



# ANCIENT CIVILIZATIONS OF THE WORLD: MESOPOTAMIA, EGYPT, GREECE, AND ROME

THE INSIGHTFUL SCHOLAR



**A *Fun* Homeschooling History Curriculum For Kids!**



*Parent-Teacher Guide to  
A Fun Homeschooling History  
Curriculum for Kids!*

*Ancient Civilizations of the World: Mesopotamia, Egypt,  
Greece & Rome*

**By**  
**The Insightful Scholar**  
*Part of The Insightful Scholar History Curriculum Series*

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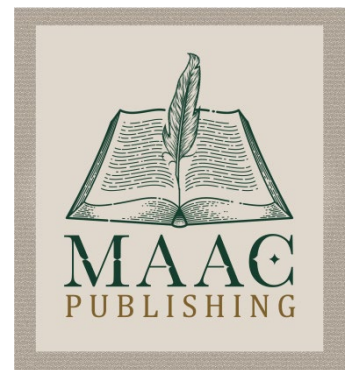
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The Insightful  
SCHOLAR



# About This Curriculum

Dear Educator,

Thank you for purchasing **A Fun Homeschooling History Curriculum for Kids! Ancient Civilizations: Mesopotamia, Egypt, Greece, & Rome**. This homeschooling curriculum includes three books to expand students' learning on this fascinating subject. This curriculum includes 1) the main reading **book**, 2) an activity **workbook**, and 3) a **journal** for note-taking. We also provide a complete structured outline in this **parent-teacher guide** to aid in your teaching, as well as a **bibliography**, a **glossary**, a **timeline**, and **color images** as free downloads on our website [theinsightfulscholar.com](http://theinsightfulscholar.com).

Our reading book contains black and white line drawings of the color images provided as a free download. Many images are either photographs, drawings, or paintings of actual artifacts. As a result, some of these images are anatomically correct. Please consider this when choosing to purchase this product.

Our books and workbooks are not just for homeschoolers. We hope they will be used by any parent wanting to give their children an appreciation for ancient history and provide perspective on why studying history is essential. Your child will be able to discover, explore, create, demonstrate and enrich as they go through each lesson with an opportunity to advance their knowledge on a particular subject or concept that they find fascinating.

The target age of the reading book is 10 and up. However it is meant to be read and enjoyed as a family. Some of the reading material may be challenging for students. It is recommended, as with all of our educational resources, that parents be on-hand to provide support and assistance whenever necessary. Our extensive additional resources, such as the glossary, index, and audiobook version of the text are also there to help.

We sincerely hope your child finds a story in this book that they will remember fondly years from now and wish you many similar moments of connection as you read along with your child and explore the activities accompanying this book.

Happy teaching!  
The Insightful Scholar Founders



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# How to Use This Curriculum

In the following pages, we provide the curriculum in an outline form so you may direct your child through the lessons. While we provide suggested lesson plans, you get to choose how long you want to spend on each lesson or chapter so your child can learn at their own pace. You can even read everything at once using all materials in conjunction! The course covers a school year, or approximately 40 weeks, depending upon how much time you spend on history. Each outline is followed by activity instructions, answers to activities and quizzes, and additional resources.

## The Book

Our mission at The Insightful Scholar is to champion parents everywhere to be involved in their children's education and never stop discovering. We create books that are fun, academic, engaging, and substantive. So, in keeping with that theme of being fun and engaging, the reading book is conversational and written from the perspective of our main characters and storytellers, Pavi and Piper. Use it in your curriculum or as a supplement. Share it as a family read-aloud.

## The Workbook

The activity **workbook** is designed to enhance student learning, promote discovery, and bolster creativity. There are more activities in the workbook than the number of lessons in each chapter. We recommend 1-2 activities per lesson, but we give you the option to choose how many fun and engaging activities you would like to complete, whether you do a couple from each chapter or all of them! It can serve as a study guide as we begin each chapter with an overview and end each chapter with a quiz. We have structured the **workbook** into the following sections:

- What We'll Cover
- Action Items
- Student Aids
- Activities

## The Journal

We created the journal for students to take notes throughout this learning curriculum. Children can use it as additional space for the workbook activities, notes for the reading book, or a place to put their thoughts and ideas as they learn and explore with Pavi and Piper.

# Supplemental Downloads

## **Bibliography with additional references**

A lot of research went into our books. And if you are like us, you do not want to take our word for it; you want to check the facts for yourself. We also know it is essential to give credit to the authors whose work we consulted. Therefore, we provide a comprehensive bibliography, broken down by chapter, for the resources used to write our book. We also include additional resources for each chapter that may not have been utilized but provide helpful information so you can deep dive even further into the subjects you enjoy.

## **Color images with citations**

The images in the books are either pictures or illustrations of artifacts and historical events and come from a wide variety of sources. The quality of the original images varies greatly, and many do not print well. We wanted continuity within the book and created black-and-white line drawings of the images. It is also important to be able to study the original images. The color images download provides the images, one image per page, along with its source, so you can examine and get an appreciation for the original art.

## **Glossary**

The glossary defines the bolded, non-proper nouns in the book. All bolded words, including proper nouns, are listed in the index at the back of the reading book. As words can change meaning based on context, the definitions for most glossary words are based on the context used in the book. Some of the glossary words might not be particular to history, but we think they may be unfamiliar to the students, so we included them as well.

## **Timeline**

The timeline provides pages that can be placed in a binder or attached to a wall. The timeline starts with events from the reading book and workbook by chapter. The timeline pages provide date ranges and date points so the students can fill in the dates. Dates from some chapters will overlap. So the students must fill in the timeline based on the dates rather than the chapter. The pages following the timeline have cutout shapes. The students can draw and color the shapes, cut them out, and paste them to the corresponding dates on the timeline.



# INTRODUCTION

**Date:** \_\_\_\_\_

## **Time to complete:**

- 1.0-1.5 hours for reading time and taking notes.
- 2.0 hours to complete activities depending on how many you choose to complete, and the type of activity chosen.

## **Teacher Notes:**

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## **What We'll Cover:**

1. History vs. Archaeology.
2. Puzzle Pieces in History.
3. What You Will Learn.
4. Why You Should Care About History.

## **Introduction Lessons:**

- WEEK ONE - Lesson 1: How do we know about history?
  - Workbook Activities Recommended:
    - *How Do we Know About History*, page 8
    - *The Father of History*, page 9
- WEEK ONE - Lesson 2: Putting Together the Pieces

- Workbook Activities Recommended:
  - *Crossword Puzzle*, page 12
  - *Name Your Price*, page 19
- WEEK ONE – Lesson 3: What are we going to learn in this book?
  - Workbook Activities Recommended:
    - *Word Scramble*, page 18
    - *The Ages of History*, page 21
- WEEK ONE – Lesson 4: Why should we care about history anyway?
  - Workbook Activities Recommended:
    - *Oral Traditions*, page 10
    - *Storytelling*, page 14

### **Evaluation Component:**

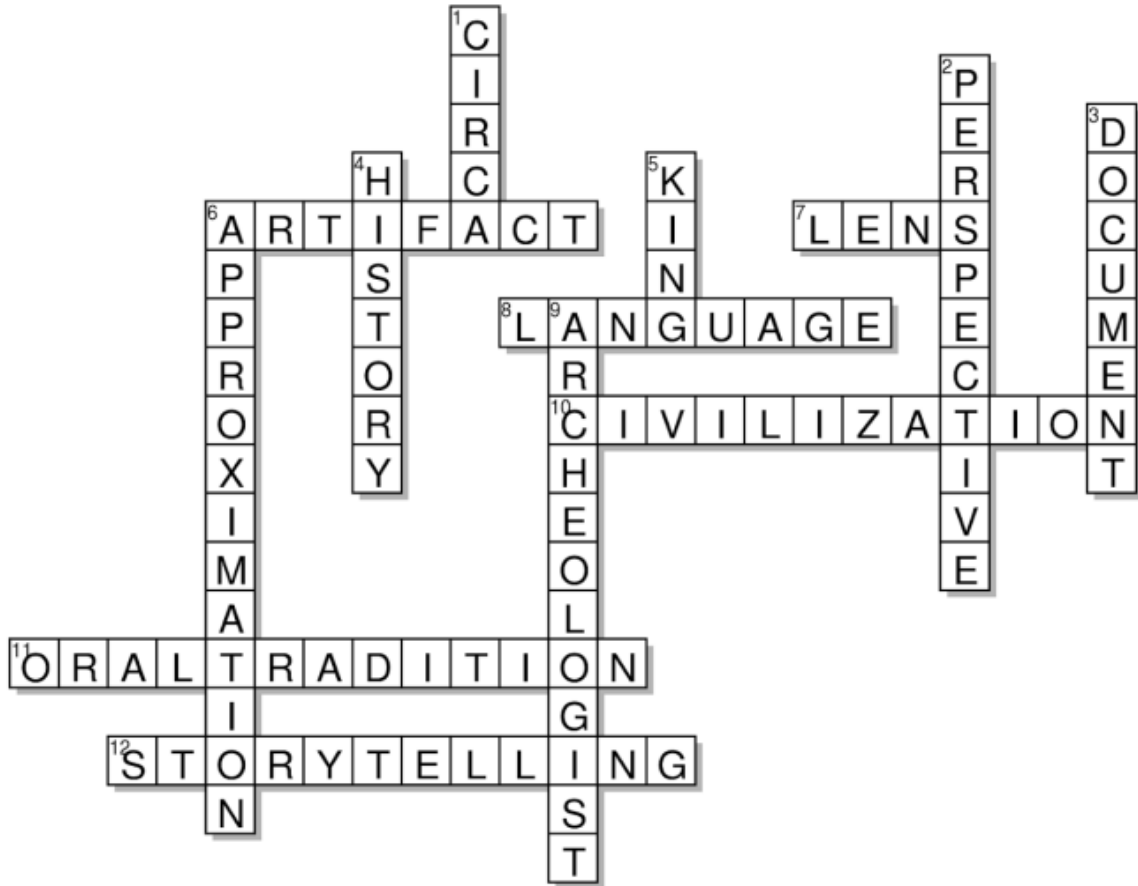
- Have your students test what they have learned and take the Chapter Quiz in the workbook.
- The answers to the quiz questions are provided at the end of this chapter.

### **Additional Reading Recommendations for Further Enrichment:**

- *Archaeologists Dig for Clues*, by Kate Duke
- *Fossils Tell of Long Ago*, by Alike

## Answer Key & Project Instructions:

### Crossword Puzzle



#### ACROSS

- 6 an object that is made by a person, especially something of historical or cultural interest
- 7 a curved piece of glass or plastic that makes things look larger, smaller or clearer when you look through it
- 8 the system of communication in speech and writing that is used by people of a particular country or area
- 10 a state of human society that is very developed and organized
- 11 history passed down by word of mouth or example from one generation to another (two words)
- 12 the activity of telling or writing stories

#### DOWN

- 1 it means the date is an approximation
- 2 a particular attitude towards something
- 3 an official paper, book or electronic file that gives information about something
- 4 the study of the past
- 5 a male sovereign or monarch
- 6 a guess or estimate
- 9 a person who excavates sites and examines artifacts

## Word Scramble

1. RHIAGLTCOEOS = <b>Archeologist</b> OR	OCBUOITNNITR = <b>Contribution</b>
*RHIAAGLTCOEOS = <b>Archaeologist</b>	UEPZZL = <b>Puzzle</b>
2. ACTIRAFI = <b>Artifact</b>	YTSRO = <b>Story</b>
3. EIHGMASGL = <b>Gilgamesh</b>	PEEOLP = <b>People</b>
4. ULSMCUOB = <b>Columbus</b>	MOOTARSEN = <b>Astronomer</b>
5. VETEPRCPIES = <b>Perspective</b>	OYGOEHNCTL = <b>Technology</b>
6. OLZIIIANCTVI = <b>Civilization</b>	DYSTU = <b>Study</b>
7. ONENCIAT = <b>Ancient</b>	NOERMTVGNE = <b>Government</b>
8. HYRITSO = <b>History</b>	USLPECUTR = <b>Sculpture</b>
9. LARNCEDA = <b>Calendar</b>	LGAEGUNA = <b>language</b>
10. EMENITIL = <b>Timeline</b>	

\*Note: there are two spellings: archaeologist and archeologist. Both spellings are acceptable and correct and both were originally used in the books. We felt this may cause confusion and updated the books to use one spelling only, archaeologist. So your workbook will have one of two spellings for #1 depending on when you purchased the workbook.

## Word Problem Steps

There are several math word problems in the workbook. We know that word problems can seem intimidating to children and adults alike. Our goal is to teach students how to take what looks like a difficult problem and break it down into simple steps while introducing them to finance and budgeting concepts without using technical jargon. None of the calculations are complicated. All use basic addition, subtraction, multiplication, and division. We recommend having the students follow these steps to help them break down the questions and calculate the answers.

1. Read through the word problem. (This provides the data the student will need to use in the provided formulas).
2. Read the question.
3. Some questions provide additional data. So identify what the actual question is and underline it. (this has been done for you here and in the workbook)
4. Identify the data in the explanation of the problem and underline it.
5. Plug the data into the provided formula
6. Calculate

Here is a short example of this process.

Jack can walk 5 miles per day. Jill can walk 5 miles per day. To raise money for a local charity, Jack and Jill have asked a local business to sponsor them by paying each of them \$.50 per mile for each mile they walk for the next month.

Q. The animal shelter needs to buy blankets for the animals. The cost for the blankets is \$100.00. How many miles do Jack and Jill need to walk so they can raise the money needed for the blankets?

### Solution

1. Read the explanation of the problem.
2. Read the question
3. Identify the question and underline it
4. Identify the data and underline it
5. Plug data into formula
6. Calculate

Jack can walk 5 miles per day. Jill can walk 5 miles per day. To raise money for a local charity, Jack and Jill have asked their neighbors to sponsor them by paying each of them (Step 4) \$.50 per mile for each mile they walk for the next month.

Q. The animal shelter needs to buy blankets for the animals. The cost for the blankets is (Step 4) \$100.00. (Step 3) How many total miles do Jack and Jill need to walk so they can raise the money needed for the blankets?

(Step 6)  $\$100 \div \$0.50 = 200$  total miles to walk (100 miles each)

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Cost of blankets  $\div$  \$ per mile = total miles to walk

(Step 5)  $\$100 \div \$0.50$  per mile = total miles to walk

## Name Your Price

This exercise aims to teach students how to calculate the cost, price, and gross margin (the money left to cover all remaining costs of doing business) of a single unit using lay terms. It also teaches children how to take what appears to be a large problem and break it down into easy individual steps.

**Note on markup calculations (calculating 'how much more' of a number).** If a problem says number B is 45 percent higher than number A, then it is saying number A is 100% (or 1) and number B is 145% (or 1 + 45%). So if you know the value of

number A, you convert the number B percentage to decimals ( $1 + 45\% = 1.45$ ) and calculate number B by multiplying number A by 1.45. If number A is 100, then number B is 145 ( $100 \times 1.45 = 145$ ). If number B is 30% higher than number A, then you would calculate number B by multiplying number A by 1.30. Number B = 130 ( $100 \times 1.30 = 130$ ).

You are a historian who sells puzzles of historical artifacts. Each puzzle has 350 puzzle pieces. Each puzzle piece costs \$0.03 to make, plus \$1.00 for the puzzle box. Labor to package the puzzle costs \$7 per person per hour. Each worker can put together four puzzles per hour. You can sell the puzzles for 45% more than it costs to make them.

**Q1.** What is your cost to make each puzzle? Calculate on the line below, and then write the answer on line **A2** on the next page.

(Materials and labor  $\times$  number of puzzle pieces) + cost of box + (cost per person per hour  $\div$  number of puzzles put together per hour).

*Hint: Remember, Multiply and Divide BEFORE you Add!*

**ANSWER:**  $(0.03 \times 350) + 1.00 + (7 \div 4)$

$10.50 + 1 + 1.75 = 13.25$  total cost per puzzle

**Q2.** What is the price you will charge for each puzzle? Calculate on the line below, and then write the answer on line **A1** on the next page.

Cost of the puzzle  $\times 1.45$

*Hint: for this problem, round down. Example.  $3.223 = 3.22$*

**ANSWER:**  $13.25 \times 1.45 = 19.21$  price per puzzle

**Q3.** How much money will you make on each puzzle? Calculate on the line below, and then write the answer on line **A3** on the next page.

Price - Cost

**ANSWER:**  $19.21 - 13.25 = 5.96$  per puzzle

**A1.** Price charged for one puzzle: **19.21**

**A2.** - Cost to make one puzzle: **13.25**

**A3.** = money you make from one puzzle: **5.96**

## What's Different?



## Introduction Quiz

1. A person who studies history is called a **Historian**.
2. **Archaeologists** are people who excavate sites to study artifacts.
3. **Herodotus** is also known as the “Father of History.”
4. The Epic of Gilgamesh was considered the **first** piece of written literature.
5. History always has all of the pieces of the ‘puzzle,’ true or false? **False**
6. **Oral traditions** are verbally passed down through generations.
7. The Queen of Egypt, Cleopatra, was: **A Greek**
8. What are we going to learn about in this book? **Answers should include: What makes a group of people a civilization, how they rise, and what causes them to collapse. How individual societies came to exist, what made them unique, how they fit into their world, what contributions they left for future civilizations, and what happened to them in the end.**
9. Why should we care about History? **Answers should include understanding past civilizations is the key to understanding our own, helps us foresee and control where our civilization is headed, studying individual people can be just as helpful as studying entire civilizations, deepens our appreciation of diversity,**

lets us participate fully in our society because we are well-informed and educated citizens. Ultimately you should care about history because history is your story, and it's how you got to where you are today.



# CHAPTER 1 - Becoming Civilized

Date: \_\_\_\_\_

## Time to complete:

- 1.0-1.5 hours for reading time and taking notes.
- 2.0 hours to complete activities depending on how many you choose to complete, and the type of activity chosen.

