



ANCIENT HISTORY

a literature approach to the rise of civilization

SAMPLE

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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, and Rome, and the fascinating characters who shaped these time periods. We will be covering over 3500 years of history, the period from 4000 BC. to around 200 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 grades five through eight. Ideally, the literature will be read aloud for fifth and sixth graders while junior high students can read independently. While we understand that reading aloud is not always possible, it is highly recommended that the parent and/or teacher reads as many books as possible with the student. Doing this creates a learning environment that encourages and develops a child's natural curiosity and allows an atmosphere of inquiry to develop. Secondly, 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, check out every recommended title from the library. Everything in this guide is meant to be a help to you the teacher, 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 notebooking 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. Who knows, you may have a 5th grader who loves to draw maps, or an 8th grader who has a knack for research. Use the activities to get out of ruts when the midyear slump hits.

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 that you do not accomplish this goal, don't worry, we've built in some flexibility by spreading the study over ninety-eight lessons so you can incorporate a few weeks where you only need to complete two lessons. Save these for busy holiday seasons or weeks where 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 children's interest down various rabbit trails. This study 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 they are comfortable working in. All their written work, vocabulary lists, maps, etc., will be stored in here. 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.

Vocabulary lists: A word on vocabulary—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, it opens worlds that would otherwise be closed to the less verbally proficient. Additionally, it is excellent preparatory work for the SAT and ACT. Many of the books used in this study contain arcane or old-fashioned words. In order to ensure that the student understands the material she is reading, vocabulary lists have been provided. It is strongly suggested that the student look up each word in a real (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.

Mapping and geography: You will notice that there are a lot of mapping assignments and it is highly suggested that each student have a large blank world map. These can easily be purchased online or 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'x3') piece of cardstock. As this will be used throughout the course, the thicker the cardstock the better! When completing the mapping assignments, refer to the maps in the resources as well as the maps in this guide.

Comprehension and discussion questions: As the student reads through the literature, they 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 for a student to learn this fact. The discussion questions do not have answers provided as these are designed to develop the reasoning abilities of the student. The ability to converse on topics of history, religion, 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 characters as real people with unique beliefs and perspectives and suddenly history is no longer a collection of dates and facts but 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.

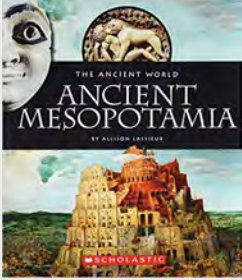
Websites: Throughout the study you will find websites provided for further information and activities. These websites have all been viewed and deemed appropriate and accurate at the time of printing. If there is potentially objectionable material, a note has been added to the assignment. With the ever-changing 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 information is verifiable. For the purposes of simplification, some links have been shortened.

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 and 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, but 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 hand-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, 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!

Supplemental Literature

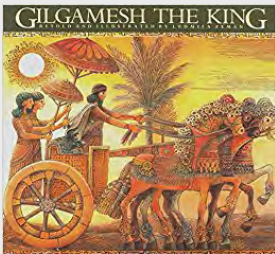


Ancient World: Ancient Mesopotamia by Allison Lassieur

Over ten thousand 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.

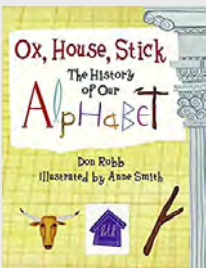
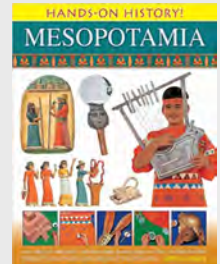


Gilgamesh the King by Ludmila Zeman

Very easy-to-read picture book adaptation of the Epic of Gilgamesh. Great for introducing younger students to the world's oldest epic. Also recommended, the sequels in the same series: *The Revenge of Ishtar* and *The Last Quest of Gilgamesh*.

Hands-On History Mesopotamia: All About Ancient Assyria and Babylonia, with 15 Step-by-Step Projects by Lorna Oakes

Step back in time to explore the Land Between the Two Rivers, one of the most ancient of all civilizations. Fascinating facts and how-to projects allow you to re-create the past – build a model chariot, make a musical lyre, and sculpt a cuneiform tablet!

