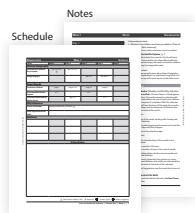


# Instructor's Guide Quick Start

The BookShark™ Instructor's Guide (IG) is designed to make your educational experience as easy as possible. We have carefully organized the materials to help you and your students get the most out of the subjects covered. If you need help reading your schedule, see "How to Use the Schedule" in **Section Four**.

This IG includes a 36-week schedule, notes, assignments, readings, and other educational activities. See **Section Three** for specific organizational tips, topics and skills addressed, the timeline figure schedule, and other suggestions for the parent/teacher. Here are some helpful features that you can expect from your IG.

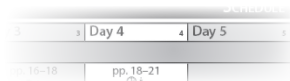


## Easy to use

Everything you need is located right after the schedule each week. If a note appears about a concept in a book, it's easy to find it right after the schedule based on the day the relevant reading is scheduled.

## Maps

Map answer keys, located in **Section Three**, will help you easily find relevant map locations. You will find the coordinates and the location name in your notes.



## 4-Day Schedule

Designed to save one day a week for music lessons, sports, field trips, co-ops or other extra-curricular activities.

## To Discuss After You Read

These sections help you hone in on the basics of a book so you can easily know if your students comprehend the material.

### To Discuss After You Read

Q When Henry brings food home for his siblings, the author describes the food by its color—i.e., brown bread and yellow cheese; can you think of four foods that are made more specific by describing their color?  
A suggestions: white and dark meat (chicken); green beans/ yellow beans; yellow tomatoes; yellow squash; dark

## Vocabulary

**orphan:** a child whose parents are dead.  
children's home: an orphanage.

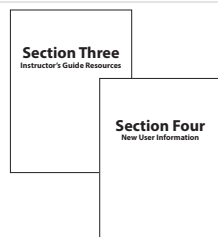
## Vocabulary

This section includes terms related to cultural literacy and general vocabulary words in one easy-to-find place.

## Notes

When relevant, you'll find notes about specific books to help you know why we've selected a particular resource and what we hope your students will learn from reading it. Keep an eye on these notes to also provide you with insights on more difficult concepts or content (look for "**Note:**").


**Note:** The Yangtze River is the third longest river in the world. The author talks about "the yellow waters of the Yangtze river." The river carries an enormous amount of silt from higher elevation in Western China. It drops the silt on the central plains which creates good soil for rice planting. In 2010, the Chinese government completed the Three Gorges Dam across the Yangtze, the world's largest dam. It generates electricity and will hopefully cut down on floods. To build it, the government moved 1.2 million people.



## Instructor's Guide Resources and New User Information

Don't forget to familiarize yourself with some of the great helps in **Section Three** and **Section Four** so you'll know what's there and can turn to it when needed.

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Date:	Day 1 <sup>1</sup>	Day 2 <sup>2</sup>	Day 3 <sup>3</sup>	Day 4 <sup>4</sup>	Day 5 <sup>5</sup>
<b>History</b>					
<i>History from the Dawn of Civilization to the Present Day</i>	pp. 11–12, 16–17 📍	pp. 18–21 📍	pp. 22–25 📍	pp. 13, 26–27	
<i>Primary Source Documents</i>		The Code of Hammurabi		The Rosetta Stone	
<b>Historical Literature</b>					
<i>The Pharaohs of Ancient Egypt</i>	pp. 3–19 📍📍	pp. 20–39 📍	pp. 40–63 📍📍	pp. 64–79 📍📍	
<b>Extended Learning</b>					
<b>Current Events</b>	Three reports this week. 				
<b>Research Report</b>	Research Report 1 (due at the end of Week 3)				
<b>Other Notes</b>					

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**Day 1**

**History**

**History from the Dawn of Civilization to the Present Day** | pp. 11–12, 16–17

**Vocabulary**

**ziggurat:** a type of massive structure built in ancient times; a type of pyramid with terraced sides, the steps recede as the stories go up. [p. 12]