## Teacher Notes:

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## What We'll Cover:

1. Civilizations formed from nomadic hunter-gatherer societies.
2. Elements that all civilizations have in common.
3. How civilizations grew and thrived.
4. The causes why civilizations fall.

## Chapter 1 Lessons:

- WEEK TWO – Lesson 1: Our Stone Age Ancestors
  - Workbook Activities Recommended:
    - *Our Stone Age Ancestors*, page 27
    - *Prehistoric Cave*, page 28
- WEEK THREE – Lesson 2: From Foragers to Farmers

- Workbook Activities Recommended:
  - *Hunter-Gatherer Societies*, page 29
  - *Ages of History*, page 30
- WEEK FOUR – Lesson 3: From Communities to Civilizations
  - What makes a civilization?
    - Urban Areas
  - Shared Communication
  - Monuments, Art, and Architecture
  - Infrastructure
  - Administration or Government
  - Religion
  - Class Structure
  - Division of Labor
  - Workbook Activities Recommended:
    - *Word Search*, page 31
    - *Wonder While You Wander*, page 32
- WEEK FIVE – Lesson 4: How civilizations thrived and expanded
  - Trade
  - Conquest
  - Exploration and Innovation
  - Workbook Activities Recommended:
    - *Complete the Sentence*, page 33
    - *Copywork*, page 34
- WEEK SIX
  - Lesson 5: Why civilizations fizzled and fell
    - Environmental Difficulties
    - Internal Issues
    - Outside Aggressors
  - Workbook Activities Recommended:
    - *Catal Huyuk*, page 35
    - *Tinker Tools*, page 36
  - Lesson 6: Wonder While You Wander
  - Workbook Activities Recommended:
    - *The Seven Wonders of the World*, page 38

### **Evaluation Component:**

- Have your students test what they have learned and take the Chapter Quiz in the workbook.
- The answers to the quiz questions are provided at the end of this chapter.

### **Additional Reading Recommendations for Further Enrichment:**

- *Skara Brae: The Story of a Prehistoric Village* by Olivier Dunrea

- *Stone Age Boy* by Satoshi Kitamura

## **Answer Key & Project Instructions:**

### From Foragers to Farmers Cave

This project aims to have students take what they've learned about Hunter-gatherer societies and make a model of a prehistoric cave. There are wonderful examples online for students to find inspiration, so guide them through their online research to determine how they would like their cave model to look. Here are two of our favorites:

- Bennet, Agy. 2018. "Stone Age School Project...Astin Year 3." YouTube . November 26, 2018.  
<https://www.youtube.com/watch?v=rESUAH8PCLQ>
- Lisa, Sifat Ayereen. 2018. "Stone Age." YouTube . October 9, 2018.  
<https://www.youtube.com/watch?app=desktop&v=kMn0lsXG9oo>

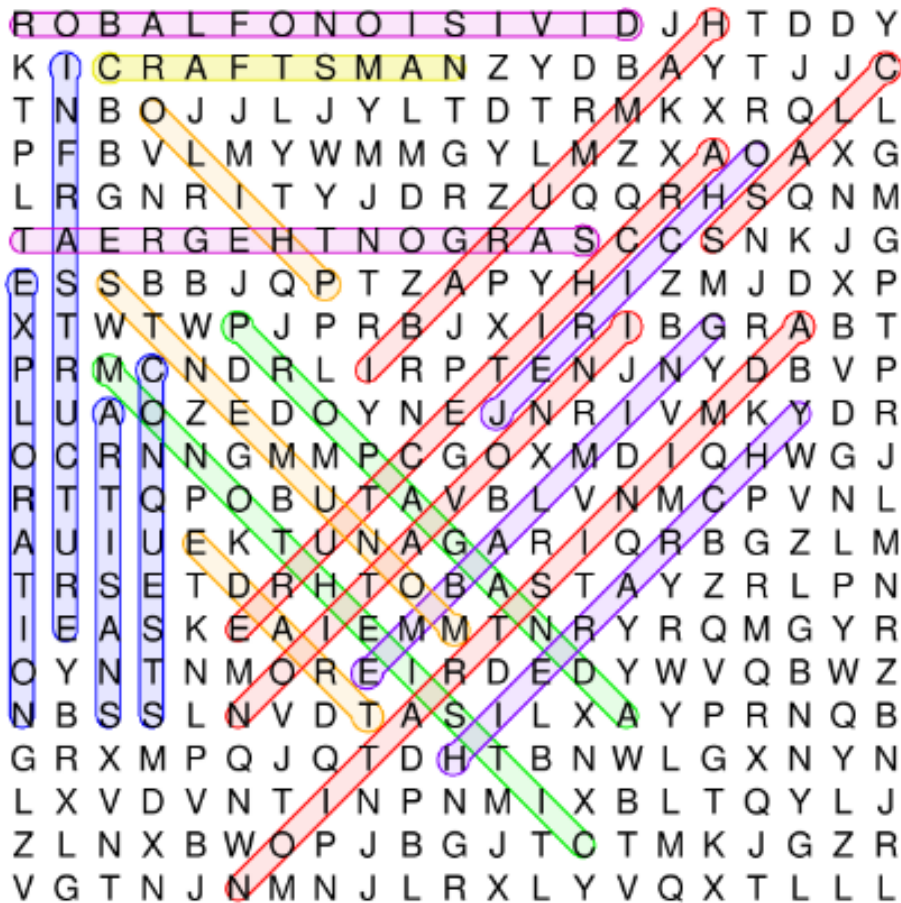
Help your student design their prehistoric cave, keeping in mind some or all of these features:

- The inside of the cave may include cave paintings
- The items around the cave
- The land outside the cave (trees, mountains, hills, water)

This project has many options depending on resources, including time, budget, and supplies. Here are a few of the materials that can be incorporated into the prehistoric cave:

- |                                |                      |
|--------------------------------|----------------------|
| 1. Cardboard                   | 9. Cotton balls      |
| 2. Colored Paper               | 10. Figurines        |
| 3. Clay and/or mud             | 11. Craft paints     |
| 4. Dirt and/or sand            | 12. Colored pencils  |
| 5. Grass, leaves, and/or twigs | 13. Markers          |
| 6. Rocks or pebbles            | 14. Glue or adhesive |
| 7. Paint or brush              | 15. Scissors         |
| 8. Water                       |                      |

## Word Search



## Wonder While You Wander

Below are the seven wonders of the world on Philo's list:

1. Great Pyramid of Giza
2. Colossus of Rhodes
3. Hanging Gardens of Babylon
4. Lighthouse of Alexandria
5. Mausoleum at Halicarnassus
6. Statue of Zeus at Olympia
7. Temple of Artemis at Ephesus

## Complete the Sentence

1. A **class** structure or hierarchy is one of the trademarks of civilization.
2. Hammurabi provided a well-managed **administration** and generous infrastructure.
3. A butcher, a baker, and a candlestick maker represent a **division of labor**.
4. The **Code of Hammurabi** stated laws for crimes and disputes.
5. Without **innovation**, civilization will not progress.
6. Ancient Civilizations built **monuments** to appease their gods.
7. **Sargon the Great** was a Mesopotamian ruler.
8. The **craftsman** built strong homes for the people.
9. The Seven Wonders of the World included masterpieces of **architecture**.
10. Romans emperors loved to brag about their war **conquests**.
11. **Embalming** is a step in the mummification process and is still used today.
12. More complex civilizations have a **hierarchy** with the most powerful people on top.
13. The city of **Jericho** takes the prize for the oldest city wall.
14. A man named **Philo** wrote a book called *On the Seven Wonders*.
15. Ancient cities **trade** their surplus food/supplies for items they do not produce.
16. An **artisan** was hired to make a hand-crafted tool for the farmer.
17. Further **exploration** underground may reveal more artifacts.
18. Roads are a lasting example of ancient **infrastructure**.
19. Some cultures are **monotheistic** and worship only one god.
20. Romans used art as **propaganda** to promote their point of view.

## Copywork

### Proper nouns

Proper nouns are the specific name for a person, place, or thing; for example: Greece instead of country and Cleopatra instead of queen.

Food surpluses and finely crafted goods meant that an up-and-coming civilization had things to offer the ancient world in exchange for things it didn't have. **Ancient Egypt** is a prime example of this. Their fertile land, thanks to the annual flooding of the **Nile River**, gave them enough grain to store for hard times plus extra to trade. And the **Nile** was the gift that kept on giving because it offered an easy transportation highway to send and receive goods. Boats full of grain were dispatched to places like **Lebanon** and returned with much-needed wood, or **Nubia** (modern-day **Sudan**), in exchange for ivory. You were powerful if you had resources that other nations needed or wanted. Trade enabled **Egypt** to become a force to be reckoned with in the ancient world.

# Catal Huyuk

This exercise aims to enhance your student's learning experience. A diorama is a model in the form of a physical box that represents a three-dimensional scene and figures to showcase learning on a subject matter or topic that allows students to illustrate an academic subject, the plot of a story, or an event in history.

Review these helpful steps with your students before constructing the diorama:

- Have students list ideas for the design of their diorama scene and draw out a rough sketch.
- As dioramas are three-dimensional, have the students create some depth for participants to look at and look for unique perspectives to incorporate into the design.
- It might be helpful to create a variety of three-dimensional test objects for your scene.
- Cut out objects and gather miniature figures the students will incorporate into their model.
- Have the students lay out the objects and figures and rearrange them to see how the overall diorama will look.

Diorama Materials:

- Base: shoebox, tissue box, or similar box
- Paint
- Crayons, colored pencils, or markers
- Construction paper
- Blocks: plastic foam, cardboard, Legos, etc.
- Figurines: Legos, dolls, miniatures, paper figures, etc.
- String (if needed)
- Glue stick, Elmer's glue, or other adhesive
- Tape
- Filler material: cotton balls, batting, paper, etc.
- Scissors
- The Ancient Civilizations Book (optional)
- A computer for research
- Printer (not necessary)

Diorama Instructions:

1. Create a base to house the diorama (a box or container)
2. Create a background (color crayons/pencils, paint, construction paper)
3. Make figures and accessories (figurines, colored cutouts, etc.)

4. Decorate the space and secure the objects used with glue, tape, or adhesive.

## Tinker Tools

This exercise aims to teach students how to calculate production requirements to meet current demand and estimate growth using lay terms. It also teaches children how to take what appears to be a large problem and break it down into easy individual steps. See *Word Problem Steps* in the Introduction.

You live in the Mesolithic period, and you make and sell stone farming tools. Business is really growing since the ice has melted. Each tool costs \$4.75 in materials. It takes two hours to make one tool, and you work eight hours each day. Show your work on each line below.

**Q1.** How many tools can you make in one eight-hour day?

# hours per day ÷ # hours per tool = # tools a day

**ANSWER:** 8 hours per day ÷ 2 hours per tool = 4 tools a day

**Q2.** Your customer just ordered 80 tools. Using your answer to Q1, how many eight-hour days will it take you to complete this project?

# tools ordered ÷ # tools a day = number of days to complete this project

**ANSWER:** 80 tools ÷ 4 tools a day = 20 days

**Q3.** Your tools have become even more popular so you decide to hire five helpers. Each helper can make one tool every 4 hours. How many tools can your helpers make in each eight-hour day?

(# hours per day ÷ # hours per tool = # tools a day per helper) X number of helpers = number of tools made by all of your helpers.

*Hint: Remember to calculate within the parentheses first.*

**ANSWER:** (8 hours ÷ 4 hours per tool) = 2 tools per helper

2 tools per helper x 5 helpers = 10 tools per day

**Q4.** Using your answers above, how many tools in total can be made in each eight-hour day?

# tools you make + # tools your helpers make = total tools per day

**ANSWER:** 4 + 10 = 14

## The Seven Wonders of the World

This exercise aims to teach students math, design, and how to use computer software to build 3D objects. **PLEASE NOTE:** We have previewed the tutorial videos but have

not watched them in their entirety. Though we found Minecraft videos to be child-friendly, you might want to view them before sharing them with your student(s).

## 1. The Great Pyramids of Giza

Objective: Build a model of the Great Pyramid of Giza.

### **Material Ideas:**

- Sand
- Sandstone
- Gold
- Lapis lazuli
- Glazed terracotta
- Paintings
- Loot!

### **Directions:**

1. Place your build next to a river to simulate the Nile River.
2. For a full-size model, you'll need to make a base that is 169x169 blocks square.
3. For this build, you'll use mostly sandstone.
4. Add a gold capstone or *ben-ben* on top of your pyramid.
5. You can use lapis lazuli or glazed terracotta to add decorative touches that resemble the blue faience that the Egyptians perfected.
6. Add paintings to the tomb's interior to simulate tomb paintings.
7. Don't forget to stock your pyramid with tomb treasure!
8. To extend this model, you can terraform the surrounding land to be lush grassland next to the river and desert further away.

### **Tutorial:**

- andyisyoda. 2018. "MINECRAFT FULL-SIZE EGYPTIAN PYRAMID TUTORIAL." YouTube. July 3, 2018. <https://www.youtube.com/watch?v=FtN2K62ms0s>.

## 2. The Hanging Gardens of Babylon

Objective: Build a model of the Hanging Gardens of Babylon.

### **Material Ideas:**

- Terracotta
- Glazed terracotta
- Sandstone
- Plants
- Water

### **Directions:**

1. Because we're not entirely sure whether the hanging gardens existed or not, this build is more open to interpretation and imagination!
2. Some tutorial videos are linked below to give students some ideas.



3. Essentially, model the base on a Mesopotamian ziggurat and add water features and lots and LOTS of plants.
4. Babylon was situated next to a river in a large flat plain, so a flat world is a good place to start.
5. Then, suppose students decide to expand from their garden. In that case, they can terraform a river and begin crafting other Babylonian features like the massive wall and ziggurat for Marduk, which might have been the Biblical Tower of Babel.
6. Alternatively, students could build Babylon's Ishtar Gate since we know exactly how it looked. If this is chosen, use lapis lazuli for the brilliant blue tiles.

**Tutorial:**

- hovhannisyan, george. 2015. "Hanging Gardens of Babylon Minecraft." YouTube. March 30, 2015. <https://www.youtube.com/watch?v=pWOP3BQNH-Y>.
- The World of Games. 2022. "The Hanging Gardens of Babylon || Minecraft Timelapse || #Minecraft." YouTube. June 13, 2022. [https://www.youtube.com/watch?v=omM\\_YQgy2g8](https://www.youtube.com/watch?v=omM_YQgy2g8).
- Gotcha Bros. 2020. "The Hanging Gardens of Babylon! Minecraft Timelapse Build (Gocha Bros' Version)." YouTube. August 12, 2020. <https://www.youtube.com/watch?v=hjz1NO4Q5uk>.

### 3. The Temple of Artemis at Ephesus

Objective: Build a model of the Temple of Artemis at Ephesus.

**Material Ideas:**

- |              |               |
|--------------|---------------|
| • Quartz     | • Gold        |
| • Terracotta | • Armor stand |
| • Prismarine | • Armor       |
| • Bricks     |               |

**Directions:**

1. The Temple of Artemis was known for its columns.
2. While the model doesn't need to have that many, be sure to make it big enough to build a statue of Artemis inside.
3. Armor stands complete with the armor of the student's choice make great stand-ins for statues.
4. Don't forget to include a fire for the sacrifices Greeks would bring to her.

**Tutorial:**

- satned. 2020. "Temple of Artemis | Minecraft Timelapse." YouTube. November 27, 2020. <https://www.youtube.com/watch?v=wrOB3zsO2vE>.

- Very Nice. 2019. “Building the Temple of Artemis in MINECRAFT!!!!(BWW#02) #Minecraft.” YouTube. December 7, 2019. <https://www.youtube.com/watch?v=W2xg2O1fjA>.

#### 4. The Lighthouse of Alexandria

Objective: Build a model of the Lighthouse of Alexandria.

##### **Material Ideas:**

- Stone
- Waxed copper or gold
- Boats
- Armor stand
- Armor

##### **Directions:**

1. For historical authenticity, the lighthouse should have a square or rectangular base, an octagonal midsection, and a circular top (at least as circular as one can get in Minecraft).
2. Reports suggest there may have been a mirror at the top to reflect sunlight during the day and a fire at night.
3. Waxed copper or gold can be used to create a shiny top section.
4. There was also likely a statue of Zeus on top, and students may want to include one using an armor stand and armor.
5. The lighthouse stood on Pharos island, so your students will want to situate their lighthouse on an island just offshore from the mainland.
6. Add some boats and even a dock or causeway connecting the island to shore for a more Alexandrian feel.

##### **Tutorial:**

- Geo Mole. 2017. “Lighthouse of Alexandria in Minecraft!” YouTube. August 19, 2017. <https://www.youtube.com/watch?v=FXIEGnkFFf0>.
- ManCave Gaming. 2014. “Minecraft World Buildings - Lighthouse of Alexandria.” YouTube. May 10, 2014. <https://www.youtube.com/watch?v=RwTTJ90Fizg>.

#### 5. The Statue of Zeus at Olympia

Objective: Build a model of the Statue of Zeus at Olympia.

##### **Material Ideas:**

- Quartz
- Gold
- Emeralds
- Diamonds
- Lapis lazuli
- Armor stand
- Horses
- Fence

**Directions:**

1. A description of the Statue of Zeus has him sitting on his throne in his temple, holding a small statue of Nike in one hand.
2. The statue is a mix of gold (for clothing), and ivory (to represent skin) inlaid with precious gems.
3. Technically, the statue was the actual Wonder, although the temple was also an important part.
4. The statue was so large that, had Zeus been able to stand, he would have crashed through the temple roof.
5. He was situated to “view” the Olympic ceremonies outside.
6. Because statues are very difficult to build with any detail unless they are made on an immense scale, consider building the temple and throne and then placing an armor stand with gold armor as a representation of the statue.
7. The tutorial video below shows how to do that, giving an incredible architecture lesson that discusses many aspects of Greek temples, like metopes and triglyphs.
8. Horse racing was a popular Olympic sport.
9. If you choose to construct the temple, you could place a racetrack with horses outside so that Zeus can observe the Games!

