# HISTORY ODYSSEY ANCIENTS LEVEL TWO PREVIEW

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Ancients - 21 lessons including maps, worksheets, and appendices

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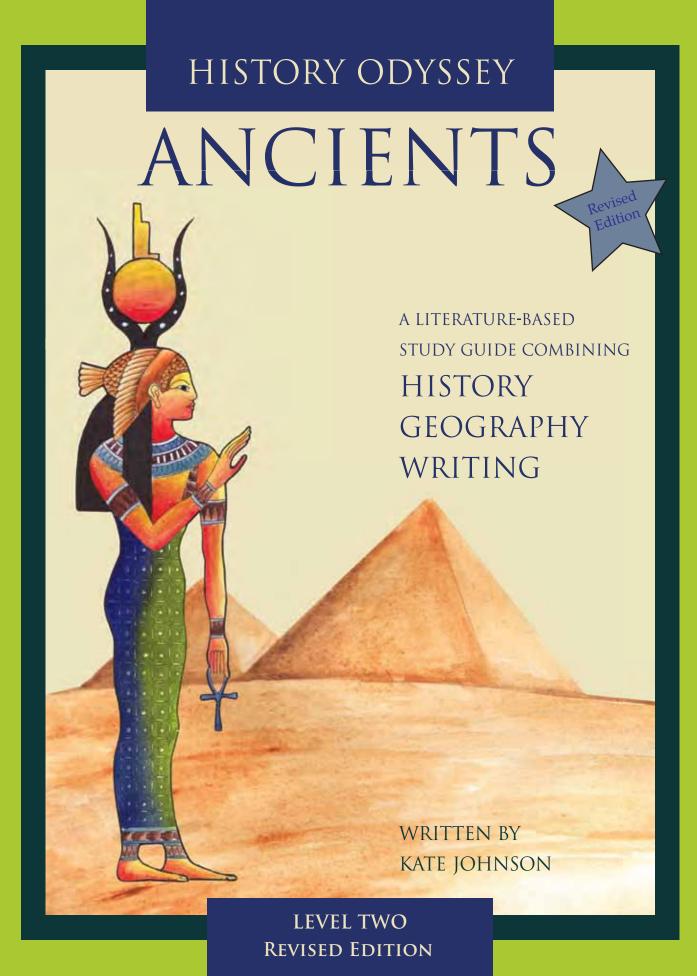
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# History Odyssey Ancients level two

Kate Johnson



A note about color in this Preview:
Color is used only in the eBook version of
History Odyssey Ancients 2.
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### Dear Parents and Teachers,

Your child is about to embark on a great adventure—studying the history of humankind. History Odyssey guides are intended to assist your child on this adventure with access to the greatest resources and with assistance in organizing a tremendous amount of information. The target grade level for this course is 5<sup>th</sup>, however it may be successfully utilized for students up to the 8<sup>th</sup> grade level. This course will challenge your child to compare and contrast, analyze, research, write, and outline. This study guide is the first in the History Odyssey level two series. Basic outlining and map skills are taught in this course. Students are asked to label cities, rivers, and countries on maps of ancient times and compare them to a modern-day map. Students are also asked to identify main topics and subtopics in readings and to construct several outlines. As your child continues with History Odyssey guides, he or she will learn more advanced outlining, writing, and map skills.

In order to eliminate confusion, ancient history in this guide is presented chronologically by region rather than strictly chronologically. For example, instead of leaving the study of Egypt after the Middle Kingdom to learn about China's Shang Dynasty and then coming back to Egypt to study its New Kingdom, your child will study the ancient history of Egypt without interruption. There are three "Timeline Timeouts" to encourage students to take a closer look at their timelines and the chronological order of events. At the end of this study guide is a "Timeline Analysis" that assists students in looking back at events chronologically and analyzing which events were occurring simultaneously in different parts of the world.

The lesson plans in this study guide speak directly to your student for independent use. However, I recommend assisting with the first few lessons and acknowledge that some students may need assistance throughout the course. Read over the following instruction pages with your child and assist him or her in setting up a binder and gathering resources. Most of the lessons are written to be completed in one sitting. The exceptions to this are the lessons that instruct students to read one of the literature books and those requiring extended research. For these lessons, students should be given ample time to complete the tasks before going on to the next lesson unless otherwise indicated. If your child's interest is sparked by a subject, refer to the resource list and allow him or her to spend extra time on that subject. I suggest students at this grade level spend one to two hours studying history two to three days a week (more days might be required for the weeks when one of the six literature books is assigned). At that pace, this guide provides a one-year history course. Keep in mind that these lesson plans combine several subjects—history, literature, writing, and geography.

Students should be able to read the literature books utilized in this study guide independently. Some students may benefit from having the books read aloud. Students will not be interrupted with comprehension questions or vocabulary work while reading the assigned literature. I feel that interrupting the reading of these wonderful books tends to make reading laborious and frustrating. However, you might want to suggest that your child read with a pencil in hand and circle difficult words to look up later. Also, it is recommended that you have discussions with your child during the reading to ensure comprehension. Ideally, you will read the books as well.



# How To Use This Guide

# **Required Resources**

The following resources are required to complete this course. Optional resources and book suggestions can be found in the appendix.

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

"The Kingfisher History Encyclopedia (1999 or newer edition)—KFH
*The Story of Mankind by Hendrik Willem Van Loon (optional)—TSOM $\div$
*The History Odyssey Timeline from Pandia Press (or a homemade timeline)
Tales of Ancient Egypt by Roger Lancelyn Green
The Golden Goblet by Eloise Jarvis McGraw
The Children's Homer by Padraic Colum
Greek Myths by Olivia Coolidge
Theras and His Town by Caroline Dale Snedeker
Caesar's Gallic War by Olivia Coolidge

→ The Story of Mankind: Due to the polarizing nature of The Story of Mankind by Hendrick Van Loon, it is optional reading in this level two course. It should be considered a possible resource for gathering information. If students choose not to read TSOM, they might need to seek out other resources on the Internet or at a library in order to complete some of the lessons. There is a free eBook edition of TSOM available at: <a href="www.gutenberg.org/ebooks/754">www.gutenberg.org/ebooks/754</a>.