**papyri:** plural form of papyrus, a plant material similar to thick paper that was used in ancient times as a writing surface. [p. 16]

**entrails:** a person or animal's intestines or internal organs, especially when removed or exposed. [p. 16]

**exorcism:** the expulsion or attempted expulsion of an evil spirit from a person or place. [p. 17]

**amulet:** an ornament or small piece of jewelry thought to give protection against evil, danger, or disease. [p. 17]

**exponent:** a person who believes in and promotes the truth or benefits of an idea or theory. [p. 17]

**To Discuss After You Read**

**Note:** At the beginning of each Section you will find a timeline. We schedule portions of the timeline as you continue to read through the Section. Today, only p. 12 of the timeline is assigned to read. However, you should also read the overview paragraph at the top of p. 13.

1. What medical practices have remained in use today from ancient times? ➔ *drilling teeth, surgery, use of herbs, acupuncture, setting broken bones (16–17)*

**Timeline and Map Activities**

- 📍 Crete <sup>17</sup> (map 7)
- 📍 Peru <sup>4</sup> (map 2)

**The Pharaohs of Ancient Egypt** | pp. 3–19

Vocabulary

Napoleon's Egyptian **campaign**... (*a series of military operations intended to achieve a particular objective*) [p. 3]

...any old **curios** or works of art... (*something (such as a decorative object) considered novel, rare, or bizarre*) [p. 6]

As the French army followed its **quarry**... (*a thing or person that is chased or sought*) [p. 10]

He saw slender **obelisks**... (*stone pillars, typically having a square or rectangular cross section and a pyramidal top*) [p. 11]

...at last understood the grammar and **syntax**... (*the arrangement of words and phrases to create well-formed sentences in a language*) [p. 17]

\*\*\*

**Napoleon Bonaparte:** a French statesman and military leader who rose to prominence during the French Revolution. [p. 3]

**sultan:** a Muslim sovereign. [p. 4]

**Mameluke:** non-Arab slave-soldiers; in Egypt, Mamelukes gained enough power to become more like knights [p. 4]

**basalt:** a dark, fine-grained volcanic rock. [p. 6]

**Herodotus:** an ancient Greek historian. [p. 8]

**Pompeii:** a thriving and sophisticated Roman city that was buried under ash and pumice after the catastrophic eruption of Mount Vesuvius in 79 CE [p. 10]

**cartouche:** an oval or oblong enclosing a group of Egyptian hieroglyphs. [p. 16]

To Discuss After You Read

2. What is on the stone that Bouchard's soldier found? ➔ *it contained engravings—14 lines of hieroglyphics, 32 lines of an unfamiliar script, and 54 lines of Greek* (5)
3. Why was the Rosetta Stone a key to the lost history of ancient Egypt? ➔ *up to this point, scholars had been unable to read Egyptian hieroglyphics; the Rosetta Stone allowed them to compare these symbols to known languages, therefore unlocking the secret of hieroglyphics* (8–9)
4. What are the two ways modern scholars learn about ancient civilizations? ➔ *by reading their written language and by studying villages, artifacts, and remains* (9)
5. Why had it been so difficult to decipher the hieroglyphics? ➔ *instead of an alphabet of 26 letters, hieroglyphics use 24 letter signs along with hundreds of other signs that represent sounds, words, concrete objects, and abstract ideas* (17–18)

Timeline and Map Activities

- 🕒 **Rosetta Stone discovered; found today in British Museum (1799)**
- 🕒 **Pompeii buried (79 CE)**
- 🕒 **Ptolemy V inscribes Rosetta Stone (196 BCE)**
- 🕒 **Champollion translates hieroglyphs (1822)**
- 📍 Nile River Delta 12; Rosetta 13; Mediterranean Sea 8; Cairo 9; Alexandria 6; Constantinople 11 (map 1)
- 📍 St. Helena 2; Paris 3 (map 2)

Extended Learning

Current Events

Do three reports; at least two of international concern.