**Tutorial:**

- ChuteNNN. 2021. “Zeus Statue from Civ6 but in Minecraft.” YouTube. December 6, 2021. <https://www.youtube.com/watch?v=pyALzy-9qzc>.
- ArchaeoPlays. 2021. “Building the Temple of Zeus at Olympia | Minecraft Archaeology Ep. 2.” YouTube. June 25, 2021. <https://www.youtube.com/watch?v=VhBmP9cA1fU>.

## 6. The Colossus of Rhodes

**Objective:** Build a model of the Colossus of Rhodes.

**Material Ideas:**

- Mossy cobblestone
- Bronze

**Directions:**

1. Now, here’s a statue that truly lends itself to Minecraft building.
2. The Colossus was an approximately 100-foot tall statue of the sun god Helios which stood beside (some say across) the entry to the port at Rhodes.
3. First, find the perfect port or bay to craft the Colossus. Then, decide whether to have the statue stand beside the port (more historically accurate) or straddling the port so that ships must sail underneath (more visually impressive).

4. The original statue was bronze, so copper is a good choice for the build. It can be made with waxed copper, so it doesn't tarnish. Use mossy cobblestone for the pedestal (base) since he stands in a watery location.
5. Some artists have Helios holding a torch similar to the Statue of Liberty, but other scholars say it's more likely he was shielding his eyes with one hand as if from the sun. Experts believe he wore a spiky crown that would have symbolized the sun's rays.
6. The tutorial suggestions contain a video that shows the making of a Spartan soldier, which could be modified for this build.

#### **Tutorial:**

- The Constr. 2014. "Minecraft Colossus of Rhodes Statue: Building with Optical Creeper Episode 2." YouTube. June 11, 2014.  
<https://www.youtube.com/watch?v=hJK1COyz58c>.
- Trydar. 2022. "Minecraft Spartan Hoplite Statue Tutorial & Download Block by Block Timelapse." YouTube. January 4, 2022.  
<https://www.youtube.com/watch?v=N08KGpEmfcA>.
- Greek Tutorials. 2021. "Minecraft Spartan Colossus Tutorial & Download Part 1." YouTube. May 27, 2021.  
[https://www.youtube.com/watch?v=FX6p2\\_kMSG&list=PLNXSI5s9Erle-4Tk8fiiVcRBtUNbE9aD&index=10](https://www.youtube.com/watch?v=FX6p2_kMSG&list=PLNXSI5s9Erle-4Tk8fiiVcRBtUNbE9aD&index=10).

### 7. The Mausoleum of Halicarnassus

**Objective:** Build a model of the Mausoleum of Halicarnassus.

#### **Material Ideas:**

- Quartz
- Brick
- Armor stands
- Iron Armor

#### **Directions:**

1. This tomb for Mausolus, ruler of Halicarnassus, makes a perfect Minecraft build because it is so very blocky.
2. It resembles a Greek temple raised on top of a large square base.
3. The roof is stepped, much like a pyramid with a flat top where a statue stood of Mausolus and his wife riding in a four-horse chariot.
4. In addition to the Ionic Greek columns around the center portion, the defining element of this building was the many statues placed all around it.
5. For the tomb build, quartz will make a great substitute for the white marble that faced the original.

6. Some artists show brick or stonework in the base, which may want to be included for variety.
7. Armor stands in iron armor make a good lookalike for white marble statues.
8. The horse and chariot on top will be difficult to recreate unless the model is quite large, so consider substituting it with some regular statues or other imaginative decoration. The essential elements here are the overall shape of the tomb, columns, and statues sprinkled throughout.
9. This building stood in the center of the city of Halicarnassus, so choose a village as the location for your build.

### Tutorial:

- hovhannisyan, george. 2015. "Mausoleum at Halicarnassus Minecraft." YouTube. March 27, 2015. <https://www.youtube.com/watch?v=eIdLkZ7FpIE>.
- The Philosopher's Mausoleum. 2018. "Building Showcase: The Philosopher's Mausoleum." YouTube. November 7, 2018. <https://www.youtube.com/watch?v=vU57Jwv07nY>.
- See U in History / Mythology. 2019. "Mausoleum at Halicarnassus - 7 Wonders of the Ancient World - See U in History." YouTube. April 23, 2019. <https://www.youtube.com/watch?v=fQwCwcvlp-Y>.
- Here's a description and history of the building: See U in History / Mythology. 2019. "Mausoleum at Halicarnassus - 7 Wonders of the Ancient World - See U in History." YouTube. April 23, 2019. <https://www.youtube.com/watch?v=fQwCwcvlp-Y>. There are a lot of great artists' renderings to give students some great ideas.

## Chapter 1 Quiz

What are the three causes of civilization collapse? Give specific examples you read about.

1. **Environmental Difficulties**
  1. **Drought**
  2. **Earthquakes**
  3. **Floods**
2. **Internal Issues**
  1. **Disease**
  2. **Famine**
  3. **Poor Leadership**
3. **Outside Influences**
  1. **Outside Aggressors**
  2. **Battles/Wars**

# CHAPTER 2 - The Sumerians

**Date:** \_\_\_\_\_

## **Time to complete:**

- 1.0-1.5 hours for reading time and taking notes.
- 2.0 hours to complete activities depending on how many you choose to complete, and the type of activity chosen.

## **Teacher Notes:**

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## **What We'll Cover:**

1. The Mesopotamian region.
2. The rise of civilization and the impact of agriculture.
3. How Sumerian societies were organized.
4. Sumerian writing and religion.
5. Sumerian decline and collapse.

## **Chapter 2 Lessons:**

- WEEK SEVEN – Lesson 1: The Rise of Sumer
  - Workbook Activities Recommended:
    - *Mesopotamian Rulers*, page 43
- WEEK EIGHT – Lesson 2: Inventions and Achievements

- Cuneiform—The First Writing
- Workbook Activities Recommended:
  - *Let's Bake! Cuneiform Writing*, page 45
  - *Inventions & Achievements*, page 50
- WEEK NINE – Lesson 3: Class Structure
  - Workbook Activities Recommended:
    - *Crossword Puzzle*, page 46
- WEEK TEN – Lesson 4: Everyday Life
  - Workbook Activities Recommended:
    - *Identification Card*, page 47
    - *Mesopotamian Home Life*, page 49
- WEEK ELEVEN – Lesson 5: Religion
  - Workbook Activities Recommended:
    - *The Great Flood*, page 48
    - *Mesopotamian Home Life*, page 49
- WEEK TWELVE – Lesson 6: Art and Architecture
  - Workbook Activities Recommended:
    - *What's Different?* page 51
    - *Grammar & Stories*, page 52
- WEEK THIRTEEN – Lesson 7: Sumerian Time Periods
  - The Ubaid Period – 5000-4100 BCE
  - The Uruk Period – 4100-2900 BCE
  - The Early Dynastic Period – 2900-2334 BCE
  - The Akkadian Period – 2334-2218 BCE
  - The Gutian Period – c. 2218-2047 BCE
- The Ur III Period – 2047-1750 BCE
  - Workbook Activities Recommended:
    - *Building Big Ships*, page 54
- WEEK FOURTEEN – Lesson 8: Decline and Fall
  - Workbook Activities Recommended:
    - *Scrapbook*, page 57

### **Evaluation Component:**

- Have your students test what they have learned and take the Chapter Quiz in the workbook.
- The answers to the quiz questions are provided at the end of this chapter.

### **Additional Reading Recommendations for Further Enrichment:**

- *Life in Ancient Mesopotamia* by Shilpa Mehta-Jones
- *The Sumerians* by Jane Shuter

## **Answer Key & Project Instructions:**

### Mesopotamian Rulers

Following is an article about the only female listed on the Sumerian King List, Kubaba.

- Silver, Carly. 2019. “Kubaba, A Queen Among Kings.” ThoughtCo. May 30, 2019. <https://www.thoughtco.com/kubaba-a-queen-among-kings-121164>.

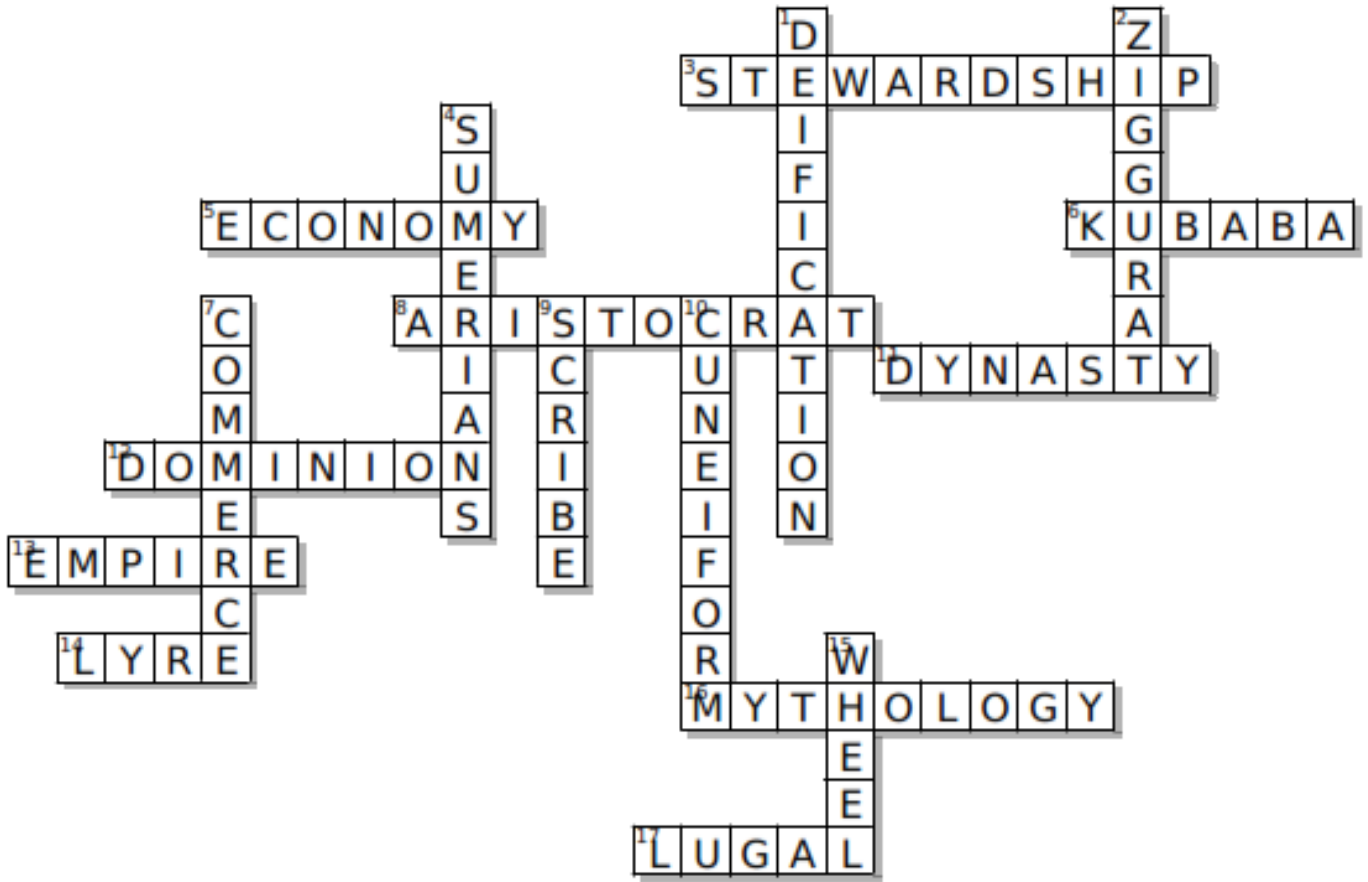
### Let’s Bake! Cuneiform Writing

We included a baking segment in this chapter for students to learn more about Sumerian Cuneiform writing and also hone their baking skills. Assist your students with gathering the ingredients and the baking process. Here’s a link to a recipe for Cuneiform cookies:

- “Cuneiform Cookies | the J. Paul Getty Museum.” n.d. Getty Museum. [https://www.getty.edu/education/kids\\_families/programs/cuneiform\\_cookies](https://www.getty.edu/education/kids_families/programs/cuneiform_cookies).



# Crossword Puzzle



## Inventions and Achievements

List the planets in order from closest to furthest from the Sun.

1. Mercury
2. Venus
3. Earth
4. Mars
5. Jupiter
6. Saturn
7. Uranus
8. Neptune

**Note:** Pluto is no longer considered a planet because it only meets the first two of three criteria:

1. It needs to be in orbit around the sun.
2. It needs to have enough gravity to pull itself into a spherical shape.
3. It needs to have “cleared the neighborhood” of its orbit.

There are many options when it comes to the solar system project. Depending on resources (time, budget, and supplies on-hand), here are some ideas to explore and choose what is best for your students:

1. Students can do a simple drawing or sketch of the solar system free-hand or even trace it from an online or book source. Here's a link to help you: Drawing instructions here:

- Medford, Kelly and Hall, Kyle. 2022. "How to Draw the Solar System: 14 Steps (with Pictures)." WikiHow. September 16, 2022.

<https://www.wikihow.com/Draw-the-Solar-System>.

This can be black and white or by using crayons, markers, or colored pencils and color the sun, planets, and solar system;

2. With poster board, construction paper, scissors, glue, and markers (a picture frame is optional), create a solar system that you can tack on the wall or corkboard, or even frame it and hang it on the wall;

3. A hanging mobile would be fun to do as well. Simply gather white paper and markers, colored pencils, or crayons. Then draw, color, and cut out the sun and planet shapes with scissors. Using a hole punch, make a hole in each object and attach each one with string to an old or unused hanger using various lengths to replicate the rings and distance from the sun. Or, for a mobile that is a little stronger, gather colored construction paper, scissors, a hole-punch, string, and an old hanger and make the sun and each planet. Then cut out the shapes and whole punch each one and then suspend each one from a hanger using string again using various lengths to simulate the rings and distance from the sun. Hang it on the wall, or suspend it from the ceiling!

4. For more of an advanced and really detailed project, you could do a three-dimensional model like the one we link to here:

- 55 Co-authors. 2022. "How to Make a Solar System Mobile: 15 Steps (with Pictures)." WikiHow. May 12, 2022.

<https://www.wikihow.com/Make-a-Solar-System-Mobile>

or even buy a sophisticated kit to put it together.

## What's Different?



## Building Big Ships

This exercise aims to teach students how to create a basic quarterly income statement for a business using lay terms. It also teaches children how to take what appears to be a large problem and break it down into easy individual steps. See *Word Problem Steps* in the Introduction.

You are a Sumerian business owner. Your company builds ships to sell to your customers. Since the great flood, business has been booming. The price you charge for each ship is 15,000 gold coins. The cost to build each ship is 30% of your price. You would like to know how much money you have made for January, February, and March.

**Q1.** If you make and sell 20 ships in January, 30 ships in February and 40 ships in March, what are your total sales for January to March combined? Calculate on the line below then write the answer on line **A1** in the table.

(# January + # February + # March = total ships) x price per ship = total sales

**ANSWER:** (20 + 30 + 40 = 90)

90 x 15,000 = 1,350,000

**Q2.** Using the information above, what is your cost to build all of the ships from January to March? Calculate on the line below then write the answer on line A2 in the table.

Total sales x .30 = cost to build all of the ships

**ANSWER:**  $1,350,000 \times .30 = 405,000$

**Q3.** When you deduct the cost of the ships from your total sales that is the money you have left to pay for your business expenses like advertising and insurance. What is the money you have left to pay your business expenses? Calculate on the line below then write the answer on line A3 in the table.

Total sales - total cost to build ships = money left to pay expenses

**ANSWER:**  $1,350,000 - 405,000 = 945,000$

**Q4.** Your business expenses totaled 84,000 in January, 126,000 in February, and 168,000 in March. Calculate your business expenses for January-March and then write the answer on line A4 in the table.

Expenses January + Expenses February + Expenses March = total expenses

**ANSWER:**  $84,000 + 126,000 + 168,000 = 378,000$

**Q5.** After you pay your business expenses, what is left is your money before tax. Calculate on the line below then write the answer on line **A5** in the table.

Money left to pay expenses - total expenses = money before tax

**ANSWER:**  $945,000 - 378,000 = 567,000$

**Q6.** Now that you know how much money your company made, Shulgi of Ur needs his tax money so he can maintain the city. Your tax rate is 40% of your money before tax. How much tax will you pay? Calculate on the line below then write the answer on lines **A6 and A7**

Money before tax x .40 = tax you will pay

**ANSWER:**  $567,000 \times .40 = 226,800$

**Q7.** The money left after you pay your taxes is the money you get to keep. What is the money you get to keep? Calculate on the line below then write the answer on line A8 in the table.

