class but the actual ability which the man possesses.”

Write this in your own words: All men are created equal. Nobody has special privileges. The best candidate for public office should serve because he is the best. Who holds political power should not depend on who has the most money or the most important family name.

II. Tyranny

Herodotus (c. 430 B.C.): “They became decidedly the first of all. These things show that, while undergoing oppression, they let themselves be beaten, since then they worked for a master; but so soon as they got their freedom, each man was eager to do the best he could for himself.”

Write this in your own words: When men are being oppressed, they do not do the best they can, but they lose to others. But when men are free, they will fight and do the best they possibly can. Freedom brings out the best in man.

Question: Which system of government seems better, according to these two Greek authors? What reasons do they give? _____

Week Seventeen: Greek Literature and Mythology

Open-Ended Socratic Discussion History Question

Ancient Greek mythology refers to all ancient Greek stories that explained the natural and supernatural world. For Greeks this was their religion. Greeks believed there were many gods and that gods interacted with humans. For example, Greeks believed that Zeus was the leader of the gods and that he made sure humans and gods tried to be fair to each other. Greeks believed Zeus could punish humans with bolts of lightning if they had done wrong. Other gods and goddesses were in charge of other human activities, such as sports, farming, and even having children.

Ancient Greeks worshipped their gods in a variety of ways. Some people built giant temples to gods. Others slit an animal's throat and sprinkled its blood on an altar to a god. Answer the question "What were two of the most interesting acts of worship the Greeks practiced?" Describe in detail what the Greeks did in these two acts of worship. Explain why the Greeks worshipped in these ways.

Greek Gods

In ancient Greek religion, or what we call Greek mythology, there was a long list of Greek gods. The gods were believed to have lived on top of Mount Olympus. In this activity find the responsibility or specialty of each of these Greek gods. The first few have been done for you. If your textbook does not have the answer, try an encyclopedia or a website.

The gods	Their specialty
1. Aphrodite	1. Goddess of Love
2. Ares	2. God of War
3. Circe	3. The Dread Goddess
4. Demeter	4. Goddess of agriculture
5. Eos	5. Titan goddess of the dawn
6. Erida	6. Goddess of hate
7. Hades	7. God of the underworld
8. Hephaistos	8. God of fire and the forge
9. Hermes	9. God of travel/ messenger
10. Kronos	10. Personification of time
11. Pan	11. God of shepherds & sheep
12. Thanatos	12. Personification of death
13. Zeus	13. King of the gods

Question: If you were going to fight in a war as an ancient Greek soldier, to which god might you pray and what might you offer up as a sacrifice? Why? _____

The Worship of the Greek Gods

Ancient Greeks loved and respected their gods in a variety of ways. Research how ancient Greeks worshipped their gods.

Ancient Greeks Worshipped Gods	
Practice of the Greeks	God Worshipped
1. Greeks built a giant temple on Delos	1. Apollo
2. Olympic games	2. Zeus
3. Made animal sacrifices	3. Many gods
4. Horse sacrifices	4. Poseidon
5. Rooster sacrifices	5. Hermes
6. Gave vases and lamps	6. Many gods
7. In very ancient times, human sacrifices	7. Artemis
8. Gifts of armor, jewelry, statues	8. Many gods
9. temples	9. Many gods
10. Sacrifice of grain	10. Many gods

Questions:

1. Which of these practices do you think is the most interesting? Why? _____

2. How do some people today worship? _____

3. In what ways are religious practices today similar to or different from the worship of the ancient Greeks? _____

Week Eighteen: Ancient India: Indian Culture and Society

Grammar

1. What feeds the Indus and Ganges River? Snow melt from the Himalayas feed the rivers.
2. Who did Ancient Indians trade with? They traded with Muslim Arabs and North Africans.
3. Who conquered India around 1500 B.C.? Aryans
4. What did Aryans do with cattle? Aryans first used cattle as money, and then, they made the cattle sacred (as if it were a god).
5. What is the Ancient Indian language? Sanskrit
6. What oldest religion developed during Aryan rule? Hinduism
7. Name one thing Ashoka did? He united most of India.
8. What did Indian mathematicians develop? They developed the number system based on 0 – 9 and they developed the decimal system.
9. What is the name of the earliest civilization of the Indus River? The Harappa
10. What was suttee? If the husband died, they burned his body and his wife had to jump on his body and be burned to death.
11. Where was cotton first grown? India
12. Who conquered India in 1500 B.C.?
13. Name the four castes
 - a. Brahmin
 - b. Priests
 - c. Scholars
 - d. KshatriyasUntouchables
13. Name two rules of the caste system: Once born in a caste you could not leave it. You were not allowed to marry someone outside of your caste. You could only be reincarnated in order to move out of your caste.
14. What were the two main Indian religions? Hinduism and Buddhism
15. Who was Siddhartha Gautama? He is the founder of Buddhism.

Week Nineteen: Ancient India

Open-Ended Socratic History Question

In about 1500 B.C. Aryans invaded the Indus Valley and took over much of northern India. The Aryans, a group of warriors and herders, brought with them their way of religion, language, and political culture. The Aryans believed in many gods and had a book of religious writings called The Upanishads. Aryans spoke a language called Sanskrit. In addition, the Aryans had a political and social way of life called the caste system.

