ANCIENT HISTORY

A LITERATURE APPROACH TO THE RISE OF CIVILIZATION

SAMPLE

TABLE OF CONTENTS

How to Use This Guide 2

Thoughts on Teaching Mythology 4

Literature Used in This Course 6

Lesson Plans

The Near East 10
Supplemental Resources and Hands-On Activities
Study Notes

Egypt 26
Supplemental Resources and Hands-On Activities
Study Notes

Israel and Judah 48
Supplemental Resources and Hands-On Activities
Study Notes

Greece 64
Supplemental Resources and Hands-On Activities
Study Notes

China 88
Supplemental Resources and Hands-On Activities
Study Notes

India 100
Supplemental Resources and Hands-On Activities
Study Notes

Rome 112
Supplemental Resources and Hands-On Activities
Study Notes

Answer Key 137

Glossary of Vocabulary Words 143

Credits 146

SAMPLE

HOW TO USE THIS GUIDE

GET THE MOST OUT OF THE STUDY BY FOLLOWING THESE POINTERS AND TIPS!

Welcome to the fascinating ancient world. This curriculum is your guide through a study that will encompass the rise of civilization; the intriguing worlds of ancient Sumer, Egypt, Greece, China, India, and Rome; and the fascinating people who shaped these time periods. We will be covering nearly 4,500 years of history—the period from 4000 BC to around 476 AD. This is a lot of history to cover in one school year, so this guide is here to help! The following is designed to make your study easier and more enjoyable.

Grade Level and Overview: First, this is a one-year study geared for high school students. This curriculum is designed for independent student use but it is highly recommended that the parent follow along as much as possible. I also recommend that you note the content warnings throughout the guide. Doing this creates a learning environment that encourages and develops a child's natural curiosity and allows an atmosphere of inquiry to develop. Second, this is a study guide and is meant to be just that—a guide. Do not feel unduly bound to complete each step, do every activity, and check out every recommended title from the library. Everything in this guide is meant to be a help to you, not a burden. Every homeschool family is unique, and what works for one may not work for another. While the steps included in each lesson are designed to make teaching history using literature as easy as possible, you may find that you would rather do oral narrations and skip the notebook steps. You may want to skip the internet links and search for more books at the library. Do what works for you. And don't be afraid to try activities you may not expect your students to enjoy.

Mature Content: Please note that as this is a high school level study, I am presuming that students know about sex and are aware that history is often violent and brutal. Content notes have been provided for material that may be offensive, but nothing in this guide or the recommended literature, documentaries, and resources is gratuitously sexual or violent. The existence of prostitution, sexual violence, and horrific human exploitation are historical realities that cannot be ignored. To present a sanitized version of history not only does harm to those victimized by history, but it also diminishes our appreciation of the comfort that we enjoy, which is often the result of the sacrifices of others. As a Christian, I believe that ignoring the clear brokenness of the human condition also diminishes my desire for the justice and mercy made available by Jesus. We will be learning about brutal times in this study. We will also be learning about the faith systems that call us to more than brute survival and exploitation of others. Augustine, an early Christian church father, observed that all truth is God's truth, and it is in this tradition that we will be approaching ancient religious beliefs, separating the good from what is harmful. We will also study the rise of Christianity, gaining an appreciation for its unique place in history, the rich traditions of Judaism that it is based on, and its quick spread throughout the world.

Pace: If you would like to complete this study in one academic year, work through three lessons per week. If there are a few weeks when you do not accomplish this goal, don't worry; we've built in some flexibility by spreading the study over 108 lessons, so you can incorporate a few weeks where you only need to complete two lessons. Save these for busy holiday seasons or weeks when you'll be traveling. Additionally, do not be bound by a preset schedule. One of the greatest gifts of homeschooling is the flexibility and freedom you have to follow your student's interest down various rabbit trails. This teacher guide is designed to be a tool, not a taskmaster. Use it to fit your schedule and homeschool style. Each lesson has reading assignments, discussion or comprehension questions, activities, and more.

Hands-On Activities: At the beginning of each section, we've provided suggestions for hands-on activities. Spread these throughout the appropriate section as desired. If your family loves crafts, you may end up doing them all. If your family would rather spend more time reading, there are also lists of additional suggested books to check out at your library. Make the study work for you.

Notebooks: Each student should have a notebook that he or she is comfortable working in. All of the student's written work, vocabulary lists, maps, and so on will be stored there. Reserve 10 pages at the end for a glossary of vocabulary terms. Maps can be pasted into the notebook or stored in page shields if you use binders.