Money left before taxes - tax = the money you get to keep

**ANSWER:**  $567,000 - 226,800 = 340,200$

Money You Make - January through March

A1. Total sales: **1,350,000**

A2. Cost to make ships: **-405,000**

A3. Money left for expenses: **945,000**

- A4. Expenses: **-378,000**  
A5. Money left before taxes: **567,000**  
A6. X .4 (Calculate, do not deduct: **226,800**  
A7. Taxes: **-226,800**  
A8. Money you get to keep! **=340,200**

## Chapter 2 Quiz

1. What modern-day countries in the Middle East and Southwestern Asia make up the Mesopotamia region? **Turkey, Lebanon, Syria, Iraq, Kuwait.**
2. What forms the Fertile Crescent in Mesopotamia? **The area of land between the Tigris and Euphrates Rivers.**
3. What is Mesopotamia also called, and why is it called that? **The Cradle of Civilization and is called this because it is where the first true civilizations developed with the advancement of agriculture.**
4. Where did the Sumerians live in Mesopotamia? **In a collection of metropolises in the Fertile Crescent along the Tigris and Euphrates rivers between the Mediterranean Sea and the Persian Gulf, which is modern-day Türkiye (Turkey) or Lebanon, and travels through Syria, Iraq, and Kuwait.**
5. How did the Sumerians come to exist? **Nomadic tribes migrated to the region and developed agriculture, established trade, and created inventions.**
6. What made the Sumerians unique?
  - a. **The Sumerians were an agricultural society that traded surplus grain for resources they didn't have, like wood, stone, and metal.**
  - b. **The Sumer region was marshy; their most abundant local resources were reeds and mud or clay, from which they made bricks to build their cities.**
  - c. **Sumerian civilization was organized into city-states independent of one another and led by a king called a lugal. These independent city-states traded and warred with other city-states as they saw fit.**
  - d. **Religion was essential to Sumerian life, and they built stepped temples, known as ziggurats, to honor their gods and goddesses.**
7. What contributions did the Sumerians leave for future civilizations?
  - a. **Developed Cuneiform writing.**
  - b. **The first to build a city.**
  - c. **Invented the wheel.**
  - d. **Formed the first calendar.**
  - e. **Created items with clay, copper, and bronze.**

- f. Used a formal system of mathematics.
  - g. Wrote literature, love songs, and lullabies.
  - h. Mass-produced bricks with a mold and pottery with a potter's wheel.
  - i. Used a plow.
  - j. Created fabric in a factory-like textile mill.
  - k. Had schools.
  - l. Used hydraulic (water-powered) engineering.
8. What happened to the Sumerians in the end? The Sumerians suffered from:
- a. Outside invaders
  - b. an internal string of weak rulers
  - c. Overuse of land
  - d. Climate change Severe - drought and famine caused mass migration to the south in search of food.



- The Tower of Babel
- The City Walls
- The Ishtar Gate
- The Hanging Gardens
- Religion
- Workbook Activities Recommended:
  - *Babylonian Hanging Gardens*, page 63
  - *The Tower of Babel and Language*, page 64
  - *The Ishtar Gate*, page 66
  - *Akitu Festival*, page 68
  - *The Code of Hammurabi*, page 70
- WEEK SIXTEEN – Lesson 2: Babylonian Time Periods
  - The Early Years – c. 2300–1792 BCE
  - The Empire of Babylonia – 1792–1750 BCE
  - The Occupation Years – c. 1750–627 BCE
  - The Neo-Babylonian Empire – 626–539 BCE
  - Workbook Activities Recommended:
    - *Word Search*, page 71
    - *Word Match*, page 72
- WEEK SEVENTEEN – Lesson 3: Decline and Fall
  - Workbook Activities Recommended:
    - *Copywork*, page 73
    - *Babel Budget*, page 75

### **Evaluation Component:**

- Have your students test what they have learned and take the Chapter Quiz in the workbook.
- The answers to the quiz questions are provided at the end of this chapter.

### **Additional Reading Recommendations for Further Enrichment:**

- *1001 Inventions & Awesome Facts from Muslim Civilization* by National Geographic
- *Mesopotamia* by Sunita Apte

### **Answer Key & Project Instructions:**

## Babylonian Hanging Gardens Project

This project aims to have students make a Babylonian Hanging Garden. Since there isn't any historical evidence of what they looked like, students can use their imagination and be very creative with this project. Review these steps with your students before constructing the hanging garden:



**Materials:**

- A floral foam block
- Cream or tan craft paint
- Play sand
- Tools: wooden skewer, spoon, wooden craft sticks
- Small silk flowers, actual flower cuttings, greenery
- Tacky craft glue
- Knife and cutting board
- Paintbrush

**Instructions:**

1. Search online for photos of the Hanging Gardens of Babylon to get a clear picture of how they are believed to have looked.
2. Using scissors cut a floral foam block into three pieces of graduating size. The pieces should be layered, so when the three pieces are stacked, they should form a ledge on each level.
3. Insert a wooden skewer down through the center to secure the three pieces together.
4. Carve out windows, doors, columns, and steps in the foam using a tool such as a utility knife.
5. Mix tan or cream craft paint with play sand to create a texture similar to bricks or stone.
6. Paint the structure all over, including some inside any carved areas, and let it dry for 2- 3 hours, or until completely dry to the touch.
7. Lift the topmost layer and snip off the skewer, leaving enough that the top piece remains secured.
8. Begin decorating by laying moss all over the levels, letting it hang down randomly, and securing it with glue as you go.
9. Press the plastic end of small flowers, greenery, and even small pieces of aquarium plants into the foam to make the gardens lush and exotic looking. Students may opt to add a waterfall or two.
10. Secure all plants with glue if it feels like they need a little more anchoring.
11. Students can add foam pieces together and make this project as large as they would like.

## The Tower of Babel and Language

This exercise aims to introduce students to different languages and to see the similarities between English words and other languages. Here is a link to a free

- Google translator, “Google Translate.” [Translate.google.com](https://translate.google.com/?sl=en&tl=de&op=translate).  
<https://translate.google.com/?sl=en&tl=de&op=translate>.

Generally, these are the answers the students should find:

	English	German	Dutch
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1	house	haus	huis
2	automobile	automobil	auto
3	song	lied	liedje
4	animal	tier	dier
5	list	aufführen	lijst
6	book	buchen	boek
7	desk	schreibtisch	bureau
8	clock	uhr	klok
9	water	wasser	water
10	ocean	ocean	ocean

## The Ishtar Gate

The Ishtar Gate was an amazing structural piece of architecture built by the Babylonians by the order of King Nebuchadnezzar II around 575 BCE. Encourage your students to watch the videos below to learn more about the Ishtar Gate and the Processional Way on exhibit at the Pergamon Museum in Berlin, Germany:

Here is a link to a video on the Ishtar Gate and Processional Way.

- Smarthistory. 2012. "Ishtar Gate and Processional Way." YouTube. April 2, 2012.  
<https://www.youtube.com/watch?v=U2iZ83oIZH0>.

Here is a link to a 3D model of Ishtar Gate and Processional Way.

- Multiple Partners. n.d. "Ishtar Gate & Babylon." Google Arts & Culture.  
<https://artsandculture.google.com/asset/ishtar-gate-babylon/KQFWyLiI41RCHg>.

## Authentic Babylonian Foods

We included a cooking segment in this chapter to encourage students to learn how to cook while also learning about the cuisine of people in ancient times. Guide your students to research and find the ingredients from the description in the workbook and cook an "authentic" recipe.

Here is the link to the Yale team article and video: Connolly, Bess. 2018. "What Did Ancient Babylonians Eat? A Yale-Harvard Team Tested Their Recipes." YaleNews. June 14, 2018. <https://news.yale.edu/2018/06/14/what-did-ancient-babylonians-eat-yale-harvard-team-tested-their-recipes>.

Link to the Yale version of the lamb stew:

Barjamovic, Gojko and Nashrallah, Nawal. n.d. "Babylonian Cooking | Babylonian Collection." Babylonian-Collection.yale.edu. n.d. <https://babylonian-collection.yale.edu/babylonian-cooking>.

**Note:** the Yale recipe calls for beer but ginger ale, cola or root beer can be substituted.

## Akitu Festival

Did you know the 12 day Akitu Festival is still celebrated today?

This is a helpful link that breaks the celebrations down by day.

"What Did Our Ancestors Do during the Akitu Festival?" n.d. SBS Assyrian.

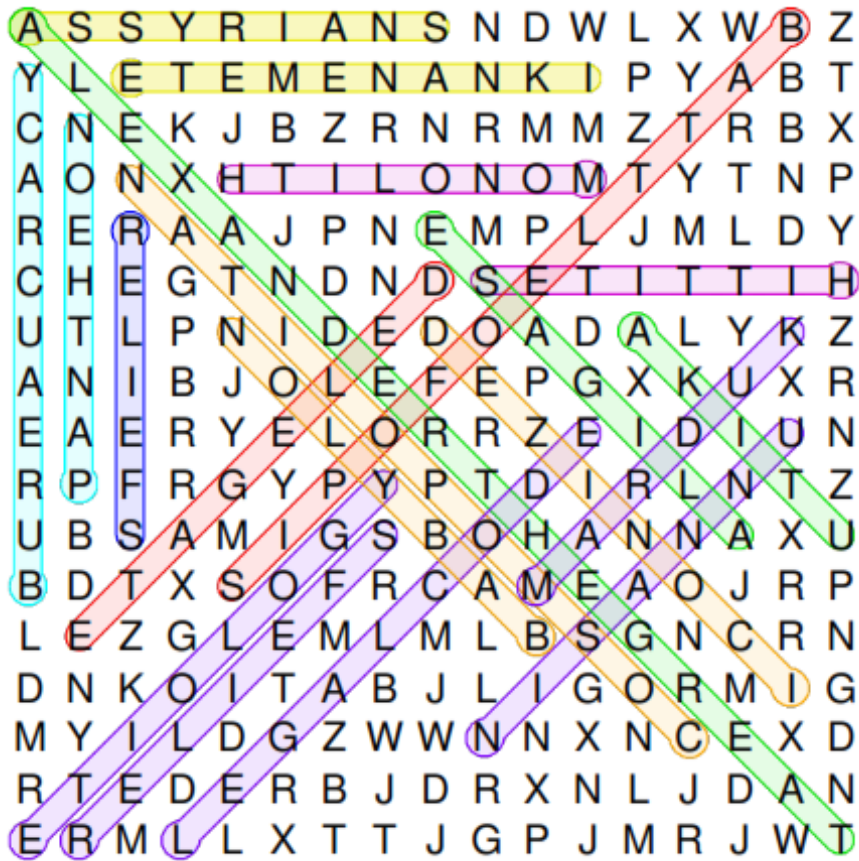
<https://www.sbs.com.au/language/assyrian/en/podcast-episode/what-did-our-ancestors-do-during-the-akitu-festival/xwt4vwdac>

## The Code of Hammurabi

This exercise aims to show students the importance and impact of the Code of Hammurabi which was the first of a series of codified laws in Babylon. Below are two examples of modern-day statutes for students to view. The first statute is from the United States statute, and the second is an international statute.

- U.S. Statute: <https://codes.findlaw.com/us/title-18-crimes-and-criminal-procedure/18-usc-sect-111.html>
- International Statute: <https://www.icj-cij.org/en/statute>

## Word Search



## Word Match

1. Babylon 13 the proper name for the ziggurat
2. etiology 11 took Babylon during the Battle of Opis
3. relief 2 a narrative designed to explain the source or cause of something
4. pantheon 15 to give part of your work, power or authority to somebody in a lower position than you
5. Marduk 4 the ensemble of a culture's religious figures
6. icon 3 a form of sculpture where the design is raised from a usually flat background
7. legal code 8 containing people of different types or from different countries, and influenced by their culture

8	Cosmopolitan	<u>14</u>	Marduk's annual festival to ring in the new year
9	Monolith	<u>16</u>	sacked Babylon in 1595 BCE
10	Bureaucracy	<u>20</u>	a glazing technique
11	Cyrus the Great	<u>10</u>	a government or organization's system of rules and ways of doing things
12	Esagila	<u>18</u>	March or April in Babylon
13	Etemenanki	<u>12</u>	the temple where Marduk's statue stood
14	Akitu	<u>1</u>	means Gate of God or Gate of the gods
15	Delegate	<u>19</u>	poem tells how Marduk defeated chaos to bring the earth into existence and order
16	Hittites	<u>17</u>	Hammurabi destroyed this city-state
17	Mari	<u>7</u>	a collection of rules that include punishments for non-compliance
18	Nisannu	<u>6</u>	a person or thing that is revered or idolized
19	Enuma Elish	<u>5</u>	the chief god of the Babylonians
20	Faience	<u>9</u>	an obelisk, column, large statue, etc., formed of a single block of stone

## Copywork

### Pronouns

Pronouns are words that replace nouns; for example: I, you, he, she, it, we, they.

At one point, there were three layers of walls surrounding the city. Since Babylon straddled the Euphrates, the river would have passed directly under the walls and out the other side. Many visitors to Babylon, including **our** friend Herodotus, wrote about these walls, and each **one** measured **them** very differently. **We** don't know exactly how tall or wide **they** were or how many miles **they** ran around the city. However, **we** do know that **they** had an impact on just about **everyone who** saw **them**. One account says the walls were 22 feet thick with a 10-foot wide passage between each layer. Another description puts **them** at more like 33 feet wide and 66 feet tall, with towers at different points even taller. Herodotus goes even further, saying **they** were 80 feet

thick and 320 feet high. Good ol' Herodotus. Just enough facts to make **you** think **it** may be true and just enough hyperbole to make **you** wonder if **it's** not. **His** account is thought to be an exaggeration. Still, **many** agree that **you** could drive a chariot with four horses along the top and even turn around!

## Babel Budget

This exercise aims to teach students basic budgeting skills using the 50/30/20 rule. The total cash in = the total cash out. It also teaches children how to take what appears to be a large problem and break it down into easy individual steps.

(This is a multi-page problem) You run a Babylonian household. Your job is to manage the money that comes in and out of the home by following your budget. A budget is a document you create to manage your money by listing how much you earn and how you will spend your earnings. You understand the importance of savings and investment, so you allocate your earnings with 50% going to necessary expenses (things you need), 30% to extra expenses (things you like), and 20% to investments and savings for your future. As a builder, you bring home 15,000 gold coins each month for designing great walls and Ishtar gates.

These are the cash transactions that occur each month. Calculate and place the correct amounts in the budget worksheet.

### **Total Cash In 15,000**

#### **Necessary expenses (50% of total cash in):**

a. Calculate necessary expenses and enter on line **1**

**Total cash in x .50 = necessary expenses**

$$15,000.00 \times .50 = 7,500.00$$

Mortgage: 30% of necessary expenses (given) = 2,250.00

b. Calculate food & household expenses (= mortgage) and enter on line **2**

**Mortgage = food and household expenses**

$$= 2,250.00$$

c. Calculate clothes & personal care (1/2 of mortgage) and enter on line **3**

**Mortgage  $\div$  2 = clothes & personal care**

$$2,250.00 \div 2 = 1,125.00$$

d. Calculate insurance (8% of necessary expenses) and enter on line **4**

**Necessary expenses x .08 = insurance**

$$7,500.00 \times .08 = 600.00$$

e. Calculate transportation (=clothes & personal care) and enter on line **5**  
Transportation = clothes and personal care  
= 1,125.00

f. Calculate education (25% of insurance) and enter on line **6**  
Insurance x .25 = education  
600.00 x .25 = 150.00

### **Extra Expenses (30% of total cash in)**

g. Calculate extra expenses (30% of total cash in) and enter on line **7**  
Total cash in x .30 = extra expenses  
15,000.00 x .30 = 4,500.00

h. Calculate restaurants & entertainment (50% of extra expenses) and enter on line **8**  
Extra expenses x .50 = restaurants & entertainment  
4,500.00 x .50 = 2,250.00

i. Calculate Vacations (1/4 extra expenses) and enter on line **9**  
Extra expenses ÷ 4 = vacations  
4,500.00 ÷ 4 = 1,125.00

j. Calculate gifts and donations (25% of extra expenses) and enter on line **10**  
Extra expenses x .25 = gifts  
4,500.00 x .25 = 1,125.00

### **Investments & Savings (20% of total cash in)**

k. Calculate investments & savings (20% of total cash in) and enter on line **11**  
Total cash in x .20 = investments & savings  
15,000.00 x .20 = 3,000.00

l. Calculate investments (50% investments & savings) and enter on lines **12**  
Investments & savings x .50 = investments  
3,000.00 x .5 = 1,500.00

m. Calculate savings (1/2 investments and savings) and enter on lines **13**  
Investments & savings ÷ 2 = savings  
3,000 ÷ 2 = 1,500.00

### **Total Cash Out**

n. Calculate total cash out (sum of all expenses) and enter on line **14**  
Necessary expenses + extra expenses + investments and savings = total cash out  
7,500.00 + 4,500.00 + 3,000.00 = 15,000.00

**ANSWER TABLE:**

	%		Cash	Total
<b>TOTAL CASH IN</b>				15,000.00
	%		Cash	Total
<b>Necessary expenses (50% of Total Cash In):</b>	100%		<b>1</b>	<b>7,500.00</b>
Mortgage = 30% necessary expenses	30%		2,250.00	
Food and household = mortgage	30%	<b>2</b>	<b>2,250.00</b>	
Clothes & personal care = 1/2 of mortgage	15%	<b>3</b>	<b>1,125.00</b>	
Insurance = 8% necessary expense	8%	<b>4</b>	<b>600.00</b>	
Transportation = clothes and personal care	15%	<b>5</b>	<b>1,125.00</b>	
Education = 25% insurance	2%	<b>6</b>	<b>150.00</b>	
<b>Extra Expenses (30% of Total Cash In)</b>	100%		<b>7</b>	<b>4,500.00</b>
Restaurants & entertainment = 50% extra expenses	50%	<b>8</b>	<b>2,250.00</b>	
Vacations = 1/4 extra expenses	25%	<b>9</b>	<b>1,125.00</b>	
Gifts & donations = 25% extra expenses	25%	<b>10</b>	<b>1,125.00</b>	
<b>Investments &amp; Savings (20% of Total Cash In)</b>	100%		<b>11</b>	<b>3,000.00</b>
Investments = 50%	50%	<b>12</b>	<b>1,500.00</b>	
Savings = 1/2	50%	<b>13</b>	<b>1,500.00</b>	
<b>TOTAL CASH OUT</b>			<b>14</b>	<b>15,000.00</b>
<i>Necessary Expenses + Extra Expenses + Investments &amp; Savings</i>				

## Chapter 3 Quiz

1. How did the Babylonians come to exist? **Founded by Akkadian-speaking people in what is now Iraq.**
2. What made the Babylonians unique? **Known throughout the ancient world as a great center of culture and learning. At its height was the largest city in the world (except in the Bible).**



3. What type of building projects were they known for? The Ishtar Gate, the Processional Way, the ziggurat for Marduk (possibly the Tower of Babel).
4. What contributions did the Babylonians leave for future civilizations? They pioneered math and astronomy advancements, giving us our 12-month year, 24-hour day, and 60-minute hour. King Hammurabi established his code of laws that are subject to our laws today - crime and punishment and the tenet that evidence should be required to prove guilt.
5. What happened to the Babylonians in the end? After years of capture and occupation, Babylon fell to the Persian king, Cyrus the Great.