## **Other Supplies Needed**

- Three-ring binder (2-inch size is recommended)
- Seven binder dividers with tabs
- Lined paper or computer paper
- A three-hole punch
- A detailed atlas or world wall map
- A ruler or straight edge
- Colored pencils
- Dictionary, encyclopedias, library access, Internet access



# **Setting Up Your Binder**

Divide your binder into the following seven sections:

- 1. Summaries
- 2. Men & Women
- 3. Wars & Conflicts
- 4. Religion & Mythology
- 5. Art, Inventions, & Architecture
- 6. Maps & Worksheets
- 7. Timeline

Insert this study guide in the front of your binder. Label the dividers and insert lined paper into the first five sections. Three-hole-punch your timeline\* and place it along with the maps and worksheets in their appropriate sections.

\*Alternatively, you can display your timeline on a wall while you are working on it, and then place it in your binder when finished. See the next page for information on making your own timeline.

### **Lesson Assignments**

Throughout these lessons you will be asked to summarize readings by finding central ideas and outlining. You will also mark dates on your timeline, color and label maps, and read from the list of resources. Try to do all of the assignments listed. When asked to add a person or event to your binder, title your entry and include some important information. Place the entry in the appropriate section of your binder. A short summary is one to two sentences. A lengthy summary should be a complete paragraph consisting of at least five sentences. When you are finished with this course you will have a binder full of information you have learned and work you have completed. More important, you will have an education about ancient history to treasure always.

### Map Work

Geography is an important part of history, and you will be learning a great deal of geography throughout this course. When working with a map, carefully color areas with colored pencils. Do not use markers, as they will bleed through the paper and blot out labels and other markings. You can make the land areas colorful by coloring each country or area a different pastel shade. When labeling, use a ruler to lightly make a pencil line. Print the name carefully on the line with a fine-point black pen and then erase the pencil line after your ink dries. Take your time to make the maps beautiful keepsake treasures of your time spent studying ancient history.

## **Outlining**

In this course, you will be taught basic outlining, then asked to outline certain readings from *Kingfisher History Encyclopedia*. Outlining is a very important skill to learn. If you learn this skill well, it will help you tremendously when reading complicated writings, when preparing notes for oral presentations and research papers, and when taking notes in high school and college courses. Outlining will help you separate main ideas from details. It will help you break down information into the most important parts and organize them.

### **Timeline**

You will need a timeline to complete this course. Using a timeline will assist you in organizing information and seeing connections between events. At the end of this course, you will be completing an interesting exercise in which you analyze the data on your timeline. Timelines can be purchased or constructed. *The History Odyssey Timeline* is available from Pandia Press. To construct your own timeline, you will need a piece of butcher paper about five feet long. Draw a horizontal line all the way across the middle of the paper. Leaving a little space at the beginning of your line for earlier events, mark dates beginning at 6000 BC. Mark dates from 6000 BC to 250 BC in 250-year increments (6000, 5750, 5500, etc.). Space your dates approximately two inches apart. After 250 BC, your next entry will be AD 1 as there is no year zero. Continue with AD 250 and AD 500. Accordionfold the timeline, three-hole-punch it, and place it in your binder.

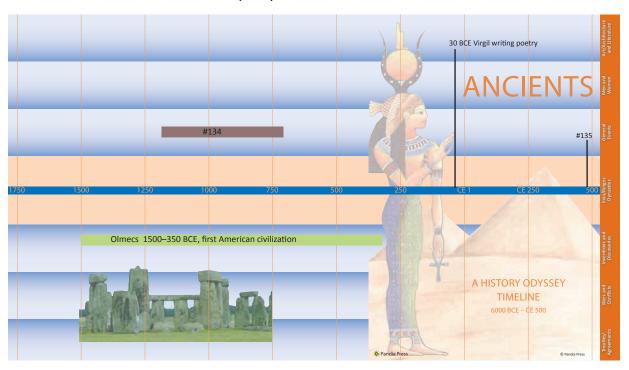
As you record events, you can enter dates directly on your timeline by drawing lines from the information to the point they occurred, or by coloring blocks of time for events that span many years. Alternatively, you can enter a reference number on your timeline



that refers to a corresponding entry on a separate piece of paper. (See examples of these two methods below.)

Note: In this course, dates are indicated as BC (before Christ) and AD (anno Domini) because these are the traditional abbreviations that are used in KFH, TSOM, and other books utilized in this course. You should also be aware of the secular, modern abbreviations used in many books and timelines. These are BCE (before common era), used instead of BC, and CE (common era), used instead of AD.

Method #1: Record events directly on your timeline:



Method #2: Write reference numbers on your timeline that refer to entries on separate paper:

#134
1200 to 700 BCE, Greek Dark Ages.
Greece had no kings and no written
history during this period.
#135
476, Death of last Roman emperor



# Part I First Civilizations and Farming







### **Civilization**

**GET READY** For this lesson you will need:

- KFH
- Timeline

(The First Farmers).
Write the following summary sentences. Don't
forget to title each entry in your binder. This entry

Read Kingfisher History Encyclopedia (KFH) p. 8

Copy the following in the Summaries section of your binder. Complete each sentence with the best answer based on the paragraphs you read:

could be titled "The First Civilizations."