The Aryans were so successful in their invasion and conquering of India that many aspects of their way of life stayed in India until the 1950s. This is truly amazing! For about 3,500 years India had the caste system that the Aryans had brought with them. In your discussion, answer the question “Do you think that the caste system was fair to everyone in society? Why or why not?” Also, discuss how the American understanding of individuals is different than the understanding reflected in the caste system. In your answer, make sure you describe the caste system in detail.

What is the Caste System?

In this activity you will research what a caste system is. A caste system was a way in India that society was organized. As you find out details of the caste system, ask yourself these questions: What do I think of the caste system? Would I like to live in a place with a caste system? Why or why not?

The Caste System	
Class	Role in Society?
1. Brahmins, or priests	1. Provide spiritual leadership
2. Rulers and warriors	2. <u>Lead and defend from enemies</u>
3. <u>Vaisya</u>	3. <u>Landowning Farmers, merchants, craftsmen</u>
4. <u>Sudra</u>	4. <u>Laborers</u>
Below the Caste System	
1. In ancient India there was one group below this caste system. Which group was so low it wasn't part of the caste system? <u>The lowest group was called <i>pariahs</i>, or <i>Dalit</i> or <i>untouchables</i>.</u>	
2. What was its role in society? <u>These were scavengers, poor farmers, or sanitation workers.</u>	
3. How could a person move up or down to a different class? <u>Moving from one caste to another was virtually impossible. Some believed you could be reborn into a higher caste if you lived a <u>good life</u>.</u>	

Questions
1. What do I think of the caste system? _____
2. Would I like to live in a place with a caste system? Why or why not? _____ _____
3. When and how did the caste system officially end in India? _____

Week Twenty: Hinduism and Buddhism

Open-Ended Socratic History Discussion

Two of the world's great religions have their birthplace in India. Buddhism and Hinduism are religions professed by many people of Asia and around the world today. Originating approximately 2500 years ago, these religions share some characteristics.

Research the basic beliefs and practices of Buddhism and Hinduism. Learn how these two religions are similar and how they are different. Compare and contrast Hinduism and Buddhism. Show two ways that these religions are similar and two ways they are different.

Hinduism

In this activity you will research the basic facts and beliefs of Hindus. Using your textbook or readings provided by your teacher answer the questions below.

Hinduism
1. When did Hinduism begin? <u>Somewhere between 1500 and 1300 B.C.</u>
2. What is the name of the main book Hindus read for religious instruction? <u>The Vedas.</u>
3. What is dharma? <u>This means something like individual ethics, and also way of the Truths.</u>
4. What is karma? <u>It is the idea, that how you live today will affect what kind of life you will have when you are reincarnated.</u>
5. Did ancient Hindus believe in the caste system? <u>Yes</u>
6. Do Hindus believe in reincarnation (dying, and then being born into the world again)? <u>Yes</u>
7. Do Hindus believe in one God, more than one god, or any god? <u>Hindus believe there is one God, although there appears to exist lesser gods.</u>
8. What is the goal of someone who is a Hindu? <u>The goal of a Hindu is to live a good life and be united with Brahma, the world soul.</u>
9. How does a Hindu reach this goal? <u>Hindus practice spiritual devotion, service to others, and strive for knowledge and meditation.</u>
10. What is your opinion of Hinduism? <u>Each student will have his own answer.</u>

Buddhism

In this activity you will research the basic facts and beliefs of Buddhists. Answer the questions below using your textbook or readings provided by your teacher.

Buddhism
1. When did Buddhism begin? <u>Between 563 B.C. and 483 B.C.</u>
2. How did Buddhism begin? <u>It began from the experiences and teachings of Siddhartha Gautama, known as "Buddha."</u>
3. What does the term "the Buddha" mean? <u>Buddha means "The Enlightened One."</u>
4. What are the Four Noble Truths, according to Gautama Buddha? <u>1. All worldly life is painful and full of sadness. 2. Desire for pleasure and possessions cause suffering. 3. When you rid yourself of desire, you have reached nirvana and the end of suffering. 4. By following the Middle Way, you can reach nirvana.</u>
5. What is the Middle Way? <u>This is an eight-step guide to good conduct, good thoughts, and good speech.</u>
6. Do Buddhists believe in reincarnation (dying, and then being born into the world again)? <u>Buddhists believe this is possible, but try to avoid this.</u>
7. Do Buddhists believe in one god, more than one god, or any god? <u>Buddhists don't believe in one God like Jews, Christians, or Muslims.</u>
8. What is the goal of someone who is a Buddhist? <u>The goal is to reach nirvana by following the eightfold path.</u>
9. How does a Buddhist reach this goal? <u>Basically, one gives up searching for pleasures and possessions of the world, be kind and unselfish, study, and be pure thought, action, and speech.</u>
10. What is your opinion of Buddhism? _____

Compare and Contrast

To **compare** means to look at two or more objects and recognize what they have in common. To **contrast** means to look at two or more objects and recognize what they have different from each other.

Compare and contrast Buddhism with Hinduism.

BUDDHISM AND HINDUISM		
Buddhism		Hinduism
<u>Differences</u>	<u>Similarities</u>	<u>Differences</u>
1. nirvana	1. reincarnation	1. continual reincarnation
2. one Founder-Buddha	2. ancient religions	2. founders - Aryans
3. be kind to all	3. try to live a good life	3. caste system
4. eightfold path	4. transcendental truth	4. four objectives
5. Not one almighty God	5. originated in India	5. One main God

