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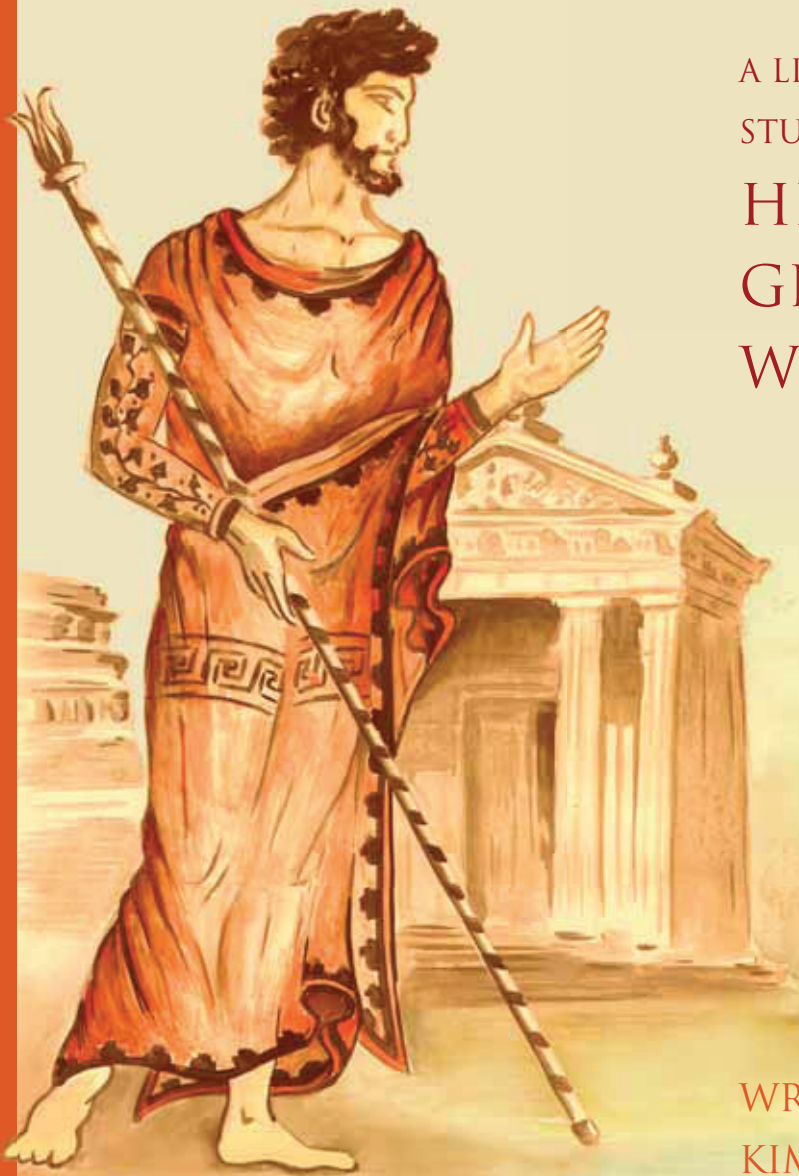


HISTORY ODYSSEY

# ANCIENTS

## PREVIEW

A LITERATURE-BASED  
STUDY GUIDE COMBINING  
HISTORY  
GEOGRAPHY  
WRITING



WRITTEN BY  
KIMBERLY MAIER

LEVEL THREE

# HISTORY ODYSSEY

## ANCIENTS (LEVEL THREE)

## STUDY GUIDE PREVIEW

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# TABLE OF CONTENTS

<b>Letter to Parents, Teachers, and Students</b> .....	5
<b>Introduction</b> .....	7
<b>Course Outline</b> .....	11
<b>Part I</b> Reading Skills (Lessons 1 - 6) .....	15
<b>Part II</b> Early Civilized Life (Lessons 7 - 8) .....	19
<b>Part III</b> Ancient Mesopotamia (Lessons 9 - 24) .....	23
<b>Part IV</b> Ancient Egypt (Lessons 25 - 38) .....	29
<b>Part V</b> Intruders and Invaders: The Dark Ages of the Ancient Near East (Lessons 39 - 61) .....	35
<b>Part VI</b> The Beginnings of Civilization in Eastern Asia (Lessons 62 - 71) .....	43
<b>Part VII</b> The Other Worlds of the Ancient Past (Lesson 72) .....	49
<b>Part VIII</b> The End of the Old World (Lessons 73 - 76) .....	53
<b>Part IX</b> The Roots of One World (Lessons 77 - 87) .....	57
<b>Part X</b> The Greeks (Lessons 88 - 103) .....	63
<b>Part XI</b> Greek Civilization (Lessons 104 - 121) .....	69
<b>Part XII</b> The Hellenistic World (Lessons 122 - 133) .....	75
<b>Part XIII</b> Rome (Lessons 134 - 144) .....	81
<b>Part XIV</b> The Roman Achievement (Lessons 145 - 156) .....	85
<b>Part XV</b> Jewry and the Coming of Christianity (Lessons 157 - 158) .....	91
<b>Part XVI</b> The Waning of the Classical West (Lessons 159 - 164) .....	95
<b>Part XVII</b> Final Project (Lesson 165) .....	99
<b>Appendix</b> A - Sample Outline .....	103
B - Recommended Resources .....	105
C - How to Write a Thesis Statement .....	111
D - Suggested Timeline Dates .....	113
E - Essay Grading Rubric .....	121

## Dear Parent, Teacher, and Student:

*“The mind is not a vessel to be filled but a fire to be kindled.” Plutarch*

We welcome you to *History Odyssey: Ancients (level three)*. Level three *History Odyssey* guides are written for 9th through 12th grade students engaged in the rhetoric stage of a classical education. The guides are structured around *The New History of the World* written by J.M. Roberts and are enhanced by copious reading of source documents and classic literary works for each time period. Understanding and mastery of concepts are accomplished by complementing the reading assignments with a wide variety of writing projects including expository, descriptive, narrative, and persuasive essays. Using a wide range of media for research purposes, students will learn how to develop concise thesis statements and well-written research papers. The *History Odyssey* guides emphasize synthesis of knowledge by combining the disciplines of history, literature, writing, and geography.

It is a daunting task to undertake the study of history beginning with the known origins of human civilization. We have chosen a balance of a broad general overview combined with topics of intense scrutiny to help bring to life the rich history of humankind. It is important to note that this is a study *guide* that will encourage students to follow the path of civilization, perhaps taking many detours along the way. In most cases, two or more writing assignment options are given for each topic to allow freedom of choice. It may be that some students will wish to explore other topics of more importance or interest to them for a particular segment of history than those we have listed—by all means, feel free to do so.

The lessons in this guide are not necessarily intended to be completed in one class session. Lessons containing lengthy reading and/or writing assignments will certainly require more than one class session. Students are encouraged to proceed at their own pace, but in accordance with time requirements placed on them by parents or teachers. Remember, these lesson plans combine several subjects—history, literature, writing, and geography. For this age group we recommend history be studied about two hours per day, four to five times a week. This guide will comprise a one-year history course for most students studying at this pace.

May the fires of your own mind be kindled as you embark on your own personal Odyssey!

# INTRODUCTION

## Required Resources

The following resources are needed to complete this course. Additional resources and book recommendations can be found in Appendix B.

- \**The New History of the World* by J.M. Roberts
- \**The World's Great Speeches* edited by Copeland, Lamm & McKenna
- \*Timeline (from Pandia Press or homemade)
- A Rulebook for Arguments* by Anthony Weston
- How to Read a Book* by Mortimer J. Adler & Charles Van Doren
- "How to Read *How to Read a Book*" by Maryalice B. Newborn
- The Epic of Gilgamesh* translated by N.K. Sandars
- The Tale of Sinuhe and Other Ancient Egyptian Poems* translated by R.B. Parkinson
- The Iliad* by Homer, translated by Robert Fagles
- The Odyssey* by Homer, translated by Robert Fagles
- The Boys' and Girls' Herodotus* by John S. While, LL.D.
- The Life of Alexander the Great* by Plutarch, translated by John Dryden
- The Fall of Athens, A Story of the Peloponnesian War* by Alfred J. Church
- The Last Days of Socrates* by Plato, translated by Tredennick & Tarrant
- \*\**Lives of Famous Romans* by Olivia Coolidge
- Classical Ingenuity* by Charles F. Baker & Rosalie F. Baker
- The Classical Companion* by Charles F. Baker III & Rosalie F. Baker

\* These resources will be used over several years in all rhetoric level *History Odyssey* study guides.

\*\* At the time of printing this guide, this book went out of print. It can be found in many libraries and online book stores that sell used and out-of-print books. It will likely be reprinted in the near future.

## Other Supplies Needed

In addition to the books and resources listed above you will need the following:

- Three-ring binder
- 8 tab dividers
- Paper (either lined notebook paper or computer printer paper)
- Colored pencils for map work
- 3-hole punch
- Write-on transparency film or printer/copier transparency film (optional)
- Transparency markers (optional)
- Miscellaneous arts and crafts supplies (depending on which projects you elect to complete)
- Internet access for map work
- Detailed atlas

## Setting Up Your Binder

As you progress through this study guide you will build your own record and commentary of world history which will be filed in a three-ring binder.

Divide your binder into the following sections:

- Outlines & Summaries
- Men & Women
- Government & War
- Religion & Philosophy
- Art & Literature
- Inventions & Achievements
- Maps & Worksheets
- Timeline

Place this study guide in the front of your binder. Place the maps, worksheets, and your timeline in the appropriate sections. Place lined paper in the remaining sections or add computer printouts as you create them.

## Lesson Assignments

Throughout these lessons you will be asked to synthesize your readings through outlining, writing assignments, projects, entering dates on your timeline, and map work.

## Writing Assignments

You will be asked to write short descriptions or summaries of key concepts and events (e.g., of a specific person, work of art, or invention) which should be written as a concise paragraph consisting of 100-150 words. At times you will be instructed to write a one-page description or biography which should consist of about 250 words.

You will also be asked to outline chapters in *The New History of the World* (your main history reference spine). We recommend that you seek an outlining instruction course if you have not had experience in outlining. In lieu of outlining, you may choose to summarize in paragraph form or list key ideas. However, we recommend you outline at least a few chapters.

Additionally, you will be assigned research and expository compositions. These papers should consist of between 500 to 1000 words (approximately two to four double-spaced, typed pages). When you are asked to research a topic, you may use any means available for your investigation including, but not limited to, the library and the internet. Where appropriate, suggestions for specific resources will be listed in the Appendices.

NOTE TO PARENTS AND TEACHERS: We will be briefly reviewing the writing skills necessary to complete this course. Please note that this *History Odyssey* course is not intended to replace instruction in high school and early college-level writing. However, this is without a doubt a writing-intensive history course. What you see reflected in our suggestions for assignments may be uncomfortably difficult for a student without a strong writing background. Please don't be intimidated. Above all, don't allow your student to give up! We recommend that you help your student gain mastery of the writing process by working through a formal writing course intended for high school or college writing.