The First Civilizations

•	inc i of the development
1.	About 10,000 years ago, in the area of the Fertile Crescent, people began farming by growing and raising
2.	Dogs were the first animals domesticated followed by
3,	farmers in the Fertile Crescent to water their crops.
4	. Irrigation is

- 5. \_\_\_\_\_ among farmers with neighbors and travelers created the first towns and civilizations.
- ☐ Mark significant dates on your timeline.

Suggested Dates:

and was first used by

23,000 BC First worship of goddesses

10,000 BC Domestication of dogs

8000 BC First farming in the Fertile Crescent



# Civilization (con't.)

**GET READY** For this lesson you will need:

- KFH
- Map 1: First Civilizations
- Atlas
- Colored pencils

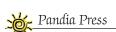
On Map 1, trace the rivers blue and label the following water areas. Look at the map on p. 8 of KFH or in your atlas for assistance. Remember to make a straight line for each label with a pencil, and to print very neatly.

Tigris River Persian Gulf Mediterranean Sea Nile River Euphrates River Red Sea

Use a red pencil or pen to outline the borders of the Fertile Crescent (see KFH map). Color land areas. Complete the map key.

Add "Irrigation c. 8000 BC" to the Art, Inventions, & Architecture section of your binder along with a short summary (one to two sentences). Add "Worship of goddesses first began in 23,000 BC in the Fertile Crescent" to your Religion & Mythology section.

Note: When c. is used before a date, it stands for circa, which means "approximately." Historians use circa when they are unsure exactly when an event occurred but have a general idea.





# **Megalithic Monuments**

**GET READY** For this lesson you will need:

- KFH
- Timeline
- Atlas
- Read KFH pp. 12–13 (Megalithic Europe).
- ☐ Mark significant dates on your timeline.

Suggested Dates:

4500 BC Farming in Europe

4300 BC 1st Megaliths in Brittany & Ireland

3500 BC Wheel invented in Sumer

3000 BC Stonehenge began (Europe)

2400 BC Copper 1st used in Europe

2000 BC Stonehenge completed

What do scientists believe to be the purpose(s) of Stonehenge? Write your answer in your Summary section. (Don't forget to title your entry.)

On a wall map or atlas find Spain, France, England (U.K.), Ireland, Portugal, Scotland, and Sweden. These are places where large ancient stone temples have been found. Now, in a detailed atlas, find Salisbury, England (where Stonehenge was found) and Malta (the site of Hypogeum). Hint: Malta is a tiny island country south of Sicily.

Add "Megaliths 4500–1200 BC in Europe" and "Copper 2400 BC in Europe" to the Art, Inventions, & Architecture section of your binder. Include short summary and sketches of the megaliths.



# Part II **Control of Mesopotamia**







### The Sumerians

**GET READY** For this lesson you will need:

- KFH
- TSOM (optional)

Ш	Read	KFH	p.	9	(Sumer	and	Akkac	I).
---	------	-----	----	---	--------	-----	-------	-----

- Read *The Story of Mankind* (TSOM) chapter 7, "Mesopotamia," and chapter 8, "The Sumerians." This reading covers events in Babylon that we will study in a future lesson.
- Define the following terms in your Summaries section:

cuneiform

ziggurat

city-state

Mesopotamia

- Add "Ziggurats built in Ur by Sumerians c. 2000 BC" to your Art, Inventions, & Architecture section. Sketch a picture of a ziggurat. Also add "Cuneiform invented by the Sumerians c. 3200 BC."
- ☐ Write one sentence each about each of the following in your Men & Women section:

Sargon

Hammurabi

**Sumerians** 

Hittites



# Fertile Crescent

**GET READY** For this lesson you will need:

- TSOM (optional)
- Map 1: First Civilizations
- Map 2: The Sumerians of Mesopotamia
- Atlas
- Colored pencils
- KFH
- Timeline

In TSOM, the author gives a brief overview of the groups of people who moved in and out of the Fertile Crescent (Mesopotamia). Look at Map 1 and/or the map in chapter 7 of TSOM. Today the Fertile Crescent is part of an area we call the Middle East. If you were a leader of a tribe, why might you want to move into the Fertile Crescent? Why was this such a desirable area to control? Write out your answer to these questions in paragraph form (at least five sentences) in the Summaries section of your binder. Title this entry "Mesopotamia (the Middle East)—Prized Real Estate." Leave about half the page blank after your paragraph. You will be adding more to this entry in Lesson 20.

On Map 2, use KFH p. 9 and your atlas to color land areas and label the following:

Akkad Caspian Sea
Sumer Red Sea
Persian Gulf Ur

Mediterranean Sea Tigris River
Babylon Euphrates River

Mesopotamia

Draw arrows and label them to indicate the groups who invaded Mesopotamia. Include the following – Akkadians, Amorites (Babylonians), Hittites, Assyrians, Chaldeans, Persians, Greeks, Romans, and Turks.

☐ Mark significant dates on your timeline.

Suggested dates:

3200 BC Cuneiform developed by Sumerians

2360 BC Akkadians under Sargon invade Fertile Crescent

2334 BC First world empire under Sargon (Fertile Crescent)

2100 BC Ziggurats in Ur (Middle East)





**GET READY** For this lesson you will need:

- KFH
- Map 3: The Babylonian and Hittite Empires
- Colored pencils
- Atlas
- Read KFH p. 20 (The Hittites).
- Write four characteristics or traits of the Hittites in your Summaries section. Title your entry.

On Map 3, shade and label the area controlled by the Hittite Kingdom at its greatest (within the dotted lines). Label the area directly above the Mediterranean Sea "Anatolia." On your wall map or atlas find the modern name for this area, and write it in parentheses next to Anatolia. Complete the map key for the Hittites and label:

Mediterranean Sea Red Sea
Syria Assyria
Arabia Persian Gulf



# The Babylonians

**GET READY** For this lesson you will need:

- KFH
- Map 3: The Babylonian and Hittite Empires
- Colored pencils
- Timeline
- Read KFH p. 21 (Babylon).
- Write a list of the characteristics of the Babylonians in your Summaries section.