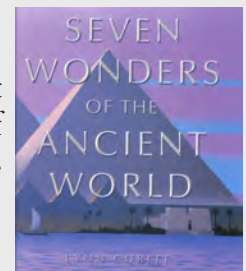


Ox, House, Stick: The History of Our Alphabet by Don Robb, ill. by Anne Smith

Bold collage illustrations and clear prose trace the origins of our familiar letters. From the proto-Sinaitic peoples, through the Phoenicians, Greeks, and Romans, this book follows the development of the Roman alphabet. Includes sidebar information on punctuation, writing materials, the technology of printing, and more.

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.



Hands-On Activities

Make Sumerian-Style Jewelry

Beautiful jewelry has been found in tombs of royalty from Mesopotamia. Use photos like this one and those found on the website below. You can purchase beads at craft stores along with necklace wire and clasps. You can also make beads out of paper. Just search for instructions online.
<http://sumerianshakespeare.com/117701/118101.html>.



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 *Encyclopedia of the Ancient World*. Make cuneiform marks on them. You can even search on the Internet how to write your name in cuneiform letters. Is it challenging to write in cuneiform letters? You can also do this in clay. Is it easier than on cookie dough?

Fold an Origami Pyramid

Use an ancient art form from Japan to create a beautiful stepped ziggurat. Google "Origami Ancient Pyramid Jo Nakashima" and follow the video tutorial.

Lego Ziggurats

There may be no better material for making model ziggurats than Lego! Encourage students to work on building these during read-aloud time to keep busy hands occupied.

Build a Hanging Garden

The Hanging Gardens of Babylon were one of the 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'x1' 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 has incredible activities including how to make clay cylinder seals and Babylonian glue art! Links here:

Make Clay Cylinder Seals:

<http://dymphnasong.com/2014/10/ancient-sumeria-activity-for-kids.html>

Babylonian Glue Art

<http://dymphnasong.com/2014/11/ancient-babylon-art-lesson-for-kids.html>

LESSON 1

1. Read pages 6–7 of *The Usborne Internet-Linked Encyclopedia of the Ancient World*, hereafter referred to as *EAW*. This provides essential information on the Internet links found throughout this resource and how to safely navigate various websites with children.

2. Read pages 8–14 of *EAW* and the related Internet links. These pages cover very early history and set up the background for our study of the ancient world.

a. Discuss what is meant by the term "history."

3. Set up a composition notebook to be used exclusively for this study. This can be a 3–ring binder, a composition notebook, anything that you prefer. A high-quality notebook will last the entire year and can be used as a portfolio of the student's best work, so it may be worth investing in something that will hold up to daily wear and tear. Reserve the last ten pages of the notebook to use 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:

history	agriculture
civilization	nomadic

4. Introduce *The Golden Bull* by Marjorie Cowley. This book is set in ancient Mesopotamia and incorporates aspects of everyday life during this time period. Read *Author's Note* beginning on page 201 for background information. Read Chapters 1–4 of *The Golden Bull*.

a. Compare an average day in your life with the lives of Jomar and Zefa. How are their lives different? Are there any similarities?