If you do not already have a process in place for teaching your student essay writing, we recommend working through the Brave Writer "Help for High School" e-book which is available for purchase at <http://www.bravewriter.com/Welcome/hhsdescrip.html> . The first part of the course ("Preparation for Essay Writing") is meaty and vital; however, we would suggest that you do the second portion ("Essay Writing") first in order to get your student comfortable quickly with this level of writing. You can finish this course in six to eight weeks if you work through a module per week. As you go through the assignments in Brave Writer or another



course, incorporate your learning into the essays and writing assignments assigned for *History Odyssey*.

Other writing resources can be found online by doing a search with the words “high school writing” and “thesis statement history” and following the links offered. Pay particular attention to thesis statements, developing arguments, and typical essay forms. Review formats for attribution of quotes and have your student take great care in citing sources to avoid plagiarism in their academic writing.

You will find an Essay Grading Rubric in Appendix E. Copy and use this page for evaluating or grading the essay writing assignments.

## **Timelines**

Choose a timeline format that suits your needs. Timelines can be notated in many different ways including writing dates and descriptions only, drawing illustrations to accompany your dates and descriptions, or purchasing timeline software. Periodically throughout this course, you will be revisiting dates on your timeline to add information about additional cultures and events. For example, Chapter 2 of your history reference spine deals with ancient Mesopotamia. You will note on your timeline that the potter’s wheel was being used in Ancient Sumeria in 3500 BC. When the next chapter addresses ancient Egypt, you will indicate on your timeline that Upper and Lower Egypt were united by Pharaoh Menes and a hieroglyphic script was invented in 3500 BC. Be sure to allow room for these additions.

Alternatively, you may opt to omit a timeline from your rhetoric stage study. This may be appropriate if you have a solid foundation in timeline construction and analysis. We strongly recommend you keep a timeline if you have no prior experience with this tool.

The Timeline Analysis assignment in Part XVII is recommended for all students.

## **Map Work**

Geography is a key element in the study of history. We recommend you color your maps using good quality colored pencils and label them with a fine point pen.

When you have completed each map as assigned, we suggest you create a transparency overlay for that map on which you will label modern-day countries and cities. This will give you a firm understanding of the changes which have occurred over time and of the historical areas of the world as they correspond to today’s regions. You can accomplish this by using write-on transparency film (available at office supply stores) and markers designed for transparency use. Just trace the outlines from your completed map and fill in the current information using a world atlas, wall map, or globe. Another option is to use printer/copier transparency film and copy each map onto the transparency before completing the assignment. Then you can fill in the modern information on the copied transparency. As a final option, you may write the modern-day labels in parentheses on each map.

## **Worksheets**

Please be certain to make sufficient photocopies of all worksheets before marking your original copy. We have placed reminders to photocopy extra sheets within the course as the worksheets are required.

## **Scheduling**

We suggest that you plan to complete the first eight to ten assignments, as well as the readings of *The Iliad* and *The Odyssey*, on a schedule of five assignments per week. This will insure that you can allow adequate time for research, writing, correction, and re-writing during the rest of the course.

## ***How to Read a Book***

In the first 33 lessons, you will be reading *How to Read a Book* by Mortimer J. Adler and Charles Van Doren and completing the study guide “How to Read *How to Read a Book*” by Maryalice B. Newborn. This “classic guide to intelligent reading” will not only equip you for the successful completion of this Ancient History course, but will

also prepare you for high level reading comprehension for the rest of your life. You will want to begin implementing the techniques taught in this book as soon as possible.

### **Activity Ideas**

A number of Activity Ideas will be suggested throughout this course. These are optional but highly recommended activities which will give you a good change of pace from your daily assignments.

### **Website Listings**

We have included a few web addresses, especially for map resources, in this guide. In the event that you do not have internet access, you should be able to locate your resources at a library.

# COURSE OUTLINE

- I. Reading Skills
  - A. *How to Read a Book*
  - B. "How to Read *How to Read a Book*"
  - C. "How to Write a Thesis Statement" Assignment
  - D. "The Elements of Civilization" Research and Writing Assignment
  
- II. Early Civilized Life
  - A. The Fertile Crescent
  - B. Map - The Fertile Crescent
  
- III. Ancient Mesopotamia
  - A. *The Epic of Gilgamesh* and Essay Assignment
  - B. "Sumerian Religious Belief System" Research and Writing Assignment
  - C. "Sumerian Inventions" Short Description Assignment
  - D. Map - Ancient Sumer and Akkadian Empires
  - E. "Code of Hammurabi" Research and Writing Assignment
  - F. "Babylonian Legacies" Summary Assignment
  - G. Map - The Babylonian Empire
  - H. Activity Idea - Sumerian Ziggurat Model
  
- IV. Ancient Egypt
  - A. "Dynastic Synchronization" Essay Assignment
  - B. *The Tale of Sinhue* and Essay Assignment
  - C. The Seven Wonders of the Ancient World
  - D. Map - Ancient Egypt
  - E. *The Tale of the Shipwrecked Sailor*
  - F. *The Dialogue of a Man and His Soul*
  - G. *The Teaching of the Vizier Ptahhotep*
  - H. Map - Egypt's Middle and New Kingdoms
  - I. Your Choice "Ancient Egypt" Essay
  - J. Activity Idea - Ancient Egypt Photo Journal
  
- V. Intruders and Invaders: The Dark Ages of the Ancient Near East
  - A. Mediterranean Cultures
  - B. "*The Iliad* Literature Matrix" Project and Essay Assignment
  - C. Short Biographies Assignment
  - D. Map - The Exodus
  - E. Map - Israel's Divided Kingdom
  - F. "Ancient Civilizations Survey" Project
  - G. Map - Minoan Crete
  - H. Map - The Assyrian Empire
  - I. Map - Phoenician Trade
  - J. Your Choice "Mediterranean Culture" Research and Writing Assignment
  - K. *A Rulebook for Arguments* Introduction (Assignments from this book are ongoing throughout the remainder of the course and will not be itemized again in this outline.)

- VI. The Beginnings of Civilization in Eastern Asia
  - A. Map - Ancient India
  - B. "Ancient India" Essay Assignment
  - C. "Shang, Chou, Ch'in, and Han" Summary Assignment
  - D. Map - Ancient China
  - E. "Analects of Confucius" Research and Writing Assignment
  
- VII. The Other Worlds of the Ancient Past
  - A. Africa, Megalithic Europe, and The Americas
  - B. Map - Ancient Africa
  
- VIII. The End of the Old World
  - A. The Persian Empire
  - B. Map - Persia Under King Darius
  - C. "Persian Conquerors" Summary Assignment
  - D. "Zoroastrianism" Essay Assignment
  
- IX. The Roots of One World (The Classical Mediterranean)
  - A. "Classical Standards" Project
  - B. "The *Odyssey* Plot Elements Chart" Project and Essay Assignment
  
- X. The Greeks
  - A. *The Boys' and Girls' Herodotus* and Summary Assignment
  - B. Map - Persia *versus* Greece
  - C. Persia *versus* Greece
  - D. "Ancient Games" Research Project
  - E. The Classical Temple
  - F. "The Nine Muses" Project
  - G. Greece *versus* Rome
  
- XI. Greek Civilization
  - A. Map - The Peloponnesian War
  - B. *The Fall of Athens*
  - C. "Classical Contributors" Biography Assignment
  - D. Ancient Artists and Their Crafts
  - E. Pericles' "Funeral Oration" and Essay Assignment
  - F. "The Last Days of Socrates Storyboard" Project and Essay Assignment
  - G. "Athenian Democracy" Writing Assignment
  - H. Activity Idea - Ancient Greece Travel Brochure
  
- XII. The Hellenistic World
  - A. "The Life of Alexander the Great Chronology" Project and Interview Assignment
  - B. Demosthenes' "The Second Oration Against Philip" and Essay Assignment
  - C. Greek Creativity
  - D. Map - Conquests of Alexander the Great
  - E. "Battles of Alexander" Research and Analysis Assignment
  - F. "Hellenistic Contributors" Biography Assignment

## G. "Epicureanism and Stoicism" Research and Writing Assignment

### XIII. Rome

- A. "Roman Ruler Chart" Project
- B. Map - The Roman Republic
- C. Carthage *versus* Rome
- D. "To His Soldiers" (Hannibal's speech)
- E. Map - The Punic Wars (Rome *versus* Carthage)
- F. "Punic Wars" Essay Assignment
- G. *Lives of Famous Romans*
- H. "Catilinarian Conspiracy" Selected Readings and Short Fiction Writing Assignment
- I. Gaul *versus* Rome
- J. Siegeworks Model Building Project

### XIV. The Roman Achievement

- A. Map - The Great Roman Empire
- B. Egypt *versus* Rome
- C. Rome's Ingenious Engineers
- D. "Ancient Rome" Writing Assignments

### XV. Jewry and the Coming of Christianity

- A. Jewish Contributions to Christianity
- B. "Rome's Facilitation of the Rise of Christianity" Essay Assignment

### XVI. The Waning of the Classical West

- A. "Short Biographies" Assignment
- B. Map - Barbarian Invasion
- C. "Decline and Fall of Rome" Analytical Essay Assignment
- D. "Growth and Change in the Christian Church" Essay Assignment
- E. Activity Idea - Design an Ancient Rome Board Game

### XVII. Timeline Analysis

Note: The Roman numeral lesson titles noted above are taken from corresponding chapters in the text *New History of the World* by J.M. Roberts.

# PART I

## READING SKILLS

*“In the case of good books, the point is not how many of them you can get through, but rather how many can get through to you.” Mortimer Adler*



## Lesson 1

- Read *How to Read a Book (HRB)* pp. ix - xiii, Preface, and pp. 3 - 15, Chapter 1.

Due to its importance in the overall context of this Ancient History course, the first part of this course will consist of reading *How to Read a Book* and completing the corresponding sections in the Study Guide. These lessons will set the stage for the successful completion of the remainder of your Ancient History course.

- Complete Study Guide “How to Read *How to Read a Book*” (SG) pp. 1 - 2.
- Read Appendix C of this course, How to Write a Thesis Statement.

Today you will read a brief description of how to develop thesis statements. The thesis statement explicitly expresses the main idea of your essay, whether the topic is an answer to an assigned question or a topic of your own choosing. This how-to course will help you develop skills for formulating a concise and well-written thesis statement.

## Lesson 2

- Read *HRB* pp. 16 - 20, Chapter 2.
- Complete SG p. 3.

- Research Assignment - Begin researching the elements that make up a civilization. You can find information in your library and on the internet; entire books have been written on this subject. Write down these constituents on separate note cards and add notes from your reading. Complete at least three different sets of note cards on three different elements before Lesson 3.

## Lesson 3

- Read *HRB* pp. 21 - 30, Chapter 3.
- Read *HRB* pp. 31 - 44, Chapter 4.
- Complete SG pp. 4 - 6.