On Map 3, shade and label the area controlled by the Babylonian Empire at its greatest (within the dashed lines) a different color than you shaded the Hittite Kingdom. Notice that the two areas overlap. Also notice that the Babylonians ruled first. Remember this was an area many wanted to control. Complete the map key.

■ Mark significant dates on your timeline.
 Suggested dates:
 1760 BC Babylonians (Amorites) invade Mesopotamia under Hammurabi
 1750 BC Death of Hammurabi
 1595 BC Hittites attack Babylon
 1300 BC Hittite Kingdom at its greatest
 ■ Add the following to your Art, Inventions, & Architecture section:
 "Use of iron began in 1600 BC by the Hittites."

"Babylonians based their counting system on 60,

from which developed the 60-minute hour and the

**8** Hammurabi

360° circle."

- Look at the small sample of The Code of Hammurabi on the next page. (Hammurabi actually passed 280 laws and had them carved in stone for all to see).
- ☐ Circle those laws you think are fair, and place an X by those you feel are unjust. Could any of these laws work today? Why or why not? Look at #7: Do you see evidence of the Babylonians' strong belief in their gods? Hammurabi's laws are based on an "eye for an eye and a tooth for a tooth" philosophy of justice. What does this mean? Can you think of any laws we have today that are based on this philosophy? How about in other countries? How about in your house? Do you think this type of justice is a sign of a primitive or an advanced society?

Summarize Hammurabi's laws by answering these questions in paragraph form. Title your paragraph "The Babylonians and the Code of Hammurabi" and place it in the Summaries section of your binder. Although they may seem primitive, these laws created a sense of order in a society that influenced the advancement of law, democracy, and doctrines such as England's Magna Carta and the United States' Bill of Rights.



### The Code of Hammurabi

- 1. If a man opens his canal for irrigation and neglect it and lets the water wash away his neighbors field, he shall give his neighbor enough grain to replace his loss.
- 2. If a man strikes his father, they shall cut off his hand.
- 3. If a man destroys the eye of another man, they shall destroy his eye. If the victim be a slave, he shall pay one half his price.
- 4. If a physician operates on a man and causes his death, they shall cut off his hand.
- 5. If a ship builder builds a boat for a man and it is not seaworthy, the shipbuilder shall rebuild the boat at his own expense.
- 6. If a man strikes the daughter of another man and she dies, they shall put his own daughter to death.
- 7. If a man accuses another man of a crime, they shall throw the accused in the river. If the accused drowns, then he was guilty and the accuser shall get his house. If the accused lives, then he was not guilty; the accuser shall be killed and his house will be given to the accused.



# Part III Meet the Egyptians







## **Ancient Egypt**

**GET READY** For this lesson you will need:

- KFH
- Timeline
- Map 4: Ancient Egypt
- Colored pencils

	Read KF	Н рр.	10-11	(Ancient	Egypt)
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☐ Write one summary sentence for each paragraph.

Finish the following summary sentences for the paragraphs you read or create your own summary sentences:

- 1. The Egyptians believed their pharaoh was a god who had the power to
- 2. Most of Egypt's population \_\_\_\_, and few learned
- 3. The accomplishments of Egypt's Middle Kingdom were (list 3)
  - ☐ Mark significant dates on your timeline.

Suggested dates:

3300 BC Hieroglyphics developed

3000 BC Upper and Lower Egypt united

2630 BC First Egyptian pyramid built

2575 BC Egypt's Old Kingdom

2040 BC Egypt's Middle Kingdom

1550 BC Egypt's New Kingdom

On Map 4, shade the Nile Delta red. To identify the Nile Valley, shade blue along the borders of the Nile River. Color the land and label the following:

**Upper Egypt** Rosetta Giza **Thebes** Nile River Nubia

Valley of the Kings Lower Egypt Mediterranean Sea Memphis

Red Sea



# **Egyptian Society**

**GET READY** For this lesson you will need:

- KFH
- Colored pencils
- TSOM (optional)
- Timeline
- Read TSOM chapter 4, "Hieroglyphics," chapter 5, "The Nile Valley," and chapter 6, "The Story of Egypt." If you are not using TSOM, use the Internet to research these topics.
- From your readings in TSOM today, and your reading in KFH in the last lesson, make a list in your Summaries section of the contributions of the Egyptians. Your list could include writing, pyramids, paper (papyrus), schooling, government, pharaohs, warfare, taxes, and farming. Write a short summary for each contribution, and don't forget to title this entry.
- Add "Hieroglyphics" to the Art, Inventions, & Architecture section of your binder along with a short summary. Also, describe in your own words how hieroglyphic script differs from sign language. Also add "Great Pyramid of Giza 2550 BC." Sketch a picture of the Great Pyramid of Giza from p. 10 of KFH.
- Add the names of the Egyptian gods, along with a short summary, to your Religion & Mythology section. Optional: Include a sketch of the god or goddess.
- Mark significant dates on your timeline.

Suggested dates:

1720 BC Hyksos attack Egypt

1700 BC Egyptians gain freedom from

Hyksos

1600 BC Assyrians conquer Egypt

525 BC Persians conquer Egypt

30 BC Romans conquer Egypt





# **Egyptian Tales**

**GET READY** For this lesson you will need:

- Tales of Ancient Egypt by Roger Lancelyn Green
- Read *Tales of Ancient Egypt*. There are 20 tales, so try to read two or three a day until you finish the book. As you read, add to your list of Egyptian gods in the Religion & Mythology section of your binder. Write one attribute or significant fact about each one.