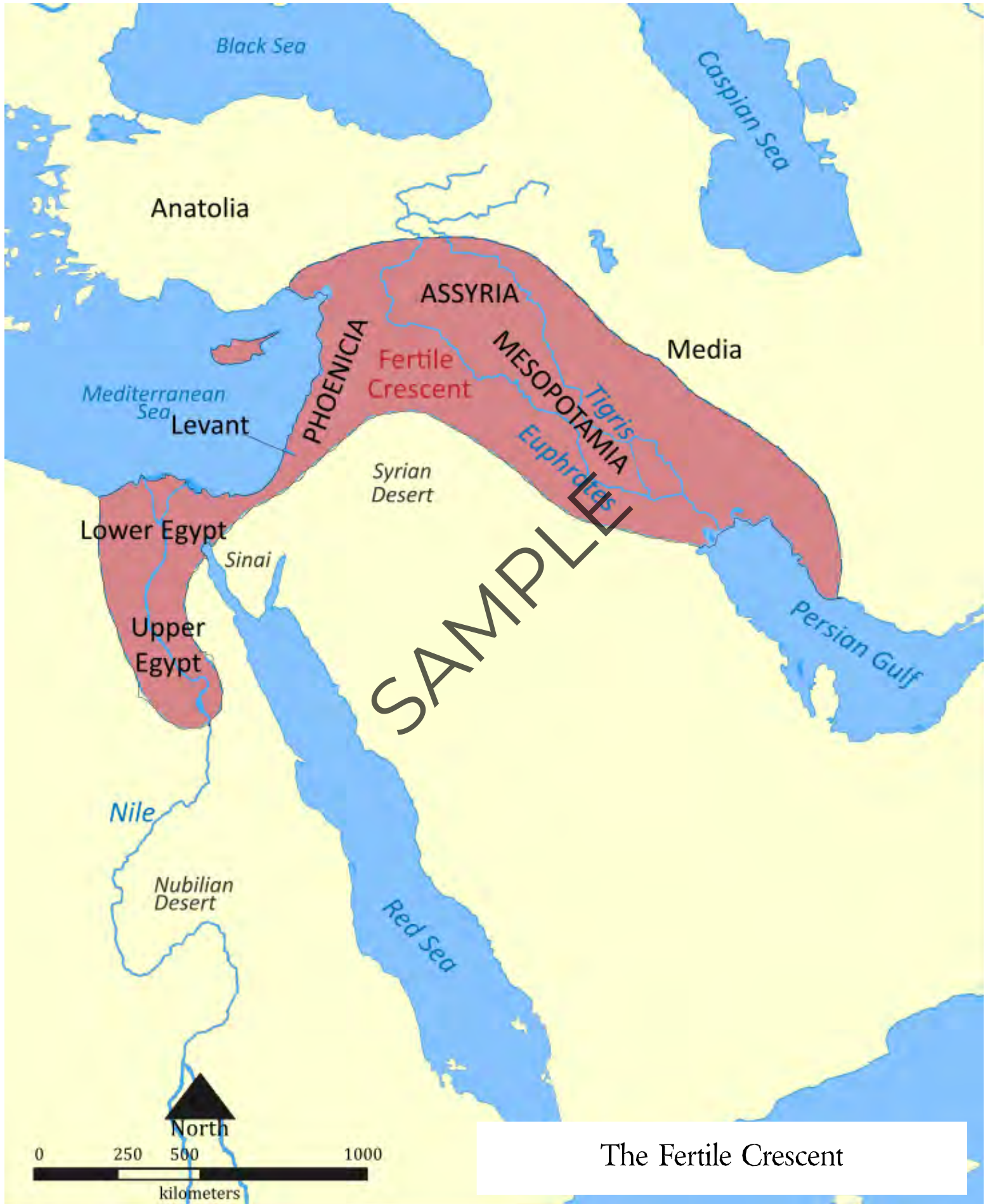
LESSON 2

1. At the front of the notebook create a cover page entitled "Ancient History and the Rise of Civilization." Decorate this page as desired.
2. 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 be legible and durable. The map should include the entire Mediterranean Sea, north Africa, Egypt, and the Middle East including the Persian Gulf. Label the following landmarks:

Mediterranean Sea	Red Sea	Nile River
Euphrates River	Tigris River	Aegean Sea
Persian Gulf	Dead Sea	Jordan River
Black Sea	Caspian Sea	Jericho
Çatal	Hüyük	Ur
3. Read Genesis 1–5. Copy Genesis 1:1–2 into notebook. Genesis 4:22 speaks of Tubalcain who was an artificer of brass and iron. Do some research on the Bronze Age. Record findings in notebook.
4. Begin working on your *Ancient History Timeline*. Cut out, color, and paste on timeline: Sumerians Develop Writing and Invent the Wheel.
5. Choose one of the hands-on activities at the beginning of this section to do.

LESSON 3

1. Read Chapters 5–10 of *The Golden Bull*.
 - a. Review pages 20–21 of *EAW* to see a picture of Ur.
 - b. Discuss Malak, the temple official, and the power he held over the common people.
 - c. Several mentions have been made in *The Golden Bull* of people giving or being forced to turn over grain, animals, and other goods to the temple priests. What does this reveal about the god created by the ancient Mesopotamians?
 - d. The river on which Ur was built is the Euphrates and it held great power over the ancient people as it was at the center of their survival. The scene that Jomar and Zefa witness is a “trial by ordeal.” This was commonly used throughout history before the rule of law and systems of court trial were established.
2. In notebook begin a section on Ancient Mesopotamia. Student may create and decorate a cover page.
3. Read pages 16–23 of *EAW*. Please note that page 23 references a ritual mass suicide that occurred when the king of Ur died. Visit the Internet links referenced on the various pages.
 - a. How were the houses of ancient times different from houses today?
4. After visiting the links referenced in *EAW*, narrate in your own words how people developed the ability to write. Record your narration in your notebook in the section on Ancient Mesopotamia and list some of the inventions and advances of Mesopotamian culture including the 60-second minute, the wheel, astronomy, cities, etc.
5. Choose one of the hands-on activities at the beginning of this section to do.
6. Our next section is on ancient Egypt and we will cover this subject in more detail but in order to maintain chronology on the *Ancient History Timeline*, cut out, color, and paste on it: Cheops Builds Great Pyramids.