# CHAPTER 4 - Egyptian Civilizations

**Date:** \_\_\_\_\_

## **Time to complete:**

- 1.5-2.0 hours for reading time and taking notes.
- 2.5 hours to complete activities depending on how many you choose to complete, and the type of activity chosen.

## **Teacher Notes:**

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## **What We'll Cover:**

1. Egypt's location in Africa and the importance of the Nile River.
2. The Egyptian religion, the worship of gods, and the afterlife.
3. The Great Pyramid at Giza and the Lighthouse at Alexandria.
4. Egyptian hieroglyphic writing.

## **Chapter 4 Lessons:**

- WEEK EIGHTEEN – Lesson 1: The Rise of Egypt
  - Religion
    - Chaos Versus Order
    - The Creation Story
    - The Soul and Afterlife
    - Egyptian Funeral Practices

- The Hall of Truth and Judgment
  - Government and Administration
    - Pharaoh or King?
    - Viziers and Nomarchs
  - Innovations and Achievements
    - Hieroglyphics
  - Art and Architecture
    - The Pyramids and Sphinx at Giza
    - The Lighthouse at Alexandria
  - Workbook Activities Recommended:
    - *A Pyramid Tomb Floor Plan*, page 84
    - *Writing Egyptian Hieroglyphics*, page 88
- WEEK NINETEEN – Lesson 2: Class Structure
  - Workbook Activities Recommended:
    - *Video of Egypt for Kids*, page 86
    - *Making Egyptian Paper*, page 87
- WEEK TWENTY – Lesson 3: Everyday Life
  - Workbook Activities Recommended:
    - *Piles of Pyramids*, page 90
    - *Crossword Puzzles*, page 91

### **Evaluation Component:**

- Have your students test what they have learned and take the Chapter Quiz in the workbook.
- The answers to the quiz questions are provided at the end of this chapter.

### **Additional Reading Recommendations for Further Enrichment:**

- *Pharaoh's Boat* by David Weitzman
- *Mummies Made in Egypt* by Alike

### **Answer Key & Project Instructions:**

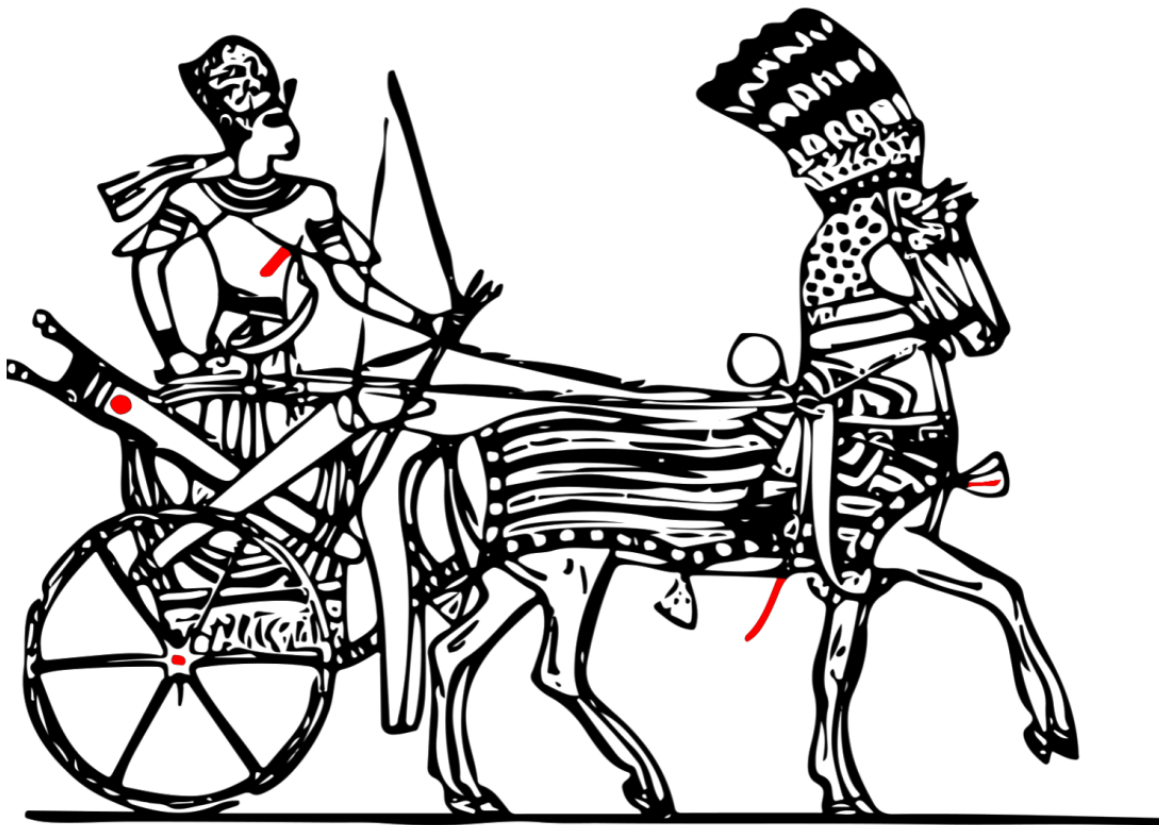
## Triangles

This exercise aims to show students that Pyramid shapes are common around the world. Take your students out on a field trip to their local neighborhood and find examples of Pyramid shapes or triangles. Students will not likely find scalene and obtuse triangles in architecture due to their uneven distribution in weight. These sites have fun and odd triangular structures:

These sites have fun and odd triangular structures:

- May, Lindsey. 2019. “Architectural Drawings: 8 Triangular Projects That Embrace Their Awkward Sites - Architizer Journal.” April 23, 2019.  
<https://architizer.com/blog/inspiration/collections/triangle-site/>.
- Hughes, Dana Tomić. 2014. “Totally Terrific Triangles in Architecture & Interiors.” Yellowtrace. August 21, 2014.  
<https://www.yellowtrace.com.au/triangles-in-architecture/>.

What’s different?



## Video of Egypt for Kids

Here are the two websites for viewing the videos on Egypt:

- Crunch. 2021. “10 Egyptian Artifacts That BLEW Archaeologists Minds.” YouTube. September 26, 2021.  
<https://www.youtube.com/watch?v=b5HHS1kVy8>.
- National Geographic. 2020. “Tutankhamun’s Treasures (Full Episode) | Lost Treasures of Egypt.” YouTube. December 23, 2020.  
<https://www.youtube.com/watch?v=-obKX-mqjXQ>.

## Making Egyptian Paper

The purpose of this project is to make Egyptian papyrus from brown paper bags.

### Materials:

- Three brown paper bags (lunch bags)
- Paper plates or bowls
- Paper Towels
- Aluminum Foil
- Wax Paper
- Rolling Pin
- Scissors
- Water
- Glue Elmer's Glue or Adhesive

### Instructions:

1. Mix together in a paper plate or bowl 1/4 cup of water and 1/4 cup of glue.
2. Taking the paper bags and scissors, cut the bags into one-inch strips.
3. Lay out wax paper and tape the corners to hold them in place.
4. Take a brown paper bag strip and dip it in the glue, completely immersing the strip. Using your fingers, slide any excess glue back into the bowl so it doesn't drip.
5. Place the strip on the wax paper laying it vertically.
6. Repeat step #4 but lay the second strip horizontally on the bottom or top end of the previous strip. Now alternate the strips in a weave pattern to form the size of paper to preference.
7. Once all of the strips are laid out, take a paper towel(s) and lay it on top of the strips. Then do the same with the aluminum foil placing it over the paper towel. The paper towels and aluminum foil should be larger than the strips of paper.
8. Take a rolling pin and roll over the foil several times, smoothing the edges and corners.
9. Remove the aluminum foil carefully so the corners don't come up with the foil. Then remove the paper towel. If you can remove the wax paper, remove it. Otherwise you will leave it on and just cut around it.
10. Let the paper dry overnight.
11. Now your paper is ready to use!

## Writing Egyptian Hieroglyphics

This exercise aims to teach students more about early writing in Egypt. The following site provides examples of Hieroglyphics, Hieratic, and Demotic writing.

"Ancient Egyptian Scripts (Hieroglyphs, Hieratic and Demotic)." 2019. Omniglot.com. 2019. <https://omniglot.com/writing/egyptian.htm>.

## Piles of Pyramids

This exercise aims to teach students how to calculate the price, the cost, and the profit for a product using lay terms. It also teaches children how to take what appears to be a large problem and break it down into easy individual steps. See *Word Problem Steps* in the Introduction.

You are an Egyptian living in the time of the pyramids and own a business. Your company builds pyramids to sell to your customers. The cost to make each stone is 1.50 gold coins in materials and labor. You need to pay each of your workers 5 gold coins per day to build the pyramid. Each pyramid will have 2346 stones and requires a crew of ten workers and 30 working days to complete. You can sell the pyramids for 42% more than it costs to make them.

**Q1. What is your cost to make each pyramid?** Show your work below.

(Cost to make each stone x the number of stones) + (the daily price per person X the number of people working each day X the number of days to complete one pyramid) = cost for each pyramid

(Hint: Remember, multiply *BEFORE* you add!)

**ANSWER:**  $(1.50 \times 2346) + (5 \times 10 \times 30)$

$3,519.00 + 1,500.00 = 5,019.00$  total cost

**Q2. What is the price you will charge for each pyramid?**

Total cost X 1.42 = price for each pyramid

**ANSWER:**  $5,019 \times 1.42 = 7,126.98$  price

**Q3. How much money will you make on each pyramid?**

Price - cost = money you make on each pyramid (also the money you make for one crew)

**ANSWER:**  $7,126.98 - 5,019 = 2,107.98$  money you make per pyramid/crew

**Q4. If you have five crews of laborers working and you sell all of the pyramids you make, how much money would you make in 30 working days?**

Money you make for one crew x 5 = money you would make in 30 days

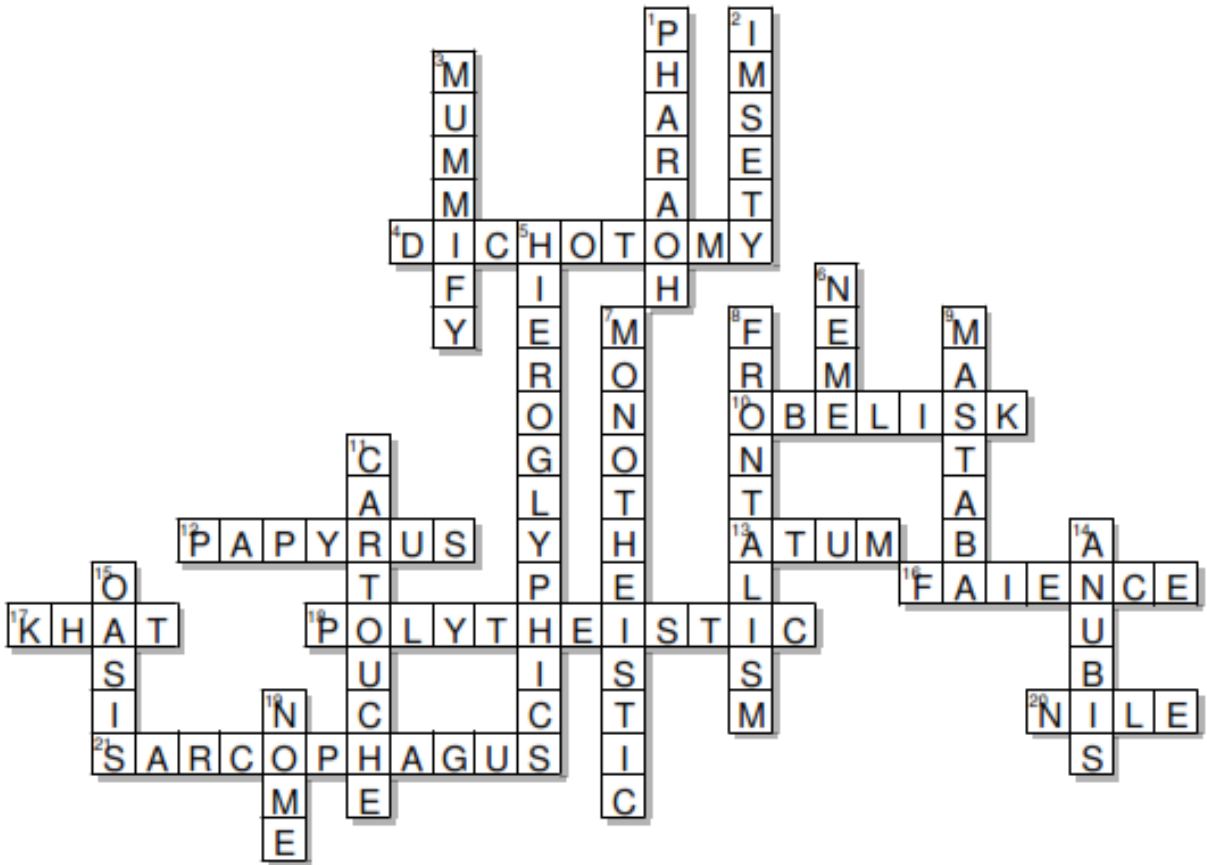
**ANSWER:**  $2,107.98$  money per crew x 5 crews =  $10,539.90$  total money you make

**Q5. How many crews would you need to work for 30 days to make 35,835.66?**

Total money to make  $\div$  money per crew = number of crews needed

**ANSWER:**  $35,835.66$  total money  $\div$   $2,107.98$  money per crew = 17 crews

## Crossword Puzzle



## Chapter 4 Quiz

1. How did the Egyptians come to exist? **Egyptian civilization began as a collection of independent city-states along the Nile River that were eventually unified into a kingdom.**
2. What made the Egyptians unique?
  - a. **The pyramids**
  - b. **The Nile River was the center of life, culture, and religion for the Egyptians. They depended on its annual flooding cycle to raise food and provide transportation and everything else they needed.**
  - c. **The Egyptian religion was based on the concept of chaos versus order. Order was called *ma 'at*, worshiped as a goddess, and was the Egyptians' main guiding virtue.**

- d. The Egyptians worshiped a pantheon of gods and goddesses. Chief among these were various forms of the sun god, Ra (or Amun), and Osiris, the god of the underworld.
  - e. The afterlife was extremely important to the Egyptians, inspiring funeral practices such as mummification and building tombs and pyramids filled with grave goods.
  - f. Hieroglyphics
  - g. A style all of their own, from hair to makeup
  - h. The Egyptians were also improvers. They knew how to take the best things from the civilizations around them and make them better or retrofit them for their own uses.
3. What contributions did the Egyptians leave for future civilizations?
- a. One of Egypt's best-known cultural contributions was hieroglyphic writing, a combination of logograms, phonograms, and ideograms.
  - b. The Egyptians improved the wheel.
  - c. They perfected the art of glazing tiles in beautiful colors, called faience, which they used on everything from game boards to Shabti dolls.
  - d. They improved Mesopotamian agricultural and irrigation techniques.
  - e. They improved the beer-making process.
  - f. They figured out how to use ramps and levers, geometry, and even knowledge of astronomy.
  - g. They were skilled for their time in medicine and dentistry.
  - h. They invented many sports and games.
  - i. They were the first to use a 365-day calendar.



# CHAPTER 5 - Egyptian Time Periods

**Date:** \_\_\_\_\_

## **Time to complete:**

- 1.5-2.0 hours for reading time and taking notes.
- 2.5 hours to complete activities depending on how many you choose to complete, and the type of activity chosen.

## **Teacher Notes:**

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## **What We'll Cover:**

1. The Old, Middle, and New Kingdoms of Egypt.
2. Egypt's Golden Age.
3. The Egyptian form of government and dynasties.
4. Egypt's culture and religion.

## **Chapter 5 Lessons:**

- WEEK TWENTY-ONE – Lesson 1: The Predynastic Period – c. 5000–3100 BCE
  - Workbook Activities Recommended:
    - *Hatshepsut*, page 98
- WEEK TWENTY-TWO – Lesson 2: The Early Dynastic Period – c. 3100–2686 BCE
  - The First Dynasty

- The Second Dynasty
- Workbook Activities Recommended:
  - *Frontalism*, page 99
- WEEK TWENTY-THREE – Lesson 3: The Old Kingdom – c. 2686–2181 BCE
  - The Third Dynasty
  - The Fourth Dynasty
  - The Fifth Dynasty
- The Sixth Dynasty
  - Workbook Activities Recommended:
    - *Egyptian Food*, page 100
- WEEK TWENTY-FOUR – Lesson 4: The First Intermediate Period – c. 2181–2055 BCE
  - The Seventh and Eighth Dynasties
- The Ninth and Tenth Dynasties
  - Workbook Activities Recommended:
    - *Curses on Tombs*, page 101
- WEEK TWENTY-FIVE – Lesson 5: The Middle Kingdom – c. 2055–1786 BCE
  - The Eleventh Dynasty
  - The Twelfth Dynasty
- The Thirteenth Dynasty
  - Workbook Activities Recommended:
    - *King Tut Time Game*, page 102
- WEEK TWENTY-SIX – Lesson 6: The Second Intermediate Period – c. 1786–1567 BCE
  - The Fourteenth through Sixteenth Dynasties
- The Seventeenth Dynasty
  - Workbook Activities Recommended:
    - *Mummified Apples*, page 103
- WEEK TWENTY-SEVEN – Lesson 7: The New Kingdom – c. 1567–1085 BCE
  - The Eighteenth Dynasty
  - The Nineteenth Dynasty
  - The Twentieth Dynasty
- Rule by the High Priests
  - Workbook Activities Recommended:
    - *Egyptian Numbers*, page 104
- WEEK TWENTY-EIGHT – Lesson 8: The Third Intermediate Period – c. 1085–664 BCE
- The Twenty-First through Twenty-Fifth Dynasties
  - Workbook Activities Recommended:
    - *Copywork*, page 106
- WEEK TWENTY-NINE – Lesson 9: The Late Period – c. 664–332 BCE
- The Twenty-Sixth through Thirtieth Dynasties
  - Workbook Activities Recommended:
    - *Word Scramble*, page 108
- WEEK THIRTY – Lesson 10: Decline and Fall
  - Greek Egypt

- Roman Egypt
- The Final Take-Over
  - Workbook Activities Recommended:
    - *Scrapbook*, page 110

### **Evaluation Component:**

- Have your students test what they have learned and take the Chapter Quiz in the workbook.
- The answers to the quiz questions are provided at the end of this chapter.