SAMPLE

Vocabulary Lists: Although we all have dictionaries at our fingertips (or phones!), it is very important that students expand their knowledge of the written and spoken word. Not only is a broad and varied vocabulary a tool and asset in communicating, but it also opens worlds that would otherwise be closed to the less verbally proficient. Additionally, it is excellent preparatory work for the SAT and ACT and other various academic evaluations. Many of the books used in this study contain arcane or old-fashioned words. In order to ensure that the student understands the material he or she is reading, vocabulary lists have been provided. It is strongly suggested that the student look up each word in a physical (not virtual) dictionary and write out the definition. Due to the fact that some words have multiple uses, a brief definition of each vocabulary word is provided at the back of this guide. This should be used for the teacher's reference and not the student's. When I was younger, I spent many hours writing out vocabulary lists, wondering when I would ever use words like pulchritude, but as an adult, I am grateful to continually reap the benefits of those long hours many years later.

Maps and Geography: You will notice that there are a lot of map assignments, and it is highly suggested that each student have a large blank world map. These can easily be purchased online, at school supply stores, or at bfbooks.com. Also, check out campus bookstores, as they often have inexpensive maps. For those of you who want to make your own, purchase a large (at least 2′ × 3′) piece of cardstock. As this will be used throughout the course, the thicker the cardstock the better!

Comprehension and Discussion Questions: As the student reads through the literature, he or she should work on answering the comprehension and discussion questions. Answers are provided in the answer key for the comprehension questions, but it will be helpful to use the answers merely as a guide. Different perspectives provide interest and color to the study, and relying too heavily on the provided answers may cause frustration. History is open to interpretations, and it is important to learn this fact. The discussion questions do not have answers, as these are designed to develop the reasoning abilities of the student. The ability to converse on topics of history, religion, and geopolitical and social events is a skill that students are developing at this point in their education as they formulate their own viewpoint. Encourage this growth by affirming their observations and asking probing questions. This is one of the most enjoyable aspects of studying history, and it takes the subject from its dusty and dry reputation and makes it come alive. Encourage your students to think of historical figures as real people with unique beliefs and perspectives, and suddenly, history is no longer a collection of dates and facts. Rather, it is a fascinating story of the people who came before us. For those teachers who find themselves relying heavily on the answer key, do not be afraid to tear it out and throw it away! You do not want to squelch your child's learning process by relying too heavily on the prescribed answers.

SAMPLE

Websites: Throughout the study, you will find websites provided for further information and activities. These websites have all been viewed and deemed appropriate and accurate at the time of printing. If there is potentially objectionable material, a note has been added to the assignment. With the ever-changing nature of the internet, we cannot guarantee that the websites will still be available. If you visit a link that is no longer working, it is often worth digging a bit deeper to see if the site has moved. Simply search for key points in the original address, and more often than not, you'll find the information. Always use the internet with care and under adult supervision. Also, encourage students to view information on the internet with a critical eye! While it is a fantastic resource, the web is not always accurate, and it is a great life skill to know how to determine if the information viewed is verifiable. For the purposes of simplification, some links have been shortened. Throughout this guide, you will notice article titles for specific websites. While it may seem that the capitalization is in error, the article titles are duplicated as they appear on the websites. Simply type in the article title as it appears to find the correct information.

Additional Recommended Titles: At the beginning of each section, you will find a list of additional recommended books to check out from your local library. None of these titles are required, but they are provided in order to help you sift through the hundreds of books available on the many topics covered in this study. Feel no obligation to include any of the library books; you'll have plenty of information from the required reading. However, if you have a voracious reader, it is our hope that the suggested titles will prove helpful.

Do I Have to Do Everything in Every Lesson? No! Again, this is a tool, not a taskmaster. I've included additional recommended titles, lists of hands-on activities, comprehension questions, report topics, websites to visit, and much more. These are all provided to make your job easier and save you time. But they are not required. They're here to help you expand the literature, pull out historical content, and provide structure and guidance, but you can skip steps that just do not work for your family.

Lastly, share your work on social media and tag us at #beautifulfeetbooks. ***We love seeing your creativity!***

PART ONE

THE RISE OF CIVILIZATION

THE NEAR EAST

4000 – 1500 BC

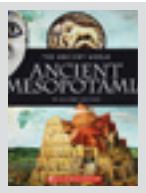
SAMPLE

THE EARLIEST CIVILIZATIONS EMERGED IN MESOPOTAMIA, A FERTILE STRIP OF LAND BETWEEN THE STORIED EUPHRATES AND TIGRIS RIVERS.

Archaeological evidence has helped fill in pieces of these early city builders, but much remains elusive. As ruins are slowly and painstakingly excavated, scholars also look to the literature of ancient Sumer and Mesopotamia. The world's earliest known epic, the Sumerian king list, and cuneiform tablets recording business transactions all work together with city ruins, archaeological treasures, and more to shape a picture of city-states morphing into empires, of intricate and widespread trade networks, and of fearsome religions and justice-seeking kings. The transition from hunter-gatherer to city dweller seems to have taken a long time, but once cities were built, the need for resources propelled conquest and warfare. War led to the need for strong leaders, and empires were soon rather commonplace. In this section, we will learn about some of those leaders, who come to us in mythological proportions. We will read about the most famous, Gilgamesh, who was said to be two-thirds divine and one-third human. We will study ziggurats, the oppressive gods who demanded the dearest of sacrifices, and societies that developed into cultures impressive even in our modern technological era, showing us that human nature remains steady while empires rise and fall.

