

The Classical Historian

Scope and Sequence

World History

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 Pupils acquire historical content and engage classmates and the teacher in discussions based on open-ended questions in history.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

History Text: Western Civilization, A Condensed Version, by Marvin Perry

Primary Source Documents: Primary Sources Online

History Content

I. Early Civilizations of Mesopotamia, Egypt, and Kush

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

II. Ancient Greece

1. politics of various city-states
 - a. tyranny
 - b. oligarchy
 - c. democracy
 - d. monarchy
 - e. representative democracy
 - f. citizenship
 - g. Pericles
2. geography
3. religion
4. trade and commerce.

5. literature...Homer, Aesop
6. Persian Empire
7. Sparta
8. Persia War, Peloponnesian Wars
9. Alexander the Great and the Hellenistic Age
10. Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides

III. Ancient India

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

IV. Ancient China

1. Geography and major rivers
2. Shang Dynasty
3. Confucianism and Taoism
4. Emperor Shi Huangdi, Emperor Qi
5. Han Dynasty
6. Buddhism
7. Silk Road

V. The Roman Republic

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

VI. The Roman Empire

1. Caesar Augustus
2. Pax Romana
3. Expansion of the Empire
4. Deification of Emperors
5. Pax Romana
6. Bread and Circus

7. Concrete Revolution and Roman Architecture
8. Barbarian Invasions
9. Fall of the Roman Empire

VII. Islamic Civilizations

1. Geography of Arabia
2. Muhammad
3. Islam
4. Koran and the Sunnah
5. Expansion of Islam
6. Trade throughout Muslim Arabia, Africa, and Europe
7. Science, math, philosophy, medicine, art, and literature
8. Islamic invasions in Arabia, North Africa, Europe, and Asia

IX. Medieval China

1. Geography
2. Politics, religion, economics, and society
3. Tang Dynasty and the spread of Buddhism
4. Inventions of the Tang and Sung Dynasties
5. Mongol Invasions and the Ming Dynasty
6. Confucianism during the Sung and Mongol periods
7. Inventions and discoveries
8. Merit-based officeholders

X. Medieval Africa: Ghana and Mali

1. Geography of West Africa and the Niger River
2. Caravan Trade – gold, salt, food, slaves
3. Family, labor
4. Islam and Arabic language
5. Oral history

XI. Medieval Japan

1. Geography and relationship to other Asian countries
2. Chinese influences
3. Prince Shotoku
4. Feudalism....shogun, daimyo, samurai, bushido into the twentieth century
5. Buddhism
6. literature, art, and drama..Tale of Genji

XII. Medieval Europe

1. Barbarian Invasions
2. Spread of Roman and Christian Values
3. Founding of European Kingdoms

4. Founding of Universities
5. Development of English legal and constitutional practices
6. Magna Carta
7. Charlemagne, King John, Parliament
8. Muslim conquest of Holy Land
9. Crusades, Pogroms in Europe
10. Bubonic Plague
11. St. Thomas Aquinas, Monasticism, Missionaries to Europeans
12. Natural Law
13. Reconquista
14. Feudalism

XIII. Meso-American and Andean Civilizations

1. Geography and climate
2. Agriculture and Urban societies
3. Class Structure
4. Warfare, religious sacrifices
5. Spanish Conquest of Aztecs and Incas

XIV. Renaissance

1. Conquest of Constantinople and Spread of Ancient Knowledge
2. Florence and Italian city-states
3. Renaissance Humanism
4. Marco Polo's travels
5. Gutenberg Printing Press
6. Leonardo da Vinci and Michelangelo
7. Literature, arts, science, mathematics, cartography, human anatomy, astronomy
8. Dante Alighieri, Johann Gutenberg, William Shakespeare).

XV. Reformation

1. Corruption in the Catholic Church
2. Tax policies, indulgences
3. Martin Luther, Desiderus Erasmus, John Calvin, William Tyndale
4. Protestant churches self-governance
5. Religious persecution
6. Distribution of Catholic and Protestant Europeans
7. Counter-Reformation, or, Catholic Reformation
8. St. Ignatius of Loyola, Jesuits, Council of Trent
9. Spanish Inquisition

XVI. Scientific Revolution

1. Greek rationalism, Renaissance humanism
2. Roger Bacon and Rene Descartes

3. Copernicus, Galileo, Kepler, Newton
4. telescope, microscope, thermometer, barometer

XVII. Age of Exploration and Enlightenment

1. Voyages of Discovery
2. Christopher Columbus, Vasco de Gama, Bartholomew Dias, John Cabot
3. Columbian Exchange
4. Reason
5. John Locke and Natural Rights
6. Montesquieu
7. American Founding Fathers influenced by Enlightenment