### **Additional Reading Recommendations for Further Enrichment:**

- *How the Amazon Queen Fought the Prince of Egypt* by Tamara Bower
- *Seeker of Knowledge: The Man Who Deciphered Egyptian Hieroglyphs* by James Rumford

### **Answer Key & Project Instructions:**

#### Hatshepsut

The purpose of this exercise is to have students watch the video about Queen Hatshepsut and learn more about female rulers and leadership in ancient times. Here is the link to that video:

- History.com Editors. 2022. “Hatshepsut.” A&E Television Networks. Updated March 2, 2022, Original December 16, 2009.  
<https://www.history.com/topics/ancient-history/hatshepsut>.

#### Frontalism

The purpose of this exercise is to create Egyptian art using the frontalism technique the ancient Egyptians used. Here’s a link to a video that demonstrates the technique:

- Havens, Kat. 2013. “Educator How-To: Create Your Own Ancient Egyptian Art Using Frontalism.” HMNS Beyond Bones. May 31, 2013.  
<https://blog.hmns.org/2013/05/educator-how-to-create-your-own-ancient-egyptian-art-using-frontalism/>.

#### Egyptian Food

Here are some links to several Egyptian food recipes to aid in students' cooking lesson:

- Hill, Jenny. 2016. "Recipes | Ancient Egypt Online." 2016. Ancientegyptonline.co.uk. 2016.  
<https://ancientegyptonline.co.uk/recipes/>.
- Eng, Jess. 2020. "Recreate the Ancient Egyptian Recipes Painted on Tomb Walls." Atlas Obscura. August 21, 2020.  
<https://www.atlasobscura.com/articles/ancient-egyptian-recipes>.
- Fayed, Saad. 2020. "Ancient Egyptian Foods and Recipes" The Spruce Eats. August 6, 2020.  
<https://www.thespruceeats.com/egyptian-foods-and-recipes-2355718>.
- "Ancient Egyptian Recipes." 2022. Ancient-Egypt-Online. October 18, 2022.  
<https://www.ancient-egypt-online.com/ancient-egyptian-recipes.html>.
- "Ancient Egyptian Foods and Easy Egyptian Recipes." n.d. Destination Healthy Foods. 2009 - 2022  
<https://www.destination-healthy-foods.com/Egyptian-Foods.html>.

## Curses on Tombs

This exercise encourages students to explore whether curses on Egyptian tombs were real. Guide your students to view this site:

- Potter, Dr. Dan. "Ancient Egyptian Tomb Warnings, Curses and Ghosts." 2017. National Museums Scotland Blog. June 23, 2017.  
<https://blog.nms.ac.uk/2017/06/23/ancient-egyptian-tomb-warnings-curses-and-ghosts/>.

## Mummified Apples

This exercise aims to show how the mummification process was done in ancient Egyptian times. **DO NOT EAT THE APPLES OR MUMMIFICATION INGREDIENTS.**

### Materials:

- 4 Apples (for faces)  
OR 1 apple cut into 8 slices
- Salt
- Epsom Salt
- Baking Soda
- Measuring cup
- Knife
- Carving Tool (for faces)

- 8 Resealing plastic bags
- Marker
- Container to store the apples

### Instructions:

1. Mark/Write the 8 reseal plastic bags as follows:
  - a) Control
  - b) Table Salt
  - c) Epsom Salt
  - d) Baking Soda
  - e)  $\frac{1}{2}$  each Table Salt/Epsom Salt
  - f)  $\frac{1}{2}$  each Table Salt/Baking Soda
  - g)  $\frac{1}{2}$  each Epsom Salt/Baking Soda
  - h) Equal parts Salt/Epsom Salt/Baking Soda
2. Fill each bag with the contents according to their labels.
3. Slice each apple in half or slice one apple into 8 slices.
4. If making faces, use the carving knife to make faces into the skin side of the apple half, not the cut side of the apple half. Add some additional holes on the back if you like. Try to keep to the same number of wholes per apple half.
5. Weigh each apple piece. As each piece is weighed, write the weight of the piece on one bag and put the piece into that bag after it's weighed.
6. Seal each bag.
7. Move the apples around in the mixture and make sure to pack the mixture into the holes as best possible and keep them covered in the mixture. For apple slices just make sure the slices are covered on all sides.
8. Mark the container you are going to store the apples in with the words **DO NOT EAT** in very large letters.
9. Store the container in a cool, dark place.
10. Check the apples every few days. Have students take notes in their Journal or Workbook noting:
  - a) Appearance - do they look smaller?
  - b) Appearance - has their color changed?
  - c) Smell - is there an odor?
  - d) Weight - has their weight changed?
11. The apples should be done within 1 -2 weeks

## Egyptian Numbers

1. What is the following number?



1,021,229 (1,000,000 + 10,000 + 10,000 + 1,000 + 100 + 100 + 10 + 10 + 9)

2. Write the symbols for the numbers below

1,015  
(1000 + 10 + 5)



12,424  
(10,000 + 1,000 + 1,000 + 100 + 100 + 100 + 100 + 10 + 10 + 4)



1,220,103  
(1,000,000 + 100,000 + 100,000 + 10,000 + 10,000 + 100 + 3)



## Copywork

### Nouns and Proper Nouns

Nouns are words for people, places, or things. Proper nouns are the specific names given to nouns. Noun: girl Proper Noun: Jenny

Before we get to 5000 BCE, let's rewind even further to about 15,000 **years** ago. This is around the beginning of the **Mesolithic Period** and just after the last **ice age**. At this time, **nomads** hunted and gathered **food** and **supplies** in the **area** that would later be known as **Egypt**. To the **west**, the **region** that is now the **Sahara Desert** was a **savannah**. Here, **people** lived a more settled **lifestyle**, grazing their **herds** on the open **grasslands**. But around 5000 BCE, a climate **shift** caused the **Sahara region** to dry out very quickly. So these **people** moved **east** to the **Nile River Valley**, where they formed a different way of **life**, becoming **farmers** instead of **herders**.

## Word Scramble

1	DSTERE	<u>desert</u>
2	NNIUBA	<u>nubian</u>
3	EPTYG	<u>egypt</u>
4	CTASDIYN	<u>dynastic</u>
5	ENMSE	<u>menes</u>
6	HAASRA	<u>sahara</u>
7	MSPIMHE	<u>memphis</u>
8	TMABAAS	<u>mastaba</u>
9	DNIKOMG	<u>kingdom</u>
10	IEDEIDF	<u>deified</u>
11	MPIYDAR	<u>pyramid</u>
12	EXTT	<u>text</u>
13	NYRAACH	<u>anarchy</u>
14	LEEDAIIZD	<u>idealized</u>
15	RISELAM	<u>realism</u>
16	RETLCUU	<u>culture</u>
17	EHEYRS	<u>heresy</u>
18	TTRYEA	<u>treaty</u>
19	LSSAAV	<u>vassal</u>
20	PHHOARA	<u>pharaoh</u>

## Chapter 5 Quiz

1. Why were people living in the grasslands of the Sahara Desert forced to change from herders to farmers and move to the Nile River around 5000 BCE? **A climate**

shift caused the Sahara region to dry out very quickly, and the fertile grasslands became desert.

2. What is a pschent? **It was a double crown worn by the rulers of Egypt to show their dominion over the entire land.**
3. Who was the first official king of a unified Upper and Lower Egypt? **King Menes (King Narmer would also be correct).**
4. Who was the first female ruler of Egypt? **Menes's queen, Neithhotep, might have been Egypt's first female ruler, taking over for a time after his death.**
5. Where was Egypt's first capital located? **Memphis**
6. What was Egypt's first significant period of prosperity, and how did they refer to it? **The Old Kingdom; Egypt's Golden Age and the Age of the Pyramids.**
7. Which Egyptian ruler was deified and worshipped by the Egyptians as the god of medicine? **Imhotep**
8. How many pyramids did Sneferu build in the cities of Meidum and Dahshur? **3**
9. Who was the first female pharaoh to rule with all of the authority of a male pharaoh? **Hatshepsut**
10. Who was known for her great beauty and the loving family she shared with King Akenaten? **Queen Nefertiti**
11. King Tut is recognized around the world for what? **His famous gold death mask with which we associate all Egyptian pharaohs.**
12. Why was Ramesses II given the nickname, Ramses the Great? **His extra-long reign of ruling in Egypt and his many building projects.**
13. What was the significance of the Battle of Kadesh between the Egyptians and the Hittites? **It gave us the world's first documented peace treaty.**
14. After Alexander the Great's death, what happened to the land he had conquered, particularly Egypt? **Alexander's vast empire was divided between four of his generals, and Ptolemy took the Egyptian portion beginning the Ptolemaic Dynasty in Egypt.**
15. Who was the last ruler of Egypt? **Cleopatra VII**



16. What happened to Egypt in the end?

- a. Alexander the Great conquered Egypt.
- b. Cleopatra VII was the last pharaoh of Egypt. Though she was of Greek descent, she tried to rule the Egyptian people wisely. Her reign ended when the Roman Empire took over their Egyptian territory.
- c. Egypt's culture and religion withstood lengthy rules by both Greek and Roman civilizations. They were eventually conquered by the Arabs and assimilated into Muslim culture.



- When did they live?
- How did they rise?
- What were they about?
  - Art
  - Religion
  - Palaces
- Why did they fall?
  - Workbook Activities Recommended:
    - *The Minoans*, page 119
    - *The Minoan Double Axe*, page 128
- WEEK THIRTY-TWO – Lesson 2: The Mycenaeans
  - Who were they?
  - Where did they live?
  - When did they live?
  - How did they rise?
  - What were they about?
    - Pre-Greek Religion
    - Architectural Advancements
    - Grave Circles and Shaft Tombs
- Why did they fall?
  - Workbook Activities Recommended:
    - *The Mycenaeans*, page 121
- WEEK THIRTY-THREE – Lesson 3: The Phoenicians
  - Who were they?
  - Where did they live?
  - When did they live?
  - How did they rise?
  - What were they about?
    - The Alphabet
    - Purple Dye
    - Trading
- Why did they fall?
  - Workbook Activities Recommended:
    - *The Phoenicians*, page 123
    - *“Tyrian” Purple Tie Dye*, page 125

### **Evaluation Component:**

- Have your students test what they have learned and take the Chapter Quiz in the workbook.
- The answers to the quiz questions are provided at the end of this chapter.

## Additional Reading Recommendations for Further Enrichment:

- *The Usborne Encyclopedia of World Religions* by Susan Meredith
- *The Wanderings of Odysseus* by Rosemary Sutcliff

## Answer Key & Project Instructions:

### Authentic Mediterranean Recipes

In this cooking segment, there are many areas of the Mediterranean with different cuisine options that you can use to guide your students. Instruct and have them research and find authentic recipes to cook. Here are some of our favorites:

- Christodoulou, Maria. 2021. "Traditional Mediterranean Recipes: Ancient Favorites from Greece, Rome, and Egypt." Herbal Academy. March 8, 2021. <https://theherbalacademy.com/traditional-mediterranean-recipes/>.
- Reis, Andi. 2021. "Try the Galaktoboureko!" Cooking Chew. November 2, 2021. <https://cookingchew.com/greek-desserts.html>.
- Zikos, George. 2022. "21 Authentic Mediterranean Food Recipes." Mediterranean Living. August 31, 2022. <https://www.mediterraneanliving.com/21-authentic-mediterranean-food-recipes/>
- cookingguide. 2014. "Ancient Greek Baklava Recipe: Mediterranean & Other World Recipes." YouTube. July 28, 2014. [https://www.youtube.com/watch?v=\\_80sUVsL6tY](https://www.youtube.com/watch?v=_80sUVsL6tY).

### The Minoans

1. How did the Minoans come to exist? **Between 7000 to 6000 BCE, a dark-haired group of people arrived on the island of Crete from Asia Minor becoming a small but influential Mediterranean people.**
2. What made the Minoans unique?
  - a. **Living on an island made them expert sea-goers and tradesmen.**

- b. Their legendary King Minos.
  - c. Minoan religion was matriarchal.
  - d. The Minoans had distinctive artistic styles that made their work recognizable throughout history. In addition to their works in metal and ivory and their signature double-headed ax, they were famous for their pottery, ceramics, stoneware, and frescoes.
  - e. Their pottery was admired for being quite thin and delicate. It came in a variety of motifs. The most popular was floral or marine. Marine animals were, not surprisingly, a favorite subject of Minoan artists, and their vases depicting octopi were exceptionally striking.
  - f. The Minoans also manufactured amphorae to store olive oil, wine, and other foods
  - g. Their frescoes depicting action and sports.
  - h. They used a written language called Linear A, which had never been interpreted.
3. What contributions did the Minoans leave for future civilizations?
- a. The palace of King Minos at Knossos shows us the Minoans' art and architectural styles, including life-sized frescoes, bull and marine animal themes, and the double-headed ax. The palace is also the site of Greek mythology's legendary labyrinth and Minotaur.
  - b. They constructed large palace complexes, including buildings for administration, religious offerings, storehouses, and other activities of city life.
4. What happened to the Minoans in the end?
- a. The Minoans were taken down by a variety of causes such as natural disasters, invasion by the Mycenaeans, and land overuse and deforestation.
  - b. Minoan cities were abandoned and sat silently for hundreds of years until the Greeks later colonized Crete.

## The Mycenaeans

1. How did the Mycenaeans come to exist?
- a. According to Greek legend, the city of Mycenae was founded by Perseus, son of the god Zeus, who commanded the one-eyed giants, Cyclopes, to build its walls with stones no human could lift.
  - b. The Mycenaeans rose to power on mainland Greece, borrowing and adapting much of their culture from the Minoans, especially their religion.
2. What made the Mycenaeans unique? The Mycenaeans built fortified settlements on hilltops, called citadels.

3. What contributions did the Mycenaeans leave for future civilizations? **The Mycenaeans' written language, Linear B (modified from Linear A), is the earliest form of written Greek, and their culture is considered the precursor to ancient Greek culture.**
4. What happened to the Mycenaeans in the end? **The Mycenaeans abandoned their citadels likely due to:**
  - a) natural disasters
  - b) climate change
  - c) internal divisions and class struggles
  - d) A breakdown in trade
  - e) Outside invaders like the Sea People and possibly the Dorians.

## The Phoenicians

1. How did the Phoenicians come to exist? **Several Phoenician city-states including, Canaan, Levant, Tyre, Sidon, Carthage and Byblos formed along the Mediterranean Sea. The city of Sidon was founded about 4000 BCE.**
2. What made the Phoenicians unique?
  - a. **The Phoenicians were famous for manufacturing ships, glass, and a very expensive purple dye called Tyrian purple.**
  - b. **The Phoenicians were a loose collection of city-states on the eastern Mediterranean who became master sea goers, established colonies as far away as north Africa, and dominated trade between other civilizations.**
3. What contributions did the Phoenicians leave for future civilizations? **Our alphabet**
4. What happened to the Phoenicians in the end? **Alexander the Great eventually conquered the original city-states of Phoenicia.**

## Tyrian Purple Tie Dye (sort of)

This activity is designed to teach students about the Phoenicians and Tyrian Purple. We thought this activity would be fun using permanent markers instead of dye. But, of course, dyes can be used instead. Since dyes can differ in measurements, we won't list dye instructions here; just follow the instructions that come with the dye you choose. The main difference between pen dying and dye dying is that the shirt must be damp when using dye.

### Materials:

- White toga (or white shirt) washed and dried
- Rubber bands
- Disposable gloves

- "Tyrian" purple permanent marker
- Other permanent color markers (optional)
- Rubbing alcohol
- Paper towel

### Directions:

1. Lay toga or shirt on a flat surface.
2. Grab the center and twist the fabric (for a spiral design). Keep twisting tightly until a small mound is formed. Another option is to crumple the fabric until the entire piece is completely crumpled together in a mound for a more abstract design.
3. Hold the toga or shirt in place with several rubber bands. Each rubber band will go in a different direction around the item until the piece is completely secure. The more rubber bands used and the tighter the mound is made, the more patterns will result.
4. Put on disposable gloves.
5. Color all the white parts of the shirt with the markers, using just your "Tyrian" purple or multiple colors. Make sure to get the color into all of the grooves.
6. Once colored, pour a generous amount of rubbing alcohol over the toga or shirt, front and back. The rubbing alcohol helps make the color(s) run and also makes them more vibrant.
7. Dab toga/shirt with a paper towel. This will help press the rubbing alcohol into the shirt.
8. Let the toga or shirt sit until the ink is dry.
9. Remove the rubber bands.
10. Now you're ready to show off your design!

**Note:** Tie "dying" shirts using markers takes longer than using dye. You may want the students to work on this over more than one session to avoid hand fatigue.

## The Minoan Double Axe

Have students watch the following video or do your own research to answer the questions below.