SAMPLE

SUPPLEMENTAL RESOURCES

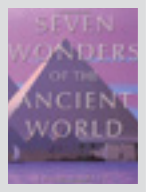


Ancient World: Ancient Mesopotamia
by Allison Lassieur

More than 10,000 years ago, humans began settling in the land between the Tigris and Euphrates Rivers in what is now southwestern Asia. Over time, these early settlements grew into Mesopotamia, the world's first civilization. This book details the long history of this incredible civilization and the amazing impact it had on the development of the world as we know it today.

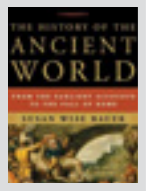
Excavating the Past: Mesopotamia
by Jane Shuter

Mesopotamia hides many wonders waiting to be discovered as you see what it takes to excavate the past. This is a good supplemental resource for factual reference.



The Seven Wonders of the Ancient World
by Lynne Curlee

The Hanging Gardens of Babylon. The Colossus of Rhodes. The Great Pyramid at Giza. For centuries, these names have inspired wonder and mystery. They are but three of the Seven Wonders of the Ancient World. Learn all about these great feats in this fascinating book.

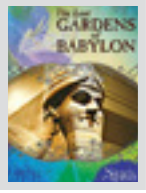


The History of the Ancient World: From the Earliest Accounts to the Fall of Rome
by Susan Wise Bauer

This is the first volume in an engaging series that tells the stories of all peoples, connecting historical events from Europe to the Middle East and to the far coast of China while still giving weight to the characteristics of each country. Susan Wise Bauer provides both sweeping scope and vivid attention to the individual lives that give flesh to abstract assertions about human history.

**Babylon Unveiled* (Amazon Prime)

This documentary features computer-generated re-creations of the Hanging Gardens, the stepped ziggurats, and footage from the ruins that are being excavated today. There are some minor inaccuracies (such as referring to the tower in Babylon as the Tower of Babel), but the re-creations and narrative is generally fine. **Note:** in Episode 1, around minute 44, there is computer-generated female nudity.



**Secrets of the Dead: The Lost Gardens of Babylon*
(Amazon Prime)

This fantastic documentary posits the idea that the Hanging Gardens may not have been in Babylon. Using spy satellite technology (now a tool for archaeologists!), cuneiform text, decades of research, and more, this documentary is fascinating to watch.

*CONTENT WARNING: The ancient world was generally a brutal place, rife with oppression and violence. All these documentaries capture some aspect of this violence and mention the existence of sex and prostitution. None of these documentaries is recommended for family movie night, but they provide valuable information for the high school level student of ancient history. If you are concerned, please preview before allowing your students to view.

SAMPLE

HANDS-ON ACTIVITIES

Archaeology for the Future

Archaeologists must gather clues from objects they discover in archaeological digs, caves, or shipwrecks. In order to understand how archaeologists piece together stories from the clues these objects leave behind, try this activity. Enlist a friend or sibling. Separately, each of you should choose 10 objects from your life that you believe would give someone in the future an idea of what your life looks like, what you believe, what you value, and who you are. Put these objects into a paper bag, and exchange your bag with your friend's. Do not tell your friend or sibling why you chose each item. Carefully remove the items from your partner's bag, and write them down in a notebook. Then, using only the objects, write down an outline of the personality you believe these objects describe. Compare your notes with your partner's. Did the objects you chose tell the story you intended them to? How did your sibling or friend's knowledge of you influence how he or she viewed the objects? This is very similar to how archaeologists work. They are not complete strangers to the people groups they are studying. They are able to make educated guesses like you did with your partner. Did you find this interesting? What were the challenges?

Create Your Own Cave Art

Cave art developed before the written word. Consider how symbols like bathroom signs or logos are used to communicate ideas today. How would you communicate messages or stories without written language? Using oil pastels and charcoal, draw a story in the style of art you see in ancient cave art. What is challenging about using only pictures? The following website has instructions on how to create the handprint art seen in several ancient caves. All supplies are readily available at a craft store like Michaels or online. Instructions can be found here: **instructables.com/id/Kid-Friendly-Paleolithic-Cave-Art/**.