- Look for two or three more elements that constitute a civilization. Make cards for each separate element as you did in Lesson 2.

- After you have read Appendix C, complete the following activity for the topic “civilizations” using the guidelines in the lesson:

1. Note that “civilizations” is a broad topic.
2. Narrow the topic. (Use the research in this lesson and Lesson 2 for ideas.)
3. Ask a specific question about the narrowed topic.

4. Now answer the question by writing as concise a thesis statement as possible. This should be an opinion; that is, an argument you mean to explain or the position you are taking about the question you have asked.

[NOTE: You will NOT be using this thesis statement in your writing this time, but do take the time to craft it well, as you will be called upon to write many thesis statements in your academic career. If you can gain skill at narrowing, questioning, and then making clear, strongly opinionated thesis statements, you will find writing essays easier to manage. Every point will flow logically because you will be defending your statement in your writing.]

## Lesson 4

- Read *HRB* pp. 45 - 56, Chapter 5.
- Complete *SG* pp. 7 - 9.
- Read *HRB* pp. 59 - 74, Chapter 6.
- Complete *SG* p. 10.
- Write an opening paragraph for the summary that you will write for Lesson 5. (Three or four sentences are all you need here.) Remember, this is simply a summary of researched points and not a topic you need to have an opinion about, so do not try to fit in a thesis statement. Tell what you are summarizing and create a clear topic sentence for your summary. You may want to begin your paragraph with a question or statement that catches the eye of your reader and draws them in to find out more.

## Lesson 5

- Read *HRB* pp. 75 - 95, Chapter 7.
- Complete *SG* pp. 11 - 12.
- In preparation for reading and learning about ancient history, use the research from Lessons 2 - 4 to write a first draft of a one- or two-page summary describing the elements necessary to constitute a civilization. You will be completing this summary in Lesson 7.

## Lesson 6

- Read *HRB* pp. 96 - 113, Chapter 8.
- Complete *SG* p. 13.



## PART II

# EARLY CIVILIZED LIFE

*"Civilization is the order and freedom promoting cultural activity." Will Durant*



## Lesson 7

- Read *New History of the World (NHW)* pp. 39 - 48, “Early Civilized Life.”

Today you will begin reading *New History of the World* by J.M. Roberts. For the purposes of this course, you will begin your reading at Book Two, “The First Civilizations,” on page 39. This book is the foundation of your Ancient History course and subsequent Level Three *History Odyssey* courses up through Modern Times. Consider this text as a springboard to further research and inquiry. You will be asked to outline or summarize\* the reading material and place it in the **Outlines & Summaries** section of your binder. This outline will become your personal record and commentary on world history events. (A sample outline of Book Two, Chapter 2 from *NHW*, “Ancient Mesopotamia,” can be found in Appendix A of this study guide.)

\* You may choose to either outline or summarize the chapters in *NHW*. If summarizing, you can either list key ideas or summarize in paragraph form. Outlining is an important skill to practice. Therefore, we recommend you outline some of the chapters.

- Outline or summarize these pages; insert your work into your binder in the **Outlines & Summaries** section.
- Add to your summary on civilization. Proof your summary for errors of style, grammar, and spelling. Place this summary in the **Government & War** section of your binder.

## Lesson 8

- Read *HRB* pp. 114 - 136, Chapter 9.

- Complete SG pp. 14 - 15.

- Map 1 - The Fertile Crescent. Color the land area of the Fertile Crescent. Referring to the map on page 46 in *NHW* and a wall map, world atlas, or globe, add the following labels to your map:

Arabia	Jerusalem	Damascus
Persian Gulf	Uruk	Assur
Caspian Sea	Mediterranean Sea	Ur
Red Sea	Cyprus	
Mesopotamia	Sumer	

- Using the map on page 32 in *NHW*, indicate the early farming sites found in the Fertile Crescent dated 5200 BC or earlier. Create a map key to identify the early sites of farming on your map.

# PART III

## ANCIENT MESOPOTAMIA

*"History teaches everything, including the future." Lamartine*



## Lesson 9

- Read *NHW* pp. 49 - 57, “Ancient Mesopotamia” (conclude with the first paragraph on p. 57).
- Outline or summarize these pages; insert your work into your binder in the **Outlines & Summaries** section.

## Lesson 10

- Enter significant dates on your timeline from Lesson 9. See Appendix D of this study guide for suggested dates.
- Read *The Epic of Gilgamesh (Gilgamesh)*, Introduction Parts 1 - 3, pp. 7 - 16.

Today you will begin reading *The Epic of Gilgamesh* translated by N.K. Sandars. This epic, as you have read in *NHW*, is the oldest story in the world. To fully understand the narrative and gain valuable knowledge about its history, it is imperative that you read the introduction. Be sure to apply the skills you are learning in *HRB* when reading this literature.

## Lesson 11

- Read *HRB* pp. 137 - 151, Chapter 10.
- Complete *SG* pp. 16 - 18.
- Read *Gilgamesh*, Introduction Parts 4 - 6, pp. 17 - 30.

## Lesson 12

- Read *NHW* pp. 57 - 65, “Ancient Mesopotamia.”
- Outline or summarize these pages; insert your work into your binder in the **Outlines & Summaries** section.

## Lesson 13

The religious belief system of the ancient Sumerians, which is described as naturalistic polytheism, was the major driving force for all other aspects of life in ancient Sumer.

- First, look up these words: religion, polytheism, theism, naturalism, and deity. Now research the religious beliefs and practices of the ancient Sumerians. Summarize Sumerian religious practices and explain with details their influence on Sumerian daily life. (How did their religion influence such things as hygiene, burials, festivals and holidays, agricultural practices, development of literacy, city life and politics, architecture, education, etc? Any or all of these can be discussed in your essay exploring this topic.) While researching the deities of the Sumerians, note how they were symbolized in art and cuneiform writing. See if you can see how nature must have influenced the Sumerian’s views of their various gods and goddesses. Place your essay in the **Religion & Philosophy** section of your binder.

## Lesson 14

- Read *HRB* pp. 152 - 167, Chapter 11.
- Complete *SG* pp. 19 - 20.
- Read *Gilgamesh*, Introduction Part 7, pp. 30 - 44.

## Lesson 15

- Research and write short descriptions of the various inventions credited to the ancient Sumerians. One good resource is Chapter 2, "Ancient Mesopotamia," in *NHW*. Your descriptions should include (but are not limited to):

Building technology	Mathematics	Irrigation
City-states	Potter's wheel	
Glass	Writing system	

- For one of these inventions, expand your description to a summary that charts the course of its development from ancient times to the present. Include your thoughts on the benefits that we derive from this invention. Place your descriptions and summary in the **Inventions & Achievements** section of your binder.

## Lesson 16

- Read *HRB* pp. 168 - 188, Chapter 12.
- Complete *SG* pp. 21 - 23.
- Read *Gilgamesh*, Introduction Parts 8 - 10, pp. 44 - 58.

## Lesson 17

- Read *HRB* pp. 191 - 202, Chapter 13.
- Complete *SG* pp. 24 - 25.
- Map 2 - Ancient Sumer and Akkadian Empires. Label and color your map of Ancient Sumer and the Akkadian Empire according to the map found at the following website:  
[www.hyperhistory.com/online\\_n2/maptext\\_n2/sumer.html](http://www.hyperhistory.com/online_n2/maptext_n2/sumer.html)

Add arrows as shown to indicate the campaigns of Sargon I. On your map, list the dates of the various Sumerian dynasties as listed on the website map. Label water areas and ancient civilizations.

## Lesson 18

Research the Code of Hammurabi. Look up these terms: equivalent retaliation, prescribed, decree, edict, refute, and ideology. Choose one of the following topics as an essay assignment:

(1) The Code was based on the principle of equivalent retaliation (*lex talionis*). Choose two or three laws in effect in your country. Determine the prescribed penalties for breaking these laws, then compare and contrast them with corresponding decrees of the Code; or

(2) Hammurabi's edicts provided varying degrees of punishment for different social classes. Write an argument either supporting or refuting Babylonian law as an ideology of true social justice and equality.

Place this essay in the **Government & War** section of your binder.

## Lesson 19

Read *HRB* pp. 203 - 214, Chapter 14.

Complete *SG* p. 26.

Read *Gilgamesh*, Prologue, Chapters 1 & 2, pp. 61 - 84.

## Lesson 20

In addition to the Code of Hammurabi, the Babylonians are credited with other lasting achievements. Look up the word "legacy." Referring to pages 63 - 64 in *NHW* as a starting point, write a brief summary of the other Babylonian legacies. Place your summary in the **Inventions & Achievements** section of your binder.

Enter significant dates on your timeline from Lessons 12 - 20. See Appendix D for suggested dates.

## Lesson 21

Read *HRB* pp. 215 - 233, Chapter 15.

Complete *SG* pp. 27 - 28.

Read *Gilgamesh*, Chapters 3 - 5, pp. 85 - 113.

## Lesson 22

- Read *Gilgamesh*, Chapters 6 - 7, pp 114 - 119.
- Write an essay which demonstrates your understanding of *The Epic of Gilgamesh*. You may wish to use the “Epic of Gilgamesh Essay 1 or Essay 2 Worksheet.” This worksheet will help you organize your essay. Choose one of the following topics:

(1) Look up the word “genre.” Research and define the characteristics which qualify a story to be categorized as an “epic.” Based on your findings, write an essay supporting the classification of the Gilgamesh poems in the epic genre; or

(2) Based on your knowledge of the religious ideologies of the Ancient Sumerians, demonstrate how the actions and experiences of Gilgamesh represent the belief systems of the entire culture. Use specific examples from the book to support your ideas.

Place your essay in the **Art & Literature** section of your binder.

## Lesson 23

- Read *HRB* pp. 234 - 254, Chapter 16.
- Complete *SG* pp. 29 - 30.
- Map 3 - The Babylonian Empire. Label and color your map of the Babylonian Empire according to the map found at the following website: <http://en.wikipedia.org/wiki/Babylon> . Scroll down the page and select the map. Label your map in as detailed a manner as possible.

## Lesson 24 - optional

- Activity Idea: Build or draw a model of a Sumerian ziggurat. Research for this project should include illustrations of ziggurats. A model can be made from polystyrene, clay, cardboard boxes, or any other medium you prefer. Place a drawing or a photo of your 3-D model in the **Inventions & Achievements** section of binder.

## PART IV

### ANCIENT EGYPT

*“True wisdom is less presuming than folly. The wise man doubteth often, and changeth his mind; the fool is obstinate, and doubteth not; he knoweth all things but his own ignorance.” Pharaoh Akhenaton*





## Lesson 25

- Read *NHW* pp. 66 - 77, “Ancient Egypt” (conclude with the third paragraph on p. 77).
- Outline or summarize these pages; insert your work into your binder in the **Outlines & Summaries** section.

## Lesson 26

- Read *HRB* pp. 255 - 269, Chapter 17.
- Complete *SG* p. 31.
- Enter significant dates on your timeline from Lesson 25. See Appendix D for suggested dates.