Instructors: How to “Teach” (or Learn!) Current Events

If your students are unfamiliar with key people, dates, events, and terms, read together! Browse through a current news magazine together; choose an appropriate-looking article, then start reading. *If it helps, read the article out loud.* There should be no shame in this. If our students need our help, then we should give it to them. By helping them now, we reduce the need for us to help them later.

As you read, ask your students if they understand what the author is talking about. If you come across an uncommon or unfamiliar term, explain it or look it up. Try to give your students whatever historical, cultural, and other background you can. In addition, talk about what appear to be parallel situations with which they might be familiar from their studies of history or other cultures.

This process may be rather slow at the start, but it will enable your students to understand what they would have otherwise never understood. It will give them a wealth of information they would otherwise know nothing about.

After you finish reading, have your students try to summarize what you just read. We have found that the best time to hold current event discussions is either over the dinner table or during your daily student-teacher time.

We believe students need to learn that world affairs—matters of social, political, economic, and cultural concern—are appropriate for their interest: they should be informed about these matters, and they ought to be forming age-appropriate opinions about them. As citizens, and perhaps future leaders, they have a duty to learn about the world around them.

The “textbook” for your study of current events should be articles found in current newspapers, magazines, or reputable websites.

We believe you should be able to make three verbal reports per week on some matter of significant local, regional, national, or international concern that you have read about this week. You should recount the details of the story and understand what the authors are talking about. But you should also be able to state who the key players are and what makes each matter significant: why should we care. What are the potential effects of the matter turning out one way or another? What are the two (or more) sides arguing about (issues as well as side issues)?

We believe you should be able to add a statement about your own position on the issues of the day (how you would like to see the matter turn out) and you should be able to explain why you believe and feel as you do.

Though you may make these written assignments, it is not our expectation that you are required to write these reports. We simply require oral presentations.

## Research Report | Section 1: Rulers & Hierarchies (3000 BCE–700 BCE)

### Assignment Overview

Every 2–3 weeks, we would like for you to choose one key person, place, event, or topic that you would like to explore in depth. So, as you get a “big picture” overview of a historical period, you also need to choose some element of that period to research in detail. We hope this combination of detailed research and “big picture” overview will give you a better, well-rounded understanding of the events of world history.

So what kind of research should you do? That’s up to you and your instructors. We would like for you to use some thought and creativity as you dig more deeply into your chosen topic. Of course you can read books, articles, and websites about it, but you can also think outside the box. Fascinated by early Egypt? Visit a nearby museum and take notes. Interested in World War II? Perhaps part of your research could be watching a movie about World War II, such as *Saving Private Ryan*. Curious about the birth of rock ‘n roll in the 1950s? Then explore that event by listening to music from that time period! Have questions about the Cold War? Interview a relative who lived through it. The possibilities here are endless. Just choose a topic you want to learn more about, and then, with the help of your instructors, decide upon a creative way to research your chosen event.

And how should you “report” on your research? A written report is certainly a possibility, but it’s just one of many. Perhaps you’d like to recite a monologue in character, or present a slide show outlining your findings. You could write to the author of a book or article you read. Use your imagination and have fun!

### Research Report 1

Your first research report should touch on a topic from Section 1 of the text, “Rulers & Hierarchies” (3000 BCE–700 BCE). It will be due in Week 3. As you read the text, along with *The Pharaohs of Ancient Egypt* and *The Winged Girl of Knossos*, keep your eyes open for a topic of interest. Whatever it is, leave yourself enough time to research and report on your findings by the end of Week 2 (either as a written report or in another form).