Cook a Mesopotamian Meal

There are many websites with recipes taken from cuneiform tablets found in the ancient Near East. The following are a few examples, but if the links have changed, just search "ancient Mesopotamian recipes" to find dishes to cook for your ancient feast.

ancientmesopotamians.com/ancient-mesopotamia-recipes-of-food.html
ancientmesopotamians.com/ancient-mesopotamia-food.html
etc.ancient.eu/interviews/ancient-recipes-mesopotamia/

Create a Superhero

Gilgamesh represents the ideals of the ancient Mesopotamian cultures that created him. Whether he was a historical figure is up for debate, but he is culturally significant in that he was the superhero of his age. Consider Gilgamesh and how his story reveals the values of ancient Mesopotamia: its admiration of strength and adventure and recognition that contentment was ultimately important and friendship was essential. Next, consider your world. If you were to create a superhero to represent your culture's values, what would they be? What qualities would he or she embody? Would your story of the hero contain a journey that reshaped the hero in significant ways? If desired, write a myth featuring your hero, and present to your family or class.

Bake Cuneiform Tablet Cookies

Using your favorite cookie dough (do not add nuts, chocolate chips, or other chunky ingredients) form tablets like those seen in *EAW*. Make cuneiform marks on them. You can even search on the internet how to write your name in cuneiform letters. Bake as directed. Is it challenging to write this way? You can also do this in clay.

Build a Hanging Garden

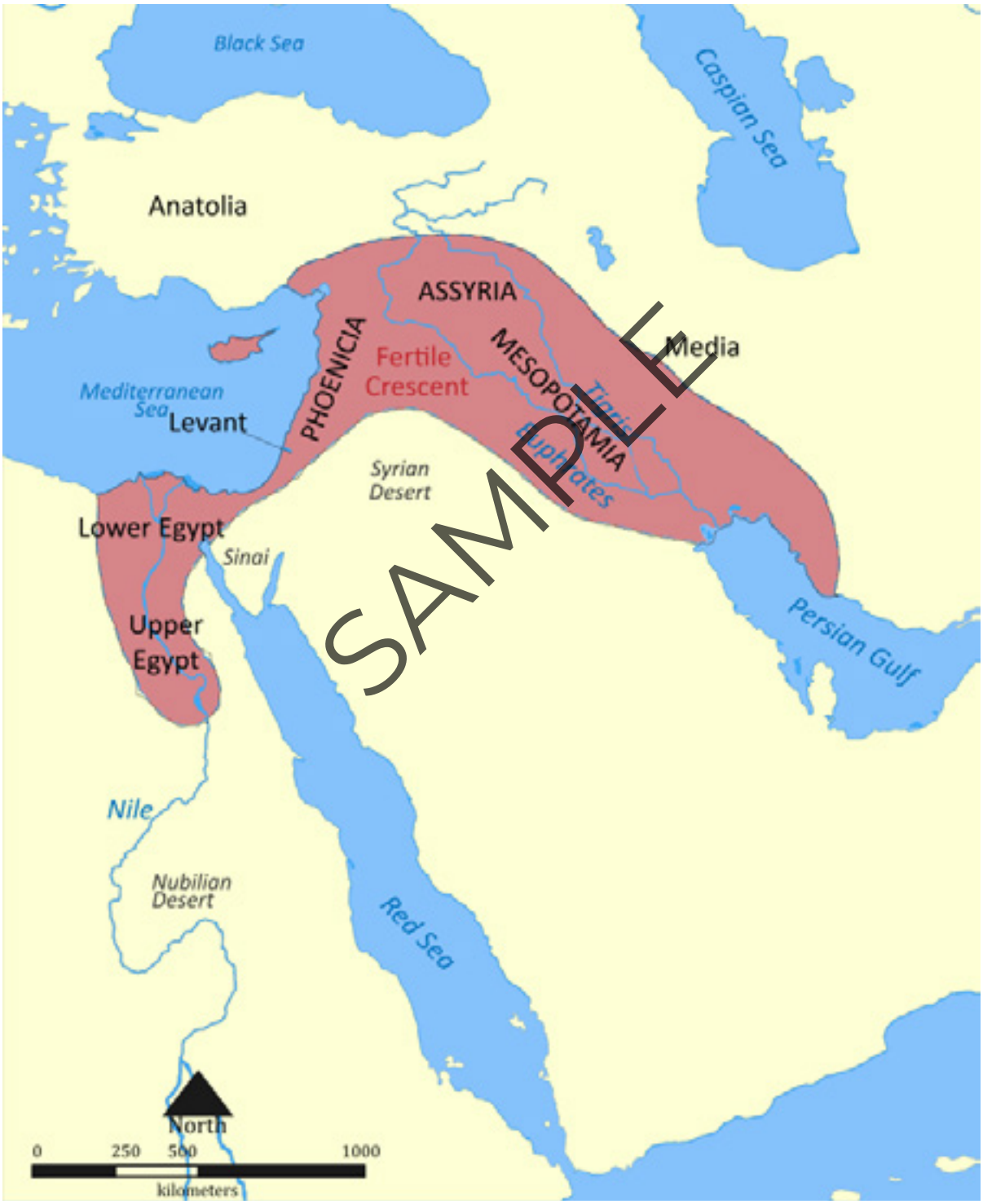
The Hanging Gardens of Babylon (or were they somewhere else, as we will discuss later?) were one of the Seven Wonders of the Ancient World. Plant walls are now popular and recollect the ancient hanging gardens. Research how to make a plant wall, and design one. It can be a little 1' × 1' square or larger. Work with your family to create a beautiful living focal point for your home. You can also check to see if there are some living walls in your town and visit those for inspiration.