## Lesson 27

- Read *NHW* pp. 77 - 87, “Ancient Egypt.”
- Outline or summarize these pages; insert your work into your binder in the **Outlines & Summaries** section.

## Lesson 28

- Read *HRB* pp. 270 - 295, Chapter 18.
- Complete *SG* pp. 32 - 34.
- Read *The Tale of Sinuhe and Other Ancient Egyptian Poems (Sinuhe)* pp. ix - xiv and pp. 1 - 18, Preface, Note on the Translations, and Introduction.

Today you will begin reading *The Tale of Sinuhe and Other Ancient Egyptian Poems* translated by R.B. Parkinson. The literary works you will encounter in this collection were preserved on papyrus manuscripts over the centuries and are now considered to be the crowning literary achievements of the Egyptian Middle Kingdom.

## Lesson 29

- Refer to the Egyptian dynastic synchronization chart on page 69 in *NHW*. Choose one of the two following writing assignments:

(1) Research and briefly outline the defining characteristics of each of the six eras, including politics and religion. Write summation sentences that pinpoint what, in your opinion, is the most important person, decisive event, or influential idea of that era. Then for each summation sentence, write three clear reasons why you feel this person, event, or idea had the most impact Egyptian on society. Write these reasons as if you were planning an essay on the topic and supporting a thesis statement. (Remember, the impact need not be positive, but it must be clear and lasting.); or

(2) Choose one ruler from each of the six eras. Research and outline the events of significance in the lives and reigns of these rulers. Write an essay comparing and contrasting two of these individuals, showing similarities and differences in their leadership styles.

Place Essay 1 in the **Government & War** section of your binder or Essay 2 in the **Men & Women** section of your binder.

### Lesson 30

- Read *HRB* pp. 296 - 305, Chapter 19.
- Complete *SG* p. 35.
- Read *Sinuhe* pp. 21 - 43, *The Tale of Sinuhe*.

Be aware that each work of literature has its own Introduction and Notes sections. Be sure to read the introduction **before** you read the actual literary work and reference the notes as you progress.

### Lesson 31

- Choose one of the following writing topics relevant to *The Tale of Sinuhe*:

(1) Write a portrayal of the pharaoh based on your reading of the tale, then describe and examine (i.e. analyze, take apart, and consider in writing) the nature of the relationship between an individual and the pharaoh. You may wish to use the “Character Web” worksheet to help you organize this essay. (You might want to make several copies of the “Character Web” worksheet for use with other books.); or

(2) Parkinson states in his introduction that the tale carries a theme of “the problematic justice of the gods.” Write an essay analyzing this statement as it applies to the tale, substantiating (i.e. confirming or justifying) your points that support your thesis statement with specific examples from the text. Don’t forget to use quotes in the appropriate places and attribute your sources properly.

Place your essay in the **Art & Literature** section of your binder.

### Lesson 32

- Read *HRB* pp. 309 - 336, Chapter 20.
- Complete *SG* pp. 36 - 37.
- Read *Classical Ingenuity (Ingenuity)* Chapter 1, “The Seven Wonders of the Ancient World,” pp. 10 - 18.

## Lesson 33

- Read *HRB* pp. 337 - 346, Chapter 21.
- Complete SG p. 38.

Congratulations! You have just completed the literature study course based on *How to Read a Book* by Mortimer J. Adler and Charles Van Doren. You are expected and encouraged to use the techniques taught in the book for all of your reading assignments. We recommend you keep this book handy and use it as a reference manual as you progress through your education.

- Read *Ingenuity* Chapter 1, “The Seven Wonders of the Ancient World,” pp. 19 - 26. Complete the “Time Line of Ancient Wonders” project on pages 27 - 28. You also may enjoy working the puzzles related to this chapter found on pages 29 - 30.

## Lesson 34

- Map 4 - Ancient Egypt. Color and label your map according to the map on page 72 in *NHW* and the map found on the following website: <http://library.thinkquest.org/J002037F/old.htm>. Be sure to label the bodies of water and include the locations of the First and Second Cataracts of the Nile River. Shade the settled area along the Nile according to the sample maps.
- Enter significant dates on your timeline from Lessons 27 - 33. See Appendix D for suggested dates.

## Lesson 35

- Read *Sinuhe* pp. 89 - 98, *The Tale of the Shipwrecked Sailor* and pp. 151 - 160, *The Dialogue of a Man and his Soul*.

## Lesson 36

- Read pp. 246 - 265, *The Teaching of the Vizier Ptahhotep*.
- Map 5 - Egypt’s Middle and New Kingdoms. Color and label your map referencing the map found at the following website: [www.wwnorton.com/nrl/english/nawol/maps/MAP3EGYP.JPG](http://www.wwnorton.com/nrl/english/nawol/maps/MAP3EGYP.JPG) . Mark the greatest extent of the Egyptian Empire and the route of the Hyksos invasion as noted on your example.
- Map 5 has two pyramids indicated. Research these pyramids and place a one paragraph summary of each in the **Inventions & Achievements** section of your binder.

## Lesson 37

Choose a topic regarding any aspect of Ancient Egyptian history. Develop your own thesis statement and write an essay proving and supporting that thesis. Use the ideas presented in Appendix C, How to Write a Thesis Statement. A few narrowed topic ideas are:

- (1) The idea of or the belief in the divinity of the pharaoh and the effect of this notion on Egyptian life;
- (2) The Egyptians' view of life versus death; and
- (3) The longevity and relative stability of the Ancient Egyptian civilization.

These topics are listed as food for thought. You are welcome to use one of them for your essay or choose a subject that is interesting to you. Place your essay in the appropriate section of your binder.

## Lesson 38 - optional

Activity Idea: Create a photo journal of a trip to Ancient Egypt. Using your map skills and geographical knowledge, plan a trip up the Nile and “visit” your favorite Ancient Egyptian sites. For each location you visit, find photographs from magazines, the internet, or any other appropriate source. Put together a photo album of your trip and include journaling which describes each location's history and significance.

Thank you for previewing History Odyssey - Ancients (level three). We hope you have enjoyed the course so far! To continue the course, please purchase the entire eBook at [www.e-junkie.com/ecom/gb.php?i=101458&c=cart&cl=17780](http://www.e-junkie.com/ecom/gb.php?i=101458&c=cart&cl=17780)

Or purchase a print copy from one of our preferred vendors:  
[www.pandiapress.com/ordering.html](http://www.pandiapress.com/ordering.html)

Pandia Press offers over a dozen eBooks for history and science. Please visit [www.pandiapress.com/ebooks.html](http://www.pandiapress.com/ebooks.html) for more information.

## Appendix A

### Sample Outline Book Two, Chapter 2, Ancient Mesopotamia *New History of the World*

- I. Southern Mesopotamia (Fertile Crescent) shows first appearance of civilization
  - A. 700-mile long stretch of land formed by the two river valleys of the Tigris and Euphrates
  - B. Thickly studded with farming villages in Neolithic times
- II. Challenges and opportunities created a new complexity of social cooperation
  - A. Rich soil resulted in crop surplus
  - B. Banking and ditching needed to control flooding in marshy delta
  - C. Collective management of drains and irrigation channels
- III. Population growth increased land demand
  - A. Men of different villages met while reclaiming marsh
    - 1. Resulting choices: fight or cooperate
    - 2. More collective organization
    - 3. New agglomeration of power
  - B. People began to band together in larger groups
    - 1. For self-protection
    - 2. For environmental management
    - 3. Resulted in mud-walled towns
- IV. Sumer shows first observable civilization
  - A. Population was a mixture of races
  - B. People lived in villages and a few important cult centers
    - 1. Places of devotion and pilgrimage
    - 2. Cities later developed around these
- V. Evidence of Sumerian culture
  - A. Pottery is one of the first clues
    - 1. Uruk pots were mass produced on a wheel
    - 2. Indicates a food surplus to allow for specialized craftsmen
  - B. Invention of writing
    - 1. Pictograms on cylinder seals evolved into cuneiform on clay tablets by around 3000 BC
    - 2. Offered huge new possibilities of communicating
    - 3. Stabilized agricultural and governmental management with record keeping
    - 4. Effected phenomenon of oral tradition
    - 5. Preservation of literature
      - a. Oldest story in the world originated in Sumerian times
      - b. Epic of Gilgamesh finally written down around 2000 BC
- VI. Formalized religion and theology emerged by around 2250 BC
  - A. Pantheon of gods personifying elements and natural forces
  - B. Each city had its own god
  - C. Ultimately these gods were organized into a hierarchy
    - 1. Reflected and affected views of human society
    - 2. Demanded submission in ritual
    - 3. Offered protection and reassurance in an uncertain world
  - D. Religion was the origin of all aspects of Sumerian life

1. Political, priestly, privileged class emerged
  2. Organized education system
  3. Artistic themes consisted of humans involved in ritual
- VII. Sumerians demonstrated technical inventiveness
- A. Mathematics foundations
  - B. Seven-day week
  - C. Brick and building technology
  - D. Potter's wheel
  - E. Glass
  - F. Bronze casting
  - G. Irrigation techniques
- VIII. Sumerian history had three major phases
- A. Archaic period (3360 - 2400 BC)
    1. Local dynasties established
    2. Wars between city-states
  - B. Akkadian empire (2334 - 2180 BC)
    1. Sargon I conquered Mesopotamia in 2334 BC
    2. Appearance of true state with division between secular and religious authority
    3. Early militarism climaxed with evidence of infantry moving in phalanxes and the use of a composite bow
  - C. Neo-Sumerian period (2180 - 2000 BC)
    1. Rule passed back to native Sumerians with center at Ur
    2. Both Akkadian and Sumerian influences were present
    3. About 2000 BC Ur fell to the Elamites and Sumerian tradition disappeared
- IX. Emergence of Babylon as a new empire
- A. First ruler to unify all of Mesopotamia was King Hammurabi
  - B. The 700-mile long empire ran from Sumer and the Persian Gulf north to Assyria
  - C. Hammurabi ruled Nineveh, Nimrud, Mari, and controlled the Euphrates up to Aleppo
- X. Hammurabi
- A. Became ruler in 1792 BC
  - B. Code of law is oldest statement of legal principle of equivalent retaliation, i.e., eye for an eye
    1. Provided one of the major continuities of Mesopotamian life
    2. Main concerns of laws were family, property, and commerce
- XI. Babylonian achievements
- A. Syllabication of cuneiform
  - B. Established science of astronomy
  - C. Mathematical systems and algebraic geometry
  - D. Invention of sundial
  - E. Magnificent architecture
- XII. End of Hammurabi's dynasty
- A. Gradual separation of Babylon and Assyria was a key factor
  - B. Hittites slowly moved forward and by the 1700s ruled the land between Syria and the Black Sea
  - C. Babylon finally conquered by Hittites marking the end of Hammurabi's dynasty
  - D. Next four centuries were chaotic and cryptic as many other races ruled and disputed Mesopotamia

## Appendix B

### Recommended Resources



#### Mesopotamia

Durant, Will. *The Story of Civilization, Vol 1: Part I, "Our Oriental Heritage."* Simon and Schuster, 1935.