## Day 2

### History

## History from the Dawn of Civilization to the Present Day | pp. 18–21

### Vocabulary

**renaissance:** a fervent period of cultural, artistic, political, and economic “rebirth”. [p. 19]

**despotic:** typical of a tyrant. [p. 20]

**inundation:** flooding. [p. 20]

### To Discuss After You Read

- Describe the “cradle of civilization.” ➔ *known as the land between the rivers Tigris and Euphrates; a region of city-states; with a stratified society; a fertile region; one of the world’s first complex societies; created the world’s first writing; used irrigation; included great palaces and temples (18–19).*
- What were some characteristics of Egypt’s Old Kingdom? ➔ *rule by a pharaoh thought to be descended from gods, extensive farming, trade, written language, stratified society, organized religion, large-scale building, art (20–21)*

### Timeline and Map Activities

📍 Libya 13; Sudan 2 (map 11)

## Primary Source Documents

### Overview

Unlike textbooks or works of historical analysis, primary source documents were created in the moment. These letters, speeches, diary entries, and so forth were written by those who were making history. Some, such as a president’s speech, are famous from the moment they are shared. Others, such as a poem written by a farmer, might seem insignificant at the time, but they provide us with a window to the past.

Each week, we will include readings from various primary source documents to support and enhance your understanding of the time period being studied. We’ll also provide some general discussion questions to prompt conversation about the documents and how they relate to your studies.

### The Code of Hammurabi

This law code is not the oldest from ancient Mesopotamia, but it is the most complete. Hammurabi ruled Babylon from about 1792–1750 BCE. In all, his law code contained 282 laws touching on almost every aspect of everyday life. Punishments were severe and were based on the social class of the victim and the perpetrator.

As you read excerpts from this primary source document, consider the following questions:

- By whom was it written? Who is the intended audience?
- Why was it written? What is its purpose?
- How does it connect with what you are learning about this time in history?
- How does it relate to your life today?

#### Excerpts from *The Code of Hammurabi*<sup>1</sup>

5. If a judge try a case, reach a decision, and present his judgment in writing; if later error shall appear in his decision, and it be through his own fault, then he shall pay twelve times the fine set by him in the case, and he shall be publicly removed from the judge's bench, and never again shall he sit there to render judgement.

6. If any one steal the property of a temple or of the court, he shall be put to death, and also the one who receives the stolen thing from him shall be put to death.

21. If any one break a hole into a house (break in to steal), he shall be put to death before that hole and be buried.

22. If any one is committing a robbery and is caught, then he shall be put to death.

23. If the robber is not caught, then shall he who was robbed claim under oath the amount of his loss; then shall the community, and . . . on whose ground and territory and in whose domain it was compensate him for the goods stolen.

24. If persons are stolen, then shall the community and . . . pay one mina of silver to their relatives.

25. If fire break out in a house, and some one who comes to put it out cast his eye upon the property of the owner of the house, and take the property of the master of the house, he shall be thrown into that self-same fire.

55. If any one open his ditches to water his crop, but is careless, and the water flood the field of his neighbor, then he shall pay his neighbor corn for his loss.

102. If a merchant entrust money to an agent (broker) for some investment, and the broker suffer a loss in the place to which he goes, he shall make good the capital to the merchant.

103. If, while on the journey, an enemy take away from him anything that he had, the broker shall swear by God and be free of obligation.

110. If a "sister of a god" open a tavern, or enter a tavern to drink, then shall this woman be burned to death.

116. If the prisoner die in prison from blows or maltreatment, the master of the prisoner shall convict the merchant before the judge. If he was a free-born man, the son of the merchant shall be put to death; if it was a slave, he shall pay one-third of a mina of

gold, and all that the master of the prisoner gave he shall forfeit.

117. If any one fail to meet a claim for debt, and sell himself, his wife, his son, and daughter for money or give them away to forced labor: they shall work for three years in the house of the man who bought them, or the proprietor, and in the fourth year they shall be set free.

126. If any one who has not lost his goods state that they have been lost, and make false claims: if he claim his goods and amount of injury before God, even though he has not lost them, he shall be fully compensated for all his loss claimed. (I.e., the oath is all that is needed.)

127. If any one "point the finger" (slander) at a sister of a god or the wife of any one, and can not prove it, this man shall be taken before the judges and his brow shall be marked. (by cutting the skin, or perhaps hair.)

