

# THE STORY OF LIBERTY

AMERICA'S HERITAGE THROUGH THE CIVIL WAR

---

BY JOHN DE GREE

TEACHER'S EDITION

**PART 1**

Copyright © 2018 by The Classical Historian™ All Rights Reserved.  
Published by The Classical Historian™  
Printed in the United States of America.

No part of this book may be used or reproduced in any manner whatsoever without written permission except in the case of a brief quotation embodied in critical articles and reviews.

Graphic Artist: Patty Roberts  
Editor: Jessica De Gree  
History Editor: Michael Allen

More Information: [john@classicalhistorian.com](mailto:john@classicalhistorian.com)  
[www.classicalhistorian.com](http://www.classicalhistorian.com)

# TABLE OF CONTENTS

<b>FOREWORD</b>	I
<i>by Michael Allen, Ph.D., University of Washington, Tacoma</i>	
<b>INTRODUCTION</b>	II
<b>I. AMERICA'S ANCIENT HERITAGE</b>	
Notes to the Teacher	A
Chapter 1. The Fertile Crescent	1
2. The Greeks	7
3. The Roman Republic	13
4. Western Civilization	19
Unit One Activities	24
Unit One Test	D
<b>II. AMERICA'S MEDIEVAL HERITAGE</b>	
Notes to the Teacher	A
Chapter 5. The Age of Barbarians	39
6. Civilizing Europe	45
7. Foundation of European Kingdoms	51
8. Development of Liberty in Medieval England	57
9. The Crusades	63
10. The Age of Exploration and Christopher Columbus	69
11. The Reformation and the Enlightenment	75
Unit Two Activities	80
Unit Two Test	B
<b>III. EUROPEAN COLONIZATION OF AMERICA</b>	
Notes to the Teacher	A
Chapter 12. Native Americans	89
13. Spanish and French Colonies in America	95
14. Founding of American Exceptionalism: Jamestown and Plymouth Plantation	101
15. American Exceptionalism Takes Hold in the English Colonies	107

16. Commonalities of Life in the English Colonies	113
17. Southern Colonies	119
18. New England Colonies	125
19. The Middle Colonies	131
20. Early Indian Wars	137
Unit Three Activities	142
Unit Three Test	B

#### **IV. FOUNDING OF THE U.S.A.**

Notes to the Teacher	A
Chapter 21. Early Causes of the American Revolution	155
22. Land Regulation, Taxes, and Conflict	161
23. Moving Toward War	167
24. The Beginning of the American Revolution	173
25. The Declaration of Independence	179
26. Defeat, Surprise, and Survival	185
27. The Articles of Confederation, 1777-1789	191
Unit Four Activities	196
Unit Four Test	B

#### **V. THE CONSTITUTION**

Notes to the Teacher	A
Chapter 28. The Making of the American Constitution	205
29. Principles of the Constitution	211
30. Individual Rights	217
Unit Five Activities	222
Unit Five Test	B



## FOREWORD

Young American history students and their teachers have long yearned for a book like the one you now hold in your hands. John De Gree's *The Story of Liberty, From America's Heritage through the Civil War*, is a well-researched, ably-written, and sensible depiction of American history from the founding through the Civil War. What do I mean by "sensible"? Simply this: John relates the truth about the American past by telling about our many good qualities and accomplishments as well as the setbacks our nation has endured during its long history. Few books as good as this one have been published for young readers. At last we have a new, up-to-date book suitable for American middle school and high school history students.

When Larry Schweikart and I first published our #1 New York Times best-selling book, *A Patriot's History of the United States*, we succeeded in filling a similar void existing in college-level American history books. Larry and I have often said that American history is not the story of, to use an old folk saying, a "half-empty cup." Indeed, we argued that the American cup was nearly full. Americans have made great mistakes, but they have also done much that is good. American patriots in 1776 created a democratic republic governed by ordinary citizens at a time in history when absolutist monarchs ruled most of Europe, all-powerful Czars, Emperors, and Shoguns tyrannized Russia and the Far East, and some Middle Eastern and North African monarchs claimed divine authority and direct links to God. While it is true that Americans allowed the enslavement of African-American people, they ultimately fought a bloody war that ended slavery forever. While American soldiers killed native Indians and pushed them westward onto reservations, American diplomats signed legally binding treaties that those Indians' descendants use to their great benefit in courts today. And while there has been poverty and suffering in our country's history, it pales in comparison to that of the rest of the world. It is no accident that, for over 400 years, millions of foreigners have yearned and sought to become Americans.

John De Gree tells about this and much more in *The Story of Liberty, From America's Heritage through the Civil War*. He traces our nation's past from the time of the Pilgrims through the Colonial era and the American Revolution. He explains Jeffersonian and Jacksonian politics and the critical events leading to the Civil War. And he narrates the military and political history of that pivotal conflict. De Gree has a unique way of telling the story of the United States. He places special emphasis on America's place in the history of advancing Western Civilization. He begins with our classical roots and ties to ancient Hebrew, Greek, Roman, and Western European institutions. Just as importantly, he accurately weaves the story of Christianity and Christian values into the American story. No truthful history of the United States of America can ignore this vital religious element.

I first met John De Gree nearly a decade ago when we collaborated on curriculum for the growing number of home-school, charter, private, and public school students who utilize his Classical Historian method. I remain impressed with his intellect and work ethic, and the range of exciting, effective tools he offers modern students of American history and their teachers. I am confident *The Story of Liberty, From America's Heritage through the Civil War*, will become a very successful textbook in educating a future generation of American patriots.

*Michael Allen, Ph.D.*

*University of Washington, Tacoma, 2017*

# INTRODUCTION TO THE TEACHER'S GUIDE

## Historical Perspective of The Story of Liberty

This book is part of a series devoted to teaching the story of liberty throughout history. Liberty means at least two things: having freedom to and having freedom not to. A goal of liberty is to provide maximum development of an individual's capacity to be human, to love, to think, to choose to be charitable, to believe in God and follow a religion or not to, to start and run a business, to have a family or to choose not to. It is the freedom an individual has to live his life to its full potential. The story of liberty is as old as the human race, and for much of our world's history, including today, the great majority of people have not lived in liberty. Only recently, within the last few hundred years, have some people enjoyed a great deal of this freedom.

In modern times, the United States of America has been the leader of liberty. This is why France gave the Statue of Liberty to the United States in the 1800s. It is why immigrants have come first to the United States of America, over other countries, since its inception in 1776. It is the reason that, even though the United States trails China and India in population by about 1.3 billion to 325 million, the U.S. has the greatest economy on Earth. Liberty is a universal idea that continues to fill the hearts and minds of people around the world, but American youth no longer learn the history of liberty and are in danger of losing it.

The American Founding Fathers defined liberty in the American founding documents, the Declaration of Independence and the Constitution. Like John Locke before him, Thomas Jefferson believed liberty rested on the principles that "all men are created equal," and "that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness." The Founders believed that the rights of Americans rested on the idea that the Creator formed man with rights that no government had the authority to remove. God existed as the authority above government, above man, and the government was always subject to uphold and defend the rights given to man by the Creator. Jefferson and the other Founders fought Great Britain to establish a limited government so that individuals would have maximum freedom.

In the Constitution, liberty is defined in the Bill of Rights, the first ten amendments. The First Amendment guarantees the right to free speech, freedom of the press, religious freedom, and the right to assemble. The founders were very concerned about freedom of political speech, meaning the right to campaign or financially support the candidate of one's choice without limitation. They wanted to make sure that government would never become so strong that it would limit Americans' ability to participate in politics. Regarding freedom of religion, the founders wanted to make sure the government would not enforce a state religion, however, at the same time, they wanted Americans to never be limited in their practice of religious worship. There are other important rights in the first ten amendments, such as the right to bear arms, and the right to be free from unreasonable searches and seizures. However, the main point of the Bill of Rights was to make sure that government would never take away the liberty of Americans.

The story of liberty is the story of Western Civilization. It begins with early man, develops over the centuries,

and in many ways, it comes to fruition with the birth of America. In ancient times, most humans on Earth believed in many gods; leaders imposed unfair laws on their subjects; and life was short and miserable for those without power. Unfortunately, this remains the case in some places today. However, about 4,000 years ago, the Hebrews believed in one God, in justice, and in morality, regardless of the circumstance of one's birth. Then, around 2,500 years ago, the ancient Athenians created democracy, the idea that citizens had the right to vote for their leaders and laws and not be subject to a king. At about the same time, the Romans established a republic. Citizens had rights the government had to respect. As the Roman Republic spread, liberty decreased. In 27 B.C., the Roman Empire arose and the liberties people had under the Roman Republic greatly diminished. However, within the Roman Empire, Jesus Christ established a new religious belief where God loved everyone in an equal manner. For the first time in history, a religion offered salvation to all people, not just people of a certain nationality or tribe. This religious understanding of equality under God was transformed over time into the idea that all people should be treated the same by the law. And thus, Thomas Jefferson wrote, "all men are created equal."

The story of liberty in America has not been a perfect one. From 1776 to 1865, slavery was legal in half of the country. How could a person have liberty if he were owned by another person? In addition, women were not allowed to vote and did not have the same property rights as men. From 1861 to 1865, Americans fought their greatest war, the Civil War, which resolved this paradox of liberty and slavery. Though it took 89 years, the rights Jefferson spoke about in the Declaration of Independence finally did spread to all men, black and white. In addition, throughout the 1800s and early 1900s, the political rights of women expanded to be equal with men. However, liberty in America is still not perfect. It remains today an ideal toward which Americans strive.

This volume of history is the story of liberty, specifically as it relates to American history. It traces the influence of ancient and medieval civilizations on the establishment and development of the United States of America through the Civil War. It is written with the hope that young Americans will appreciate the uniqueness of America as a leader of liberty. It is these young people who are called to further the cause of liberty within our country and throughout the world.

### **The Classical Historian Goals for Students**

The student who learns American history from this program should not only learn the history content, but just as important, the student will learn how to read various history sources, debate, listen to others, engage in Socratic discussion, become a lifelong learner, and practice the skills of patiently and diligently searching for the truth in history. The Classical Historian approach creates and builds habits that enable students to apply the skills learned in history class to other subjects as well.

### **The Intangibles**

In creating the best history classroom, the teacher needs to establish and maintain a socially comfortable and academically challenging atmosphere. The Story of Liberty provides the academically challenging element. It is up to the teacher to create and nurture the best environment for a student to learn. If the student is part of a

larger classroom, the teacher needs to build trust and a sense of freedom among students to debate ideas with facts. If it is a one-student classroom, the teacher has the benefit of learning with the student, and sharing ideas one-on-one.

The best advice I have received as a history teacher is: “Greet each student with a smile and a cheerful comment before class starts.” As a public-school classroom teacher of 40 students, before every class begins, I stand at the door, smile, give a forearm bump (which is a variation of the fist bump), and greet each student with a friendly, positive welcome before the student walks into my room. As a homeschool teacher, before every class, I look at each student, smile, greet each student with a friendly comment, and ask a question such as, “What was the best thing about your last week?” With a smaller group of kids, it is easier to establish a positive rapport.

### **Start Slowly, but Surely**

In the beginning of the school year, depending on the age and academic level, move slowly but surely. Do not expect an incredibly exhilarating Socratic discussion the first day of school. Allow for the student or students to learn your class rules and to become comfortable with speaking out loud before any challenging discussion takes place. Be aware that everything the teacher does is noticed and emulated by the student or students.

The first time a student does something, complete it with him. This means that if the teacher assigns a primary source document, the teacher should read the document out loud with the student. Together, teacher and student should answer the questions, and together, they should review the answers. If it is the first time a student is writing an essay, the assignment should be accomplished in class, with the teacher ready to answer questions. Although it will take longer in the beginning of the year to get to the next section, each student will learn correctly, the teacher will get to know the student(s), and a good foundation will be laid for later, quicker work.

### **Opening Class with a Game**

For a variety of reasons, games should be used throughout K-12 education. If the class meets every day, then choose one day a week to be Game Day. If the class meets once a week for an hour and a half, then the first 20 minutes should be devoted to a game. If the class meets once a week for 60 minutes, then open or close it with 10 minutes of a game. We strongly recommend The Classical Historian Go Fish Games or the Word Game (both explained later). Playing a game gives students a chance to have fun while learning, to laugh, and to build friendships with their classmate(s). Learning while making friends increases the mind’s ability to learn, and the back and forth conversations a game requires is good practice for the students to eventually discuss and debate about history.

### **The Text of The Story of Liberty**

The author of The Story of Liberty wrote the text so that the student will clearly understand who did what. This clarity makes learning history easier. In a typical textbook, sentence structures are often passive, and the reader may read a passage and not understand which person or people did something. In The Story of Liberty, the author uses the active voice whenever possible. This writing style creates a more exciting narrative, places

responsibility for actions on people, and takes away the typically boring textbook narrative that confuses responsibility for historical events. The author places emphasis on individuals and groups of people for their actions. For example:

*Some Americans viewed the Sugar Act and the Stamp Act as a threat to their rights as Englishmen. Patrick Henry, a representative in the Virginia House of Burgesses, argued that the right to tax Virginians belonged solely to Virginia's representatives. He condemned the king and Parliament for their actions. Henry stated, "Caesar had his Brutus, Charles the First his Cromwell, and George the Third—" At this point, some representatives in the House of Burgesses were shocked and shouted, "Treason! Treason!" The punishment for treason was execution. Patrick Henry answered, "If this be treason, make the most of it." Eventually, Parliament repealed the Stamp Act.*

## **The Main Book**

The Story of Liberty Main Book contains the historical narrative. It is unencumbered by the typical items in a textbook that may hinder the student from enjoying and learning the text. It can be read by skipping chapters, used as a source for research, or read from front to end. The author completed this book first, because it is the most important element of The Story of Liberty.

## **THE STUDENT TEXTBOOK**

### **Crucial Instructions to the Teacher –**

#### **Please Read Before Assigning any Work from the Student Textbook**

The Student Textbook contains vocabulary definitions, questions, short essay questions, a multiple-choice test for each unit, and a longer unit essay assignment. Do not automatically assign all of the work to be completed for each chapter. The activities are meant to reinforce and highlight what the student can learn. They are not meant for the student to complete all of them. The author did not write all of the questions with the idea that each student would complete all questions and answers. The questions are written to give teachers choices of what to do with students.