The Fertile Crescent

LESSON 4

1. Read Chapters 11–15 of *The Golden Bull*.

a. Research the semiprecious jewels used by Sidah: red carnelian, lapis lazuli, and black obsidian. On your map of the ancient world, mark where these gems came from and trace the trade routes between Ur and Egypt, Afghanistan, Iran, India, and Pakistan.

2. Add the following landmarks to your map of the ancient world.

Mesopotamia	Kish	Indus Valley
Egypt	Babylon	Mari
Haran	Aleppo	Hamath
Sachem	Zoan	Hebron
Damascus		

3. Read Genesis 6–10.

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

LESSON 5

1. Color, cut out, and paste on timeline: Sumerian Ziggurat Built at Ur.

2. Read Genesis 11–15. Circa 2100 BC Abraham migrated from Ur of the Chaldees to Canaan. Research his probable route (consult a Bible, bible atlas, or the Internet) and draw the route that Abraham took from Ur to Canaan on the student map of the ancient world.

3. Genesis Chapter 11 relates the story of the Tower of Babel and the confusion of languages. Babel was believed to be located on the Euphrates River in ancient Mesopotamia. The Babylonian civilization was a major influence at this time and it was here that the famous tower was built. Many historians believe that this tower was built in either the ziggurat (stepped temple) style or a spiral shape. For further information on ziggurats and Babylon visit the website listed below. If desired, draw a picture of a ziggurat, color, and paste in notebook. <http://www.bible-history.com/babylonia/index/html>

4. Read Chapters 16–22 of *The Golden Bull*.

a. Research cuneiform writing and the tablets that were used to send messages. Write a short report on their development. Illustrate with pictures or drawings of these tablets. You can review pages 18–19 of *EAW* as well as read about this first form of writing online.

5. While all of this was going on in Mesopotamia and Sumeria, ancient peoples in England were beginning work on Stonehenge! Cut out, color, and paste on timeline: Building of Stonehenge is Begun in England.

LESSON 6

1. Read Chapters 23–27 of *The Golden Bull*.

2. Read pages 28–33 of *EAW*. Visit the Internet links associated with these pages. Please note that Website 6 on the links for pages 30–31 refers to Judaism as a man-made religion and states that the Temple of Solomon was built with pagan imagery included in it. This may be something you want to discuss with your children should you choose to make this video a part of your lesson. Do spend some time on the 3D tour of Petra (pages 32–33, website 1). It is very well done.

Answer Key

LESSON 3

- c. The gods created by ancient Mesopotamians were demanding, all-powerful, cruel, and showed little thought for the people who served them.
- a. There were no windows or doors! They were accessed from the roof. Ladders were used to climb on to the roofs and these ladders could be pulled if something threatened the family living in the house. To visit your neighbors, you would simply walk over to their roof.

LESSON 7

- a. The religion presented in The Golden Bull is not one that is just to our modern ideas of justice.

LESSON 8

- a. 1780 BC. Hammurabi sent scribes across his empire to collect existing laws and then created his own code from these collections
- a. As the first codified system of law it was a huge advance to establish a government ruled by law and not a dictator. Certain crimes had specific penalties which helped to reduce arbitrary judgments or overly punitive sentences. It also ensured that each criminal would be tried and punished fairly, without respect to person or status. The Code of Hammurabi did not entirely accomplish all of this, but it was a very important first step in a very long process that is still imperfect, even today in our nation.
- c. When a king is above the law it is very easy for him to enact all sorts of abuses and the people under his power have no recourse. When a king is placed under the law, he is expected to uphold the standards of the land. If the standards are just and the king lives by them, the people will usually live in peace and security instead of fear and oppression.