### The Golden Goblet

**GET READY** For this lesson you will need:

- The Golden Goblet by Eloise Jarvis McGraw
- Read *The Golden Goblet*. Try to read two chapters each day until you finish the book. Continue with the next lesson while reading.



# Egypt's New Kingdom

**GET READY** For this lesson you will need:

- KFH
- Read KFH pp. 26–27 (Egypt, The New Kingdom).
- Write three to four summary sentences that express the main ideas. An example of a main idea from this reading is:

The New Kingdom was Egypt's Golden Age, when Egypt prospered in the areas of art, military, and trading.

Write three more main ideas. (Hint: Egypt's women, Akhenaten, and the end of the New Kingdom.)

Add the following to the Men & Women section of your binder along with short summaries:

**Ahmose** 

Nefertiti

Thutmose I



# **Pyramids**

**GET READY** For this lesson you will need:

- Library access / Internet access
- Colored pencils
- Library Trip! While reading *The Golden Goblet*, do research on the building of the pyramids. Write a one-page summary in the Summaries section of your binder describing the different theories of how the Egyptians built pyramids. Include sketches.



# Part IV Ancient Africa







# **Ancient Africa**

**GET READY** For this lesson you will need:

- Map 5: Ancient Africa
- Colored pencils
- Atlas

• Timeline

	Read	KFH	pp.	30-31	(Africa)	)
--	------	-----	-----	-------	----------	---

■ Write one sentence about each of the following places in ancient Africa in your Summaries section:

Kush

Nok

Meroë

Chad

Bantu

On Map 5, color land areas and trace the rivers blue. Under the Sahara Desert, write "c. 3500 BC" to note that it was not always a desert. Use your atlas and p. 30 in KFH to label the following:

Red Sea Atlantic Ocean

Nile River Meroë Kush Egypt Chad Jenne-Jeno Mediterranean Sea Niger River Indian Ocean Nubia Banju Carthage

Nok

On your wall map or atlas find modernday Sudan (ancient Nubia). Label Sudan in parentheses on Map 5.

☐ Mark significant dates on your timeline.

Suggested dates:

2700 BC Farming in West Africa

2000 BC Kingdom of Kush in Africa begins

1500 BC Egypt conquers Kush, Africa

750 BC Kushities win back Kush from

**Egyptians** 

200 BC Jenne-Jeno, first African city ☐ To your Art, Inventions, & Architecture section, add "Rock paintings and relief carvings in Ancient Africa from 3500 BC." If you wish, draw your version of the cave painting like the one at the bottom of p. 31 of KFH. Also add "Pyramids in Meroë (Ancient Africa) were influenced by the Egyptians."



# 16 Ancient Africa (con't.)

**GET READY** For this lesson you will need:

- KFH
- Timeline
- Map 5: Ancient Africa
- Read KFH p. 60 (Africa).
- In your Summaries section, write a summary paragraph (about five sentences) describing what the introduction of camels and migration did for Africa. Also, write one sentence about Aksum, and one about Bantu-speaking people.
- Add "Aksum (Africa) adopts Christianity AD 350" to your Religion & Mythology section.

On Map 5 label Aksum and write "AD 350."

Mark significant dates on your timeline.

Suggested dates:

Meroë (Africa) collapses and 350 BC

Aksum grows

100 BC Introduction of camels to Africa

AD 350 Aksum, Africa at its greatest

AD 500 Bantu trading with Greeks and

Romans

Bantu expansion into Central and AD 500

South Africa

# Part V The Assyrians









# The Assyrians

**GET READY** For this lesson you will need:

- KFH
- Map 6: The Assyrian Empire
- Colored pencils

died in 627 BC.

	Read KFH pp. 22–23 (The Assyrians).
	In your Summaries section, finish the following summary sentences for the paragraphs you read:
	ne Assyrian Empire was located in the gion of
de	ne Assyrian Empire was at its greatest uring the reign of  uring the years
3, F	our traits of the Assyrians were
(H	lint: read the picture captions)
4	and conquered the

On Map 6, color in the Assyrian Empire at its largest in 650 BC (within the dotted lines). Complete the map key. Notice that by this time the Assyrians controlled the areas of Israel and Judah as well as the entire Fertile Crescent. Label the following:

Syria Tigris River
Aramrea Red Sea
Caspian Sea Babylon
Israel Nile River

Egypt Mediterranean Sea

Euphrates River Nineveh

Persian Gulf



# The Assyrians (con't.)

**GET READY** For this lesson you will need:

- Map 6: The Assyrian Empire
- Timeline
- Atlas

Find the area shown on Map 6 on your wall map or in your atlas. Notice that Assyria is no longer a country. Which modernday countries now occupy the area once dominated by the harsh Assyrians?

Find the modern-day name for the area once called Aramrea in your atlas or on a world globe and mark it in parentheses next to Aramrea on Map 6.

☐ Mark significant dates on your timeline.

Suggested dates:

2500 BC Assyrians in Tigris Valley

1680 BC Assyria falls to the Hurrians

700 BC Assyria at its greatest

612 BC Fall of Assyria

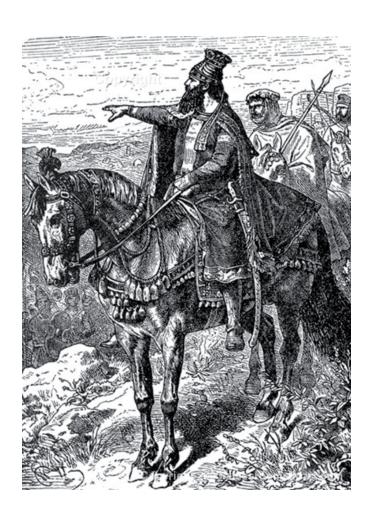
Add Adadnirari I "King of Everything,"

Tiglathpileser, and King Ashurbanipal to your

Men & Women section. Remember to title each
entry and write a short summary.