For Unit I, after the student reads a chapter, have students play "The Word Game." This is a vocabulary game explained in detail in the section below called "Grammar – What You Need to Know." For the Logic portion, which typically has five reading comprehension and inference questions, assign students to answer the first question of each chapter and to copy the sentence(s) that best supports the answer. Then, assign students to answer the next four questions (questions 2-5) without having to copy the sentence(s) that best supports the answer. For the Rhetoric section of the first four chapters (all of Unit I), complete all questions only in class. These discussion questions may be too challenging for some students, and these students will need guidance from the teacher to complete them. It is not essential to complete and discuss all of the answers from the Rhetoric section. If time does not permit, students do not need to discuss each discussion question. Once students have completed Unit I, the teacher makes a judgment decision. If it appears that students were successful and content with this amount of work, continue this with Unit II. If it appears that students too easily completed everything, then the teacher can assign more work for the students to accomplish on their own. Depending on

the needs of the students and the judgment of the teacher, assignments can be adjusted throughout the school year. Teachers can assign students to copy all the sentences that helped answer the questions, in Logic. It is up to the teacher to decide how much, and how little, to assign. And, there may be times where the teacher has to have students skip the activities at the end of the chapter. The teacher should not be afraid to adjust during the year.

### **Grammar – What You Need to Know**

In the Grammar section of the workbook, important terms and people are defined and described. One of the most challenging aspects of reading and learning history is knowing what is important and what is peripheral. “Grammar – What You Need to Know” makes it simple and clear for students. Grammar refers to the basics of history, and can include names of people, important words, dates, places, events, or phrases.

An effective game that teaches and reviews history grammar is “The Word Game.” In “The Word Game,” students open their workbook to the Grammar section of the appropriate chapter. One student chooses a term and reads out loud the definition while the other students try to guess the exact term. Whoever guesses correctly will then choose another term and begin by reading the definition. After a few weeks when the students have learned many chapters, they should play “The Word Game” with all the chapters they have learned. The teacher should encourage students to play this game as homework.

### **Logic – Reading Comprehension and Inference Questions**

Each chapter contains a section with reading comprehension and inference questions. These questions challenge the student to cite which sentence in the text best supports the answer. Because of this requirement, the student has to read the text at least twice. In the first reading, the student reads the text with the class out loud, or reads the text silently. Reading the text out loud takes longer, however, the student practices fluency when he has to read out loud. In a small classroom, each student can take turns reading one paragraph. In a larger classroom, students can read one paragraph before the reader chooses another reader to read the next paragraph. This tactic, called “Popcorn Reading,” encourages all students to pay attention.

Inference questions challenge the student to think about what the text infers. Something inferred means that it is not explicitly stated. In history, the student learns how to analyze and understand the past through events. Inference questions practice the students’ ability to analyze past events.

### **Logic – Tools of the Historian**

In each of the first few units is the section “Logic – Tools of the Historian.” “Logic” here refers to the thinking and writing tools of the historian. Students learn these important tools as they acquire history. Then, in subsequent lessons, students apply these tools in analyzing history through the inference questions and the short answer questions. Slowly but surely, students learn to apply the analytical tools of the historian until these tools become second nature.

### **Rhetoric – Short Answer Questions**

Each chapter contains a section with questions that require short essay answers. “Rhetoric” here refers to ex-



pression as it applies to history. In some answers, students are challenged to analyze the text and present an argument. In other answers, students merely explain the logic that the author of *The Story of Liberty* presents. These short answer questions encourage the student to think and answer in complete sentences. On purpose, the questions are fairly simple to answer. However, they prepare the student for the longer essay questions that are presented at the end of each unit.

### **Rhetoric – Essay Questions**

Each unit contains one or two open-ended essay assignments. Here, “Rhetoric” refers to oral and written expression of an opinion on history, supported with logic and evidence. Each assignment has research activities that prepare a student to answer the open-ended assignment. In the open-ended question, students are compelled to take a side of a historical debate and to defend it. The classroom discussion encourages students to engage each other in debate, to listen and learn from opposing viewpoints, and to practice speaking skills. If the student is taught alone, the student should attempt to do research that supports opposing viewpoints, and with the teacher, express the varying sides of a historical debate.

### **Rhetoric – Socratic Discussions**

Each unit contains at least one Socratic discussion. And, in each chapter, some of the Short Essay Questions also present opportunities for Socratic discussion. For the teacher who has never led a Socratic discussion, *The Classical Historian American History DVD* provides samples of Socratic discussions, led by John De Gree. These DVD lessons give the teacher examples of how to lead the discussions, and show some common responses of students in middle school.

### **Geography**

Maps are included in the Main Book, the Student Textbook, and the Teacher’s Guide. In the Main Book and the Teacher’s Guide, the maps are the same. In the Student Textbook, the map is without the labels. Students are to use their Main Book and the Student Textbook to practice studying the map.

### **Timelines**

Timelines are provided to help the student gain an appreciation for chronology.

### **Unit Tests**

In the Teacher’s Guide, each unit contains a unit test, complete with multiple-choice questions, and an open-ended essay assignment. Maps located in the students textbook can also be used as tests.

### **Writing Lessons**

The Teacher’s Guide contains a special section that focuses on teaching writing for the history lesson. This section includes sample student essays, tips for how to grade these essays, and writing rubrics. Writing rubrics are also included in the Student Textbook.

## Teacher Notes

After the Introduction to the Teacher's Guide are Notes to the Teacher. Here, the teacher can learn of specific unit objectives, possible answers to open-ended history questions, and other recommended materials and sources.

## Grading Essays

The best approach to grading essays begins by teaching how to write the essay before the student tackles the assignment. In the Unit Activities sections, the “Tools of the Historian” include important writing lessons. Once the tools of the historian are taught, assign the first writing assignment in class. Monitor the student(s) as he writes. Be available to answer questions. Although this takes much time, it saves time later when students are capable of writing on their own. In large classrooms, follow the suggestions below:

1. Painstakingly teach the social studies literacy skills until the students fully understand them.
2. Work with the students thoroughly on all portions of the assignment. Check for understanding on their prewriting activities.
3. Grade only the outline.
4. Grade only the thesis statement.
5. Grade only the evidence used.
6. Grade only the evidence explained.
7. Grade only the conclusion.
8. Lead a writing workshop where students grade each other and make corrections in red pen on their classmates' papers. Lead the students to use the Take a Stand!™ grading rubrics, which are included in the Student Textbook. Then, make the students rewrite their papers.
9. Have students present their papers in class. Have a student hand you the essay, and let him present his argument to the class. Grade his presentation.
10. Give a multiple-choice exam and let the students use their essays to help them complete the test.

Rotate your use of the above strategies. For example, for one paper, grade only the thesis statement and for the next, grade the evidence. Keep rotating your strategy for grading essays until the end of the year comes. For the last essay of the year, I highly recommend students work together in small teams, each team making a final presentation during the last week of school. You grade only the presentation, and all students are busily working on something worthwhile.



## One-Paragraph Essay Grading Rubric

4	Exceeds Standards
3	Meets Standards
2	Approaching Standards
1	Below Standards
0	Nonexistent

Y/N

I.	Thesis Statement: Does it persuasively answer the question?	Score _____	_____
II.	Evidence Used: Are two or more relevant pieces of evidence used?	Score _____	_____
III.	Evidence Explained Is the evidence explained correctly and persuasively?	Score _____	_____
IV.	Conclusion: Does the evidence strengthen the topic sentence?	Score _____	_____
V.	Prewriting Activities Are all prewriting activities included and attached to the final?	Score _____	_____

Total Addition of Scores = \_\_\_\_\_ X 5

Score \_\_\_\_\_

Spelling or Grammatical Errors \_\_\_\_\_

Missing Prewriting Work \_\_\_\_\_

Final Score = \_\_\_\_\_

## **Grading Categories for the One-Paragraph Essay**

### **I. Thesis Statement: Does it persuasively answer the question?**

The thesis statement is the main idea or argument of the entire essay. It is the writer's main judgment regarding the essay question, and it should contain words used in the prompt. A thesis statement is not a fact. Instead, it is the writer's judgment of the facts. Because of this, a thesis has to be something with which not everyone will agree. Every thesis will provide pieces of evidence in order to provide the reader with a general outline of the essay.

### **II. Evidence Used: Are two or more relevant pieces of evidence used?**

Supporting evidence refers to everything used to support the thesis that can be verified. It is important for the writer to show that the judgment is based on factual pieces of evidence, and not on opinion. Names, dates, and events are used to support the thesis statement.

### **III. Evidence Explained: Is the evidence explained correctly and persuasively?**

Judgment in social studies means a person's evaluation of facts. For example, consider the following two sentences. The French Revolution began in 1789. This year was very important for France. The fact in these sentences is that the French Revolution began in 1789. The judgment is that this year was important for France. Judgment is different from opinion because judgment is based on fact whereas opinion is not. Good judgment is very persuasive, but bad judgment is not.

### **IV. Conclusion: Does the evidence strengthen the thesis statement?**

The conclusion ties the evidence presented in the essay back to the thesis statement. It is the writer's last chance to present how the evidence supports the thesis statement. In a one-paragraph essay, the conclusion can be one sentence, but it may be more. In the conclusion, the student should not introduce new pieces of supporting evidence but rather should provide mainly analysis.

### **V. Prewriting Activities: Are all prewriting activities included and attached to the final?**

For this category, the teacher is grading primarily the effort of the student.

**VI. The Unwritten Category: Do grammatical or spelling errors detract from the reader's understanding?** Total possible points to be deducted here is up to teacher discretion. I recommend that for the first few assignments, grading in this category be lenient. Our main goal is to promote critical thinking, speaking, and writing. If the spelling and grammatical errors do not keep the reader from understanding the content, the grader should tread lightly on deducting for these mistakes.

## Five-Paragraph Essay Grading Rubric

4	Exceeds Standards
3	Meets Standards
2	Approaching Standards
1	Below Standards
0	Nonexistent

Y/N

### Paragraph I.

A. Thesis: Does it answer the question and provide organizational structure? \_\_\_\_\_

B. Interest: Does it grab the interest of the reader? \_\_\_\_\_

Score: \_\_\_\_\_

### Paragraph II.

A. Topic Sentence: Does it provide a strong statement supporting the thesis? \_\_\_\_\_

B. Evidence: 1. Is evidence used to support the topic sentence? \_\_\_\_\_

2. Is the evidence explained clearly and in detail? \_\_\_\_\_

C. Closer: Does the closer convincingly link the paragraph's evidence with the topic sentence? \_\_\_\_\_

Score: \_\_\_\_\_

### Paragraph III.

A. Topic Sentence: Does it provide a strong statement supporting the thesis? \_\_\_\_\_

B. Evidence: 1. Is evidence used to support the topic sentence? \_\_\_\_\_

2. Is the evidence explained clearly and in detail? \_\_\_\_\_

C. Closer: Does the closer convincingly link the paragraph's evidence with the topic sentence? \_\_\_\_\_

Score: \_\_\_\_\_

### Paragraph IV.

A. Topic Sentence: Does it provide a strong statement supporting the thesis? \_\_\_\_\_

B. Evidence: 1. Is evidence used to support the topic sentence? \_\_\_\_\_

2. Is the evidence explained clearly and in detail? \_\_\_\_\_

C. Closer: Does the closer convincingly link the evidence with the topic sentence? \_\_\_\_\_

Score: \_\_\_\_\_

### Paragraph V.

A. Restating Topic Sentences: Are the topic sentences in II, III, IV restated? \_\_\_\_\_

B. Closer: Does the closer persuasively show that the main ideas of paragraphs II, III, and IV strongly support the thesis? \_\_\_\_\_

Score: \_\_\_\_\_

Total Addition of Scores: \_\_\_\_\_ X 5

Spelling or Grammatical Errors \_\_\_\_\_

Missing Prewriting Work \_\_\_\_\_

Total Score \_\_\_\_\_

## Student Sample Essays and Grades

Below are sample student essays with corresponding grades and teacher notes. For a teacher of history, the best instruction on how to grade papers comes with experience. The more papers you grade, the more you will know what to look for. The following essays are similar to those that could be written by students in secondary school education.

### Essays from American History from the Revolution up to 1914

The following are essays written by eighth-grade students.

**Question:** Was George Washington greatly responsible for the founding of the United States of America?

#### Student Essay #1

##### **“George Washington – Not Responsible”**

George Washington was not greatly responsible for the founding of the U.S. because he did not write the Declaration of Independence, France helped him at Yorktown, Thomas Paine wrote “Common Sense” which fired up the troops, he wasn’t at the Boston Tea Party, and didn’t start the Great Awakening. First of all, Thomas Jefferson wrote the declaration of independence. And, gave us our freedom that we have today. Secondly, the French advised him to attack Cornwallis at Yorktown. Other wise he would have lost in New York. Thirdly, Thomas Paine wrote “Common Sense” that fired up the troops. Which gave them the reason for fighting. In addition, George Washington was not present at the Boston tea party. Neither did he start the great awakening. So, as you see with out the Boston Tea party, the Declaration of Independence, “Common Sense” or the Boston massacre the U.S. wouldn’t be were it is now.

#### Student Essay #2

##### **“George Washington – Greatly Responsible”**

George Washington was greatly responsible for the founding of the United States of America because of his loyalty, bravery, and cleverness. First of all, Washington bravely led the crossing of the Delaware River on Christmas night, December 25, 1776. This was important because George Washington captured the enemy at Trenton, New Jersey when it seemed like the Americans were losing the war. This event brought hope to Washington and his army. Secondly, Washington was a clever general and was nicknamed “the Silver Fox.” During the first few years of the war, Washington’s army was trapped in New York, and it appeared that the British would capture him and end the war. Washington kept fires burning at the American camp throughout the night, and in the meantime every soldier snuck away by boat. Furthermore, to end the war, Washington pretended to attack New York, but instead marched on the British at Yorktown while the French fleet cut off the British escape to the sea. In 1781, Washington scored the major victory of the war, capturing Cornwallis and a huge British army. Thirdly, Washington was loyal. Towards the end of the war, some in his army proposed for him to become a king. Washington refused this. As America’s first president, Washington also refused to remain for a third term as President. He believed a republican government should not have one leader for too many years. In conclusion, Washington’s actions during the American Revolution and his behavior during the first few years of the young republic were essential to the founding of the new republic, the United States of America.

*Before reading on, use the Grading Rubric to assess the two essays! Then, compare how you assessed the papers with how John De Gree graded them.*

### **John De Gree's Grade for "George Washington – Not Responsible"**

#### **I. Thesis Statement:            Grade: 3            Meets Standards**

The thesis statement answers the question persuasively and provides pieces of supporting evidence. There are problems with grammar, however, and so this statement is not perfect.

#### **II. Evidence Used:            Grade:            3            Meets Standards**

Are two or more relevant pieces of evidence used? The answer is yes. Although there are some problems with the evidence, the writer uses at least two pieces of evidence well. He writes that Thomas Jefferson wrote the Declaration of Independence. The author is inferring that more patriots besides George Washington were needed to make the American Revolution a success. The essayist also writes that Thomas Paine wrote "Common Sense." In this piece of evidence, the essayist is proving again that other Americans were necessary for the success of the American Revolution. There are problems with the remaining evidence used, so the grader should not count them positively toward the grade.