Hertzler, Joyce O. *The Social Thought of the Ancient Civilizations.* McGraw-Hill Book Company, 1936.

Lamberg-Karlovsky, C.C. and Jeremy A. Sabloff. *Ancient Civilizations: The Near East and Mesoamerica.* Benjamin/Cummings Publishing, 1979.

Moscatti, Sabatino. *The Face of the Ancient Orient: A Panorama of Near Eastern Civilizations in Pre-Classical Times.* Quadrangle Books, 1960.

Chambliss, Rollin. *Social Thought: From Hammurabi to Comte.* Dryden Press, 1954.

[www.yale.edu/lawweb/avalon/medieval/hammenu.htm](http://www.yale.edu/lawweb/avalon/medieval/hammenu.htm) (The Avalon Project at Yale Law School presents The Code of Hammurabi).

#### Ancient Egypt

David, Antony E. and Rosalie. *A Biographical Dictionary of Ancient Egypt.* University of Oklahoma, 1992.

Durant, Will. *The Story of Civilization, Vol. 1: Part I, "Our Oriental Heritage."* Simon and Schuster, 1935.

Freeman, Charles. *Egypt, Greece, and Rome: Civilizations of the Ancient Mediterranean.* Oxford University Press, 1999.

Hart, George. *A Dictionary of Egyptian Gods and Goddesses.* Routledge, 1986.

Redford, D.B. (ed.). *The Ancient Gods Speak: A Guide to Egyptian Religion.* Oxford University Press, 2002.

Shaw, Ian (ed.). *The Oxford History of Ancient Egypt.* Oxford University Press, 2004.

[www.digitalegypt.ucl.ac.uk/Welcome.html](http://www.digitalegypt.ucl.ac.uk/Welcome.html) (Digital Egypt for Universities).

#### Ancient India

Akira, Hirakawa. *A History of Indian Buddhism: From Sakyamuni to Early Mahayana.* University of Hawaii Press, 1990.

De Bary, Theodore, Stephen N. Hay, Royal Weiler, and Andrew Yarrow. *Sources of Indian Tradition*. Columbia University Press, 1958.

Durant, Will. *The Story of Civilization, Vol. 1: Part I, "Our Oriental Heritage."* Simon and Schuster, 1935.

Ghurye, G.S. *Caste, Class and Occupation*. Popular Book Depot, 1961.

Keown, Damien. *Buddhism: A Very Short Introduction*. Oxford University Press, 2000.

Knott, Kim. *Hinduism: A Very Short Introduction*. Oxford University Press, 2000.

McLeod, John. *The History of India*. Greenwood Press, 2002.

Smith, Brian K. *Classifying the Universe: The Ancient Indian Varna System and the Origins of Caste*. Oxford University Press, 1994.

[www.haryana-online.com](http://www.haryana-online.com) (Haryana Online)

## **Ancient China**

Durant, Will. *The Story of Civilization, Vol. 1: Part I, "Our Oriental Heritage."* Simon and Schuster, 1935.

Huang, Ray. *China: A Macro History*. East Gate Book, 1997.

Ivanhoe, Philip J. (Editor) and Bryan W. Van Norden (Editor). *Readings in Classical Chinese Philosophy*. Hackett, 2006.

Watson, William. *China Before the Han Dynasty*. Praeger Publishers, 1962.

Wills, John E., Jr. *Mountain of Fame: Portraits in Chinese History*. Princeton University Press, 1994.

[www.confucius.org/main.htm](http://www.confucius.org/main.htm) (Confucius)

[www.wsu.edu/~dee/ANCCHINA/ANCCHINA.HTM](http://www.wsu.edu/~dee/ANCCHINA/ANCCHINA.HTM) (Ancient China)

[www.mnsu.edu/emuseum/prehistory/china/index.html](http://www.mnsu.edu/emuseum/prehistory/china/index.html) (China)

## **Ancient Africa, The Americas, Europe, and Persia**

### *Africa*

Davidson, Basil. *The Lost Cities of Africa*. Little, Brown, 1959.

Falola, Toyin. *Key Events in African History*. Greenwood Press, 2002.

Yamauchi, Edwin M. (ed.). *Africa and Africans in Antiquity*. Michigan State University Press, 2001.



[www.wsu.edu/~dee/CIVAFRCA/KUSH.HTM](http://www.wsu.edu/~dee/CIVAFRCA/KUSH.HTM) (African civilization)

<http://www.wsu.edu/~dee/CIVAFRCA/IRONAGE.HTM> (African civilization)

### ***The Americas***

Dillehay, Thomas D. *The Settlement of the Americas: A New Prehistory*. Basic Books, 2000.

Hewett, Edgar L. *Ancient Life in Mexico and Central America*. Biblio and Tannen, 1968.

Koontz, Rex. *Landscape and Power in Ancient Mesoamerica*. Westview Press, 2001.

Prem, Hanns J. and Kornelia Kurbjuhn (Translator). *The Ancient Americas: A Brief History and Guide to Research*. University of Utah Press, 1997.

Sanders, William T. *Mesoamerica: The Evolution of a Civilization*. Random House, 1968.

### ***Monolithic Europe***

Darvill, Timothy. *Prehistoric Britain*. Routledge, 2002.

Hawkes, Jacquetta and Leonard Woolley. *Prehistory and the Beginnings of Civilization - Vol. 1*. Harper & Row, 1963.

### ***Persia***

Boyce, Mary. *Zoroastrians: Their Religious Beliefs & Practices*. Routledge, 2001.

Burn, Andrew Robert. *Persia and the Greeks: The Defence of the West*. St. Martin's Press, 1962.

Durant, Will. *The Story of Civilization, Vol. 1: Part I, "Our Oriental Heritage."* Simon & Schuster, 1935.

Zaehner, R.C. *The Dawn and Twilight of Zoroastrianism*. Phoenix Press, 2003.

[www.livius.org/persia.html](http://www.livius.org/persia.html) (Livius: Articles about history)

[www.oznet.net/cyrus/cyframe.htm](http://www.oznet.net/cyrus/cyframe.htm) (Cyrus the Great)

[www.religioustolerance.org/zoroastr.htm](http://www.religioustolerance.org/zoroastr.htm) (Religious tolerance .org)

### **Ancient Greece**

Connolly, Peter and Hazel Dodge. *The Ancient City*. Oxford University Press, 1998.

Durant, Will. *The Story of Civilization, Vol. 1: Part II, "The Life of Greece."* Simon and Schuster, 1939.

Freeman, Charles. *Egypt, Greece, and Rome: Civilizations of the Ancient Mediterranean*. Oxford University Press, 1999.

Pomeroy, Sarah B., Stanley M. Burstein, Walter Donlan and Jennifer Tolbert Roberts. *Ancient Greece: A Political, Social and Cultural History*. Oxford University Press, 1999.

Strassler, Robert (ed.). *The Landmark Thucydides: A Comprehensive Guide to the Peloponnesian War*. Free Press, 1996.

Wilhelm, Robert M. *Ancient Athletic Games: Heracles and the Olympics*. Jackdaw Publishing Company, 1997.

Wilhelm, Robert M. *Inventions and Inventors*. Jackdaw Publishing Company, 1997.

[www.perseus.tufts.edu/cache/perscoll\\_Greco-Roman.html](http://www.perseus.tufts.edu/cache/perscoll_Greco-Roman.html)  
(The Perseus Digital Library, Greek and Roman Materials)

<http://messenger.com/myths/bios/muses.html>  
(Stewart, Michael. "The Muses", Greek Mythology: From the Iliad to the Fall of the Last Tyrant.)

## **Ancient Rome**

Barrow, R.H. *The Romans*. Penguin Books, 1975.

Durant, Will. *The Story of Civilization, Vol. 1: Part III, "Caesar and Christ."* Simon and Schuster, 1944.

Freeman, Charles. *Egypt, Greece, and Rome: Civilizations of the Ancient Mediterranean*. Oxford University Press, 1999.

Habinek, Thomas N. *The Politics of Latin Literature*. Princeton University Press, 2001.

Harlow, Mary and Ray Laurence. *Growing Up and Growing Old in Ancient Rome*. Routledge, 2002.

Harries, Jill A. *Sidonius Apollinaris and the Fall of Rome*. Oxford University Press, 1995.

Johnston, Harold Whetstone. *The Private Life of the Romans*. University Press of the Pacific, 2002.  
(Available online at [www.forumromanum.org/life/johnston.html](http://www.forumromanum.org/life/johnston.html) )

Morey, William C., Ph.D., *DCL Outlines of Roman History*. American Book Company, 1901.  
(Available online at [www.forumromanum.org/history/index.html](http://www.forumromanum.org/history/index.html))

[www.fordham.edu/halsall/](http://www.fordham.edu/halsall/)  
(Halsall, Paul, ed. Internet History Sourcebooks Project. The Internet History Sourcebooks are collections of public domain and copy-permitted historical texts presented cleanly (without advertising or excessive layout) for educational use.)

[www.perseus.tufts.edu/cache/perscoll\\_Greco-Roman.html](http://www.perseus.tufts.edu/cache/perscoll_Greco-Roman.html)  
(The Perseus Digital Library, Greek and Roman Materials.)

## Internet Resources - General

[www.fordham.edu/halsall/](http://www.fordham.edu/halsall/)

(Halsall, Paul, ed. Internet History Sourcebooks Project. The Internet History Sourcebooks are collections of public domain and copy-permitted historical texts presented cleanly (without advertising or excessive layout) for educational use.)

[www.perseus.tufts.edu/](http://www.perseus.tufts.edu/)

(Crane, Gregory, Editor-In-Chief. The Perseus Digital Library, Tufts University. This library contains source documents covering the history, literature, and cultures of the Greco-Roman world.)

[www.yale.edu/lawweb/avalon/avalon.htm](http://www.yale.edu/lawweb/avalon/avalon.htm)

(The Avalon Project at Yale Law School presents Documents in Law, History and Diplomacy.)

[www.invisible-city.com/bazaar/1000bwq\\_bnw.pdf](http://www.invisible-city.com/bazaar/1000bwq_bnw.pdf)

(A PDF download resource for a blank board trivia game.)

[www.la.essortment.com/boardgamedesig\\_rxcu.htm](http://www.la.essortment.com/boardgamedesig_rxcu.htm)

(Tips for designing your own board game.)

## Appendix C

### How to Write a Thesis Statement

#### What is a Thesis Statement?

In order to have a well-written essay, you must first have a concise and well-written thesis statement. The thesis statement is essentially the topic sentence or central idea for your essay. It is not a statement of fact about a subject, but rather it is a declaration of your position on an issue. It is the argument you intend to explain or defend in your writing. Such an argument may result from your conclusion or opinion about a topic, or it may be in response to an assigned essay question. In your thesis statement you will be explaining to the reader the main point of your essay. The paragraphs which follow will prove and support that main point.