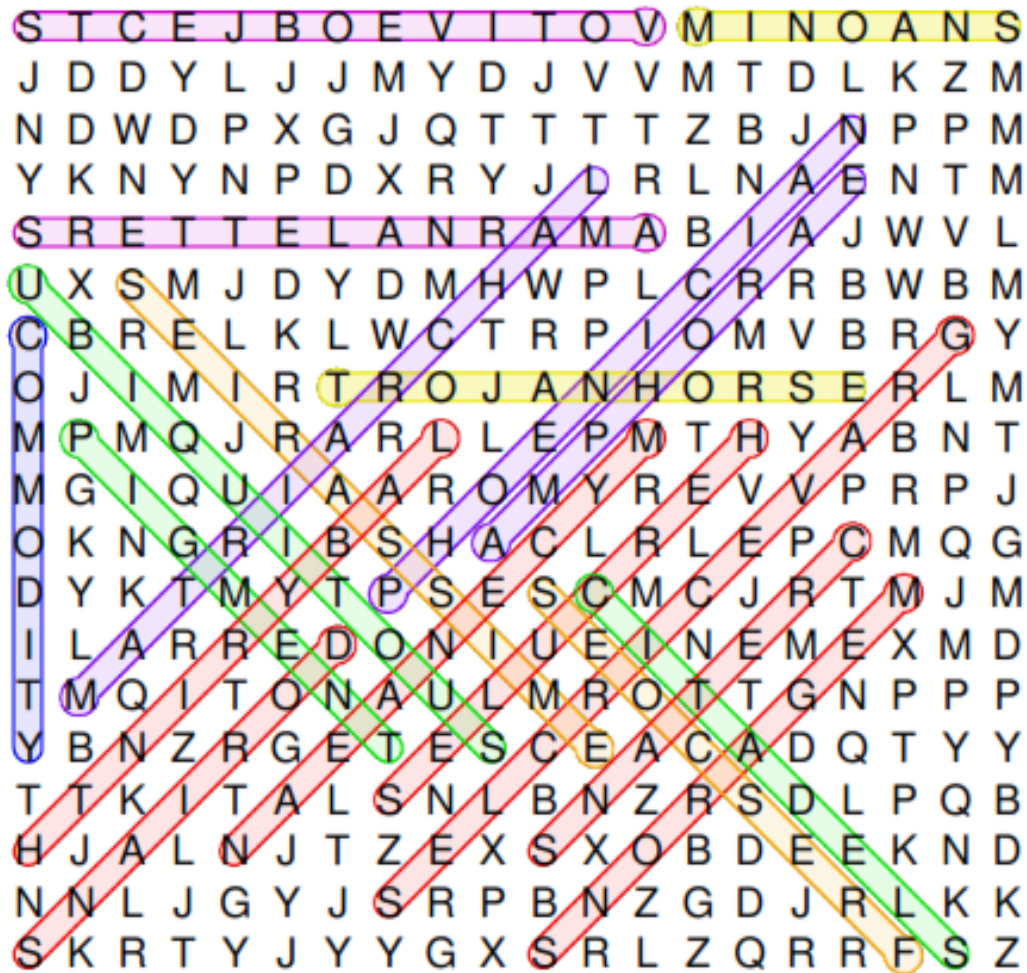
- Tiny Epics. 2020. "MINOAN Civilization | Double Axe." YouTube. May 23, 2020. [https://www.youtube.com/watch?v=T\\_xKQXZYA8A](https://www.youtube.com/watch?v=T_xKQXZYA8A).

Answers to the questions:

1. Double axes for everyday use were made of what material? **Bronze**
2. **Votive axes or votive objects** were used for religious ceremonies.
3. Some ceremonial axes were made of gold. True or False? **True**
4. **To conserve wealth** is one possible reason for using gold.

5. It is believed the double axe is the most sacred symbol of a solar goddess. True or False? **True**

## Word Search



## Chapter 6 Quiz

1. The King immortalized in Homer's epic poem, The Odyssey, was? **King Minos**
2. **Crete** is the name of the largest Greek Aegean Island.
3. The Minoans used a form of writing called **Linear A**.
4. The Mycenaeans modified the Minoan form of writing to create **Linear B**.
5. The Minoans had distinctive artistic styles and were famous for their **pottery, ceramics, stoneware, and frescoes**.



6. A tall pottery jar with two vertical handles used primarily to transport and store olive oil, wine, and other foods is called an **amphora**.
7. Whose religion was primarily led by women, worshipping goddesses who oversaw animals, crops, and the home? **Minoan**
8. The most famous palace on Crete was **Knossos**.
9. The island of Thera is now modern-day **Santorini**.
10. **Citadels** are Mycenaean-fortified cities and settlements.
11. The factors that caused the decline and collapse of the Mycenaeans include:
  - a) **Natural disasters**
  - b) **Climate change**
  - c) **Internal divisions and class struggles**
  - d) **A breakdown in trade**
12. The Mycenaeans created palace complexes around central courtyards called **megarons**.
13. The Mycenaeans are seen as the beginning of **Greek culture**.
14. The Mycenaeans constructed what kind of tombs at their burial sites? **Shaft**
15. The Mycenaeans were invaded and conquered by the **Dorians**.
16. **Phoenicians** were seafaring traders who dominated the Mediterranean, connecting the known world with their complex system of trading routes, and conducting their transit trade.
17. **Carthage** was the most influential colony in North Africa.
18. In 332 BCE, mainland Phoenicia was conquered by the Greeks, led by **Alexander the Great**.
19. **Phoenicians** created our modern-day alphabet.
20. Who ruled the Phoenicians after Alexander the Great? **The Macedonians and followed by the Romans**.

# CHAPTER 7 - The Greeks

**Date:** \_\_\_\_\_

## **Time to complete:**

- 2.0-2.5 hours for reading time and taking notes.
- 3.0 hours to complete activities depending on how many you choose to complete, and the type of activity chosen.

## **Teacher Notes:**

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## **What We'll Cover:**

1. The Greeks on the Mediterranean and the Aegean seas.
2. The Greek pantheon and acropolis.
3. The ancient Olympic Games.
4. The famous city-states of Sparta and Athens.
5. Greek contributions to western society.
6. The Greco-Persian War, The Peloponnesian War, and Roman conquerors.

## **Chapter 7 Lessons:**

- WEEK THIRTY-FOUR – Lesson 1: The Rise of Greece
  - Religion
    - The Greek Pantheon

- Oracles
  - The Olympics
  - Legacy
- Philosophy
  - Socrates
  - Plato
  - Aristotle
- Science and Technology
  - Archimedes
  - Pythagoras
- Government and Society
  - Athens
  - Sparta
- Art and Architecture
  - Literature and Theater
  - Pottery
  - Sculpture
  - Architectural Orders
    - Doric
    - Ionic
    - Corinthian
- Everyday Life
  - Workbook Activities Recommended:
    - *Greek Mythology*, page 136
    - *The Olympics*, page 138
- WEEK THIRTY-FIVE – Lesson 2: Grecian Time Periods
  - The Greek Dark Ages — c. 1200/1100–800 BCE
  - The Archaic Period — c. 800–480 BCE
  - The Classical Period — c. 480–323 BCE
- The Hellenistic Period — c. 323–31/30 BCE
  - Workbook Activities Recommended:
    - *Debate*, page 143
    - *Socrates*, page 145
- WEEK THIRTY-SIX – Lesson 3: Decline and Fall
  - Workbook Activities Recommended:
    - *Copywork*, page 149
    - *Wordmatch*, page 151

### **Evaluation Component:**

- Have your students test what they have learned and take the Chapter Quiz in the workbook.
- The answers to the quiz questions are provided at the end of this chapter.

## **Additional Reading Recommendations for Further Enrichment:**

- *Everyday Life in Ancient Greece* by Anne Pearson
- *Sports Heroes of Ancient Greece* by Paul Mason

## **Answer Key & Project Instructions:**

### The Olympics

These links provide information on the Olympic games.

- International Olympic committee. 2021. “The Olympic Rings.” International Olympic Committee. April 30, 2021. <https://olympics.com/ioc/>
- International Olympic Committee. 2021. “Welcome to the Ancient Olympic Games.” International Olympic Committee. International Olympic Committee. April 27, 2021. <https://olympics.com/ioc/ancient-olympic-games>.
- Romano, Gilman David. 2020. “The Games | the Real Story of the Ancient Olympic Games - Penn Museum.” Penn Museum. 2020. <https://www.penn.museum/sites/olympics/olympicorigins.shtml>.
- Cartwright, Mark. 2018. “Ancient Olympic Games.” World History Encyclopedia. March 13, 2018. [https://www.worldhistory.org/Olympic\\_Games/](https://www.worldhistory.org/Olympic_Games/).

### Cooking Greek Cuisine

The following links offer recipes for ancient Greek cuisine.

- Dalby, Andrew and Grainger, Sally from The Classical Cookbook. n.d. “Cook a Classical Feast: Nine Recipes from Ancient Greece and Rome.” The British Museum. June 18, 2020. <https://www.britishmuseum.org/blog/cook-classical-feast-nine-recipes-ancient-greece-and-rome>.
- Paravantas, Elena. And Olive Tomato. n.d. “3 Easy Ancient Greek Recipes You Can Make Today.” Olive Tomato. <https://www.olivetomato.com/3-easy-ancient-greek-recipes-you-can-make-today/>.
- “Ancient Greek Food Recipes That Are Popular Even Today.” n.d. Tastessence. n.d. <https://tastessence.com/ancient-greek-food-recipes>.

# The Greek Chiton

Watch this video to learn how to make a Chiton:

- Smithies Design. 2020. "How to Make a Chiton: Historic Greek Clothing." YouTube. October 22, 2022.  
<https://www.youtube.com/watch?v=zPQMarwIOF0>.

## Family Tree

This exercise encourages students to learn about their ancestors and family history by researching and creating a family tree based on the steps below.

1. First have students watch this video about the Greek gods and their relationships:
  - Cartwright, Mark. 2019. "The 12 Olympian Gods." World History Encyclopedia. September 10, 2019. <https://www.worldhistory.org/collection/58/the-12-olympian-gods/>.
2. Second, have students write down the 12 Greek gods of Olympus to understand this family tree (so to speak). The 12 Greek gods were:
  - I. **Zeus**, father of the gods and controller of the weather.
  - II. **Hera**, wife of Zeus and goddess of marriage and family.
  - III. **Poseidon**, brother of Zeus and god of sea and storms.
  - IV. **Demeter**, sister of Zeus and goddess of agriculture.
  - V. **Ares**, son of Zeus and Hera and god of war.
  - VI. **Athena**, daughter of Zeus and goddess of wisdom, war, and crafts.
  - VII. **Hephaestus**, son of Hera and god of fire.
  - VIII. **Apollo**, son of Zeus and Leto and god of music and the bow.
  - IX. **Artemis**, twin sister of Apollo and goddess of hunting and nature.
  - X. **Aphrodite**, the goddess of love and beauty, sometimes called the daughter of Zeus and Dione.
  - XI. **Hermes**, son of Zeus and Maia and god of many things, including trade, travel, thieves, domesticated animals, sleep, and more.
  - XII. **Dionysos**, a popular favorite, the son of Zeus and Semele and god of wine, merry-making, and theater.
3. Create a family tree - See this website for free templates that students can use and download or use your own drawing or template:  
<https://freefamilytreetemplates.com/5-generation-family-tree-template/>.

**Materials:** This will vary depending upon which design style students choose to make.

## Instructions:

1. Instruct and help students gather information about their family(ies). Have them ask family members for help; pictures and original source documents can be useful to prepare their family tree. If the student's family lineage is unknown, make a family tree of the Olympians.
2. Have students write down the details as they gather the information. Preparing an outline can be helpful here.
3. Choose or design the model students want to create, whether it's from one of the free templates researched or just free-hand. It can be as simple as writing the family tree out with pen and paper or using a poster board with markers.
4. Once completed, have the students share their family tree diagram with the family.

## Copywork

### Adjectives

Adjectives describe the traits, qualities, or a number of a noun; for example, a **funny** person told jokes to **ten** people. Adjectives can also be nouns; for example a **home** office.

Pottery is one of the most **useful** and **common** artifacts for an archaeologist to learn about a society. It was available in **ample** supply, not valued by **treasure** hunters, and **durable** even when broken. Pottery styles also changed over time, making it possible to accurately date **archeological** findings based on **pottery** fragments. **Greek** pottery is no exception and displays this **civilization's artistic** and **practical** talents. Amphorae for wine and **olive** oil were very **common**, as well as other jugs, pitchers, **drinking** cups, and plates. Most vessels for liquids feature **vertical** handles, a **narrow** neck, and some kind of foot or base. A **three-handled** hydra for water was another **everyday** piece.

## Word Match

1	norms	<u>14</u>	early Greek philosophers who would travel from city to city and, for a fee, tutor the sons of private citizens and give lectures
2	helot	<u>6</u>	a legendary animal combining features of animal and human form or having the forms of various animals in combination, as a centaur, griffin, or sphinx
3	archipelago	<u>10</u>	the Greek's personification of victory
4	pantheon	<u>2</u>	A Spartan slave
5	hero	<u>13</u>	based on experiments or experience rather than ideas or theories

6	monster	<u>16</u>	conversations around a particular theme
7	oracle	<u>17</u>	the fact of words containing sounds similar to the noises they describe, for example, hiss
8	odes	<u>1</u>	a behavior pattern or trait considered typical of a particular social group
9	Olympiad	<u>11</u>	the attribution of human nature or character to animals, inanimate objects, or abstract notions, especially as a rhetorical figure
10	Nike	<u>5</u>	a person who is admired by many people for doing something brave or good
11	personification	<u>9</u>	a four-year period between the Olympic Games
12	philosophy	<u>18</u>	a machine that pumped water out of the hulls of ships
13	empirical	<u>20</u>	a system of government in which the people of a country can vote to elect their representatives
14	sophists	<u>3</u>	a large group or chain of islands
15	impiety	<u>19</u>	a mathematical equation developed by Pythagoras
			an utterance, often ambiguous or obscure, given by a priest or priestess at a shrine as the response of a god to an inquiry; the agency or medium giving such responses
16	dialogues	<u>7</u>	
17	Onomatopoeia	<u>8</u>	a poem
18	Screw	<u>12</u>	the study of the nature and meaning of the universe and of human life
	Pythagorean		
19	Theorem	<u>15</u>	Lack of respect for the gods
20	democracy	<u>4</u>	the ensemble of a culture's religious figures

## Chapter 7 Quiz

1. How did the Greeks come to exist? **The ancient Greeks were a collection of independent city-states around the Mediterranean that often fought each other.**
2. What made the Greeks unique? **Greek Mythology, The Olympics, Philosophy, and the Parthenon on the Acropolis.**
3. What contributions did the Greeks leave for future civilizations?
  - a. **The ancient Olympic Games held every four years.**
  - b. **The groundwork for Western philosophy and scientific thought.**
  - c. **The foundation of democracy.**
  - d. **The Greek alphabet has become the basis for many Western written languages, including our own. Our spoken language includes many Greek words, too.**
  - e. **Greek art, literature, and architecture influenced styles around the world to the present day.**
4. What happened to the Greeks in the end? **King Philip of Macedon took advantage of the fact that the other Greek city-states were weakened by years of war. He took over the entire Greek peninsula. His son, Alexander the Great, would continue his campaign, conquering all the way to Egypt in the south and**

India in the east. And then Rome eventually conquered the Greek world, although they assimilated much of Greece's culture and religion into their own.





- Roles and Rituals
  - From Paganism to Christianity
- Class Structure
  - Rome's Most Famous Slave
  - Spectacles
- Government
  - The Kingdom of Rome
  - The Roman Republic
    - The Senate
    - Magistrates
    - Assemblies
    - Plebeian Representation
  - The Roman Empire
  - The Roman Justice System
- Infrastructure and Technology
  - Cement and Concrete
  - Aqueducts
  - Arches and Domes
  - Roads
  - Other Roman Innovations
- Writing
- Art
- The Military
- Everyday Life
  - Workbook Activities Recommended:
    - *Marketing*, page 159
    - *Build a Roman Road*, page 165
- WEEK THIRTY-EIGHT – Lesson 2: Roman Time Periods
  - The Regal Period – c. 753–508 BCE
  - The Republican Period – c. 509–27 BCE
    - The Gauls Sack Rome
    - The Punic Wars
    - Rome Takes Over Greece
    - Internal Struggles
    - The Dictatorship Changes
    - Julius Caesar
  - The Imperial Period – c. 27 BCE–476 CE
    - Augustus Caesar
    - The Julio-Claudian Dynasty
    - The Flavian Dynasty
    - The Nerva-Antonian Dynasty
    - The Severan Dynasty
    - The Imperial Crisis

- The Eastern and Western Roman Empires
- Constantine the Great
  - Workbook Activities Recommended:
    - *Roman Emperors*, page 160
    - *Create a Newspaper for Ancient Rome*, page 164
- WEEK THIRTY-NINE – Lesson 3: Decline and Fall
  - Workbook Activities Recommended:
    - *Timeline Matchup*, page 166
    - *Word Scramble*, page 169

### **Evaluation Component:**

- Have your students test what they have learned and take the Chapter Quiz in the workbook.
- The answers to the quiz questions are provided at the end of this chapter.

### **Additional Reading Recommendations for Further Enrichment:**

- *Cleopatra* by Diane Stanley
- *Pompeii...Buried Alive!* by Edith Kunhardt
- *The Silk Route: 7,000 Miles of History* by John S. Major

### **Answer Key & Project Instructions:**

## Roman Emperors

Instruct your students to research famous Roman emperors. Have them write a report about their favorite Emperor. We are providing a link to a video on Emperor Augustus. The page will also provide access to the videos of the other emperors in the series.

- The SPQR. 2019. “Life of Emperor Augustus #1 - Son of Caesar, Roman History Documentary Series.” YouTube. February 9, 2019.  
<https://www.youtube.com/watch?v=kwqQ9uSGYFE&list=PLiFSKL1YfFdp8SWVOosywIF82-YkknUgF>.

In case the students are curious: Below is a digitized version of what Rome looked like in ancient times:

- Bravo, Manuel. 2021. “Virtual Rome: What Did Ancient Rome Look Like?” YouTube. January 29, 2021. <https://www.youtube.com/watch?v=NZ2NWXp-1Y4>.

## Toga Time

The iconic Roman attire from ancient times is well-known around the world and is often a popular Halloween costume. Have your students wrap themselves correctly in a toga or a stola. Here are online instructions and YouTube video demonstrations:

Here are online instructions for students to wrap themselves correctly in a toga or stola and other YouTube video demonstrations:

- Co-authored by Ohayon-Crosby, Chloée. 2022. “5 Ways to Wrap a Toga.” WikiHow. October 13, 2022.  
<https://www.wikihow.com/Wrap-a-Toga>.
- WikiHow. 2021. “How to Wrap a Toga.” YouTube. June 29, 2021.  
<https://www.youtube.com/watch?v=t5zqDBwK1FI>.
- Graham, Laura. 2013. “DaySpring Rome Draping a Stola.” YouTube. Accessed June 6, 2013.  
<https://www.youtube.com/watch?v=G1CwYt5iznY>.