#### **III. Evidence Explained:    Grade: 2            Approaching Standards**

Is the evidence explained correctly and persuasively? There are a number of problems in this category. The author states that it was Thomas Jefferson's Declaration of Independence that gave us our freedoms today. This is somewhat of a stretch. The essayist offers us no proof that France told Washington to attack Cornwallis at Yorktown. Which general told Washington? At what meeting did it take place? The essayist states that Washington was not present at the Boston Tea Party, and that he did not start the Great Awakening. Yet, the author does not describe how these events led to the success of the American Revolution.

#### **IV. Conclusion:            Grade: 2.5            Approaching Standards**

The conclusion doesn't sum up the main points of the essay entirely. The essayist should have written that other factors besides the life of George Washington led to the success of the American Revolution. The author also brings in a new piece of supporting evidence, the Boston Massacre. The conclusion should not bring in any new piece of evidence that was not explained in detail in the body of the essay. Also, it is difficult to understand the essayist due to spelling and grammatical errors.

#### **V. Prewriting Activities:    Grade            4            Exceeds Standards**

This particular student completed all prewriting activities and researched in multiple sources.

#### **VI. The Unwritten Category:            -5**

This student wrote with grammatical and spelling errors and sometimes his sentences were awkward. Still, he was able to convey the content effectively.

### Grade for “George Washington – Not Responsible”

Thesis:	3	x 5 =	15
Evidence Used:	3	x 5 =	15
Evidence Explained:	2	x 5 =	10
Conclusion:	2.5	x 5 =	12.5
Prewriting Activities	4	x 5 =	20
Sub Total:			72.5
Spelling and Grammatical Errors:			-5
<b>Total Grade:</b>	<b>C-</b>		<b>67.5</b>

### John De Gree’s Grade for “George Washington – Greatly Responsible”

#### I. Thesis Statement:                      Grade: 4              Exceeds Standards

This student clearly answers the prompt and provides insight as to what the essay will be about.

#### II. Evidence Used:                      Grade:              4              Exceeds Standards

Convincing evidence is presented. Historical names, dates, and places are used to support the evidence.

#### III. Evidence Explained:                      Grade:              4              Exceeds Standards

This student shows that he grasps the content.

#### IV. Conclusion:                      Grade:4              Exceeds Standards

The author shows that good writing can be interesting, even at the last sentence.

#### V. Prewriting Activities:                      Grade              4              Exceeds Standards

This particular student completed all prewriting activities.

#### VI. The Unwritten Category:              Nothing detracted from the content.

### Grade for “George Washington – Not Responsible”

Thesis:	4	x 5 =	20
Evidence Used:	4	x 5 =	20
Evidence Explained:	4	x 5 =	20
Conclusion:	4	x 5 =	20
Prewriting Activities	4	x 5 =	20
Sub Total:			100
Spelling and Grammatical Errors:			
<b>Total Grade:</b>	<b>A+</b>		<b>100</b>

## Five-Paragraph Essays From The American Revolution up to 1914

**Question:** What were the greatest three challenges to the young nation, 1789-1825?

### Essay #1

#### **“The Young Nation”**

The three greatest challenges that faced the young United States of America were the War of 1812, the Whisky Rebellion, and the Alien and Sedition Acts. These three challenges could have brought any new country complete ruin. The War of 1812 has been called “The Second American Revolution” because the British did not respect us, yet. The Whisky Rebellion could have started a Civil War. The Alien and Sedition Acts was a threat against the very principles that our country was founded on.

The War of 1812 was a big challenge for the young nation to take on because the young nation had to at war with Great Britain shortly after the American Revolution. First of all, Henry Clay the war hawk felt that Great Britain was not treating the United States fairly and he thought that a war was the only thing that would earn us respect. Great Britain was treating the United States unfairly because Great Britain was impressing American sailors and seizing our ships. Great Britain had the strongest navy in the world. America only had about 16 ships. Even though America was up against great odds, the American navy defeated the British navy. Captain Perry in the battle of Lake Erie defeated a British fleet and uttered the memorable words, “We have met the enemy and they are ours.” On land, Andrew Jackson led American soldiers to defeat the British and their Indian allies. Jackson defeated the great Indian leader, Tecumseh. He also led the Americans to destroy the British at the Battle of New Orleans in 1815, killing over 2,000 British soldiers and only losing 7 Americans. The War of 1812 was a great challenge to the young nation that the United States of America succeeded in overcoming.

A second big challenge that the young nation had to face was the Whisky Rebellion. This was a big challenge for the young nation because Americans wanted to fight each other. Congress passed a law placing a tax on whisky. Farmers and whisky makers did not like this law. Throughout Pittsburgh protesters gathered with guns, and threatened to destroy public buildings. George Washington reacted to this threat to the government by marching 15,000 American soldiers towards the rebels. Seeing what they were up against, the rebels disbanded. In this challenge, the supremacy of the federal government was threatened, but Washington solved the problem by a show of force. The second greatest challenge to the young republic was the Whisky Rebellion.

The third greatest challenge for the young nation was the Alien and Sedition Act. In 1798, the Federalists pushed this Act through Congress. This law allowed the president to kick out any immigrant or foreigner for any reason. It also allowed the president to jail anybody who spoke or wrote against the government. This was a horrible law that went directly against one of the main reasons for the American Revolution. One reason the founding fathers struggled for independence against Great Britain was so that each person would be free to express himself in words. The First Amendment guarantees Americans freedom of speech and press. This law took these freedoms away, and became a law that was actually unconstitutional. Also, it denied legal immigrants fair and just treatment. The Alien and Sedition Acts were a great challenge to our young nation. Fortunately, under Thomas Jefferson as President, this Act expired.

In conclusion, the three greatest challenges to the United States as a young nation were the War of 1812, the Whisky Rebellion, and the Alien and Sedition Acts. One challenge involved foreign affairs and two domestic. Also called the Second American Revolution, the War of 1812 could have meant dependence on Great Britain, or loss of territory, if America would have lost. The Whisky Rebellion was a great test of strength of the American government. And, the Alien and Sedition Act was a test of whether a country born with the ideas of freedom could withstand an overzealous government.

## **Essay #2**

### **“The Young Nation”**

The three greatest challenges to the young nation were the Alien and Sedition Act because the President was allowed to kick out an illegal immigrant, Jefferson because he was the first Secretary of State and the Whiskey Rebellion because Americans rebelled.

The greatest challenge was the Alien and Sedition Act because the President was allowed to kick out or expel any illegal immigrant. This is when the president can tell any illegal immigrant to go back home. President was also able to jail any person that wrote or spoke against the U.S. This meant that if any person wrote something bad about the U.S. they would go to jail and also for speaking against. They would also say that immigrants were “Alien.” They would say that because alien invade and immigrant come in from another country. John Adams was known for the Alien and Sedition. In 1801-1816 when Jefferson was president he let the Act expire. This Act was powerful towards illegal immigrants.

Jefferson was the second greatest challenge because he was the first Secretary of State. Jefferson then became president in 1801. He tried to appear more common. Jefferson passed the Embargo Act. In 1803 he bought Louisiana. He brought it so he could double the size of the U.S. This land was brought from Napoleon Bonaparte. In 1804 he sent Lewis and Clark to explore the Louisiana Territory. Sacagawea was the Indian guide that led them around territory. This opened the west up for settlement. Jefferson changed the U.S. during his Presidency in 1801-1816.

The third greatest challenge was the Whiskey rebellion because Americans rebelled. They did this because the whiskey was taxed. Americans didn’t like that and were very angry. Washington heard that they were going to rebel so he marched with 15,000 and they rebelled. People didn’t want to fight back because they were scared. This was a challenge because of Americans were rebelling.

The greatest challenge to the young nation was Alien and Sedition Act because any illegal immigrant can get kicked or expelled from the U.S., Jefferson because he was the first Secretary of State and Whiskey Rebellion because Americans rebelled. These were really tough challenges towards many Americans.



Using the Grading Rubric, grade the two essays above on your own. Then, check the following pages to see how John De Gree graded the papers.

### John De Gree's Grade for Student Essay #1 "The Young Nation"

#### I. Paragraph I:                      Grade:4              Exceeds Standards

The student does an excellent job answering the question and giving three reasons for the answer.

#### II. Paragraph II:              Grade:4              Exceeds Standards

A large amount of supporting evidence is used to support the topic sentence.

#### III. Paragraph III:              Grade:4              Exceeds Standards

The student uses great analytical skills, explaining the dangers of the Whiskey Rebellion.

#### IV. Paragraph IV:              Grade:4              Exceeds Standards

The student crafts a strong argument, using evidence and explaining its importance.

#### V. Paragraph V:              Grade:4              Exceeds Standards

The student pulls off an outstanding paper with a terrific conclusion.

#### VI. Grammar/Spelling Errors              -3

When a paper is as good as this, the teacher can be stricter in this area. There are minor errors with grammar and punctuation, subject-verb agreement, and a missing word.

### Grade for Student Essay #1

Paragraph I:	4	x	5= 20
Paragraph II:	4	x	5= 20
Paragraph III:	4	x	5= 20
Paragraph IV:	4	x	5= 20
Paragraph V:	4	x	5= 20
Subtotal:			100
Grammar/Spelling Errors	-3		
<b>Total Grade:</b>	<b>A+</b>		<b>97</b>

## John De Gree's Grade for Student Essay #2 "The Young Nation"

### I. Paragraph I: Grade: 2.5 Approaching Standards

This student's thesis statement is confusing. To make the claim that Jefferson was one of the top three challenges to the young nation because he was the first Secretary of State does not make sense. The student should spend more time here explaining what he means. Also, the thesis would have been more understandable to read if the writer had broken up the various ideas into multiple sentences.

### II. Paragraph II: Grade: 2.5 Approaching Standards

This paragraph describes the Alien and Sedition Act as it relates to treatment of immigrants and of somebody speaking against the government, but there is no explanation of why these aspects are bad. The writer should have written something such as, "America should have been known as a place where immigrants were welcome because immigrants founded our country. It was wrong to take civil rights away from those not born on American soil." Also, the writer could have added, "To lock somebody up for speaking against the government is clearly a violation of the First Amendment guarantee of freedom of speech. It is wrong to not be able to say what you think." Without statements such as these, it is hard to see if the writer understands what he is writing.

### III. Paragraph III: Grade: 1 Below Standards

Unfortunately, it appears that the student misunderstood the word challenge as it relates to Thomas Jefferson and the young republic.

### IV. Paragraph IV: Grade: 3 Meets Standards

The topic sentence clearly states the third challenge and there is some explanation about what the rebellion was about. The writer could have done a better job at explaining how this rebellion was a threat to the new government, describing how many rebels there were, and telling in what state it happened.

### V. Paragraph V: Grade: 2.5 Approaching Standards

This receives the same exact grade as Paragraph I because it is written with almost exactly the same words.

### VI. Grammar/Spelling Errors No errors detracted from content

Although there were errors in this essay, the errors didn't take away from the poor quality of the content.

## Grade for Student Essay #2

Paragraph I:	2.5	x	5=12.5
Paragraph II:	2.5	x	5=12.5
Paragraph III:	1	x	5= 5
Paragraph IV:	3	x	5=15
Paragraph V:	2.5	x	5=12.5
Subtotal:			57.5

Grammar/Spelling Errors

**Total Grade: F 57.5**

## **AMERICA'S ANCIENT HERITAGE**

# **TEACHER NOTES**

### **Classroom Structure, Environment, Habits:**

Unit I is the most important unit 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, and The Word Game, which is described in the Introduction to the Teacher's Guide. 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 Unit I, 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.

### **Regarding Homework**

The Student Textbook, at the end of each chapter and unit, contains vocabulary definitions, questions, short essay questions, a multiple-choice test for each unit, and a longer unit essay assignment. Do not automatically assign all of the work to be completed for each chapter. The activities are meant to reinforce and highlight what the student can learn. They are not meant for the student to complete all of them. The author did not write all of the questions with the idea that each student would complete all questions and answers. The questions are written to give teachers choices of what to review with students.

Following are instructions for the Grammar and Logic sections after each chapter. After the student reads

a chapter, have students play “The Word Game.” This is a vocabulary game that is explained in detail in the Introduction to the Teacher’s Guide under the section called “Grammar – What You Need to Know.” For the Logic portion which has five reading comprehension and inference questions, assign students to answer the first question of each chapter and to copy the sentence(s) that best supports the answer. Then, assign students to answer the next four questions (questions 2-5) without having to copy the sentence(s) that best supports the answer. Finding and copying the sentences that best support the answer is a good skill, but, for many students, this kind of work feels like busy work. If the teacher learns that the student(s) can accomplish this task easily, then the teacher can assign more. However, the author of the book would only assign the students one of the Logic questions to answer by copying the sentence(s) that best supports the answer.

For the Rhetoric section of the first four chapters (all of Unit I), complete all questions only in class. These discussion questions may be too challenging for some students, and these students will need guidance from the teacher to complete them. It is not essential to complete and discuss all of the answers from the Rhetoric section. If time does not permit, students do not need to discuss each discussion question. Once students have completed Unit I, the teacher makes a judgment decision. If it appears that the students were successful and content with this amount of work, continue this with Unit II. If it appears that students too easily completed everything, then the teacher can assign more work for the students to accomplish on their own. Depending on the needs of the students and the judgment of the teacher, assignments can be adjusted throughout the school year.

Many teachers experience the feeling that their students are not learning fast enough, or are not discussing enough, or are not critically thinking enough. This is normal. All good teachers want their students to excel. However, each student comes to class at a separate and unique place in his or her academic and social development. The teacher needs to understand this. Teaching history and critical thinking skills takes time: weeks, months, and years of patient mentoring and guiding. The teacher needs to respect where the student is and realize that critical thinking and Socratic discussion are skills that are honed throughout life and cannot be learned as if a student is learning Algebra or Geometry. The teacher should enjoy learning where each student is instead of being frustrated where the student is not.

## **Academics**

Unit I establishes how the ancient civilizations influence the United States of America. Students will appreciate how history did not start with their birth, or with the beginning of the U.S.A., but that it began thousands of years ago, and that Americans are tied to the past in many ways. Students will learn how the ancient civilizations affected the founding and history of the United States of America.

In The Story of Liberty, students learn from reading the main text and thinking about what they learned, and they learn through the various elements of the Student Textbook. The teacher has to decide if s/he will use every element of The Story of Liberty, each time a lesson is taught. Depending on the ability of the students or the nature of the class, the teacher has the main responsibility to decide if students will complete all activities that are written after each chapter or if students will skip some. At the end of each unit are additional activities. It is the teacher’s decision if students will complete all the end of unit activities. In the best of worlds, all students will complete all activities, have amazing Socratic discussions, answer each multiple-choice test question correctly, write excellent essays, AND do so in a peaceful, calm atmosphere. But, if the circumstances do not

allow that, then a good philosophy is “Something is better than nothing.” It is alright if the teacher needs to cut out some activities throughout the year.