Dymphna's Song

Dymphna's Song is a great website for activities, including how to make clay cylinder seals and Babylonian glue art! Simply search for "Dymphna's Song."

SAMPLE

THE FERTILE CRESCENT



SAMPLE

LESSON 1

1. Set up a study folder for this course. You may use a notebook, binder, website, or other preferred media. A high-quality notebook will last the entire year and can be used as a portfolio of your best work, so it may be worth investing in something that will hold up to daily wear and tear. You will keep all your writing assignments, vocabulary lists, mapping activities, reports, and other work here. Create a cover page titled "Ancient History and the Rise of Civilization, 4000–1500 BC." If you are using a notebook or binder, set aside a section to be used as a glossary. Record new terms and words in this glossary as they occur in the course. Add and define the following terms to this glossary. You will encounter these terms in the readings assigned in this lesson:

history	agriculture	civilization
nomadic	epic	barbaric
anthropology		

2. History is a combination of archaeology and story. While archaeology provides content and fills in some everyday details, stories and myths provide a narrative that colors these details. Historian John Keay describes myth as "the smoke of history." Discuss the challenges of piecing together ancient history into a coherent narrative. What are the limits of relying strictly on archaeology and the challenges of gleaning historical fact from ancient stories and myths? In this study, we will be looking at the archaeological evidence and reading through myths, epics, legends, and historical fiction to re-create the fascinating ancient world.

3. Begin reading *The Usborne Internet-Linked Encyclopedia of the Ancient World*, hereafter referred to as *EAW*. This book will serve as our background text, providing historical content and context to the literature we will be reading. Review pages 6–7 for information on the internet links found throughout this resource and how to safely navigate the various websites. Read pages 8–14 of *EAW*, and visit the related internet links. These pages cover very early history and set up the background for our study of the ancient world.

> **a.** Discuss the development of writing. It is not overstating things to say that this discovery changed the world. Why?

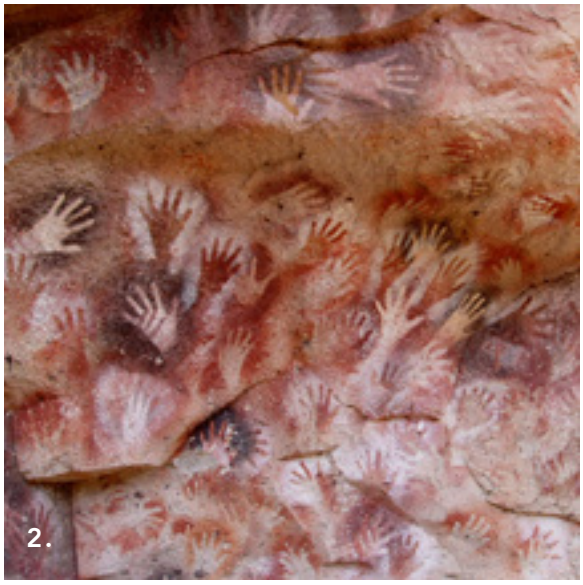
4. Refer to "Archaeology for the Future" in the Activities section on **page 13** to create your own archaeological challenge.

5. Read "Introduction to the Ancient Near East" on the Khan Academy website.

6. Throughout the section, refer to the following website, which has wonderful information on many aspects of life in ancient Sumer: **ancientsumeriansvnp.weebly.com**.

Notes:

SAMPLE



SAMPLE

1. Paleolithic cave painting of bison from the Altamira cave, Cantabria, Spain **2.** Cueva de las Manos located Perito Moreno, Argentina **3.** Sumerian cuneiform text

LESSON 2

1. Begin working on the *Ancient History Timeline*. Cut out, color, and paste on your timeline: "Sumerians Develop Writing and Invent the Wheel."

2. As we progress along the course of human history, we will also follow the biblical narrative found in the first books of the Old Testament covering the history of Israel and Judah. This will be studied in more depth at a later point, but for now, we'll start at the very beginning as we read about the rise of civilization in our other resources. Read Genesis 1–5. Copy Genesis 1:1-2 into your notebook.