The anatomy of a good essay is comparable to the anatomy of a good paragraph:

<u>Essay</u>	<u>Paragraph</u>
Thesis Statement	Topic Sentence
Supporting Paragraphs	Supporting Sentences

#### What is the Purpose of a Thesis Statement?

Your thesis statement serves two important purposes:

- (1) it is your guideline for researching and writing your essay, and
- (2) it is your reader's guideline for understanding your essay.

You can see how critical the thesis statement is to developing a strong and coherent essay.

#### How Do You Develop a Thesis Statement?

- First you must choose a topic. This may be a topic which interests you personally or it may be a topic which has been assigned to you.

Examples:      Ancient Sumerian Religion  
                         Peloponnesian War

- Next you will narrow your topic. The topics listed above are too broad and general to be addressed in an essay; indeed, many lengthy books have already been written on both subjects. Choose one aspect of your general topic that may be adequately covered in a high school or college-level composition, i.e., anywhere from three to ten pages in length.

Examples:      Ancient Sumerian Religion in Everyday Life  
                         Causes of the Peloponnesian War

At this point, you may need to begin researching your topic if you have no prior knowledge of the subject. Your research may reveal patterns, controversies, or idiosyncrasies that you can investigate or you may find a particular area of the topic which is especially interesting to you. From this information, you can craft a thesis statement.

- Now it is time to ask a question about your narrowed topic. The answer to this question will become your thesis statement.

Examples:       What influence, if any, did religion in Ancient Sumer have on the everyday lives of the people?

Did the growth and rise to power of Athens contribute to the commencement of the Peloponnesian War?

- Answer your question as concisely as possible and you will have a thesis statement.

Examples:       The religious belief system was the major driving force for all other aspects of life in Ancient Sumer, including politics, architecture, and education.

The displacement of Sparta by Athens as the leading power in Ancient Greece and the ensuing fear of Athens by Sparta were decisive factors in the commencement of the Peloponnesian War.

### **Where Should You Place the Thesis Statement?**

Your thesis statement may be either the first or last sentence in your introductory paragraph.

### **What If the Thesis Statement Changes?**

Your thesis statement may change as you research your topic. This is an acceptable part of the writing process. Just make sure the final thesis is proved and supported by the body of the essay.

## Appendix D

### Suggested Timeline Dates

#### Mesopotamia:

8000 BC	Farming in Fertile Crescent
5000 BC	Agricultural settlements in Fertile Crescent
4000 BC	Sumerian towns founded including Ur and Uruk
3760 BC	Use of bronze in Sumer
3500 BC	Use of potter's wheel in Sumer
3200 BC	Earliest known writing system in Sumer
3000 BC	Wheeled vehicles in Sumer; Use of iron in Mesopotamia
2800 BC	Sumerian city-states at their zenith
2750 BC	Gilgamesh rules as King of Uruk
2360 BC	Sargon the Great conquers Sumer, founding the Akkadian Empire
2300 BC	Babylonian and Assyrian kingdoms being formed by Semites from Arabia
2030 BC	Sumerian supremacy waning
1830 BC	First Babylonian dynasty founded
1792 BC	Hammurabi the Great accedes the throne of Babylon
1700 BC	Babylon conquered by Hittites
1366 BC	Assyria commences rise to power under King Assuruballit I
1020 BC	Saul is king of Israel
1000 BC	David is king of the Hebrews (biblical account only)
965 BC	Solomon is king of Israel
928 BC	Israel divided (Israel and Judah) upon Solomon's death
853 BC	Babylon taken over by Assyria
721 BC	Assyrians invade Israel
683 BC	Assyrians invade Judah
612 BC	Babylonians and Medes regain control of Babylonia
604 BC	Nebuchadnezzar rules as Babylonian king
587 BC	Babylonians destroy Jerusalem
539 BC	Cyrus the Great of Persia conquers Babylon
521 BC	Persian Empire expansion under Darius I
331 BC	Alexander the Great conquers Persia

#### Egypt:

4000 BC	Painted pottery
3760 BC	Bronze in use
3500 BC	Egypt divided into the Upper and Lower kingdoms; Hieroglyphic writing in use
3000 BC	Upper and Lower kingdoms united by Pharaoh Menes; Beginning of Protodynastic period

2686 BC	Beginning of Old Kingdom
2575 BC	Zoser rules as pharaoh; Step Pyramid at Saqqara is designed by Imhotep
2551 BC	Khufu rules as pharaoh; Great Pyramid and Sphinx at Giza
2500 BC	First mummifications
2160 BC	Beginning of First Intermediate characterized by chaos and governmental breakdown
2055 BC	Beginning of Middle Kingdom; Mentuhotep I reunifies Egypt
1730 BC	Israelites settle in Egypt; Hyksos begin invasion of Egypt
1650 BC	Beginning of Second Intermediate period; Hyksos dominate Egypt
1550 BC	Beginning of New Kingdom; Ahmose I ousts Hyksos; Temple of Amon at Karnak
1479 BC	First female ruler, Hatshepsut
1391 BC	Amenhotep III rules during Thebes' greatest era; Temple of Luxor and Colossi of Memnon
1379 BC	Akhnaton (Amenhotep IV) institutes monotheism
1333 BC	Tutankhamon's advisors restore cult of Amon and polytheism
1300 BC	Construction at Abu Simbel begins
1290 BC	Rameses the Great
1069 BC	Death of Rameses XI and end of New Kingdom
664 BC	Founding of 26th Dynasty
332 BC	Alexander the Great conquers Egypt
323 BC	Egypt ruled by Ptolemy I
305 BC	Ptolemy I claims title of king
285 BC	Ptolemy II Philadelphus rules
116 BC	Ptolemaic empire is shattered
51 BC	Cleopatra VII and Ptolemy XIII joint rulers
32 BC	War declared on Antony and Cleopatra by Octavian
30 BC	Deaths of Antony and Cleopatra; Octavian claims Egypt as a Roman province

### **Mediterranean Cultures:**

2200 BC	Greek-speaking peoples settle island of Crete
2100 BC	Hebrews, led by Abraham, migrate from Ur
2000 BC	Minoans dominant in Aegean Sea; Hebrews settle in Palestine
1950 BC	Assyrians begin construction of palace at Mari
1900 BC	Mycenaean culture developing on mainland Greece
1650 BC	Mycenaean culture grows in power
1500 BC	Hittites dominate Anatolia

	1450 BC	Minoan power begins to decline
	1400 BC	Knossos destroyed and Mycenaeans invade island
	1300 BC	Phoenicians thrive as sea traders
circa	1270 BC	Exodus of Israelites from Egypt
circa	1250 BC	Trojan War
	1200 BC	Collapse of the Hittite empire
	1140 BC	Phoenicians establish first North African colony
	1100 BC	End of Mycenaean civilization
	1100 BC	Ionians and Dorians invade mainland Greece
	1000 BC	Phoenician city of Tyre gaining dominance; Alphabet in use
	814 BC	Phoenicians establish Carthage in North Africa

### India:

	2500 BC	Bricks used for building in Indus Valley
	2000 BC	Mohenjo-Daro & Harappa settlements in Indus Valley
	1700 BC	End of civilization in Indus Valley
	1500 BC	Aryans (Indo-Europeans) invaders settle in India
	1500 BC	Hindu religious text, the Rig Veda
	800 BC	Expansion of Aryan territory; Development of caste system
	563 BC	Birth of Prince Siddhartha Gautama (Buddha)
	500 BC	Maghada largest known kingdom in India; Beginnings of Buddhism and Jainism in India; Beginnings of rice farming and writing
	321 BC	Chandragupta rules Kingdom of Maghada; Founding of Mauryan Empire
	240 BC	Asoka, greatest Mauryan ruler
	320 AD	Chandragupta I founded the Gupta Dynasty
	380 AD	Gupta Empire at its peak under Chandragupta II
	505 AD	End of Gupta Empire

### China:

	4000 BC	Farming in China
	3000 BC	First towns in China
	2700 BC	Silk weaving and bronze making
	2697 BC	Huangdi, Yellow Emperor
	2200 BC	Xia Dynasty
	1500 BC	Shang Dynasty
	1122 BC	Chou Dynasty under Emperor Wu Wang; Establishment of feudal system
	770 BC	Eastern Chou Dynasty
	551 BC	Birth of K'ung Fu-tzu (Confucius)
	230 BC	Shi Huangdi begins unification of China by force



221 BC	Ch'in Dynasty under Shi Huangdi
214 BC	Great Wall construction commences
212 BC	Burning of the Books
210 BC	Death of Shi Huangdi; Commencement of civil wars
202 BC	Han Dynasty under Liu Pang
220 AD	End of Han Dynasty

### Africa, Megalithic Europe, The Americas:

7000 BC	Farming in Mexico
6000 BC	Early rock paintings in Sahara region
5000 BC	Corn farming in Central America;
3000 BC	Avebury stone circle in Wiltshire, England
2700 BC	Stonehenge in Wiltshire, England; Farming in West Africa
2200 BC	Farming village in Peru
2000 BC	Bronze Age begins in Europe; Kingdom of Kush in Africa
1500 BC	Olmecs build first American civilization; Farming in North America; Egypt conquers Kush, Africa
850 BC	Chavin culture in Peru
750 BC	Kushites regain territory from Egyptians
700 BC	Adena culture builds burial mounds in North America
600 BC	Earliest Mayan temples and pyramids
400 BC	Nok culture in West Africa
350 BC	Earliest Mayan city-states in South America
200 BC	Jenne-Jeno, first African city
1 AD	Bantu migration to East Africa
300 AD	Moche culture in Ecuador at its height
350 AD	Kush conquered by Kingdom Axum
500 AD	Teotihuacan dominates Mexico

### Ancient Greece:

1100 BC	Dorians and Ionians invade mainland Greece
1000 BC	Aegean colonies established by Greeks
776 BC	First Olympic Games
743 BC	Sparta wars against Messenia
700 BC	Beginnings of city-states; Homer's Iliad and Odyssey
683 BC	End of kingship in Athens city-state
660 BC	Greeks found Byzantium