## Open-Ended Essay

The Unit I essay assignment gives the student a great variety of choices for possible answers. The question is, “What are the two most important contributions to the world made by the ancient civilizations of Mesopotamia, Egypt, and Kush?” Because the question is more general in nature, the student does not have to conduct a great amount of research. And, this essay relies greatly on the ideas of the student, and not so much on the evidence. This is intended, because as it is the first assignment, the teacher’s focus is to introduce the Socratic discussion, and to encourage students to engage each other, and thus we want it to be easy for each student to choose answers.

Students can answer in a variety of ways, and the key to evaluating their answers depends on how clearly the student can explain why he chose the two most important contributions. My own answer usually goes to the contributions of the Hebrews, since the Hebrew contributions of monotheism and the Mosaic Law, or the Ten Commandments, play such a significant role in all of Western Civilization. However, many students will choose the wheel from Sumer or the alphabet from Phoenicia, and they will have plausible reasons for these choices. Later assignments will require more research.

To aid in researching and writing this essay, students will complete the research activities and learn writing skills in the Unit Activities section. It is highly recommended that the teacher walk the students through the research and the writing skills. The longer the teacher takes on this first larger writing assignment, the better it will be for your students. Later in the year, the teacher will be able to assign the work and not need to walk through the research and writing activities with the students.

## 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.

## Primary Source Documents

1. The Ten Commandments, Exodus 20:1-17 (*in the Bible*).

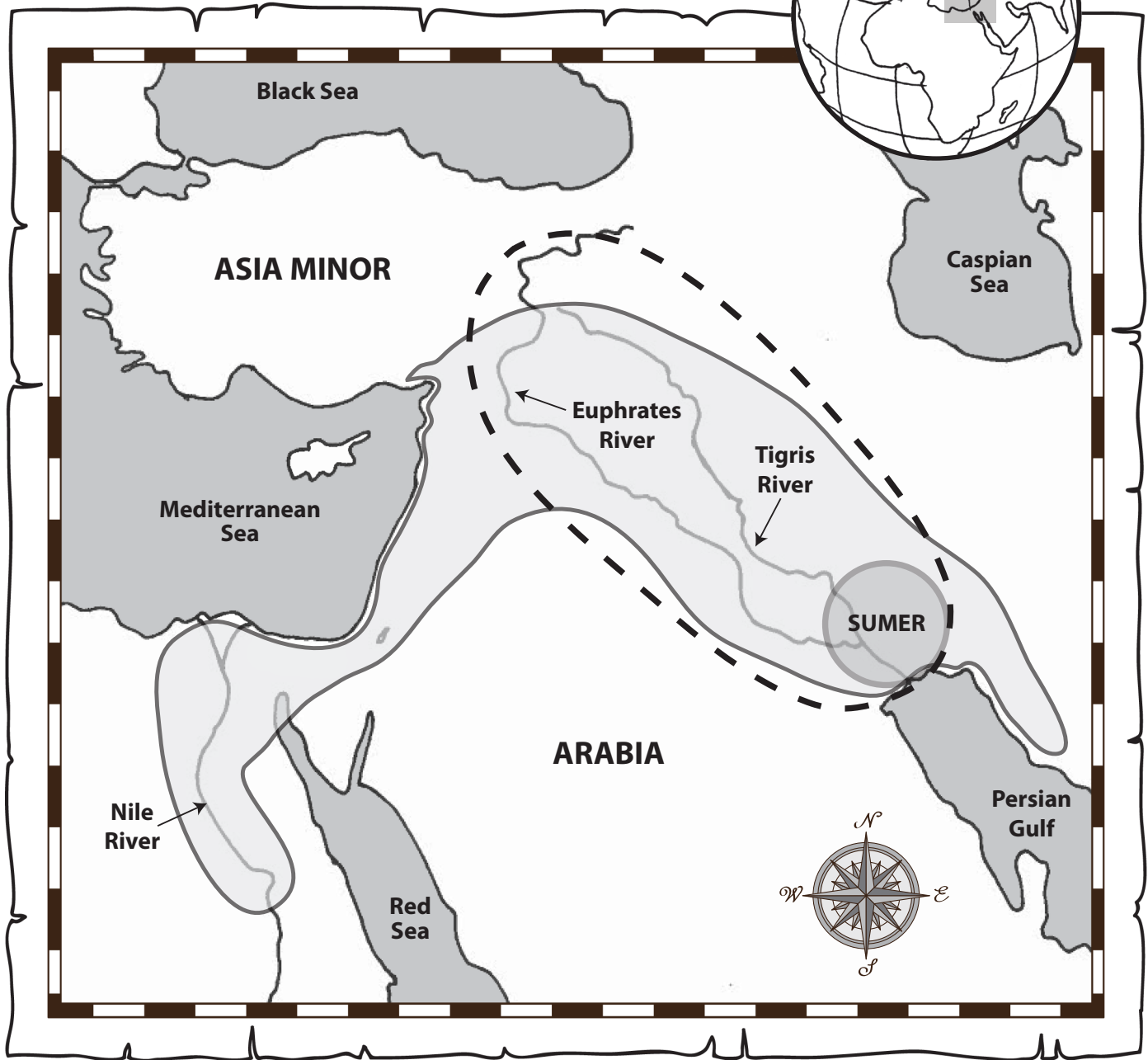
2. The Epic of Gilgamesh

[https://archive.org/stream/TheEpicofGilgamesh\\_201606/eog\\_djvu.txt](https://archive.org/stream/TheEpicofGilgamesh_201606/eog_djvu.txt)

3. Pericles’ Last Speech

<http://www.csun.edu/~hcfl004/thuc-sp.html>

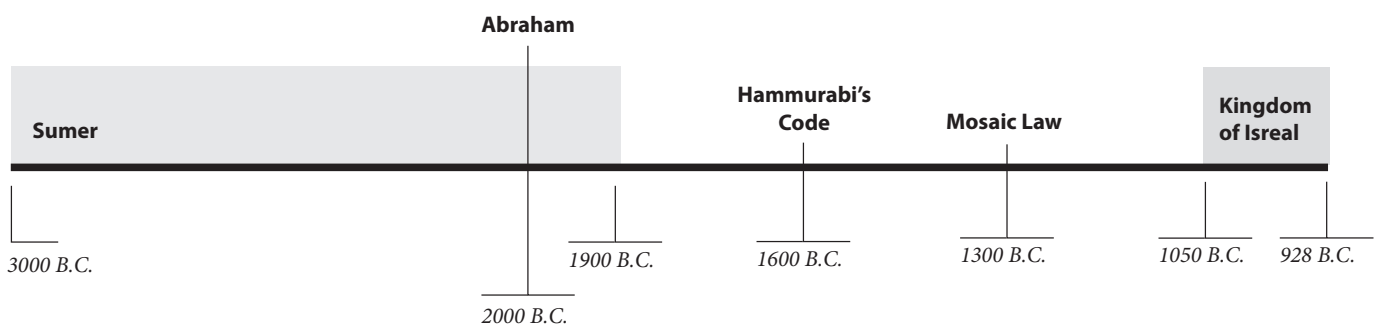
# THE FERTILE CRESCENT



THE FERTILE CRESCENT



MESOPOTAMIA





# THE FERTILE CRESCENT



*Pyramids of Giza*



*Ten Commandments*

## **G**RAMMAR WHAT YOU NEED TO KNOW

---

- 1. The Fertile Crescent:** In the shape of a crescent, this area in the Middle East, or Near East, is the location of the first great civilizations.
- 2. Nomad:** This is a person who does not have a permanent home but follows herds of animals instead.
- 3. Cuneiform:** This is the written language of Sumeria and the world's first written language. Rather than use an alphabet, this language uses wedge-shaped characters.
- 4. Lunar Calendar:** This calendar was based on the movement of the moon.
- 5. Hammurabi's Code:** Hammurabi's Code was a publicly-displayed written set of laws of the Hittite Empire.
- 6. First alphabet:** Phoenicians most likely created the first alphabet.
- 7. Monotheism:** Monotheism is the belief in one God.
- 8. Hebrews:** The Hebrews were the first people who believed in one God.
- 9. Covenant:** The covenant is the contract between God and Abraham and the Hebrews. As long as the Hebrews were obedient to God, God would protect them.
- 10. Abraham and Sarah:** Abraham and Sarah are the first Hebrews.
- 11. Morality:** Morality is the idea that there is a right and wrong and it comes from God. The Hebrews were the first to introduce this idea.
- 12. Ten Commandments:** The Ten Commandments are 10 basic laws of the Mosaic Code and are basic teachings for Jews and Christians.

### 1. Which of the following most helped Sumerians have a permanent settlement?

- a. Sumerian hunters were skilled killers.
- b. Sumerians had permanent homes.
- c. Sumerians developed cuneiform.
- d. Sumerians became large-scale farmers.

Answer: d

Choose the sentence, or sentences, which best supports your answer:

**Thus, hunters and gatherers never created large societies. This way of life changed in Sumer, an early advanced Fertile Crescent civilization. Sumerians developed farming on a large scale.**

---

### 2. Based on the evidence, you can infer that Hammurabi...

- a. cared about the poor.
- b. wanted everyone to know what were the laws.
- c. was an evil man.
- d. enjoyed looking at calendars.

Answer: b

Choose the sentence, or sentences, which best supports your answer:

**Since the law was written and displayed, everyone knew what was the law and everyone had to follow it.**

---

### 3. Which of the following did the Hebrews not believe?

- a. There is one God.
- b. God would always protect the Hebrews.
- c. The Mosaic Law is good.
- d. Children should respect their parents.

Answer: b

Choose the sentence, or sentences, which best supports your answer:

**As long as the Hebrews were loyal, God told Abraham that He would protect the Hebrews.**

---



**4. In which civilization did people consider leaders as people who serve, not as individuals to be served?**

- a. Sumerian
- b. Babylonian
- c. Hittite
- d. Hebrew

Answer: d

Choose the sentence, or sentences, which best supports your answer:

Whereas other Fertile Crescent civilizations saw their rulers as either representatives of God or as a god, the Hebrews saw their leaders as servants of God.

---

**5. Which ancient people of the Fertile Crescent provides us the best example of a civilization desiring a limited government?**

- a. Sumerian
- b. Phoenician
- c. Hebrew
- d. Hittite

Answer: c

Choose the sentence, or sentences, which best supports your answer:

The kings did not hold ultimate power, but shared authority with prophets (messengers from God), the Torah (sacred scripture), and religious leaders.

---

## **R**HETORIC

### SHORT ANSWER QUESTIONS

---

*Answer the following with a short essay (3-5 sentences):*

**1. What contribution of the Sumerians and the Babylonians was the most important for early civilizations?**

Answer:

For answers, students should choose which contribution they think was the most important and explain their reasons.

---

**2. Hebrews saw their leaders as servants of God. In other ancient civilizations, people viewed their leaders as gods. Explain how this difference of perspective affected ancient Hebrew society.**

Answer:

Because the Hebrews saw leaders as servants of God, they expected and demanded their leaders to obey the laws of God. Hebrew leaders were not able to become dictators, or leaders who ignored the Hebrews. In other societies, like Egypt, the leader was considered a god, and it was both illegal and a sin to break the law. The pharaoh could order Egyptians to follow him unconditionally and Egyptians had to obey. The pharaoh could also change the law whenever he wanted. Hebrew leaders, however, had to always make sure they were following God's commandments. Therefore, Hebrew leaders were limited in their power.

**3. Prioritize, from greatest to least, the contributions that civilizations of the Fertile Crescent made to the United States of America.**

In an order that is up to debate, students should have these contributions:

1. Belief in one God (monotheism) 2. Lunar Calendar 3. Wheel 4. Written Language (Cuneiform)  
5. Alphabet 6. Irrigation 7. Urban society 8. Written Law 9. Paper 10. Arithmetic