XVIII. Commercial Revolution

1. Modern Free Market
2. Mercantilism and cottage industry
3. International Trade
4. Corporation

XIX. The Age of Revolutions

1. Glorious Revolution of England, American Revolution, French Revolution
2. Philosophers
3. Locke, Montesquieu, Rousseau, Bolivar, Jefferson, Madison
4. Magna Carta, English Bill of Rights, Declaration of Independence, U.S. Bill of Rights, French Declaration of the Rights of Man
5. Influence of the American Revolution
6. French Revolution, Napoleon, Monarchy

XX. The Industrial Revolution

1. England, France, Germany, Japan, and the United States
2. James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison
3. Population Growth, Urban Migration
4. Demise of the Slave Trade
5. Natural Resources and Entrepreneurialism
6. The Free Market/ Capitalism
7. Rising Standard of Living
8. Union Movement
9. Communism, Socialism
10. Romanticism in art and literature, William Blake and William Wordsworth, Charles Dickens

XXI. New Imperialism

1. Africa, Southeast Asia, China, India, Latin America, and the Philippines.
2. Colonialism, Social Darwinism, Missionary Work

3. England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.
4. Independence struggles

XXII. World War I

1. Causes of World War I
2. Political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of “total war.”
3. Major Battles
4. Russian Revolution
5. Entry of the U.S.A.
6. Ottoman Genocide against Armenians
7. Effects of World War I
8. Treaty of Versailles, War Guilt
9. Woodrow Wilson’s 14 Points
10. The Lost Generation and Art (Pablo Picasso, Gertrude Stein, Ernest Hemingway).

XXIII. Totalitarianism

1. Communism, Lenin, Stalin, Trotsky, Genocide, Terrorism
2. Fascism/Nazism, Hitler, Mussolini
3. Japan
4. Causes of World War II
5. Appeasement of the Allies
6. Rape of Nanking
7. Stalin-Hitler Pact of 1939
8. Major Battles and Turning Points in the War
9. Pearl Harbor
10. Holocaust against Jews
11. Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).
12. Allied Victory
13. The Manhattan Project

XXIV. Post-World War World

1. The Cold War
2. The Iron Curtain, Soviet/Communist Oppression
3. Truman Doctrine
4. Marshall Plan
5. Warsaw Pact and NATO and the United Nations
6. Korean War, Vietnam War, Cuba, Africa
7. Chinese Civil War, Mao Tse-Tung, Mass Murder, Communism
8. Uprisings in Poland (1956), Hungary (1956), and Czechoslovakia (1968)

9. Establishment of Israel
10. Soviet invasion of Afghanistan
11. Ronald Reagan and Pope John Paul II against Communism
12. Collapse of the Soviet Union

XXV. War Against Terrorism

1. 9/11 Attack
2. The Taliban, Al Qaeda, ISIS
3. Radical Islam

Primary Source Documents

Chapter One: The Ancient Near East: The First Civilizations

Lamentation Over the Destruction of Ur

Chapter Two: The Hebrews: A New View of God and the Individual

Isaiah, Chapters 40 to 55

Chapter Three: The Greeks: From Myth to Reason

Euripides: Medea

Chapter Four: Rome: From City-State to World Empire

Aelius Aristides: The Blessings of the Pax Romana

Chapter Five: Early Christianity: A World Religion

Saint Benedict of Nursia: The Christian Way of Life

Chapter Six: The Rise of Europe: Fusion of Classical, Christian, and Germanic Traditions

Bishop Adalbero of Laon: The Tripartite Society

Chapter Seven: The Flowering and Dissolution of Medieval Civilization

Adelard of Bath: A Questioning Spirit

Chapter Eight: Transition to the Modern Age: Renaissance and Reformation

Giovanni Pico della Mirandola: Oration on the Dignity of Man

Chapter Nine: Political and Economic Transformation: National States, Overseas Expansion, Commercial Revolution

Seventeenth-Century Slave Traders

Chapter Ten: Intellectual Transformation: The Scientific Revolution and the Age of Enlightenment