Add "Ishtar – goddess of war for the Assyrians and mother-goddess to the Babylonians" to your Religion & Mythology section.

# Part VI Babylon Rises Again







# The Revival of Babylon

**GET READY** For this lesson you will need:

- KFH
- Timeline
- Map 7: The Revival of the Babylon Empire
- Colored pencils
- Atlas

Write a short summary for each of the following and place your summaries in the Men & Women section or Art & Inventions sections of your binder as appropriate:

### The Chaldeans

### Nebuchadnezzar

The Hanging Gardens of Babylon

The Tower of Babel

**Herodotus** (read picture captions and leave space to add more later)

**Cyrus the Great** (leave space to add more later)

Add significant dates to your timeline.

### Suggested dates:

853 BC Assyria conquers Babylon

612 BC Babylonians regain control of

Babylon

604 BC Nebuchadnezzar – King of Babylon

539 BC Babylon conquered by Cyrus the

Great of Persia

On Map 7 use KFH p. 36 and your atlas to label the following:

Jerusalem Nile River
Judah Babylonia
Phoenicia Euphrates River
Syria Tigris River

Shade the extent of the Babylonian Empire in 603 BC (within the dotted lines). Complete the map key.



# Mesopotamia

**GET READY** For this lesson you will need:

- KFH
- TSOM (optional)
- Atlas
- You have learned about several groups of people fighting for the area in and around Mesopotamia. You have already written a summary about why this area was so desired. Now, add to the summary you began in Lesson 5 by making a list of the people who controlled this area in the order in which they ruled. You may need to re-read TSOM chapter 8, "The Sumerians," research the topic on the Internet, and/or look at prior lessons. Starting with the Sumerians in 5000 BC, followed by the Babylonians in 1894 BC, begin your list including the dates ruled whenever possible. Some of your dates may overlap. Your list could go on to Alexander the Great and beyond.
- Look at your wall map or atlas. What countries currently control what was ancient Mesopotamia? This area (the Middle East) is still fought over. Recent fighting includes Iraq's attempt to conquer Kuwait (called the Gulf War). Why would Iraq want to control the very tiny country of Kuwait? (Hint: For one reason, look where it is located and see what it borders.) Discuss the answers to these questions with your parent or teacher. You may want to research the Gulf War.



### **Timeline Timeout #1**

**GET READY** For this lesson you will need:

- Worksheet: Timeline Timeout #1
- KFH
- Timeline

In the first 20 lessons of this course, you have studied the history of the people of the Fertile Crescent, the Sumerians, the Hittites, the Babylonians, the Egyptians, Ancient Africans, and the Assyrians. Some of these people existed and made history at the



same time but in different parts of the world. To get a better idea of what was happening when, complete the following Timeline Timeout.

Locate the worksheet titled Timeline Timeout #1. Fill in the boxes with the appropriate names. Fill in the blanks with the appropriate events. Use the date headings in KFH to find the time periods for each civilization. Place the completed Timeline Timeout in the Timeline section of your binder.

Thank you for previewing History Odyssey - Ancients (level two).

To purchase a copy from FZWBS` V[S EfadW www.pandiapress.com



### **Recommended Resources**

### Reference

Bauer, Susan Wise and Jessie Wise. *The Well-Trained Mind. A Guide to Classical Education at Home.* New York: W.W. Norton & Company, 2004.

Chisholm, Jane. Usborne Timelines of World History. London: Usborne Publishing, 2000.

### **Outlining**

Weiler, Ellie. Outlining. Scottsdale, Arizona: Remedia Publications, 2002.

### **Timeline**

The History Odyssey Timeline. Pandia Press. www.Pandiapress.com.

### Mesopotamia

Foster, Leila Merrell. The Sumerians. London: Franklin Watts, 1990.

Landau, Elaine. *The Babylonians*. Connecticut: The Millbrook Press, Inc. 1997. Contains a good overview of the Babylonians with a focus on its greatest rulers—Hammurabi and Nebuchadnezzar II.

Odijk, Pamela. *The Sumerians*. New Jersey: Silver Burdett Press, 1990. Offers a general overview of Sumeria with interesting examples of Sumerian writings, math, proverbs, and artwork.

### **Ancient Egypt**

Clare, John D. *Pyramids of Ancient Egypt*. New York: Harcourt, 1992. Interesting photos of real people modeling life as pyramid builders.

Katan, Norma Jean. Hieroglyphs. The Writing of Ancient Egypt. New York: Macmillan, 1981.

Mann, Chris. The Great Pyramid: Gateway to the Stars (videocassette). New York: A&E Home Video, 1995.

Meltzer, Milton. In the Days of the Pharaohs. London: Franklin Watts, 2001.

Oliphant, Margaret. The Egyptian World. London: Franklin Watts, 1989.

Payne, Elizabeth. *The Pharaohs of Ancient Egypt.* New York: Random House, 1964. This nonfiction story of Champollion's work to decipher the Rosetta Stone reads like a novel.

Perl, Lila. Mummies, Tombs, and Treasure. New York: Scholastic, 1987.

The Metropolitan Museum of Art: Explore & Learn (website). http://www.metmuseum.org/metmedia/video/collections/egyptian/tomb-of-perneb. Explore the tomb of Perneb.

### **Recommended Resources**

### **Ancient Americas**

The Sport of Life and Death: The Mesoamerican Ballgame (website). www.ballgame.org. A superb site that has won many awards. Travel the timeline of Mesoamerica and play an ancient ball game.

Wood, Marion. Ancient America. New York: Facts on File, 2003.