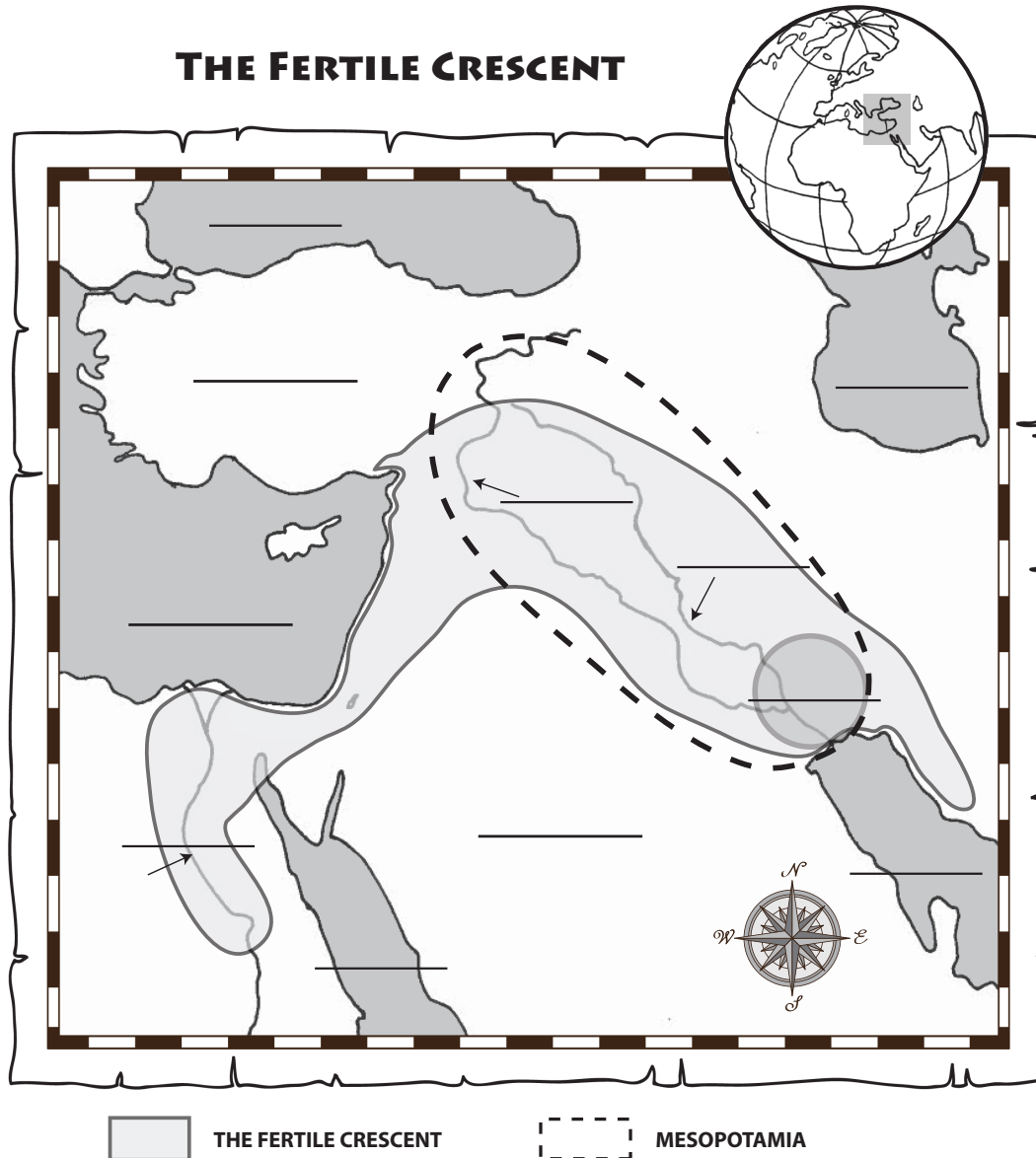


*The Great Sphinx*



*Cuneiform*

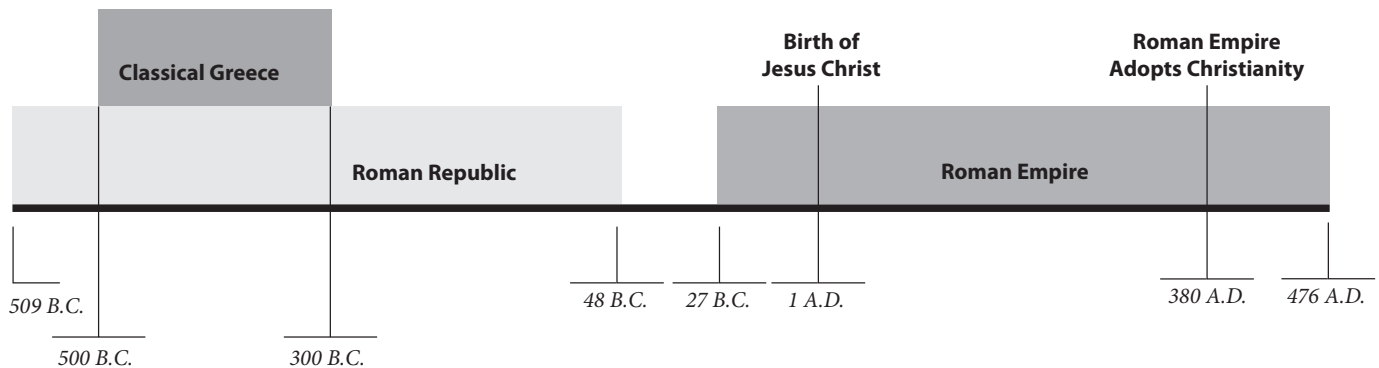
Practice drawing and labeling the map, until you can do so by memory.



Answer these questions and test your map knowledge.

1. From the Euphrates River, which direction is the Tigris River? East
2. What sea is between Arabia and Africa? The Red Sea
3. Which major river is in North Africa? The Nile River
4. Which sea lies northeast of the Tigris River? The Caspian Sea
5. From the Black Sea, which direction is Sumer? Southeast

# GREECE



# THE GREEKS



*Parthenon*



*Socrates*

## **G**RAMMAR WHAT YOU NEED TO KNOW

---

- 1. City-state:** This was a city that functioned as a country, with both an army and government.
- 2. Athens:** Athens was a city-state of Greece and is the birthplace of democracy.
- 3. Classical Greece:** Classical Greece refers to a specific time period, c. 5th century and into the 4th century B.C., when Athenians practiced democracy and achieved great cultural advancements.
- 4. Self-government:** This is the practice of people governing themselves.
- 5. Socrates:** Socrates is known as the father of western philosophy.
- 6. Aristotle:** Aristotle is perhaps Greece's most important thinker and most prolific writer on philosophy, government, and science.
- 7. Virtue:** Virtue is to behave in the right manner and as a mean between extremes of deficiency and excess.
- 8. Natural Law:** Natural law is the idea that something is just by nature for all and that this idea, Natural Law, comes from a source higher than man.
- 9. Happiness defined by Aristotle:** Aristotle wrote that happiness is a life lived in accordance with reason and virtue.
- 10. Neoclassical Architecture:** This is an architectural style that resembles buildings of ancient Greece and Rome.

### 1. Based on the lesson, what can we infer about ancient Athenians?

- a. Athenians only cared about power.
- b. Athenians were interested only in expanding.
- c. Athenians wanted to enslave Persians.
- d. At least some Athenians were interested in searching for the truth.

What is the best answer? d

Which sentence or sentences best answer this question?

Athens was the birthplace of both philosophy and democracy. Philosophy is the study of knowledge, truth, and the best way to live.

---

### 2. Based on the lesson, what can we infer about ancient Asian civilizations?

- a. They wanted to take over Greece by force.
- b. They were peaceful.
- c. They wanted Greece to let them alone.
- d. They were more successful than Greece in war.

Answer: a

Choose the sentence, or sentences, which best supports your answer:

Because of its location, Greece was the battle place for many invasions from Asia.

---

### 3. According to the lesson, which of the following is most likely true?

- a. Athenians thought that government should take care of the sick.
- b. In Athens, citizens thought that only experts should decide what the law should be.
- c. Athenians believed that each citizen was responsible for himself and his family.
- d. Athenians believed that if somebody was hurt, it was the job of the government to take care of that person.

Answer: c

Choose the sentence, or sentences, which best supports your answer:

Ancient Greeks were fiercely independent people who ruled the Greek peninsula from about 2000 B.C. until the Romans conquered them in 146 B.C....Athenians believed that citizens should be free, and that it was wrong to have an all-powerful king.

---

#### 4. Aristotle thought which of the following?

- a. Aristotle believed that each person created his own reality.
- b. Aristotle thought that truth depended on each person's perspective.
- c. Aristotle thought that man did not create the highest law.
- d. Aristotle thought that it was up to each person to decide what was happiness.

Answer: c

Choose the sentence, or sentences, which best supports your answer:

Aristotle wrote that there is something "just by nature." This means that justice cannot mean one thing in one society and another thing in another society because there is a higher law than the one created by man.

#### 5. Which one is evidence that the American Founding Fathers saw the United States of America as following the Greeks and Romans in many areas?

- a. Neoclassical architecture
- b. The use of togas
- c. Greek food
- d. the Lunar Calendar

Answer: a

Choose the sentence, or sentences, which best supports your answer:

Our U.S. Capitol (where our Congressmen work), the Supreme Court building (where our most important judges work), and the White House were all built in the Neoclassical architectural style to resemble those found in ancient Greece and Rome.

## RHETORIC

### SHORT ANSWER QUESTIONS

---

*Answer the following with a short essay (3-5 sentences):*

#### 1. Why do many Americans extensively study Ancient Greece?

Answer:

Americans realize that much can be learned from past societies. Direct democracy was born in Classical Greece, or Athens. The American form of government is a representative democracy. Americans realize that it is challenging to form a government of free people that is stable, and they believe that by studying the past, they can learn how to better organize their own country.



## 2. Explain the importance of geography for understanding Ancient Greece.

Answer:

In Ancient Greece, people were fiercely independent and they established independent city-states.

Part of the reason that the Greeks were independent was because of Greece's geography. Greece had high mountains, many rivers, and a coast that was part of many areas of various city-states. Greeks of one city-state did not need to cooperate with other city-states to survive. It was challenging to reach another city-state because of the mountains and coast, but also, Greeks pursued sailing and used the sea for trade. Thus, because the geography of Ancient Greece separated the Greeks spatially, their governments supported the independence of the city-state.

## 3. Do you agree with Aristotle in his ideas for how to live the best life?

Why or why not?

Answer:

Aristotle taught that the best life is lived by those who try to live lives of virtue. This means that if a person always tries to do the right thing, even when it is difficult or uncomfortable, he will live his life in the best way. Now, it is up to the student to decide if this is the best way to live.



*Zeus*



*Spartan Soldier*



# MAP WORK

## TEST YOUR KNOWLEDGE

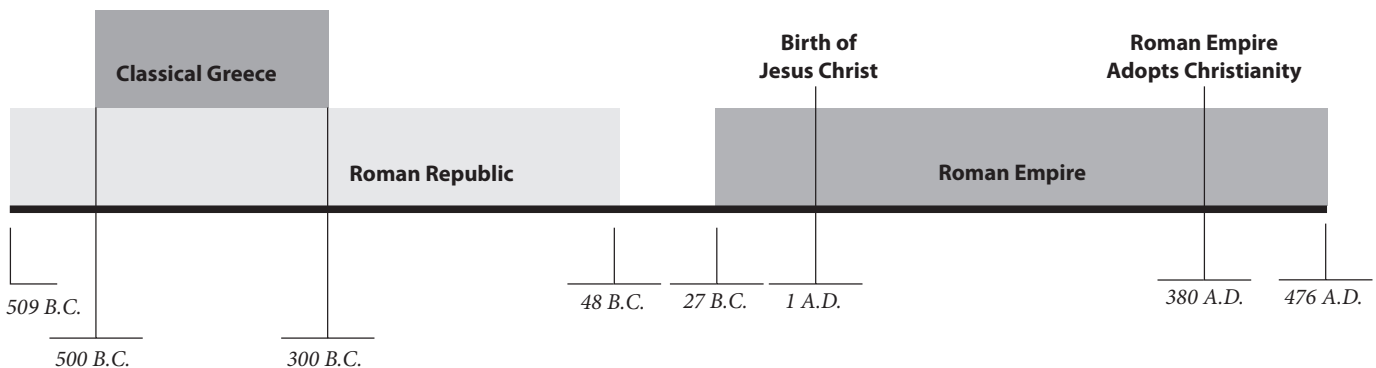
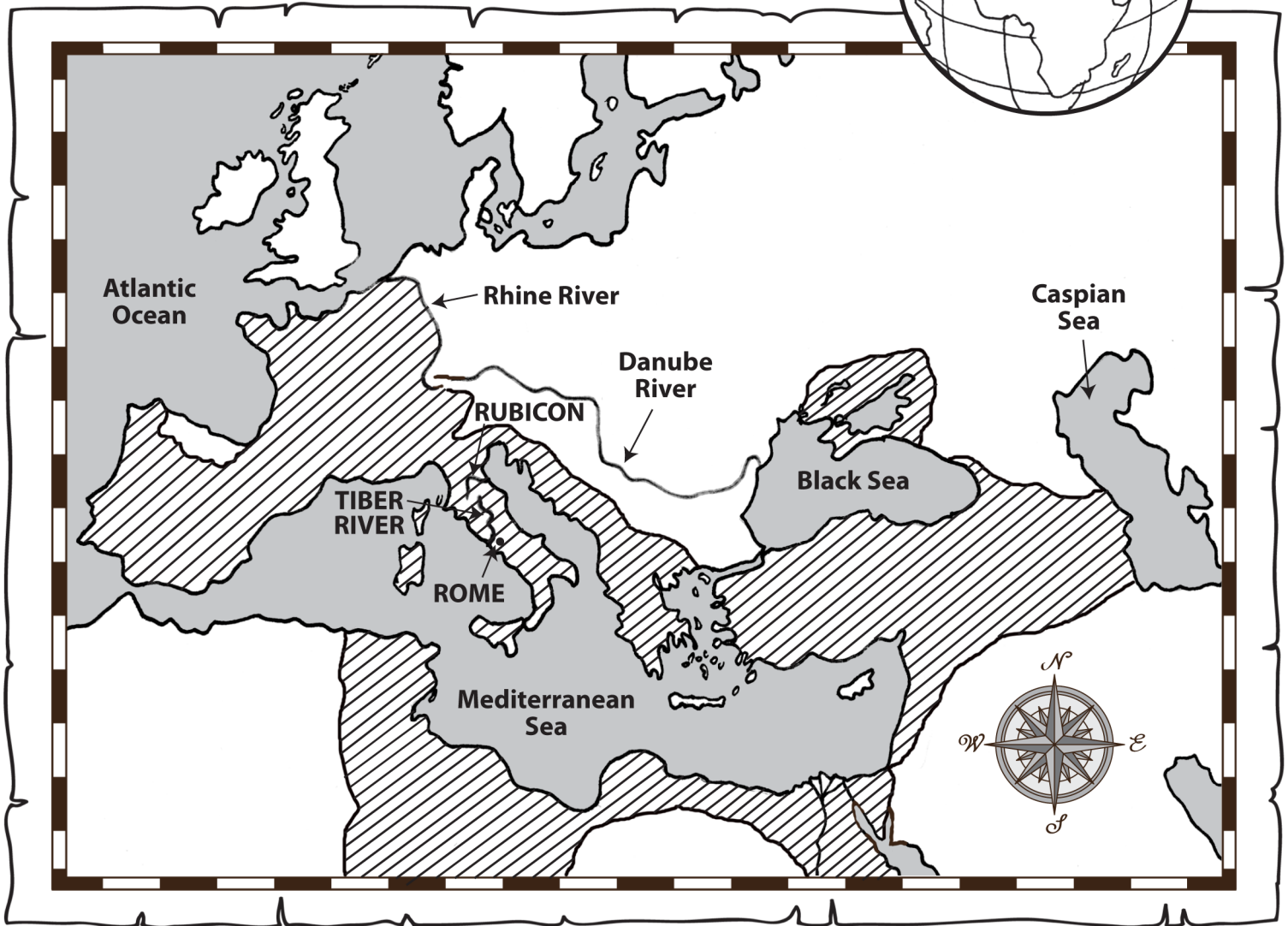
Practice drawing and labeling the map, until you can do so by memory.



Answer these questions and test your map knowledge.

1. Which sea lies between Athens and Asia Minor? The Aegean Sea
2. From Sparta, which direction is Mt. Olympus? North
3. From Athens, which direction would you have to sail to reach Crete? South
4. Which sea lies west of Crete? Mediterranean Sea

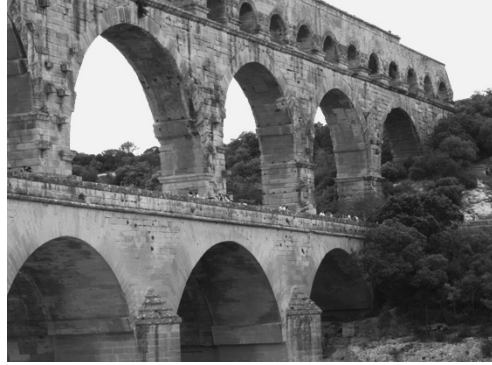
# THE ROMAN REPUBLIC, 49 B.C.