Voltaire: Condemnation of Superstition

Chapter Eleven: The Era of the French Revolution

Robespierre: The Necessity for Terror

Chapter Twelve: The Industrial Revolution

James Phillips Kay: Moral and Physical Dissipation

Chapter Thirteen: Thought and Culture in the Early Nineteenth Century

Benjamin Constant: On the Limits of Popular Sovereignty

Chapter Fourteen: Liberalism and Nationalism

Carl Schurz: Revolution Spreads to the German States

Chapter Fifteen: Realism, Positivism, Darwinism, and Social Criticism

Charles Darwin: The Descent of Man

Chapter Sixteen: Modernization, Nationalism, Imperialism

The Pan-German League: Extreme Racial Nationalism

Chapter Seventeen: Modern Consciousness

Friedrich Nietzsche: The Will to Power

Chapter Eighteen: World War I

Friedrich von Bernhardi: Germany and the Next War

Chapter Nineteen: An Era of Totalitarianism

Ernst Huber: The Authority of the Fuhrer Is....All-Inclusive and Unlimited

Chapter Twenty: World War II

Historical Division, War Department: Omaha Beachhead

Chapter Twenty-One: Post-World War II

Milovan Djilas: The New Class

Sequence of History Lessons

Week One: The Earliest Civilizations

Week Two: The Ancient Hebrew

Week Three: Ancient Greece

Week Four: The Hellenistic Age

Week Five: Roman Republic and Roman Empire

Week Six: Christianity

Week Seven: Ancient India
Week Eight: Ancient China
Week Nine: The Middle Ages in Europe
Week Ten: The End of Medieval Civilizations
Week Eleven: Islamic Civilizations
Week Twelve: Medieval China and Medieval Japan
Week Thirteen: Medieval Africa
Week Fourteen: The Renaissance
Week Fifteen: The Reformation
Week Sixteen: Absolutism, The Age of Exploration, The Commercial Revolution
Week Seventeen: The Scientific Revolution and the Age of Enlightenment
Week Eighteen: The French Revolution
Week Nineteen: The Industrial Revolution
Week Twenty: Thought and Culture
Week Twenty-One: Liberalism and Nationalism
Week Twenty-Two: Thought and Culture in the 19th Century
Week Twenty-Three: The Age of Imperialism
Week Twenty-Four: Modern Consciousness
Week Twenty-Five: Causes and Effects of World War I
Week Twenty-Six: Totalitarianism
Week Twenty-Seven: Causes of World War II
Week Twenty-Eight: World War II
Week Twenty-Nine: The Cold War in Europe
Week Thirty: The End of the Cold War
Week Thirty-One: The Post Cold War World and Islamic Terrorism
Week Thirty-Two: Discussions

Sample Weekly Lesson Plans
Teacher Instructions for Week One: The Earliest Civilizations
During Class

1. Icebreaker: Two Truths and a Lie

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

2. Teach the lesson Fact or Opinion in *Take a Stand!*
3. Teach the lesson Judgment in *Take a Stand!*
4. On page 4 of *Western Civilization*, read the Focus Questions. Have students give their best answers out loud.
5. On page 21 of *Western Civilization*, read out loud the Primary Source. Have students discuss answers to the questions on page 21.
6. Introduce students to the open-ended question.
7. If time permits, read one or more primary sources on Mesopotamia, Egypt, and Kush on this website: [https://www.classicalhistorian.com/free-primary-sources.html#/. Have students answer the questions in class.](https://www.classicalhistorian.com/free-primary-sources.html#/)
8. Assign students to read chapter 1.

Homework

1. Read chapter 1.
2. Answer the Focus Questions for chapter 1, found on page 4.
3. Complete all activities of the open-ended questions for this chapter except the Reflection.

Teacher Instructions for Week Two: The Ancient Hebrews

During Class

1. Review the Focus Questions from chapter 1 of *Western Civilization*.
2. Review the answers from the Socratic discussion and lead the Socratic discussion from Lesson One. Direct students to write the Reflection.
3. Teach Primary or Secondary Source Analysis and Judgement.
4. On page 23, preview the Focus Questions.
5. Read the primary source on page 32. Direct students to answer the questions out loud.
6. Introduce students to the open-ended question.
7. If time permits, read one or more primary sources on the Ancient Hebrews on this website: [https://www.classicalhistorian.com/free-primary-sources.html#/. Have students answer the questions in class.](https://www.classicalhistorian.com/free-primary-sources.html#/)

Homework

1. Read chapter 2 of *Western Civilization*.
2. Answer the Focus Questions for chapter 2 on page 23.
3. Complete all activities for the two open-ended questions except the Reflection.

Teacher Instructions for Week Three: Ancient Greece

During Class

1. Review the Focus Questions from chapter 2 of *Western Civilization*.
2. Review the answers from the Socratic discussion questions and lead the Socratic discussions. Direct students to write the Reflection on one of the discussions.
3. Teach the lesson on Paraphrasing.
4. On page 34, preview the Focus Questions for chapter 3, The Greeks.
5. Read the primary source on page 61. Direct students to answer the questions out loud.