3. One of the first steps toward civilization is the creation of art. Discuss the human impulse to create. How do you express your creativity? It can be through drawing, music, speech, cooking, dance, or coding—the possibilities are limitless. Every human has a creative impulse. It can be seen in a toddler drawing on walls! Some of the earliest evidence of this desire to beautify, to leave a mark, and to create is found in ancient cave art (see images on opposite page). Research these works and be sure to visit France's official website for the Lascaux caves, which contain some of the best examples of these ancient works: **http://archeologie.culture.fr/lascaux/en**

4. Refer to the Cave Art projects in the Activities section on **page 13** to create your own cave art.

LESSON 3

1. The first literary work we will be reading is Geraldine McCaughrean's adaptation of the world's oldest epic, *Gilgamesh*. We will be reading *Gilgamesh the Hero* and seeing how this classic addresses themes of the heroic quest and the conflict between civilization and nature and provides an intimate understanding of the ancient Sumerians' views of the gods and life. Read the background information on page 2 of Gilgamesh. As you will see, the chapters in this book are based on tablets discovered in the 19th century. The story of how this epic was discovered is absolutely fascinating. Search "Gilgamesh, the Worlds' First Action Hero" to find a great article from National Geographic on the history behind this ancient, lost, and rediscovered literary classic. Read Chapters 1 and 2, and see **page 18** for a brief introduction to the main characters. **Instructor Note:** You may want to preview Chapter 2, "Tamed by a Kiss," as there is a reference to nudity, and it contains a picture of the rearview of a nude woman on page 14. It is an integral part of the story, as it relays the ancient belief in the civilizing force of love and the male/female sexual union, and it is not explicit.

SAMPLE

a. How does the author set up the conflict between the civilized and the wild in the first two chapters? Which characters represent civilized society, and which represent the untamed wild?

b. How does the exit from the wild coupled with a loss of innocence echo the biblical narrative found in Genesis?

c. How does Gilgamesh's mother, Ninsun, interpret her son's dream? What does this tell us about the values of the ancient Sumerians?

d. How do the people of Uruk view their king?

Lesson 3 continued on page 19

INTRODUCTION TO GILGAMESH THE HERO

IN THE FIRST CHAPTERS OF GILGAMESH, WE SEE THE CONFLICT BETWEEN CIVILIZATION AND THE WILD, SOMETHING TO BE EXPECTED FROM THE EARLIEST PIECE OF LITERATURE KNOWN TO EXIST. EACH CHARACTER REPRESENTS THIS CONFLICT IN SOME WAY.

GILGAMESH

Gilgamesh represents the ideal of civilization. In the ancient world, there were specific qualities of leadership that were admired: having wisdom, age, strength, wealth, and fortune, as well as being male, a master, and handsome. Gilgamesh embodies nearly all of these with the exceptions of age and wisdom. He has some degree of wisdom, but as we will see in the first chapter, he is blind to the hard cost his reign has extracted from his people. In the original texts, he is presented as a serial rapist, reserving for himself the right to sleep with any bride on the first night of her marriage. This is not portrayed in the adaptation we will be reading, but it is mentioned here to show the horrific price he demands from his people.

ENKIDU

Enkidu represents the innocence, strength, freedom, and coarseness of uncivilized mankind. He lives instinctually and in complete isolation from other men, harming no one and defending the animals.

HUNTER

Hunter, encountered early in the story, also represents civilization and its difficult relationship with the wild. Without the resources of the wild, civilization cannot exist, thus Hunter's frustration at his thwarted attempts to kill animals for food.

HATTI

Hatti, the womanly and alluring representation of civilization, is the embodiment of all the comforts and luxuries offered by civilization. But in accepting civilization, nature must make sacrifices. In the original telling of the tale, it is noted that following Enkidu's rapturous encounter with Hatti, "Enkidu was diminished, his running was not as before. But then he drew himself up, for his understanding had broadened" (1.183–184). In the exchange of wild freedom for love and civilization, Enkidu's innocence is lost, but his understanding has expanded. Once he has encountered civilization, he is no longer content and longs to go to Uruk and challenge the greatest living being, Gilgamesh.

SAMPLE

LESSON 3 *continued*

2. Though this is not a literature course, it contains many classical and ancient literary works. I will be recommending some videos on mythology, classic literature, and literary tropes and terms throughout the course. These will provide helpful background information as well as language for analyzing the works we will read, making them more meaningful and enjoyable. The first video recommended is "What Is Myth? Crash Course World Mythology #1," narrated by Mike Rugnetta. It can be found by searching the title. Be sure it is a YouTube video from the smart folks at Crash Course. This Crash Course video series has 40 episodes, and we will not be viewing all of them—just the ones that will help expand our understanding of the literature we encounter in this course. Be warned, as biblical literature, ancient stories, myths, and legends often portray the dark side of humankind with incidents of rape, incest, and violence. These will occur in our readings as well as in the videos but only in passing and never in detail.