195. If a son strike his father, his hands shall be hewn off.

196. If a man put out the eye of another man, his eye shall be put out.

197. If he break another man's bone, his bone shall be broken.

198. If he put out the eye of a freed man, or break the bone of a freed man, he shall pay one gold mina.

199. If he put out the eye of a man's slave, or break the bone of a man's slave, he shall pay one-half of its value.

200. If a man knock out the teeth of his equal, his teeth shall be knocked out.

202. If any one strike the body of a man higher in rank than he, he shall receive sixty blows with an ox-whip in public.

224. If a veterinary surgeon perform a serious operation on an ass or an ox, and cure it, the owner shall pay the surgeon one-sixth of a shekel as a fee.

225. If he perform a serious operation on an ass or ox, and kill it, he shall pay the owner one-fourth of its value.

226. If a barber, without the knowledge of his master, cut the sign of a slave on a slave not to be sold, the hands of this barber shall be cut off.

## Historical Literature

### *The Pharaohs of Ancient Egypt* | pp. 20–39

#### Vocabulary

...Hawk King, whose **standard** was copied... (*a military or ceremonial flag carried on a pole or hoisted on a rope*) [p. 29–30]

...ever came into personal contact with this **august** personage. (*respected and impressive*) [p. 34]

...gods had sent one of their own **fraternity**... (*brotherhood*) [p. 35]

1. <http://avalon.law.yale.edu/ancient/hamframe.asp>. Accessed March 1, 2023.

...could barely understand the speech of the **provincials**... (inhabitants of the regions outside the capital city of a country, especially when regarded as unsophisticated or narrow-minded) [p. 38]

**To Discuss After You Read**

8. How did the Nile Valley differ before 10,000 BCE and today? ➔ *instead of a river, the Nile had been a huge lake or series of lakes; the deserts of North Africa had been lush jungles; most of Europe lay beneath a frozen layer of ice* (21)
9. What practices and technologies distinguished the people of the Nile as “civilized”? ➔ *they planted crops, lived in settled villages, tamed animals, made metal tools, cooked, sewed, made art, did math, and had written language* (23–24)
10. Page 26 says, “Irrigation seemed to start a chain reaction by which one civilizing force led to another.” What are some elements of this chain? ➔ *irrigation leads to more free time, which leads to creation of art, which leads to specialization of skills, which leads to trade, which leads to political structures* (26–29)
11. How did the ancient Egyptians prepare for the after-life? ➔ *they preserved the dead body so the king or spirit would have a place to return; they prepared the dead with tools to use and luxuries to be enjoyed—like furniture and art work* (32–34)

**Timeline and Map Activities**

- 🕒 **Egypt unified under one pharaoh, Menes (3200 BCE)**
- 🕒 **Cheops begins reign (2756 BCE)**

**Day 3**

**History**

**History from the Dawn of Civilization to the Present Day** | pp. 22–25

**Vocabulary**

- faience:** glazed ceramic ware. [p. 22]
- dynasties:** lines of hereditary rulers of a country. [p. 24]
- halberd:** a combined spear and battle-ax. [p. 25]

**Note:** Bronze is a copper-tin alloy. It is stronger than copper, so its discovery led to significant technological advancements and was used to create weapons, armor, and tools. It was so important to civilization that the years of about 3000-1000 BCE are called The Bronze Age.

**To Discuss After You Read**

12. How is our knowledge of Indus Valley culture similar to that of ancient Egypt before the discovery of the Rosetta Stone? (see p. 26) ➔ *its writing system remains mostly undeciphered, leaving many aspects of the culture a mystery* (22)
13. What new advancements were present in Indus Valley civilization? ➔ *a system of precise weights and measures for trade, plumbing and latrines, planned cities, and seafaring boats* (22)
14. What is the Shang Dynasty known for? ➔ *bronze goods cast on a large scale, a developed system of writing, a strong hierarchical society with the emperor considered divinely powered, a system of officials who aided in ruling, the military*

**Timeline and Map Activities**

- 🕒 **Indus Valley civilization (2600–1700 BCE)**
- 🕒 **The Bronze Age (3000–1000 BCE)**
- 🕒 **Shang Dynasty rules China (c. 1600–1100 BCE)**