6. Introduce students to the open-ended question.
7. If time permits, read one or more primary sources on Ancient Greece on this website: [https://www.classicalhistorian.com/free-primary-sources.html#/. Have students answer the questions in class.](https://www.classicalhistorian.com/free-primary-sources.html#/)

Homework

1. Read chapter 3 of *Western Civilization* through page 61.
2. Answer the Focus Questions on pages 34 and 35.
3. Complete the open-ended question.

Teacher Instructions for Week Four: The Hellenistic Age

During Class

1. Review the Focus Questions from chapter 3 of *Western Civilization*.
2. Review the answers from the Socratic discussion question and lead the Socratic discussion. Direct students to write the Reflection on the discussions.
3. Have students share their Reflection in class.
4. Begin reading in class from chapter 3, pages 62-71.

Homework

1. Read pages 62-71 in *Western Civilization*. Answer the Questions.
2. Answer the open-ended question.

Teacher Instructions for Week Five: Roman Republic and Empire

During Class

1. Review the answers from the Questions on Alexander the Great.
2. Lead the class in the Socratic discussion.
3. Direct the students to write the Reflection for the Socratic discussion.
4. Introduce students to the open-ended discussion on the Roman Republic.
5. If time permits, preview the Focus Question for chapter four on page 72.
6. If time permits, read one or more primary sources on the Roman Republic and Roman Empire on this website: [https://www.classicalhistorian.com/free-primary-sources.html#/. Have students answer the questions in class.](https://www.classicalhistorian.com/free-primary-sources.html#/)

Homework

1. Read chapter 4.
2. Answer the Focus Questions on page 72.
3. Answer the open-ended questions.

Teacher Instructions for Week Six: Christianity

During Class

1. Review the answers from the Focus on Questions on page 72.
2. Lead the class in the Socratic discussions.
3. Direct the students to write the Reflection for the Socratic discussion.
4. Introduce students to the open-ended discussion on Christianity.
5. Read out loud the primary source on page 115 and have students answer the question. Review their answers.

Homework

1. Complete the Socratic discussion open-ended assignment.
2. Assign one or more of the primary source readings on Christianity from this website: [https://www.classicalhistorian.com/free-primary-sources.html#/. Have students write their answers.](https://www.classicalhistorian.com/free-primary-sources.html#/)

Teacher Instructions for Week Seven: Ancient India

During Class

1. Lead students in the Socratic discussion on Christianity.
2. Direct students to write their Reflection.
3. Introduce students to the Socratic discussion questions on Ancient India. Let students know they are responsible for their own research for these two discussions.
4. Time permitting, read the primary sources on Ancient India and Buddhism and Hinduism on this website: <https://www.classicalhistorian.com/free-primary-sources.html#/>. Have students write their answers.

Homework

Complete the Socratic discussion open-ended assignments. Students will have to use their own sources to research this topic.

Teacher Instructions for Week Eight: Ancient China

During Class

1. Lead the class in the Socratic discussions on Ancient India.
2. Direct students to write their reflection.
3. Introduce students to the Socratic discussions on Ancient China.
4. Time permitting, read the primary sources on Ancient China on this website: <https://www.classicalhistorian.com/free-primary-sources.html#/>. Have students write their answers.

Homework

Complete the Socratic discussions on Ancient China. Students will have to use their own sources to research this topic.

Teacher Instructions for Week Nine: The Middle Ages in Europe

During Class

1. Lead the class in the Socratic discussions on Ancient China.
2. Direct students to write their reflection.
3. Introduce students to the Socratic discussion open-ended question for this week.
4. Read out loud the primary source on page 137 and answer the questions in class.
5. Time permitting, read the primary sources on Medieval Europe on this website: <https://www.classicalhistorian.com/free-primary-sources.html#/>. Have students write their answers.

Homework

1. Read chapter 6 of Western Civilization.
2. Answer the Focus Questions for Chapter 6, found on pages 124 and 125.
3. Complete the Socratic discussion question.

Thinking Curriculum

Students will answer Socratic discussion open-ended questions throughout the year, and will acquire the following skills:

The Tools of the Historian

1. Fact or Opinion?
2. Judgment
3. Supporting Evidence
4. Primary and Secondary Sources
5. Using Quotes

6. Paraphrasing
7. Researching Various Sources
8. The Socratic Discussion in History
9. Making a Counterargument
10. Understanding Cause and Effect
11. Understanding Compare and Contrast
12. Understanding Bias
13. Using Evidence and Not Emotion to Form Judgement