3. Read Genesis 5–12. To learn a bit more about the current historical research behind the story of the Tower of Babel, search for "Some Very Compelling Evidence the Tower of Babel Was Real" on the Smithsonian Channel on YouTube.

4. We will cover ancient Egypt in future lessons, but in order to maintain chronology on the *Ancient History Timeline*, cut out, color, and paste on it: "Cheops Builds Great Pyramids."

5. Read "The Ancient City" at ancient.eu to familiarize yourself with what constitutes a city and when cities were first established.

SAMPLE

LESSON 4

1. Draw an enlarged map of the ancient world on cardstock or heavy-weight paper. This map will be used throughout the study, so it is important that it is legible and durable. The map should include the entire Mediterranean Sea, North Africa, Egypt, and the Middle East including the Persian Gulf. Utilize the maps in *EAW* as well as online resources to label the following landmarks:

Mediterranean Sea	Red Sea	Euphrates River
Tigris River	Aegean Sea	Persian Gulf
Dead Sea	Jordan River	Black Sea
Caspian Sea	Jericho	Ur
Uruk	Lebanon Mountains	

2. Read pages 16–23 of *EAW*, and visit the internet links. Page 22 references the vast trading networks that existed in 2500 BC. Oftentimes, even in this study, history is divided into neat compartments related to nations or geographical regions, where one studies ancient Egypt followed by ancient Greece. These delineations are convenient but fail to account for the intersectionality that shaped the ancient world. While we are studying ancient Mesopotamia, Sumer, Ur, and Uruk, keep in mind that Egypt was flourishing at this time. Cheops was building the Great Pyramid. In the Indus Valley, an advanced civilization was taking shape, and the Mohenjo-daro, or Mound of the Dead Men, one of the largest cities in the ancient world, was being built. And everyone was interacting, trading resources, and taking and modifying cultural practices, tools, stories, animals, foods, clothing styles, and so on.

3. Read Genesis 12–18.

4. Cut out, color, and paste on your timeline: "Abraham Leaves Ur of the Chaldees."

Notes:

THE FLOOD NARRATIVE IN *GILGAMESH*

This is one of the tablets containing the Flood Narrative from "The Epic of Gilgamesh." Translated in part, it reads:

[The sun god] Šamaš had set a stated time: "In the morning I will let loaves of bread shower down, and in the evening a rain of wheat! Go inside the boat, seal the entry!"

That stated time had arrived. In the morning he let loaves of bread shower down, and in the evening a rain of wheat. I watched the appearance of the weather: the weather was frightful to behold!

I went into the boat and sealed the entry. For the caulking of the boat, to Puzur-Amurri, the boatman, I gave the palace together with its contents.

Just as dawn began to glow there arose from the horizon a black cloud. [the storm god] Adad rumbled inside of it, before him went Šhullat and Haniš [Sack and Suppression], heralds going over mountain and land.

[The god of destruction] Erragal pulled out the mooring poles, forth went [the war god] Ninurta and made the dikes overflow.

The gods lifted up the torches, setting the land ablaze with their flare.

Stunned shock over Adad's deeds overtook the heavens, and turned to blackness all that had been light. He shattered the land like a raging bull, broke it into pieces like a pot.

All day long the South Wind blew, blowing fast—and then the Flood came, overwhelming the people like an attack.

No one could see his fellow, they could not recognize each other in the torrent.

Even the gods were frightened by the Flood, and retreated, ascending to the heaven of Anu. The gods were cowering like dogs, crouching by the outer wall.

Ištar shrieked like a woman in childbirth, the sweet-voiced Mistress of the Gods wailed: "The olden days have alas turned to clay, because I said evil things in the Assembly of the Gods! How could I say evil things in the Assembly of the Gods, ordering a catastrophe to destroy my people? No sooner have I given birth to my dear people than they fill the sea like so many fish!"

The gods—those of the Anunnaki—were weeping with her, the gods humbly sat weeping, sobbing with grief, their lips burning, parched with thirst. Six days and seven nights came the wind and flood, the storm flattening the land.

When the seventh day arrived, the storm was pounding. She who had been struggling with itself like a woman writhing in labor, the sea, calmed; the whirlwind fell still; the flood stopped.

I looked around all day long—quiet had set in and all the human beings had turned to clay! The terrain was as flat as a roof.

SAMPLE

LESSON 5

1. Watch "Theories of Myth: Crash Course World Mythology #12." This will continue the Crash Course video series on different types and understandings of myth that will be useful as we progress through our literature.