650 BC	City-states ruled by tyrants
621 BC	Athenian Draco institutes harsh written laws
595 BC	Solon becomes chief archon, giving every Athenian citizen a vote and lessening the severity of Draco's laws
508 BC	Democracy is instituted in Athens under Cleisthenes
490 BC	Athenians defeat Persians at Battle of Marathon
480 BC	Greeks defeat Persians under Xerxes at Salamis Persians defeat Leonidas and Spartans at Battle of Thermopylae
479 BC	Greeks defeat Persians at Plataea
469 BC	Birth of Socrates
462 BC	Pericles leads Athens during the Golden Age
447 BC	Construction of Parthenon in Athens
431 BC	Peloponnesian War between Athens and Sparta begins
430 BC	Science of medicine founded by Hippocrates
429 BC	Birth of Plato
404 BC	End of Peloponnesian War—Sparta is victorious under Lysander
403 BC	Democracy is reinstated in Athens under Pausanias
399 BC	Execution of Socrates
384 BC	Birth of Aristotle
356 BC	Birth of Alexander the Great
347 BC	Philip of Macedon subdues Greeks and takes possession of oracle at Delphi
336 BC	Assassination of Philip of Macedon; Reign of Alexander the Great begins
334 BC	Alexander conquers Asia Minor
332 BC	Alexander conquers Egypt
331 BC	Alexander defeats Darius III
330 BC	Alexander conquers Persian empire and occupies Babylon
325 BC	Alexander invades India; Birth of Euclid
323 BC	Alexander dies in Babylon
287 BC	Birth of Archimedes
221 BC	Macedonia under rule of Philip V
211 BC	First Macedonian War against Rome
200 BC	Second Macedonian War against Greeks; Philip V surrenders to Greece
190 BC	Birth of Hipparchus

### Ancient Rome:

753 BC	Legendary founding of Rome by Romulus
716 BC	Numa Pompilius King of Rome
600 BC	Expansion of Carthage
534 BC	Tarquinius Superbus last King of Rome
509 BC	Founding of Roman Republic

494 BC	Plebian revolution in Rome
450 BC	Twelve Tables codified
396 BC	Romans defeat Etruscans
390 BC	Gauls invade and attack Rome
338 BC	Roman citizenship extended
312 BC	Appian Way constructed
264 BC	First Punic War; First gladiatorial games
241 BC	Rome wins control of Sicily as first province
218 BC	Second Punic War; Hannibal makes famous Alps crossing
215 BC	Hannibal defeated by Marcellus
203 BC	Hannibal defeated by Scipio Africanus at Zama; End of Second Punic War
149 BC	Third Punic War; Carthage decimated and Africa becomes a Roman province
148 BC	Macedonia becomes a Roman province
123 BC	Laws of Gaius Gracchus
106 BC	Gaius Marius elected Roman consul
91 BC	Social war in Rome
89 BC	Roman citizenship granted to all Italy
88 BC	First Mithradatic War
83 BC	Second Mithradatic War
82 BC	Dictatorship of Sulla; Rise of Pompey and Crassus
73 BC	Third Mithradatic War; Slave revolt lead by Spartacus
70 BC	Birth of Virgil
63 BC	Consulship of Cicero; Catiline conspiracy
60 BC	Pompey, Caesar, and Crassus form First Triumvirate
58 BC	Caesar begins governorship of Gaul
55 BC	Caesar conquers Gaul
52 BC	Gaulish leader Vercingetorix rebels against Roman rule and is defeated
49 BC	Caesar institutes civil war against Pompey and Senate
45 BC	Caesar becomes dictator for life; Names his nephew, Octavian, as his heir
44 BC	Caesar assassinated
43 BC	Octavian, Mark Antony, and Marcus Lepidus form Second Triumvirate
32 BC	Octavian engages Mark Antony and Cleopatra in civil war
27 BC	Octavian becomes first emperor of Rome
19 BC	Virgil's Aeneid
14 AD	Death of Augustus; Rule of Tiberius Caesar

30 AD	Crucifixion of Jesus Christ
43 AD	Conquest of Britain
60 AD	Boudicca's revolt against Roman occupation of Britain
64 AD	Destruction of Rome by fire; First persecution of Christians
79 AD	Eruption of Mount Vesuvius
80 AD	Dedication of Colosseum
98 AD	Rule of Trajan takes Rome to its height
117 AD	Rule of Hadrian
122 AD	Hadrian's Wall in Britain
138 AD	Rule of Antoninus Pius
161 AD	Rule of Marcus Aurelius
180 AD	Rule of Commodus
212 AD	Rule of Caracalla; Citizenship extended to all free inhabitants of the empire
284 AD	Diocletian
286 AD	Roman empire divided into eastern and western empires
303 AD	Persecution of Christians compulsory
306 AD	Constantine I rule eastern Roman empire
312 AD	Defeat of western ruler Maxentius
313 AD	Constantine issues Edict of Milan legalizing Christianity
324 AD	Roman empire reunited under Constantine
325 AD	First Nicene Council lays foundation of orthodox Christian doctrine
330 AD	New capital, Constantinople, founded
337 AD	Constantine converts to Christianity on his deathbed
361 AD	Rule of Julian
379 AD	Rule of Theodosius in eastern Roman empire
383 AD	Rule of Magnus Maximus in western Roman empire
396 AD	St. Augustine is bishop of Hippo
406 AD	Vandals attack Gaul
407 AD	Roman troops leave Britain
452 AD	Attila the Hun attacks Gaul and Italy
455 AD	Vandals destroy Rome
475 AD	Rule of Romulus Augustus, last Roman emperor
476 AD	Goth Odoacer becomes king of Italy and ends western Roman empire

# History Odyssey

## Ancients (level three)

### ➤ Worksheets

*Epic of Gilgamesh* Essay Worksheets

Character Web

Literature Matrix\*

Ancient Civilizations Survey

Classical Standards

Plot Elements Chart\*

Attributes of the Nine Muses

*The Last Days of Socrates* Storyboard\*

Key Roman Rulers

Timeline Analysis

\* The course requires extra copies be made of these worksheets.

### Maps

Map 1 The Fertile Crescent

Map 2 Ancient Sumer and Akkadian Empires

Map 3 The Babylonian Empire

Map 4 Ancient Egypt

Map 5 Egypt's Middle and New Kingdoms

Map 6 The Exodus

Map 7 Israel's Divided Kingdom

Map 8 Minoan Crete

Map 9 The Assyrian Empire

Map 10 Phoenician Trade

Map 11 Ancient India

Map 12 Ancient China

Map 13 Ancient Africa

Map 14 Persia Under King Darius

**Map 15 Persia *versus* Greece**

**Map 16 The Peloponnesian War**

**Map 17 Conquests of Alexander the Great**

**Map 18 The Roman Republic**

**Map 19 The Punic Wars (Rome *versus* Carthage)**

**Map 20 The Great Roman Empire**

**Map 21 Barbarian Invasion**

## Epic of Gilgamesh - Essay 1 Worksheet

Characteristic of an Epic	Examples from Gilgamesh

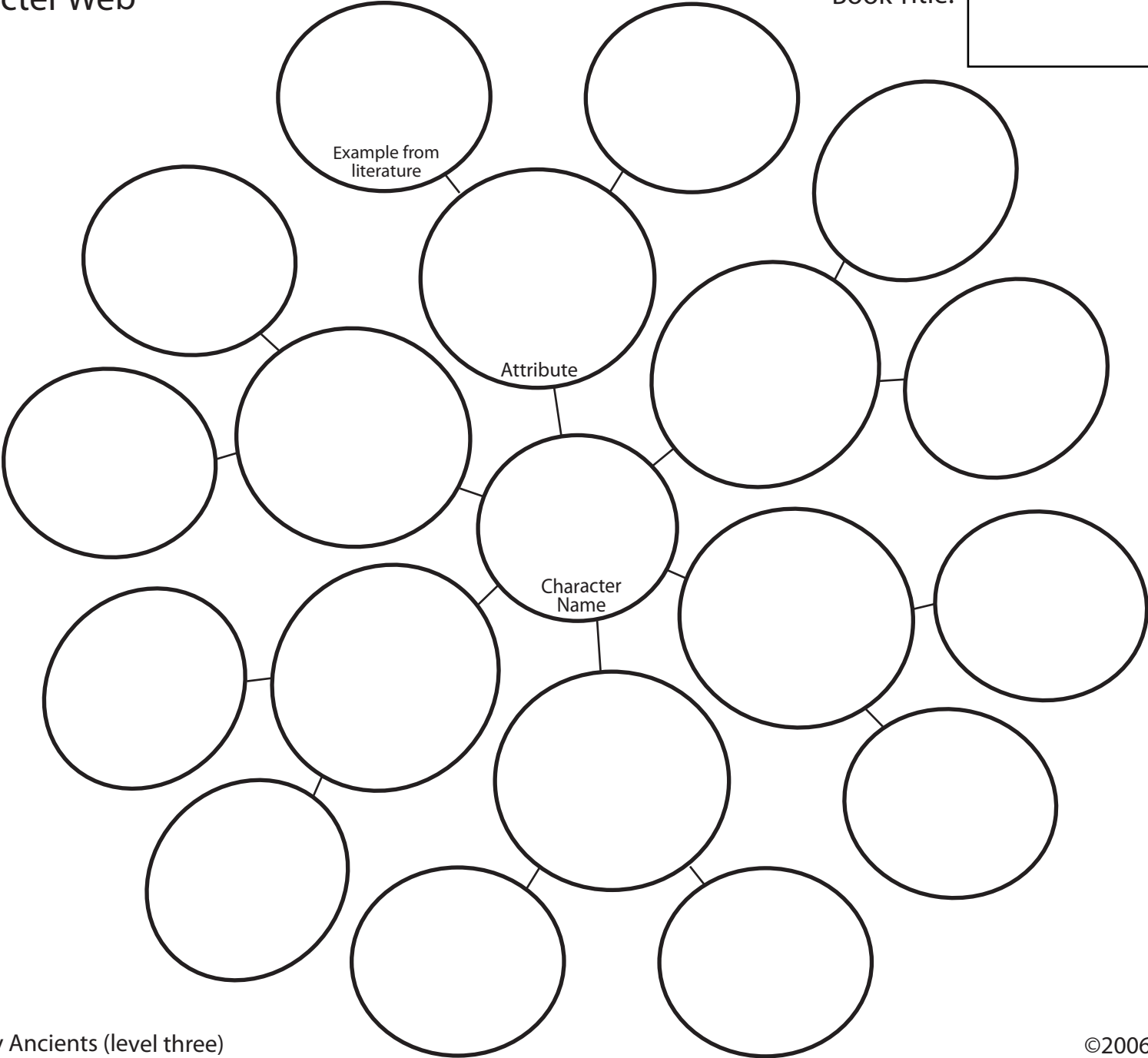
## Epic of Gilgamesh - Essay 2 Worksheet