# THE ROMAN REPUBLIC



*Denarius*



*Roman Aqueduct*

## **G**RAMMAR WHAT YOU NEED TO KNOW

---

- 1. Constitution:** The Constitution is the written plan of government for the United States of America.
- 2. Rule of Law:** The “Rule of Law” is the idea that all people have to follow the law. In this way, leaders are limited and they cannot become dictators.
- 3. Innocent until proven guilty:** This is the idea that the accused must prove that someone is guilty and that all people are assumed innocent before trial.
- 4. The right to confront the accuser:** If someone accuses another of a crime, the accused gets to see who is accusing him and has an opportunity to defend himself in court.
- 5. Twelve Tables:** These were laws of the Roman Republic, written and publicly displayed in every major city.
- 6. Freedom of thought:** This freedom is the right to think something even if it offends another person.
- 7. Representative government:** This is a system in which citizens vote for leaders and leaders make laws.
- 8. Jesus Christ:** Jesus Christ is the founder of Christianity.
- 9. Conscience:** Conscience is an inner feeling or voice that tells a person if something is moral or immoral (right or wrong.)
- 10. Bible:** The Bible is a holy book. The Old Testament of the Bible is the holy book for Jews, and both the Old Testament and the New Testament of the Bible is the holy book for Christians.

**1. Based on the lesson, you can infer that the American Founding Fathers:**

- a. valued music and art
- b. believed that slavery was evil, except in certain cases
- c. thought that every adult should be a citizen
- d. valued the study of history

Answer:  d

Choose the sentence, or sentences, which best supports your answer:

**The American Founding Fathers looked closely at the Roman Republic when writing our governing document, the Constitution. The philosophy of the Romans greatly influenced Americans.**

---

**2. In the Roman Republic, the law for a patrician and a plebian was**

- a. different, with the patrician having advantages
- b. different, with the plebian having advantages
- c. the same
- d. the same, unless either one was powerful or weak

Answer:  c

Choose the sentence, or sentences, which best supports your answer:

**All Romans had to follow the law. This idea is known as “the rule of law.”**

---

**3. If you had lived in the Roman Republic and if someone accused you of a crime, which of the following would be one of your rights?**

- a. the right to freedom
- b. the right to question the accuser
- c. the right to a lawyer
- d. the right to remain silent

Answer:  b

Choose the sentence, or sentences, which best supports your answer:

**When we say that the accused has a right to confront his accuser, and that a person is innocent until proven guilty, it means that a person accused of a crime has the right to see the person who accused him, and the accuser must present evidence to show guilt.**

---

#### 4. According to Cicero,

- a. man created natural law.
- b. natural law means birth.
- c. natural law comes from God.
- d. natural law is the same for all men, regardless of the country in which they live.

Answer: d

Choose the sentence, or sentences, which best supports your answer:

**Cicero wrote that true law is based on reason and that it is the same for all men everywhere in the world.**

---

#### 5. Based on the lesson, President Calvin Coolidge thought that citizens receive their rights from?

- a. their government
- b. their laws
- c. God
- d. the Declaration of Independence

Answer: c

Choose the sentence, or sentences, which best supports your answer:

**The principle of equality is recognized. It follows inevitably from belief in the brotherhood of man through the fatherhood of God.**

---

## **RHETORIC** SHORT ANSWER QUESTIONS

---

*Answer the following with a short essay (3-5 sentences):*

#### 1. What is the rule of law and how is this idea important in a free society?

Answer:

**The idea of the rule of law is that the law treats each citizen the same, regardless of the power or influence of the person. This idea is important in a free society. In a free society, individuals participate freely, are not compelled to think or speak or vote in a particular way, and citizens are not under the authority of other citizens. The idea of the rule of law ensures that all citizens are held equal to each other.**

---

## 2. In what ways are the ideas of Cicero and Aristotle similar?

Answer:

Cicero and Aristotle both wrote about the idea that all men have something in common. As human beings, man's human nature is governed by natural law which he inherits by the means of his birth.

This is one of the reasons why Cicero and Aristotle wrote that citizens should have equal access to participate in government. As all men inherit human nature and are governed by the same universal law, they also should be governed by the same civil laws and have equal access to participation in the government, regardless of their social status. In addition to participation in government, both wrote that all men have reason.

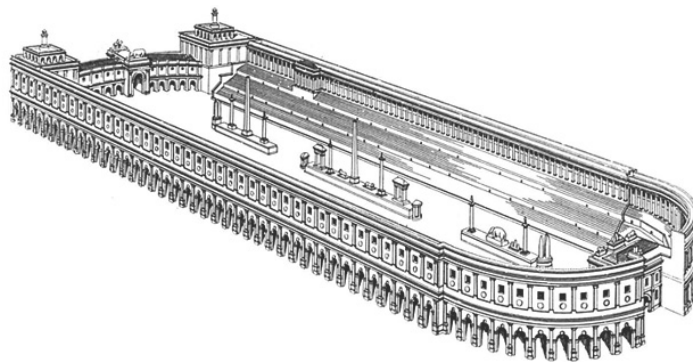
## 3. How did the power of the Roman Emperor change when the Roman Empire adopted Catholic Christianity as its official religion?

Answer:

Before Christianity, the Roman Emperor was the leader of both the political and the religious worlds. Sometimes the emperors would make laws which made Romans pray to the emperors, and thus breaking this law was both a crime and a sin. Once the Roman Empire became Christian, the power of the emperor was divided. The Roman emperor was stripped from his religious power as the leader of the Christian Church in Rome, the Pope, became the leader of the Church. The Pope's title was the Pontifex Maximus. The emperor's power was then limited to the political world.



*Cincinnatus*

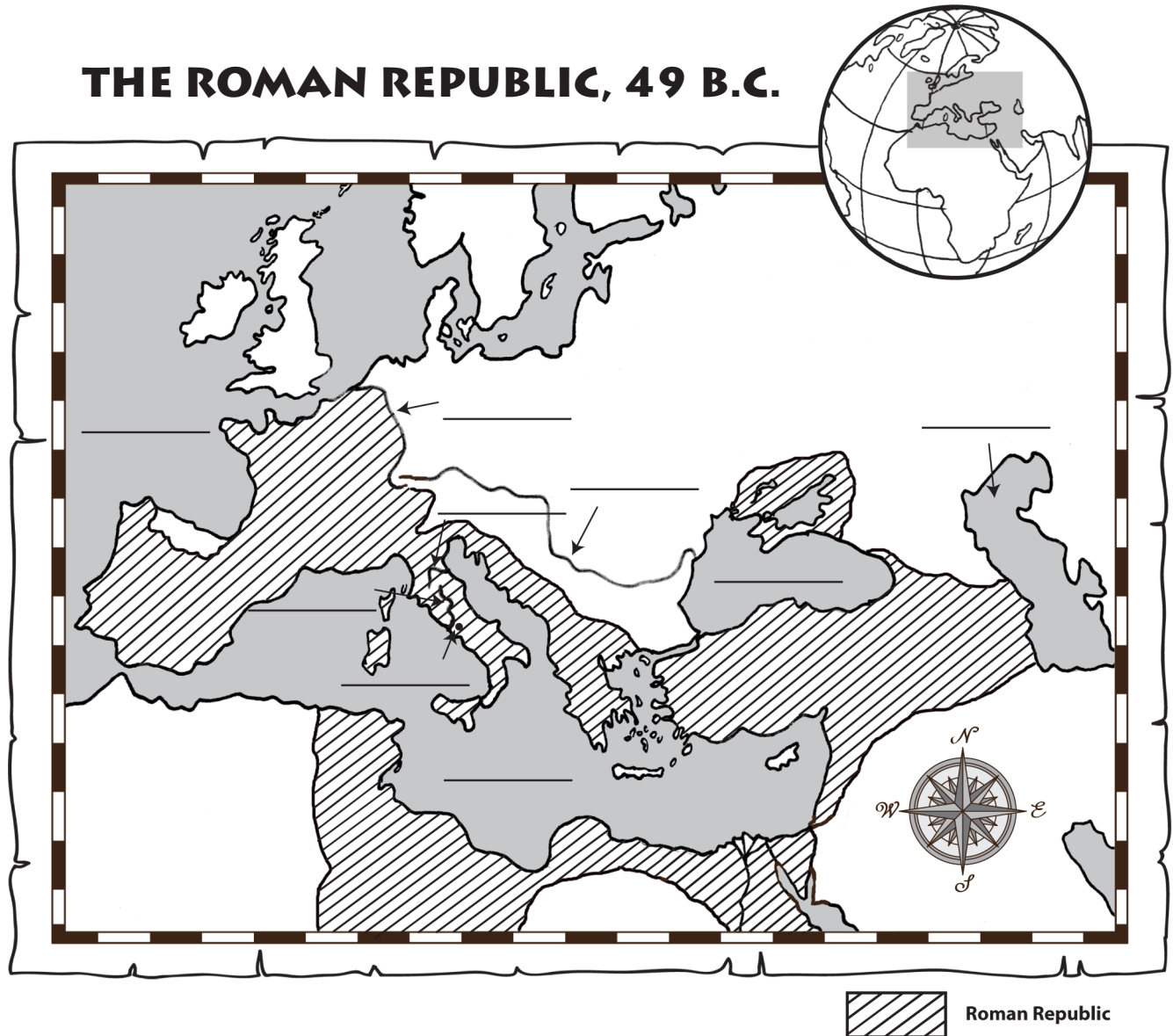


*Circus Maximus*



Practice drawing and labeling the map, until you can do so by memory.

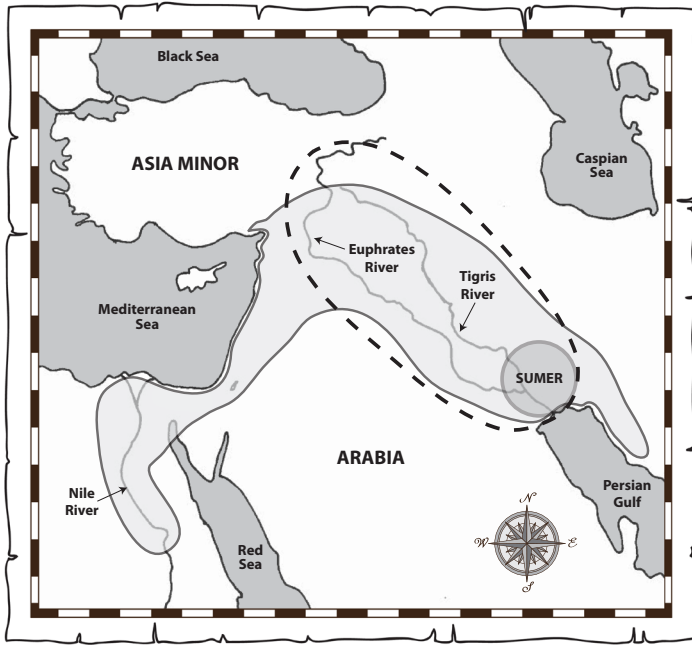
## THE ROMAN REPUBLIC, 49 B.C.



Answer these questions and test your map knowledge.

1. Which two rivers formed the northern border of The Roman Republic? The Rhine River and the Danube River
2. Which river was Rome built next to? Tiber River
3. Which river lies in the north from the Tiber River? Rubicon River
4. Which mountains lie north of the Rubicon River? The Alps
5. What was the largest body of water within the Roman Republic? The Mediterranean Sea

## THE FERTILE CRESCENT

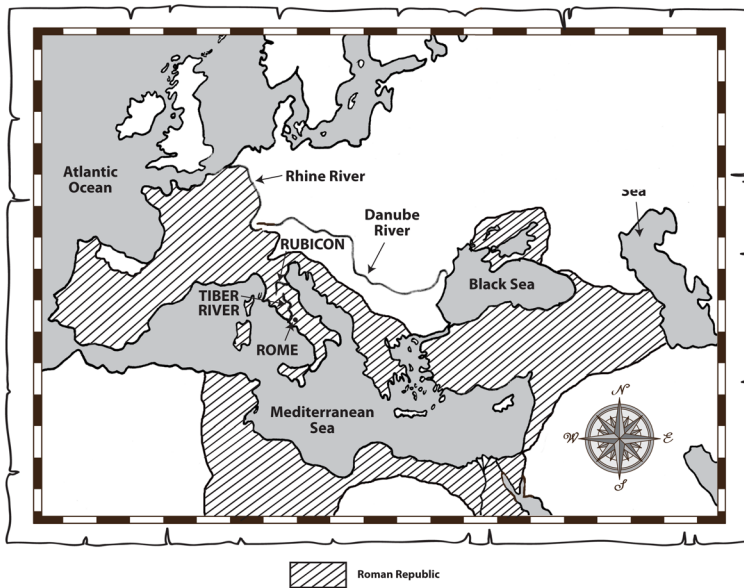


THE FERTILE CRESCENT      MESOPOTAMIA

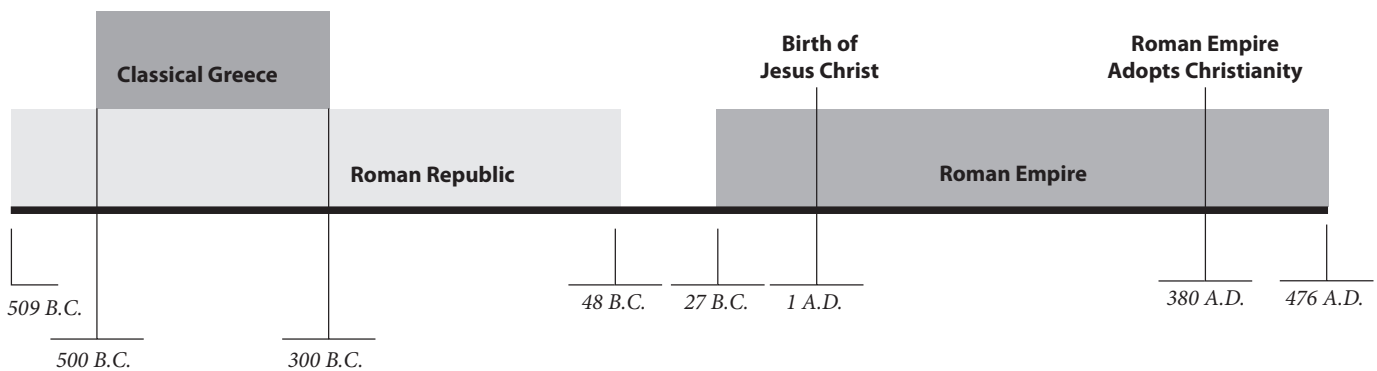
## GREECE



## THE ROMAN REPUBLIC



Roman Republic





# WESTERN CIVILIZATION



*Mesopotamia*



*Star of David*

## GRAMMAR

### WHAT YOU NEED TO KNOW

- 1. Western Civilization:** Western Civilizations refers to cultures that share in the ideas of rational thought, belief in one God, and individual rights.
- 2. Greco-Roman, Judeo-Christian culture:** This term is synonymous with Western Civilization.
- 3. Monotheism:** Monotheism is the belief in one God.
- 4. Limited Government:** A limited government is a government which has minimal power over the people and which gives the people maximum liberty.
- 5. Caesar:** Caesar is the title of the leader of the political world in the Roman Empire.
- 6. Pope:** The Pope was the leader of the Christian Church in the Roman Empire after the year A.D. 380.
- 7. Liberty:** Liberty means the political rights of individuals, such as the right to vote, freedom of speech, freedom of religion, and freedom of thought.