## Cooking in Rome

Have students search online for a frittata recipe they like and other Roman cuisine that they will make during this cooking segment. Here are some helpful links get started:

- “Frittata.” n.d. Allrecipes. n.d.  
<https://www.allrecipes.com/recipes/1564/breakfast-and-brunch/eggs/frittata/>
- WannaWanga. 2018. “Ancient Roman Recipes.” Imgur. June 19, 2018.  
<https://imgur.com/gallery/yIfsxmH>.

## Build a Roman Road Model

The purpose of this project is to understand the importance of roads that the Romans developed. Help your student gather the materials and prepare their Roman road.

### Materials:

- Shoe Box
- Glue
- Clay
- Gravel
- Spoon
- Smooth Stones
- Container for mixing

### Instructions:

1. Each layer should be a bit shorter than the one below it so the layers can be seen.
2. Mix the glue with some water until it is thin enough to spread easily.
3. Spread the glue all over the bottom of the shoe box.
4. Spread sand over the glue and let dry for 30 minutes.
5. Shake off excess sand.
6. Mix clay with the gravel.
7. Spread clay, gravel mixture over  $\frac{3}{4}$  of the sand.
8. Spread glue over  $\frac{1}{2}$  gravel
9. Top the glue with smooth "paving" stones
10. Spread more glue in between the paving stones to hold in place.

## Timeline Matchup

1	753 BCE	3	The Republican Period
2	753-508 BCE	6	Gauls raided Italy
3	509-27 BCE	1	City of Rome Founded
4	509 BCE	8	Second Punic War
5	27 BCE - 476 CE	11	Octavian - 1st Emperor
6	390 BCE	7	First Punic War
7	264-261 BCE	9	The First Triumvirate
8	218-201 BCE	5	The Imperial Period
9	60 BCE	10	Ides of March
10	44 BCE	2	The Regal Period
11	27 BCE	12	End of the Roman Empire
12	476 CE	4	Rome formed a Republic

## Word Scramble

1	ITYAL	<u>ITALY</u>
2	USRLOMU	<u>ROMULUS</u>
3	LNSTAI	<u>LATINS</u>
4	ASCTSRNUE	<u>ETRUSCANS</u>
5	COENRSAT	<u>ANCESTOR</u>
6	WSPHIOR	<u>WORSHIP</u>

7	ASMK	<u>MASK</u>
8	RILPIEMA	<u>IMPERIAL</u>
9	TXONIEFP	<u>PONTIFEX</u>
10	SEAVLT	<u>VESTAL</u>
11	NIARTAPIC	<u>PATRICIAN</u>
12	LONCCIFT	<u>CONFLICT</u>
13	NRSCIOIRENTU	<u>INSURRECTION</u>
14	GORADLTAI	<u>GLADIATOR</u>
15	STSEPLCAEC	<u>SPECTACLES</u>
16	ARRYTM	<u>MARTYR</u>
17	RCSIUC	<u>CIRCUS</u>
18	MEUSOOLSC	<u>COLOSSEUM</u>
19	DGUSLAI	<u>GLADIUS</u>
20	TAASREGMTI	<u>MAGISTRATE</u>

## Roman Numerals

This exercise aims to teach students more about Roman Numerals and how this numbering system was first developed. Here are some videos to get started and the answers to the questions in the workbook that follow:

- Let's Do Math. 2017. "Roman Numerals." YouTube. March 13, 2017. [https://www.youtube.com/watch?v=vAmCV\\_IEqsc](https://www.youtube.com/watch?v=vAmCV_IEqsc).
- Socratica Kids. 2015. "How to Read Roman Numerals." YouTube. February 1, 2015. <https://www.youtube.com/watch?v=49oWYxExWKE&t>.
- Homeschool Pop. 2017. "Roman Numerals Lesson | Classroom Edition." YouTube. July 11, 2017. <https://www.youtube.com/watch?v=Po8ScpyOUYQ&t>.

- “Roman Numerals | Information and Tools to Convert Roman Numerals.” n.d. Roman Numerals. n.d. <http://www.romannumerals.co/>.

- |    |   |                               |
|----|---|-------------------------------|
| 1. | What alphabet do Roman numerals come from?  | Latin<br>_____                |
| 2. | What number is missing from the Roman numeral system?                             | 0<br>_____                    |
| 3. | How many of the same numeral can you use in a row?                                | 3<br>_____                    |
| 4. | To subtract a number, does the smaller number go before or after a larger number? | before<br>_____               |
| 5. | To add a number, does the smaller number go before or after a larger number?      | After<br>_____                |
| 6. | How do you write 1,243?<br>1000 + 200 + 40 + 3                                    | MCCXLIII<br>M + CC + XL + III |
| 7. | What number is MMDCXXVIII?<br>MM + DC + XX + VIII                                 | 2,628<br>2000 + 600 + 20 + 8  |

## Chapter 8 Quiz

1. How did the Romans come to exist? **The city of Rome was founded on seven hills along the Tiber River in 753 BCE by twin brothers Romulus and Remus.**
2. What made the Romans unique?
  - a. **The central unit of Roman society was the family, and the father had absolute authority over family members. Society was also divided into aristocrats, called *patricians*, and commoners, called *plebeians*.**
  - b. **Rome changed from kingship and formed a republic. They created a hierarchy of magistrates to govern, with two *consuls* who served one-year terms at the top of the hierarchy. Different Assemblies gave citizens a voice in their government by voting on various matters, but Rome was not a democracy in the strictest sense, meaning each person did not vote individually on each issue.**
  - c. **Rome expanded its territory militarily. Rome’s military was a highly disciplined and trained fighting force that dominated the entire Mediterranean region during its height of power. They were organized into groups called *legions*.**
  - d. **A major key to Rome’s success was the roads they built everywhere, allowing for quick movements and a reliable supply chain. Not only did this help the Roman military, but also increased individual wealth.**

- e. The Romans adopted many things from Greek culture, including many of their gods, which they renamed. Jupiter was their chief god, the equivalent of Zeus. They also worshiped many of their emperors. Romans spoke and wrote Latin with an alphabet adapted from the Greek alphabet.
3. What contributions did the Romans leave for future civilizations?
- a. In addition to roads, Rome improved life within its borders by building aqueducts to transport water to cities. Their infrastructure allowed cities to support more residents than ever before.
  - b. Improvements in cement and concrete and the use of the arch allowed Rome to build massive structures like the Colosseum, where they held spectacles like gladiatorial combat.
  - c. Latin is the basis for many modern languages today.
4. What happened to the Romans in the end? Several factors caused the decline and eventual fall of the empire:
- a. weak and inept emperors,
  - b. a plague,
  - c. Invasions from barbarian tribes,
  - d. A poor economy,
  - e. Anarchy and increasing violence and chaos within the government,
  - f. The Republic fell apart when Rome became divided into two factions who constantly fought one another and when dictators, who were only supposed to rule for six months at a time, began to hold absolute power for life. After years of near anarchy, the empire was split between the Western Roman Empire with its capital in Rome, and the Eastern Roman Empire, which became the Byzantine Empire, with its capital in Byzantium.
  - g. The last emperor, Romulus Augustulus, was deposed by Germanic king **Odoacer**, ending the Roman Empire and ushering in the Middle Ages.





- *Forms of Government*, page 185

### **Evaluation Component:**

- Have students answer the “Conclusion Questions of What You Have Learned” in the workbook.
- No right or wrong answers here but the responses should be substantive.

### **Answer Key & Project Instructions:**

## Make Your Own Lyre

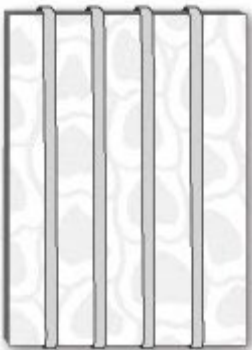
This project aims to help students make a paper musical instrument that was widely used in ancient times. Here are the materials needed and the instructions to guide your students.

### **Materials:**

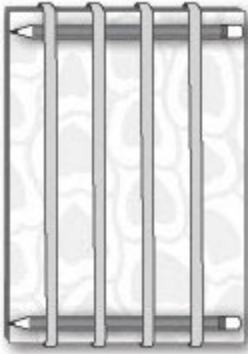
- Template (see below)
- Pencils for tracing
- Stapler
- Markers or crayons
- Rubber bands of various sizes (4-7)
- Scissors
- Cardboard box at least 9 inches long on one side and 2.5 inches high
- Two pencils per lyre

### **Instructions:**

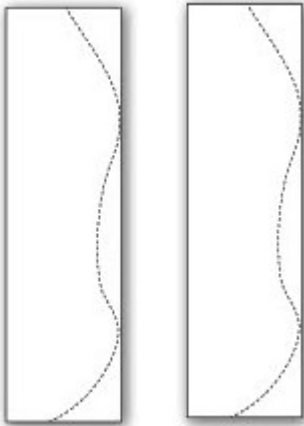
1. Cut out the templates.
2. Place the 5 x 7 template on a section of cardboard, trace the template, and cut the cardboard on the trace lines.
3. Decorate the piece of cardboard with markers and crayons.
4. Stretch the rubber bands spaced evenly, lengthwise on the decorated cardboard.



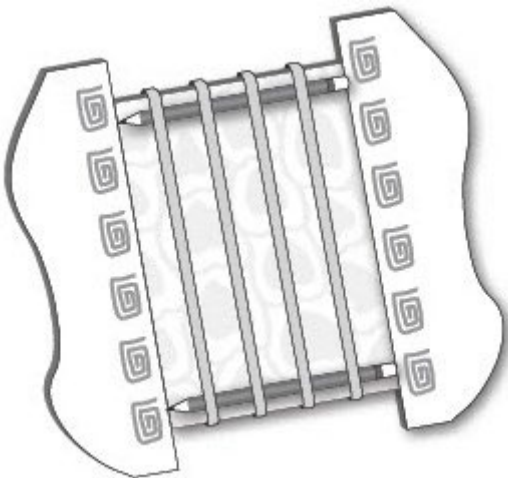
5. Insert the pencils, one on top and one on the bottom under the rubber bands, and adjust to tune.

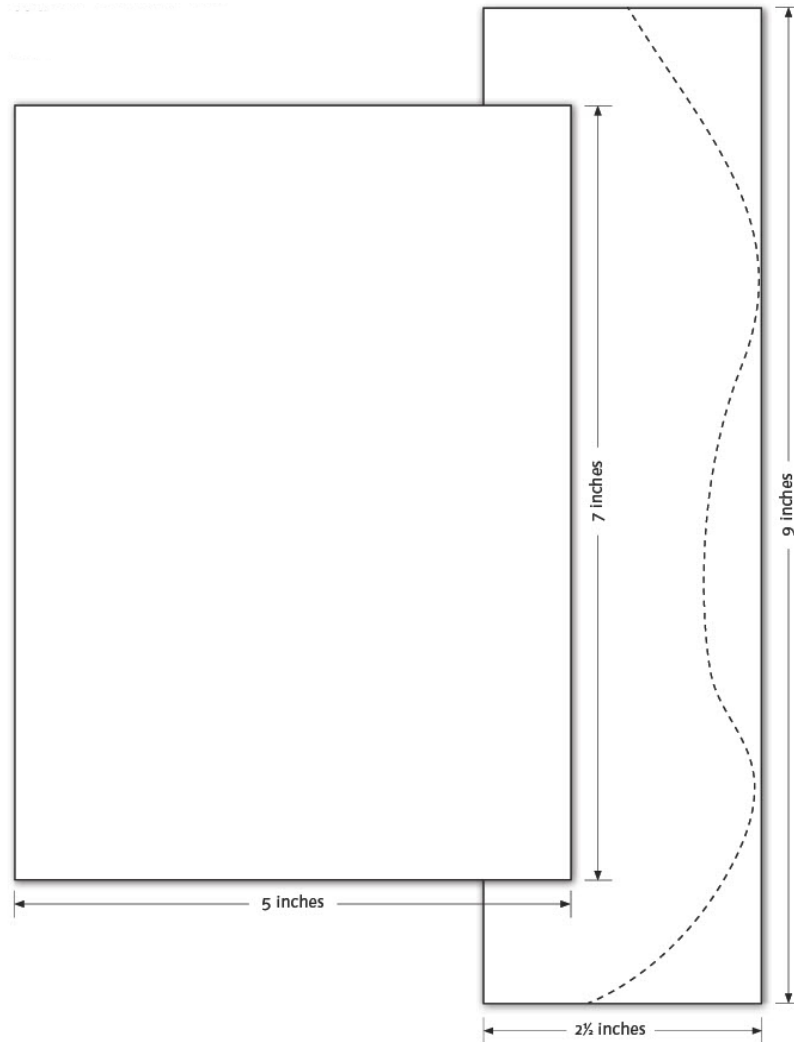


6. Place the 2.5 x 9-inch template on a section of cardboard, trace the template, and cut the cardboard on the trace lines. Line the left edge of the template on the left edge of the cardboard. Do this twice to create two separate pieces.
7. Draw a wavy line (like the line on the template) on each cardboard piece, and then trim the cardboard along the line.



8. Decorate the wavy shapes, and then staple one to each side of the long cardboard piece.





## Forms of Currency

This exercise aims to teach students about ancient forms of currency. Here is a currency converter to help students learn more about ancient currency and to answer the questions in the workbook:

- FxCurrencyExchange 2022. "Online Currency Converter." Fxconvert.net. 2022. <https://fxconvert.net/>.

**Note:** Exchange rates can change daily so the rate we show here may not be the same as the rate the student finds on any given day.

Country	Currency (i.e. Dinar)	Exchange Rate 1 USD
A. Mesopotamia (list countries below)		

1. <b>Iraq</b>	<b>Iraqi Dinar</b>	1 USD = <b>1460 IQD</b>
2. <b>Iran</b>	<b>Iranian Rial</b>	1 USD = <b>42350 IRR</b>
3. <b>Syria</b>	<b>Syrian Pound</b>	1 USD = <b>2512.53 SYP</b>
4. <b>Kuwait</b>	<b>Kuwait Dinar</b>	1 USD = <b>0.31 KWD</b>
5. <b>Turkey</b>	<b>Turkish Lira</b>	1 USD = <b>18.5 TRY</b>
B. <b>Egypt</b>	<b>Egyptian Pound</b>	1 USD = <b>19.54 EGP</b>
C. <b>Greece</b>	<b>Euro</b>	1 USD = <b>1.02 EUR</b>
D. <b>Rome</b>	<b>Euro</b>	1 USD = <b>1.02 EUR</b>
E. Other Mediterranean		
i. Minoan (list country below)		
1. <b>Greece</b>	<b>Euro</b>	1 USD = <b>1.02 EUR</b>
ii. Mycenaean (list country below)		
1. <b>Greece</b>	<b>Euro</b>	1 USD = <b>1.02 EUR</b>
iii. Phoenician (list countries below)		
1. <b>Lebanon</b>	<b>Lebanese Pound</b>	1 USD = <b>1516.94 LBP</b>
2. <b>Syria</b>	<b>Syrian Pound</b>	1 USD = <b>2512.53 SYP</b>
3. <b>Israel</b>	<b>Israeli New Shekel</b>	1 USD = <b>3.56 ILS</b>

Below are more links to help with this lesson:

- Mark, Joshua. 2018. "Mesopotamia." World History Encyclopedia. March 14, 2018.  
<https://www.worldhistory.org/Mesopotamia/>.
- The Editors of Encyclopedia Britannica. 2022. "Minoan Civilization." Britannica. September 5, 2022.  
<https://www.britannica.com/topic/Minoan-civilization>.
- Cartwright, Mark. 2019. "Mycenaean Civilization." World History Encyclopedia. October 2, 2019. [https://www.worldhistory.org/Mycenaean\\_Civilization/](https://www.worldhistory.org/Mycenaean_Civilization/).

- The Editors of Encyclopedia Britannica. 2022. “Phoenicia | Definition, Location, History, Religion, & Facts.” Britannica. September 5, 2022.  
<https://www.britannica.com/place/Phoenicia>.
- Limited, Alamy. n.d. “Us Dollar Hi-Res Stock Photography and Images.” Alamy. n.d.  
<https://www.alamy.com/stock-photo/us-dollar.html?imgt=0&sortBy=relevant>.

## Forms of Government

Below are the answers to questions that are asked of students to define the terms and identify the civilizations of the governing types.

- Democracy
  - Definition - **A system of rule by the people.**
  - Which civilizations have this form of government? **Greece**
- Monarchy
  - Definition - **A system of rule by a single ruler who inherits power.**
  - Which civilizations have this form of government? **The Sumer, Babylon, Egypt, and the Greece.**
- Tyranny
  - Definition - **A system of rule by a single ruler who seizes power.**
  - Which civilizations have this form of government? **All of them had examples of this.**
- Oligarchy
  - Definition - **A system of rule by a small, elite group.**
  - Which civilizations have this form of government? **Greece and Rome**

# What's Different?



## Congratulations! You Did It!

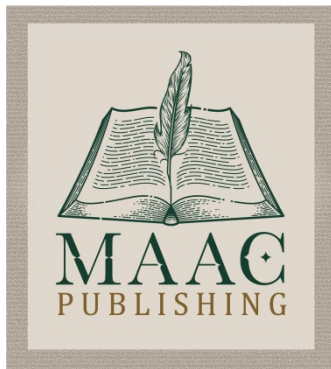
Thank you for taking this journey through history with us. We hope this guide assisted you in your quest to teach your children and students in a fun and engaging way.

We LOVE feedback and welcome your suggestions. Please feel free to reach out to us directly at [info@theinsightfulscholar.com](mailto:info@theinsightfulscholar.com).

We look forward to hearing from you!

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