Ancient Sumerian Ideologies	Examples from Gilgamesh



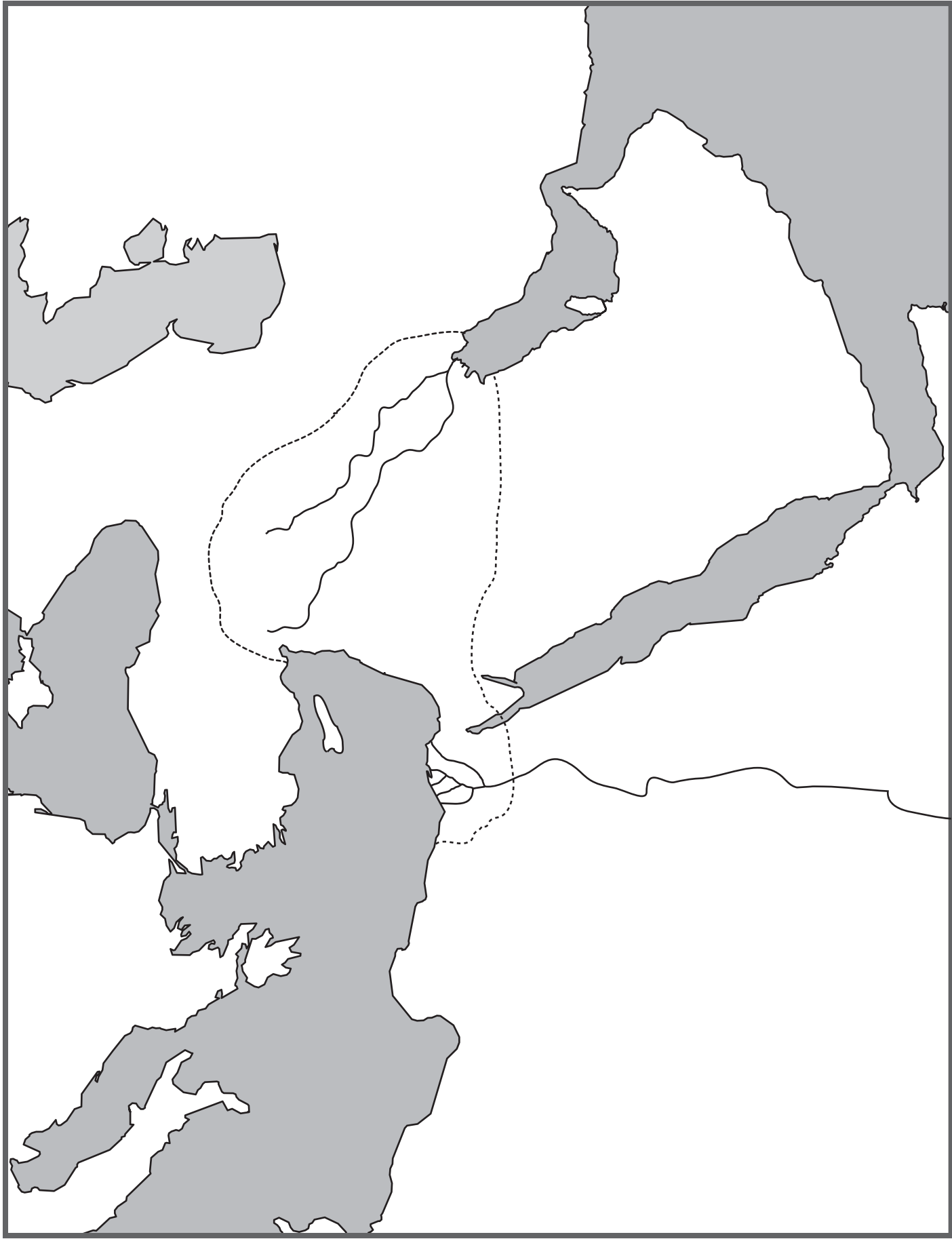
Character Web

Book Title:



The Fertile Crescent

Map 1



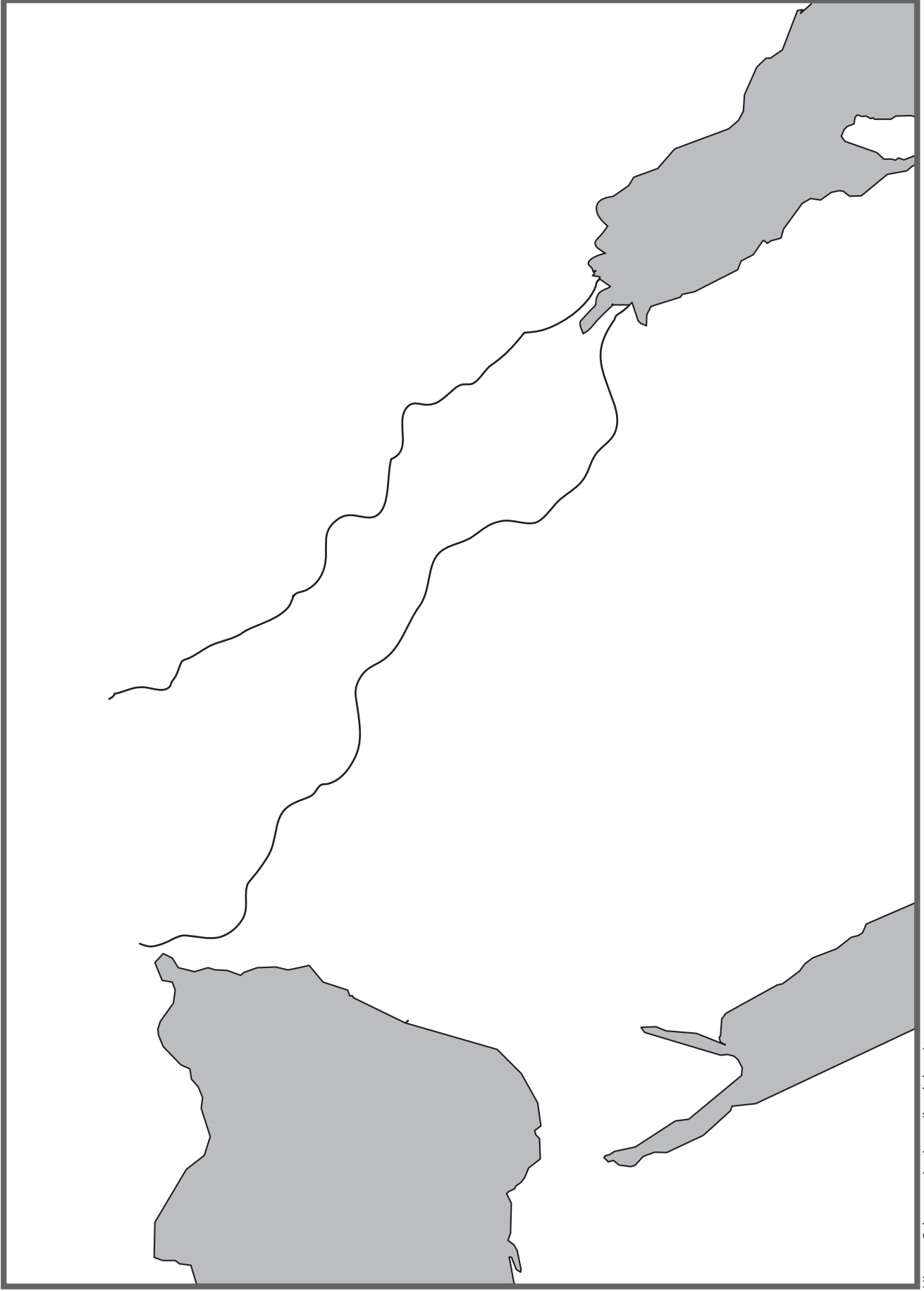
# Ancient Sumer and Akkadian Empire

Map 2



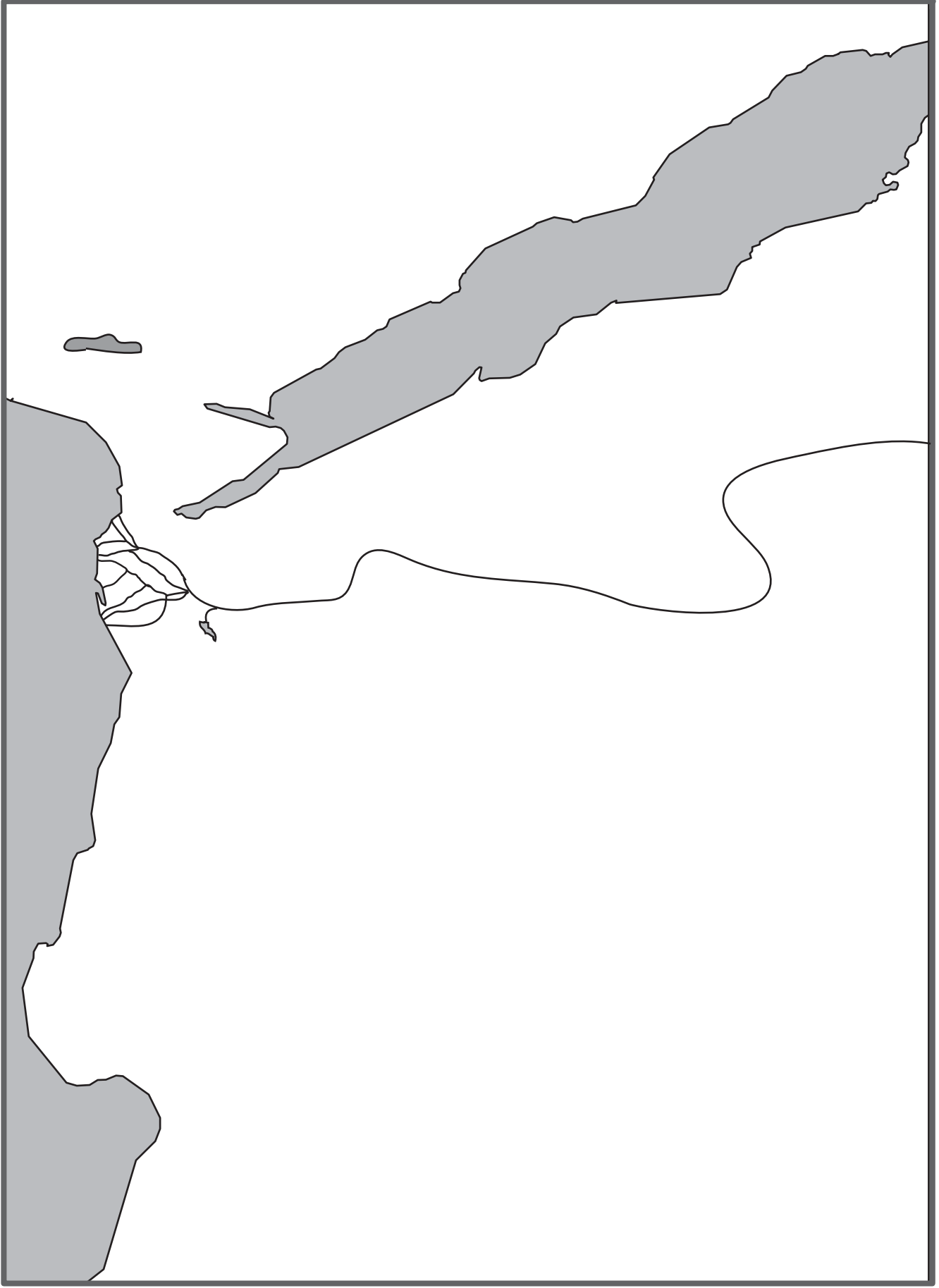
# The Babylonian Empire

Map 3



Ancient Egypt

Map 4



# Egypt's Middle and New Kingdoms

Map 5