## READING COMPREHENSION AND INFERENCE QUESTIONS

---

**1. Which of the following is usually not considered a part of Western Civilization?**

- a. Belief in One God
- b. Written Law
- c. Conformity
- d. Belief in Morality

Answer: c

**2. If you are a proponent of Natural Law, you try to base your ideas on \_\_\_\_\_.**

- a. reason
- b. emotion
- c. feelings
- d. authority

Answer: a

Choose the sentence, or sentences, which best supports your answer:

**Morality and Natural Law stem from the idea that all humans share a common nature and that there is a natural order in which all humans live, supported by both reason and faith.**

---

**3. Which of the following is normally not allowed in countries of Western Civilization?**

- a. Legal discrimination against women
- b. Women allowed to drive cars
- c. Abolition of slavery
- d. College education

Answer: a

Choose the sentence, or sentences, which best supports your answer:

**Today, in Western Civilization, people have more freedom and liberty than in other civilizations. The weak are protected against the strong. Women have equal political rights as men.**

---

**4. This lesson promotes the idea that \_\_\_\_\_.**

- a. powerful governments can be antithetical to individual liberty
- b. powerful governments always side with individual liberty
- c. individual liberty requires a powerful government
- d. individual liberty is not related to the strength and power of government

Answer:   a  

Choose the sentence, or sentences, which best supports your answer:

**The more the government does for people, the less liberty people have.**

---

---

**5. Based on the lesson, people with polytheistic beliefs \_\_\_\_\_.**

- a. found it challenging to know right from wrong for a society
- b. were rare
- c. were looked down upon
- d. understood that they should treat all people with respect

Answer:   a  

Choose the sentence, or sentences, which best supports your answer:

**Many ancient peoples believed in multiple gods who would contradict each other. There was no definitive idea of right and wrong.**

---

---

## **RHETORIC**

### SHORT ANSWER QUESTIONS

---

*Answer the following with a short essay (3-5 sentences):*

**1. What are the essential beliefs and practices which make some countries considered part of Western Civilization?**

Answer:

**The student's answer should include most or all of the essential beliefs and practices of Western Civilization, such as 1. Belief in One God 2. Belief in Morality (a Good and a Bad) 3. Natural Law 4. The Rule of Law 5. Written Law 6. Limited Government 7. Political Liberty of All Citizens 8. Rights of the Accused**

---

## 2. EXPLAIN THE IDEA OF NATURAL LAW.

Answer:

Aristotle wrote that all humans share a common nature, and that there is a natural order, supported by faith and reason, that humans are called to live under.

## 3. EXPLAIN WHY THE RULE OF LAW IS AN IMPORTANT IDEA IN A FREE COUNTRY IN WHICH ALL ITS CITIZENS ARE RESPECTED.

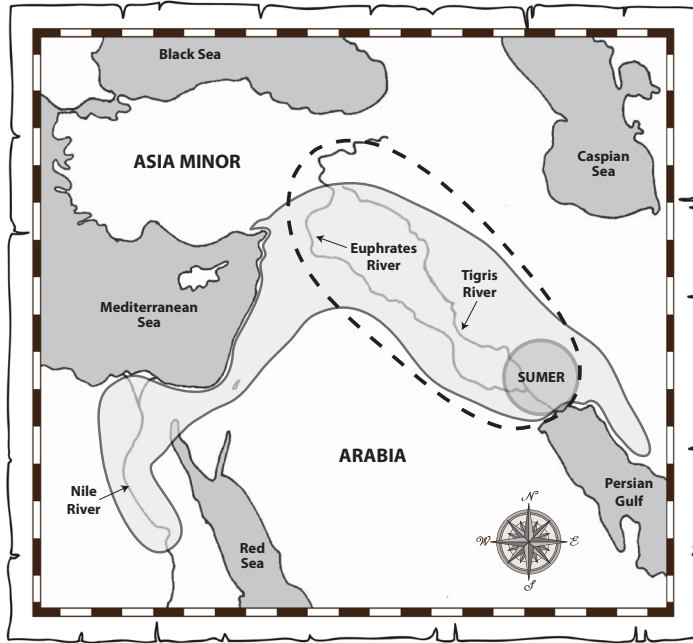
Answer:

The Rule of Law is a concept, or a practice in a country, which means that everybody has to follow the law. The Rule of Law is essential in a free country because all citizens—the leaders, the rich, and the powerful—have to follow the law. Nobody can act as a king and do whatever he desires.



*Ten Commandments*

## THE FERTILE CRESCENT

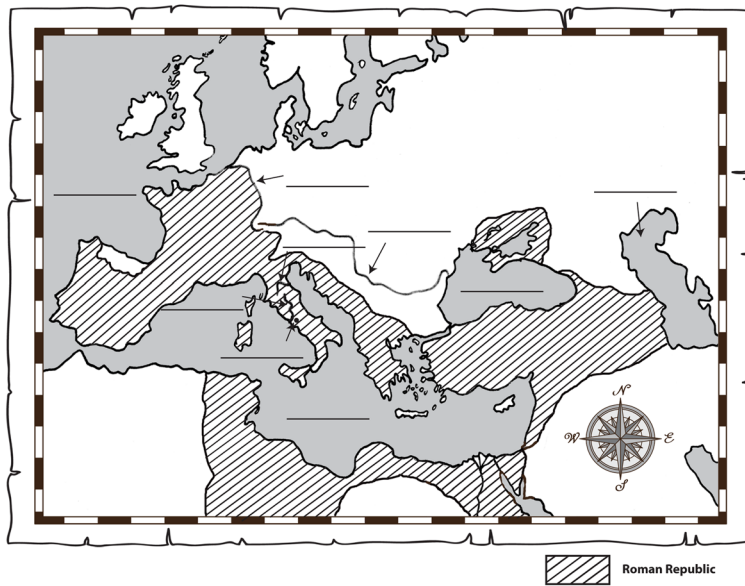


THE FERTILE CRESCENT      MESOPOTAMIA

## GREECE



## THE ROMAN REPUBLIC



Roman Republic



### LOGIC

## TOOLS OF THE HISTORIAN

### TOOL NUMBER 1: FACT OR OPINION?

A **FACT** in history is a statement that is accepted as true and is not debatable. A fact often refers to a date, a person, or a document. For example, “The Declaration of Independence was written and signed in 1776,” is a fact. We know this happened because we have the original document, the men who wrote and signed this document wrote about it, and observers wrote about it. There is no doubt in anybody’s mind that the facts in this statement are true.

Which of the following sentences are facts (F) and which are not facts (NF)?

- F   1. The Fertile Crescent is in the Middle East.
- NF  2. Athens was a city-state of Rome.
- F   3. Hammurabi’s Code was a publicly-displayed written set of laws.
- NF  4. The Twelve Tables were used in Athens.
- F   5. Socrates is known as the father of western philosophy.

An **OPINION** is a debatable expression of somebody’s ideas. Opinions that are based on facts and good reasoning are stronger than opinions not based on facts. In history, opinions alone tend to be less persuasive than when a person supports his opinions with facts.

Which of the following are opinions (O) and which are facts (F)?

- O   1. The Constitution is a great document.
- F   2. California is the most populated state in the United States of America.
- O   3. Almost everybody’s favorite food is pizza.
- F   4. The 42nd president of the U.S.A. was Bill Clinton.
- O   5. The best time to see a movie is on a rainy day.

### APPLICATION OF FACT OR OPINION

Now that you’ve learned the difference between fact and opinion, read the example paragraphs below and answer the questions.

**STUDENT 1:** George Washington was not greatly responsible for the founding of the United States of America. He was just this rich white guy who had a lot of power. He married the wealthiest person in Virginia and wanted to be strong. He got his wish when he was stuck in charge of a big army. During the war he didn’t really

do anything that was so special. There were some battles, and the Americans won some of the big ones. Then the French came in and helped out. The French were the ones who did a lot of the damage. The British just got tired of getting all of their men killed and so America won. Anybody could have done the job Washington did.

**STUDENT 2:** George Washington was greatly responsible for the founding of the United States of America. Washington succeeded in turning unorganized colonial militia into an organized fighting force within a year. When Washington took command of the Continental Army in 1775, Massachusetts’ local militia had the British surrounded in Boston, but they had no plan of attack and there was no military discipline. Washington ordered Knox to take men to Fort Ticonderoga to bring back cannons and he taught officers how to lead. A few months later, Knox came back with 59 cannons and the Continental Army implemented the detailed battle plan Washington had made. Because of Washington’s actions, the British fled Boston and gave the U.S.A. one of its first big victories.

**QUESTIONS**

- 1. Which of these two students uses more opinion than fact? Student 1
- 2. Copy one sentence that is an opinion. He was just this rich white guy who had a lot of power.
- 3. Copy one sentence that details at least one fact. Washington ordered Knox to take men to Fort Ticonderoga to bring back cannon and he taught officers how to lead.
- 4. Which of these two students’ writings is more persuasive? Why? Student 2 is more persuasive than Student 1 because Student 2 uses factual pieces of supporting evidence to back up the answer. Student 1 uses only opinions as support and offers few relevant facts in the answer.

**TOOL NUMBER 2: JUDGMENT**

Judgment in history means a person’s evaluation of facts. For example, if we use the fact that the Declaration of Independence was written and signed in 1776, a person may come up with the judgment that the year 1776 was a very important one for the United States of America. Good judgment is very persuasive, but bad judgment is not.

Write judgments in the spaces provided. Discuss your judgments in class.

**FACT:** 11-year-old Maria Perez won the gold medal in the city 800-meter sprint.

**JUDGMENT:** Maria is a fast runner.



**FACT:** Private Smith was killed in war and had one wife and seven children.

**JUDGMENT:** Private Smith's death was a tragedy.

**FACT:** Thursday's temperature in Santa Ana was 105 degrees Fahrenheit.

**JUDGMENT:** Thursday was very hot.

### **MAKE YOUR OWN.**

**FACT:** It snowed 24 inches yesterday, in Southern California.

**JUDGMENT:** \_\_\_\_\_

**FACT:** The Tigers beat the Yankees 3-1.

**JUDGMENT:** \_\_\_\_\_

**FACT:** George Washington was Commander of the Continental Army and defeated Great Britain in the American Revolution.

**JUDGMENT:** \_\_\_\_\_

### **TOOL NUMBER 3: SUPPORTING EVIDENCE**

Supporting evidence refers to everything you use to support your thesis. These include, but are not limited to, the following:

1. Diaries and journals
2. Government documents
3. Songs and stories
4. Coins, medals, and jewelry
5. Artistic works such as pictures and paintings
6. Tools and pottery
7. Documents
8. Weapons
9. Burial remains
10. Literature and customs

Good writers overwhelm the reader with so many pieces of supporting evidence that the writing will be quickly accepted. Also, the writer has a duty to explain carefully and logically the meaning of the evidence, showing how it supports the thesis. A writer must be careful, however, not to include unnecessary evidence. For

example, the fact that Lincoln was born in a log cabin isn't evidence that he was a good president. Also, the dates a president was born and died may be evidence, but they would not support a thesis arguing who was the best president.

**PRACTICE**

With your teacher, discuss which of the following is evidence for this topic: “Explain what daily life was like in the U.S. in the 1700s.”

- 1. A diary from 1984 – **Not Evidence – 1984 is not in the 1700’s.**
- 2. A newspaper article from 1799 – **Evidence**
- 3. Your friend likes the subject – **Not Evidence**
- 4. A movie about life in the 1700s – **Not Evidence**
- 5. A song patriots sang in 1777 – **Evidence – This is a primary source.**
- 6. The date Washington was born – **Not Evidence alone, but could be evidence if the student makes a point on how long people lived in the 1700s.**
- 7. A painting of the American Revolution – **Evidence if painting is factual.**

..... **RHETORIC** .....

MESOPOTAMIA, EGYPT, AND KUSH

Many of the world’s earliest civilizations were located in Mesopotamia and Egypt. The great rivers of the Nile, the Euphrates, and the Tigris were centers of these societies, which have given mankind great contributions. Spanning from about the year 4000 B.C. to 350 A.D., incredible inventions, discoveries, and new ways of thought emerged from these lands.

**THE QUESTION**

In a well-developed one-paragraph essay, answer the question: “What are the two most important contributions to the world made by the ancient civilizations of Mesopotamia, Egypt, and Kush?” Explain which civilization is responsible for the contributions you choose, and explain how these contributions are important to us today.

**For the Teacher:** To aid in researching and writing this essay, students will complete the research activities and learn writing skills on the following pages. It is highly recommended that the teacher walk the students through the research and the writing skills. The longer the teacher takes on this first larger writing assignment the better it will be for your students. Later in the year, the teacher will be able to assign the work and not need to walk through the research and writing activities with the students.

## RESEARCH ACTIVITIES

### A. ANCIENT CIVILIZATIONS OF MESOPOTAMIA, EGYPT, AND KUSH

Research the greatest contributions of civilizations of Mesopotamia, Egypt, and Kush. Write fifteen contributions, which civilization was responsible for them, and what this contribution means to world civilizations today. Below are listed the major ancient civilizations of Mesopotamia, Egypt, and Kush.

*Sumer (c. 4000–2300 B.C.)*

*Hittite (c. 1600–1200 B.C.)*

*Hebrew (c. 1200–600 B.C.)*

*Chaldea (c. 605–539 B.C.)*

*Ancient Egypt (c. 3000–343 B.C.)*

*Babylonia (c. 2300–1600 B.C.)*

*Phoenicia (c. 1200–146 B.C.)*

*Assyria (c. 1100–650 B.C.)*

*Persia (c. 550–330 B.C.)*

*Kush (c. 1070 B.C.–A.D. 350)*

#### CONTRIBUTIONS

1. The wheel
2. Cuneiform – a system of writing
3. Arch
4. Hammurabi's Code
5. Lunar Calendar
6. 24-hour day, 60-minute hour
7. Use of iron
8. Alphabet with 22 symbols
9. The Old Testament
10. Monotheism
11. The Ten Commandments
12. Zoroastrianism
13. Hieroglyphs – a system of writing
14. Paper
15. Geometry

#### CIVILIZATION

1. Sumer
2. Sumer
3. Sumer
4. Babylonia
5. Babylonia
6. Babylonia
7. Hittite
8. Phoenicia
9. Hebrew
10. Hebrew
11. Ancient Hebrew
12. Persia
13. Ancient Egypt
14. Ancient Egypt
15. Ancient Egypt

## B. RATING THE CONTRIBUTIONS

Rate the contributions of the various civilizations of Mesopotamia, Egypt, and Kush. Which contribution do you think is the most important? Which is the second most important? Write the origin of the contribution. From which civilization did it come? (*Answers will vary*)

### CONTRIBUTIONS IN ORDER OF IMPORTANCE

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

### CIVILIZATION

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

## QUESTION

What made you decide which were the top three contributions made to world civilizations?