2. In preparation for your reading, define and record in your glossary the following words:

annals	scythed	phosphorescent
hummock	lapis lazuli	affront
menacing	crevasse	frieze
runnel	shied	

3. Read Chapters 3 and 4 of *Gilgamesh the Hero*. See opposite page to read a translated excerpt of the original text of *Gilgamesh*. You will see how fragmentary the text is and how pieces of translations have been put together. It is very interesting and gives a clear picture of some of the challenges faced by archaeologists and scholars. **Instructor Note:** It's not recommended that students read the translation of Gilgamesh Tablet I due to mature content. Please preview.

a. Read the information on page 9 of this guide. Compare and contrast Gilgamesh and Enkidu. Make a list of their similarities and differences. How are they both able to have a positive influence on one another due to their contrasting natures and character? What do they each reveal about the values of the culture that created them? Add to your notebook.

b. Research the ancient cedars of Lebanon. These famous forests are referenced both in "The Epic of Gilgamesh" and in the Bible. Record your findings in your notebook.

c. What are two striking instances of Gilgamesh's lack of restraint in these chapters?

d. Discuss Ishtar's proclamation on page 40. In it, she shouts, "Justice on their mortal heads!" What do you think she meant by this? Had Gilgamesh and Enkidu committed crimes against justice? Discuss how justice can mean so many different things to different people. What are areas you see this working out in the world today?

SAMPLE

4. Read Genesis 19–22.

5. The story of Gilgamesh takes place in Uruk. Read about the ruins of the ancient temple and ziggurat at Uruk on the Khan Academy website article titled "White Temple and ziggurat, Uruk."

Notes:

GLOSSARY OF VOCABULARY WORDS

abodes: a place of residence; a house or home.
acerbity: sharpness and directness in speech.
acme: the point at which someone or something is best, perfect, or most successful.
acquiescence: the reluctant acceptance of something without protest.
acropolis: a citadel or fortified part of an ancient Greek city, typically built on a hill.
affront: an action or remark that causes outrage or offense.
agate: an ornamental stone consisting of a hard variety of chalcedony, typically banded in appearance.
aggregation: the formation of a number of things into a cluster.
agriculture: the science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products.
ambuscade: an ambush.
anachronism: a thing belonging or appropriate to a period other than that in which it exists, especially a thing that is conspicuously old-fashioned.
annals: a record of events year by year.
anthropology: the study of human societies and cultures and their development.
ardour: enthusiasm or passion.
assizes: a court which formerly sat at intervals in each county of England and Wales to administer the civil and criminal law.
axiom: a statement or proposition which is regarded as being established, accepted, or self-evidently true.
barbaric: savagely cruel; exceedingly brutal.
betoken: be a sign of; indicate.
billhook: a tool with a sickle-shaped blade with a sharp inner edge, used for pruning or lopping branches.
brickbats: a piece of brick, typically when used as a weapon.
brigandage: a member of a gang that ambushes and robs people in forests and mountains.
blanch: make white or pale by extracting color.
bulwark: a defensive wall.
canton: a subdivision of a country established for political or administrative purposes.
carnelian: a semiprecious stone consisting of an orange or orange-red variety of chalcedony.
causeway: a raised road or track across low or wet ground.
chagrin: distress or embarrassment at having failed or been humiliated.
chimera: (in Greek mythology) a fire-breathing female monster with a lion's head, a goat's body, and a serpent's tail.
choleric: bad-tempered or irritable.
circuitous: (of a route or journey) longer than the most direct way.
city-state: a city that with its surrounding territory forms an independent state.
civilization: the stage of human social and cultural development and organization that is considered most advanced.
clamour: a loud and confused noise, especially that of people shouting vehemently.
contingents: a group of people united by some common feature, forming part of a larger group.
cordage: cords or ropes, especially in a ship's rigging.
credulous: having or showing too great a readiness to believe things.
crevasse: a deep open crack, especially one in a glacier.
cuirass: a piece of armor consisting of breastplate and backplate fastened together.
daub: coat or smear (a surface) with a thick or sticky substance in a carelessly rough or liberal way.
deadpan: deliberately impassive or expressionless.
debouched: emerge from a narrow or confined space into a wide, open area.
declivity: a downward slope.
deviation: the action of departing from an established course or accepted standard.
diffraction: the process by which a beam of light or other system of waves is spread out as a result of passing through a narrow aperture or across an edge, typically accompanied by interference between the wave forms produced.
dilettante: a person who cultivates an area of interest, such as the arts, without real commitment or knowledge.
discreet: careful and circumspect in one's speech or actions, especially in order to avoid causing offense or to gain an advantage.
dogging: follow (someone or their movements) closely and persistently.
druid: a priest, magician, or soothsayer in the ancient Celtic religion.
durbar: the court of an Indian ruler.
effulgence: brightly shining light.
embrasures: a small opening in a parapet of a fortified building, splayed on the inside.

SAMPLE