### **Ancient Greece**

Baker, Rosalie. *Ancient Greeks: Creating the Classical Tradition*. Oxford: Oxford University Press, 1997. Encyclopedia-style book with in-depth information on the people of ancient Greece from Homer to Aesop to Socrates to Xenophon—42 people in all.

Gaines, Ann. Herodotus and Explorers of the Classical Age. New York: Chelsea House Publications, 1993.

Montesanti, Rosario. *Legacy of Ancient Civilizations: The Mycenaeans* (videocassette). Los Angeles: World Almanac Video, 1999.

Sutcliff, Rosemary. *The Wanderings of Odysseus*. London: Francis, 2002.

Zannos, Susan. The Life and Times of Socrates. Delaware: Mitchell Lane, 2004.

### **Ancient China**

Birch, Cyril. Tales from China. Oxford: Oxford University Press, 1996.

Hall, Eleanor J. Ancient Chinese Dynasties. San Diego: Greenhaven Press, 2000.

### **Ancient Rome**

Connolly, Peter. *Pompeii*. Silver Burdett, 1979. Contains drawings, pictures ruins, re-enactments, diagrams, and excavation from the volcano that destroyed Pompeii in AD 79.

Coolidge, Olivia. *Roman People*. Boston: Houghton Mifflin, 1959. Covers a Roman solider, a rich freeman, a poor man, a charioteer, a slave, an aristocrat, a working-class man, an early explorer, and the people of a small provincial town.

Corbishley, Mike. The Roman World. East Hampton: Warwick Press, 1986.

Henty, G.A. *The Young Carthaginian*. Colorado: Lost Classics Book Company, 2001. Typically wonderful Henty tale. This book tells of the Punic wars from Carthage's side.

James, Simon. Ancient Rome. London: Dorling Kindersley, 2004.





# **Recommended Resources**

### General

Hunter, Erica. First Civilizations. New York: Facts on File, 2003.

Internet Ancient History Sourcebook (website) www.fordham.edu/halsall/ancient/asbook.html. A fabulous website with primary sources for all of ancient history (and other time periods as well).

The Metropolitan Museum of Art: Explore & Learn website. www.metmuseum.org. Explore a wonderful timeline of art history including ancient art history.

Wiese, Jim. Ancient Science. New Jersey: John Wiley & Sons, 2003.

# Worksheets and Maps

# WORKSHEETS:

Timeline Timeout (3)

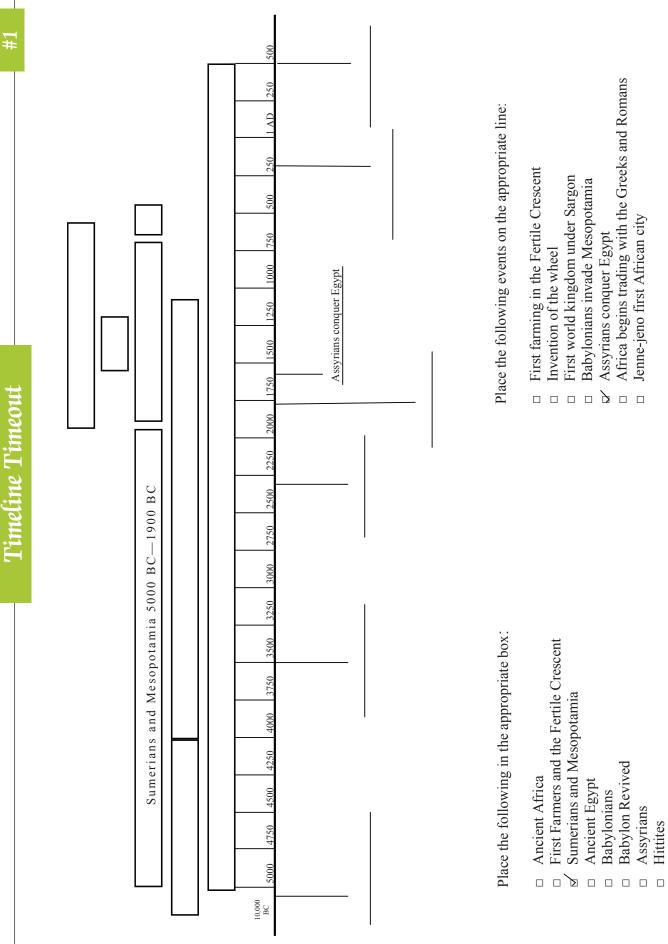
**Timeline Analysis** 

Map of Theras's Long Journey

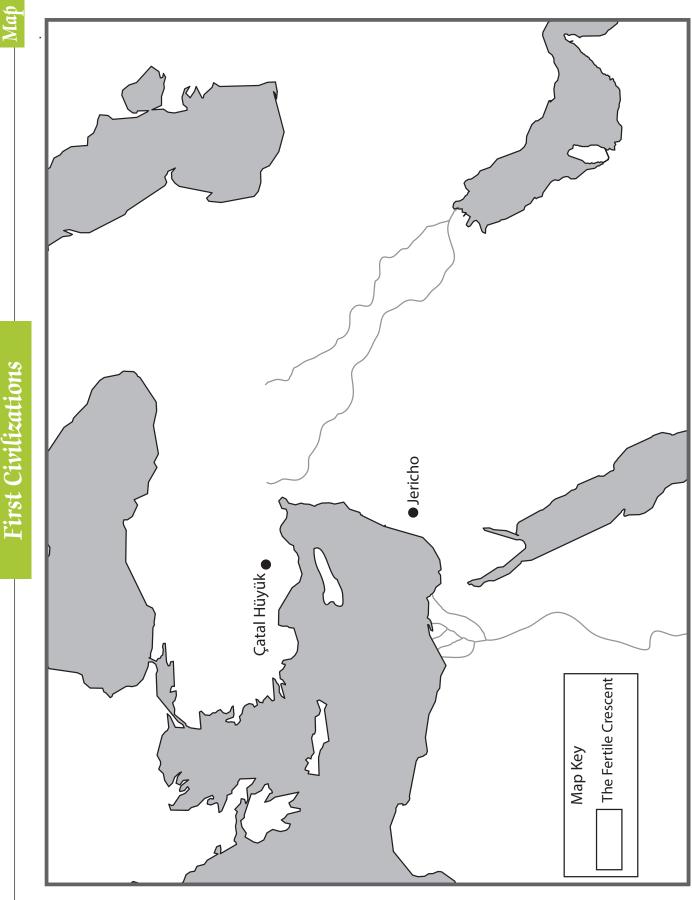
# BLACKLINE MAPS OF ANCIENT HISTORY:

E CICETI LE	
Map 1	First Civilizations
Map 2	The Sumerians of Mesopotamia
Map 3	The Babylonian and Hittite Empires
Map 4	Ancient Egypt
Map 5	Ancient Africa
Map 6	The Assyrian Empire
Map 7	Revival of the Babylonian Empire
Map 8	Ancient China—The Shang Dynasty
Map 9	Ancient China—The Qin Dynasty
Map 10	The Kingdoms of Israel and Judah
Map 11	Phoenician Trade
Map 12	The Ancient Americas
Map 13	The Indus Valley
Map 14	Ancient India
Map 15	The Persian Empire
Map 16	Ancient Greece
Map 17	The Empire 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

# Timeline Timeout



History Odyssey: Ancients Level 2

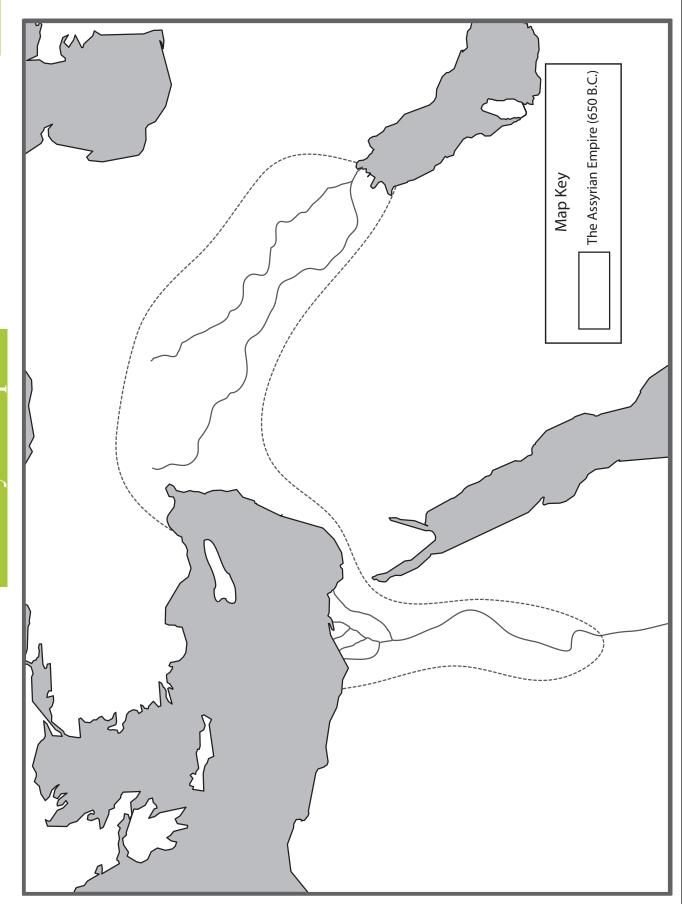


History Odyssey: Ancients Level 2

🌞 ©Pandia Press

Ancient Egypt

History Odyssey: Ancients Level 2



A comprehensive study of ancient history that organizes and schedules a classical approach to history and literature

From first civilizations to the fall of Rome,

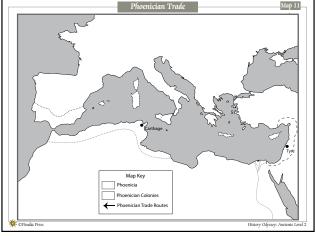
History Odyssey - Ancients (level two) is a complete
one-year curriculum that combines history with great
literature, world geography, and writing activities.

### With Ancients (level two), students will learn:

- Ancient world history from 6000 BC to AD 500
- Basic outlining and summaries
- Research and organizational skills
- Critical thinking skills
- Extensive ancient and modern-day geography
- Timeline analysis

### Ancients (level two) includes:

- 72 detailed lessons written for independent use
  - Reading assignments
  - Writing assignments
  - Map work assignments
  - Timeline instructions
  - Research instructions
- 21 custom world geography maps
- Worksheets
- Recommended resources list



map sample

### **Book & Supply List for Ancients (level two)**

### **Main Reference Spines:**

The Kingfisher History Encyclopedia

The Story of Mankind by Hendrik Willem Van Loon (optional)

### Literature:

Tales of Ancient Egypt by Roger Lancelyn Green

The Golden Goblet by Eloise Jarvis McGraw

The Children's Homer by Padraic Colum

Greek Myths by Olivia Coolidge

Theras and His Town by Caroline Dale Snedeker

Caesar's Gallic War by Olivia Coolidge

### **Other Supplies:**

Timeline (purchased or homemade)

Three-ring binder and seven tab dividers

**Detailed atlas** 

Basic art supplies

### History Odyssey study guides:

Level One: Ancients

Middle Ages Early Modern Modern Times

Level Two: Ancients

Middle Ages Early Modern Modern Times

Level Three: Ancients

Middle Ages