---

---

---

## C. DISCUSSION

When you share ideas with others, your ideas may be reinforced, rejected, or slightly changed. Listening to your classmates' ideas will help you form your own judgment. Likewise, if you are alone in a classroom or if you are learning with your teacher, it is important that you prepare all sides of an argument. Try to learn all sides of an argument and be prepared to defend all sides.

If you are in a classroom, each student should interview at least three classmates who do not sit next to one another. If you are in a classroom with one student, then the student needs to be able to argue both or many sides to one question. The answers to the following questions must be written down on a piece of paper.

**1. WHAT DO YOU THINK ARE THE TWO MOST IMPORTANT CONTRIBUTIONS TO THE WORLD FROM ANCIENT MESOPOTAMIA, ANCIENT EGYPT, AND KUSH?**

**2. WHY DO YOU THINK THIS?/ WHAT IS YOUR EVIDENCE?**

Student 1: \_\_\_\_\_

Student 2: \_\_\_\_\_

Student 3: \_\_\_\_\_

## REFLECTION

After you have written down all your classmates' responses, think about them and ask yourself the following questions. Write down your answers under your classmates' responses.

**1. WHAT DO I THINK OF THESE CLASSMATES' ANSWERS?** \_\_\_\_\_

**2. WHICH ARE THE THREE BEST ANSWERS?** \_\_\_\_\_

**3. HAVE I CHANGED THE WAY I THINK? HOW?** \_\_\_\_\_

You should now have a chance to present your ideas in a class discussion. If somebody says something with which you disagree, speak up! In your discussion, you may find out he is actually right and you are wrong. All possible viewpoints should be stated and defended out loud. Test your ideas in class.

## WRITING LESSONS

### THESIS STATEMENT

The **THESIS STATEMENT** is the main idea or argument of your entire essay. It is your main judgment regarding the essay question and it should contain words used in the prompt. A thesis statement is not a fact. Instead, it is your judgment of the facts. Because of this, a thesis has to be something with which not everyone will agree. Every thesis will provide pieces of evidence in order to provide the reader with a general outline of your essay.

**EXAMPLE 1:** *“The two most important contributions to the world made by the ancient civilizations of Mesopotamia, Egypt, and Kush were the alphabet and the Bible.”*

This thesis answers the question and provides an outline for the rest of the essay. The writer addresses the question directly and provides general reasons to support his answer. In the essay, the writer will expand on these reasons.

### CREATE TWO MORE EXAMPLES OF A THESIS BASED ON THIS QUESTION.

Example 2: \_\_\_\_\_  
\_\_\_\_\_

Example 3: \_\_\_\_\_  
\_\_\_\_\_

### THE GOOD THESIS TEST

If you can answer, “Yes,” to these questions, you most likely have a good thesis for your essay:

1. *Does the thesis address the prompt directly?*
2. *Does the thesis take a position that I can argue with evidence?*
3. *Could somebody argue against my thesis statement?*

## **OUTLINE FOR A ONE-PARAGRAPH ESSAY**

An **OUTLINE** helps you organize your thoughts and shows if you have enough evidence to support your thesis statement. An outline does not need to be written in complete sentences, except for the thesis statement and the conclusion. In a one-paragraph essay, the more evidence you include, the stronger your argument will be.

An example outline follows to the essay question “What were the two most important Roman contributions to world civilizations?”

### **I. THESIS STATEMENT:**

The two most important Roman contributions to world civilizations were language and law.

### **II. SUPPORTING EVIDENCE:**

1. Latin—mother of languages—French, Portuguese, Romanian, Spanish
2. Latin and English—“surrender,” “champagne”
3. Roman law—“innocent until proven guilty”
4. R.L.—“habeas corpus”

### **III. CONCLUSION:**

In conclusion, Roman civilization contributed to the world its rich Latin language and Roman law. With contributions such as the words “surrender” and “champagne,” and with legal concepts such as “habeas corpus” and “innocent until proven guilty,” many world civilizations are better off because of the Romans.

Following this page are two forms. One is a “Basic Outline Form for a Paragraph,” the other an “Advanced Outline Form for a Paragraph.”



## BASIC OUTLINE FORM FOR A ONE-PARAGRAPH ESSAY

*(Use complete sentences for the thesis statement and the conclusion.)*

**I. THESIS STATEMENT:** \_\_\_\_\_

\_\_\_\_\_

A. Supporting Evidence \_\_\_\_\_

B. Supporting Evidence \_\_\_\_\_

C. Supporting Evidence \_\_\_\_\_

**II. CONCLUSION:** \_\_\_\_\_

\_\_\_\_\_

## ADVANCED OUTLINE FORM FOR A ONE-PARAGRAPH ESSAY

*(Use complete sentences for the thesis statement and the conclusion.)*

**I. THESIS STATEMENT:** \_\_\_\_\_

\_\_\_\_\_

A. Supporting Evidence \_\_\_\_\_

B. Supporting Evidence \_\_\_\_\_

C. Supporting Evidence \_\_\_\_\_

D. Supporting Evidence \_\_\_\_\_

E. Supporting Evidence \_\_\_\_\_

**II. CONCLUSION:** \_\_\_\_\_

\_\_\_\_\_

## ROUGH DRAFT FOR A ONE-PARAGRAPH ESSAY

The **ROUGH DRAFT** is the first time that you will explain all the supporting evidence that you use. To do this, take your outline and explain how your evidence supports the thesis statement. Instead of listing your evidence, you will explain its importance. Here is an example of a rough draft of a paragraph. The sentences in bold are those that explain how your evidence supports your topic sentence. The sentences in bold are part of this rough draft. These sentences explain to the reader the importance of the evidence.

The two most important Roman contributions to world civilizations were language and law. The language of the Romans, Latin, is the mother of many world languages. Spanish, French, Portuguese, and Romanian are all Latin languages. **Just think of it. Over 200 million people owe their language to the Romans.** English, although a Germanic language, has many Latin roots and is influenced by Latin languages. **Think of the words “surrender” and “champagne.” These English words have their beginnings in Latin.** Secondly, Roman law provided a terrific building block for future civilizations. The Justinian Code, created by Emperor Justin, is still in use in France today. Also, the U.S. uses many elements of Roman law, such as the concept “innocent until proven guilty.” The idea that a government needs to charge somebody with a crime in order to make an arrest, called “habeas corpus,” comes from Roman law. **“Innocent until proven guilty” and “Habeas Corpus” are two legal norms that protect the rights of citizens.** In conclusion, Roman civilization contributed to the world its rich Latin language and Roman law. With contributions such as the words “surrender” and “champagne” and legal concepts such as “habeas corpus” and “innocent until proven guilty,” many world civilizations are better off because of the Romans.

## BASIC ROUGH DRAFT FORM FOR A ONE-PARAGRAPH ESSAY

*(Use complete sentences.)*

**I. THESIS STATEMENT:** \_\_\_\_\_

A. Supporting Evidence: First of all, \_\_\_\_\_

Explanation (Explain how this supports the topic sentence): \_\_\_\_\_

B. Supporting Evidence: Secondly, \_\_\_\_\_

Explanation (Explain how this supports the topic sentence): \_\_\_\_\_

**II. CONCLUSION: IN CONCLUSION,** \_\_\_\_\_

## ADVANCED ROUGH DRAFT FORM FOR A ONE-PARAGRAPH ESSAY

(Use complete sentences.)

**I. THESIS STATEMENT:** \_\_\_\_\_

\_\_\_\_\_

A. Supporting Evidence: First of all, \_\_\_\_\_

\_\_\_\_\_

Explanation (Explain how this supports the topic sentence): \_\_\_\_\_

\_\_\_\_\_

B. Supporting Evidence: Secondly, \_\_\_\_\_

\_\_\_\_\_

Explanation (Explain how this supports the topic sentence): \_\_\_\_\_

\_\_\_\_\_

C. Supporting Evidence: Thirdly, \_\_\_\_\_

\_\_\_\_\_

Explanation (Explain how this supports the topic sentence): \_\_\_\_\_

\_\_\_\_\_

D. Supporting Evidence: In addition, \_\_\_\_\_

\_\_\_\_\_

Explanation (Explain how this supports the topic sentence): \_\_\_\_\_

\_\_\_\_\_

E. Supporting Evidence: Also, \_\_\_\_\_

\_\_\_\_\_

Explanation (Explain how this supports the topic sentence): \_\_\_\_\_

\_\_\_\_\_

**II. CONCLUSION: IN CONCLUSION,** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## CONCLUSION SENTENCE

A **CONCLUSION** ties the evidence presented in the essay back to the thesis statement. It is the writer's last chance to present how the evidence supports the thesis statement. In a one-paragraph essay the conclusion can be one sentence, but it may be more.

Here is an example regarding the question "What were the two most important Roman contributions to world civilizations?"

The two most important Roman contributions to world civilizations were language and law. The language of the Romans, Latin, is the mother of many world languages. Spanish, French, Portuguese, and Romanian are all Latin languages. English, although a Germanic language, has many Latin roots and is influenced by Latin languages. Think of the words "surrender" and "champagne." These English words have their beginnings in Latin. Secondly, Roman law provided a terrific building block for future civilizations. The Justinian Code, created by Emperor Justin, is still in use in France today. Also, the U.S. uses many elements of Roman law, such as the concept "innocent until proven guilty." The idea that a government needs to charge somebody with a crime in order to make an arrest, called "habeas corpus," comes from Roman law. **In conclusion, Roman civilization contributed to the world its rich Latin language and Roman law. With contributions such as the words "surrender" and "champagne," and legal concepts, such as "habeas corpus" and "innocent until proven guilty," many world civilizations are better off because of the Romans.**

*Bolded sentences are the conclusion.*

## THE GOOD CONCLUSION TEST

If you can answer, "Yes," to these questions, you have written a good conclusion:

- 1. DOES THE CONCLUSION RESTATE THE THESIS?**
- 2. DOES THE CONCLUSION INCLUDE PIECES OF EVIDENCE IN MY ESSAY?**
- 3. DOES THE CONCLUSION CONVINCE THE READER THAT THE THESIS IS CORRECT?**

## NOTES

## UNIT I TEST

**1. Which area of the world is the location of the world's first great civilizations?**

- a. The Fertile Crescent
- b. The Mediterranean
- c. The Pacific Coast
- d. The Yangtze River

**2. People who follow herds of animals and do not have permanent homes are known as \_\_\_\_\_.**

- a. Hebrews
- b. Babylonians
- c. Nomads
- d. Egyptians

**3. Which people brought us the first written language?**

- a. Hebrews
- b. Egyptians
- c. Greeks
- d. Sumerians

**4. Which people were the first monotheists?**

- a. Hebrews
- b. Egyptians
- c. Greeks
- d. Sumerians

**5. Hammurabi is known for \_\_\_\_\_.**

- a. The Ten Commandments
- b. a Legal Code
- c. War
- d. The Lunar Calendar

**6. Which city-state is considered the birthplace of democracy?**

- a. Sparta
- b. Rome
- c. Athens
- d. Alexandria

**7. Which philosopher is considered the father of western philosophy?**

- a. Aristotle
- b. Plato
- c. Socrates
- d. Aristophanes

**8. What is the idea that something is just by nature for all and that this comes from a source higher than man?**

- a. Dictatorship
- b. Democracy
- c. Natural Law
- d. Moral Law

**9. According to Aristotle, what results from a life lived in accordance with reason and virtue?**

- a. Morality
- b. Covenant
- c. Natural Law
- d. Happiness

**10. Which architectural style resembles buildings of ancient Greece and Rome?**

- a. Romanesque
- b. Neoclassical
- b. Gothic
- d. Classical

**11. Which of the following is the written plan of government for the United States of America?**

- a. The Constitution
- b. The Declaration of Independence
- c. State Law
- d. Washington's Farewell Address

**12. The idea that all people have to follow the law is known as \_\_\_\_\_.**

- a. The Rule of Law
- b. Innocent Until Proven Guilty
- c. Twelve Tables
- d. Natural Law

**13. An inner voice or feeling that tells a person if something is moral or immoral is \_\_\_\_\_.**

- a. Freedom of Thought
- b. Conscience
- c. Representative Government
- d. Morality

**14. What were written and publicly-displayed laws of the Roman Republic?**

- a. Twelve Tables
- b Ten Commandments
- c. Mosaic Law
- d. Hammurabi's Code

**15. The idea that the accused must prove that someone is guilty is \_\_\_\_\_.**

- a. Twelve Tables
- b. The Moral Code
- c. Innocent Until Proven Guilty
- d. Freedom of Thought

**16. Cultures that draw their ways of life from the ancient civilizations of the Fertile Crescent, the Greeks, the Romans, and the religious beliefs of Judaism and Christianity are known as a part of \_\_\_\_\_.**

- a. Mesopotamia
- b. Ancient Greece
- c. Western Civilization
- d. Greco-Roman

**17. Which of the following is not a part of Western Civilization?**

- a. Monotheism
- b. Judeo-Christianity
- c. Greco-Roman
- d. Polygamy

**18. What can be defined as "political rights of individuals?"**

- a. Freedom
- b. Democracy
- c. Liberty
- d. The Constitution



**19. What was the title of the political leader of the Roman Empire?**

- |           |           |
|-----------|-----------|
| a. Pope   | b. Julias |
| c. Caesar | d. King   |

**20. What is not considered normal for a country of Western Civilization today?**

- |                          |                    |
|--------------------------|--------------------|
| a. rights of the accused | b. slavery         |
| c. equal rights of women | d. prisoner rights |

**Essay:** In 45 minutes, write an essay answering the following question: “What are the two most important contributions to the world made by the ancient civilizations of Mesopotamia, Egypt, and Kush?”

*Note that this question is exactly the same the students have already encountered and they’ve done much work with it. In this test, they practice timed writing. Students will reinforce what they’ve already learned by writing this essay a second time. For possible answers, go to the previous section in this Teacher’s Guide.*

**Answers to the Test:**

1. a.
2. c.
3. d.
4. a.
5. b.
6. c.
7. c.
8. c.
9. d.
10. b.
11. a.
12. a.
13. b.
14. a.
15. c.
16. c.
17. d.
18. c.
19. c.
20. b.