LESSON 11

- a. The first is by being able to read the language used by that civilization. This allows researchers to read about the people who lived, what they did, what life was like, and how society functioned. The second is by scientific excavation of buried ruins, usually of villages and cities. This is called archaeology.
- b. Jean François Champollion.

LESSON 14

- a. The annual inundation provided all the water that the nation would need to grow its crops. If there were seven years of drought and the Egyptians had not prepared, they would have all perished from starvation.
- b. Irrigation systems provided stability and a steady source of food, reducing the necessity of going to war over resources.
- c. Imhotep was the architect who designed the first step pyramid, which would eventually evolve into the pyramids we're familiar with seeing at Giza.

LESSON 16

- a. A recognition that Egypt was more stable when there was a strong centralized ruler. And Egypt needed to expand its empire in order to reduce the risk of invasion.

LESSON 19

- a. Thutmose III was considered Egypt's first great military general.
- b. His empire stretched from the headwaters of the Tigris and Euphrates south to the fourth cataract of the Nile, to the eastern Mediterranean to Crete and Babylonia.

LESSON 21

- a. Akhnaton's montheism is notable in light of how it comes historically after Moses leads the people

Glossary of Vocabulary Words

acropolis: a citadel or fortified part of an ancient Greek city, typically built on a hill.

adze: a tool similar to an ax with an arched blade used for cutting or shaping large pieces of wood

agriculture: the science or practice of farming, growing of crops and the rearing of animals.

ambrosia: the food of the gods.

amulet: an ornament or small piece of jewelry thought to give protection against evil, danger, or disease.

annealing: heat (metal or glass) and allow it to cool slowly, in order to remove internal stresses and toughen it.

arachnophobia: extreme or irrational fear of spiders.

arouse: evoke or awaken a feeling, emotion, or response.

auger: a tool with a helical bit for boring holes in wood.

auxiliary: providing supplementary or additional help and support.

bulwark: a defensive wall.

chagrin: distress or embarrassment at having failed or been humiliated.

city-state: a city that with its surrounding territory forms an independent state.

civilization: the stage of human social development and organization that is considered most advanced.

clamor: a loud and confused noise, especially that of people shouting vehemently.

commend: praise formally or officially.

contemptible: deserving contempt; despicable.

crucible: a ceramic or metal container in which metals may be melted or subjected to very high temperatures.

deft: neatly skillful and quick in one's movements.

desiccated: remove the moisture from (something, especially food), typically in order to preserve it.

disconsolate: without consolation or comfort; unhappy

disdain: the feeling that someone or something is unworthy of one's consideration or respect; contempt.

droll: curious or unusual in a way that provokes dry amusement

ewer: a large jug with a wide mouth, formerly used for carrying water for someone to wash in.

faggot: a bundle of sticks or twigs bound together as fuel.

forestay: a stay leading forward and down to support a ship's foremast

fosterling: a child who is fostered or adopted.

fracas: a noisy disturbance or quarrel.

furtive: attempting to avoid notice or attention

girt: secure (a garment or sword) on the body with a belt or band.

halyard: a rope used for raising and lowering a sail, spar, flag, or yard on a sailing ship.

hapless: unfortunate

harken: listen

hawser: a thick rope or cable for mooring or towing a ship

hireling: a person employed to undertake menial work

history: the study of past events, particularly in human affairs

ides: a day falling roughly in the middle of each month

indiscriminately: in a random manner; unsystematically

inert: lacking the ability or strength to move

ingot: a block of steel, gold, silver, or other metal, typically oblong in shape

jibe: change course by swinging a fore-and-aft sail across a following wind

ketzah: black cumin

linnet: a mainly brown and gray finch with a reddish breast and forehead

litter: a vehicle containing a bed or seat enclosed by curtains and carried on men's shoulders or by animals.

livid: furiously angry; dark bluish gray in color

loth: reluctant; unwilling

lubber: a big, clumsy person

luxuriant: rich and profuse in growth; lush

medicament: a substance used for medical treatment

mezuzah: a parchment inscribed with religious texts and attached in a case to the doorpost of a Jewish house as a sign of faith

minstrel: a singer or musician, especially one who sang or recited lyric or heroic poetry to a musical accompaniment for the

nobility: the quality of being noble in character, mind, birth, or rank