**Historical Literature**

**The Pharaohs of Ancient Egypt** | pp. 40–63

**Vocabulary**

...**commandeered** the people of the Nile Valley... (enlisted (someone) to help in a task, typically against the person’s will) [p. 43]

And in a **slip** of her own, lay Pharaoh’s Great Royal Burge... (a parking spot for a boat that the boat can slip in and out of) [p. 47]

...during the **inundation**... (the season on Egyptian calendars when the Nile floods) [p. 54]

...with broken **funerary** equipment... (relating to a funeral) [p. 61]

\*\*\*

**stevedores:** people employed at a dock to load and unload cargo from ships. [p. 47]

**To Discuss After You Read**

15. What is the unsolved debate over Cheops? ➔ *Herodotus recorded the testimony of priests who painted Cheops as a cruel tyrant, enslaving people to build his great pyramid; archaeological evidence does not support this testimony; it paints Cheops as a “Good God” whose workers joyfully served him* (43–45)
16. Describe the Ancient Egyptians’ religion. ➔ (sample: *they served hundreds of gods; they brought offerings; Ra was the highest god; priests would daily change the gods’ clothes and leave them food* (51))
17. What is a mastaba tomb? ➔ *a rectangular flat-topped tomb made of brick; the foundation of a step pyramid* (54)

18. Why are the pyramids considered one of the seven wonders of the ancient world? ➔ *they are perfectly proportioned, as tall as a forty-story building, and are made of more than two million two and a half tons of granite, covered with limestone and a giant capstone (52–58)*

#### Timeline and Map Activities

- 🕒 **Imhotep built first stone tomb (c. 2830 BCE)**
- 🕒 **Chephren's Sphinx built (2500 BCE)**
- 🕒 **Archeologists discover Queen Hetepheres ruined tomb (1924)**
- 📍 **Memphis (Egypt) 10; Giza 15** (map 1)

## Day 4

### History

#### **History from the Dawn of Civilization to the Present Day** | pp. 13, 26–27

#### Vocabulary

**cuneiform:** wedge-shaped characters used in the ancient writing systems of Mesopotamia, Persia, and Ugarit, surviving mainly impressed on clay tablets. [p. 27]

**disseminate:** spread or disperse (something, especially information) widely. [p. 27]

#### To Discuss After You Read

19. Why have some early systems of writing survived and others have not? ➔ *the survival of writing systems depends largely on its medium; papyrus, bamboo, and parchment degraded over time, while clay and stone have survived (26)*

## Primary Source Documents

### **The Rosetta Stone**

You've read about the discovery and deciphering of this important find in the first chapter of *The Pharaohs of Ancient Egypt*. Now, read for yourself from this ancient text that was the key to understanding Egyptian hieroglyphics. As you read this primary source document and others this year, consider the following questions:

- By whom was it written? Who is the intended audience?
- Why was it written? What is its purpose?
- How does it connect with what you are learning about this time in history?
- How does it relate to your life today?

### **The Rosetta Stone (excerpts)**<sup>2</sup>

1. In the reign of the young one who has succeeded his father in the kingship, lord of diadems, most glorious, who has established Egypt and is pious

2. Towards the gods, triumphant over his enemies, who has restored the civilised life of men, lord of the Thirty Years Festivals, even as Hephaistos the Great, a king like the Sun,

3. Great king of the Upper and Lower countries, offspring of the Gods Philopatores, one of whom Hephaistos has approved, to whom the Sun has given victory, the living image of Zeus, son of the Sun, Ptolemy...

6. ...the fourth of the month of Xandikos, according to the Egyptians the 18th Mekhir. DECREE. There being assembled the Chief Priests and Prophets and those who enter the inner shrine for the robbing of the

7. Gods, and the Fan-bearers and the Sacred Scribes and all the other priests from the temples throughout the land who have come to meet the king at Memphis, for the feast of the assumption

8. By Ptolemy, the ever-living, the beloved of Ptah, the God Epiphanes Eucharistos, the kingship in which he succeeded his father, they being assembled in the temple in Memphis this day declared:

9. Whereas king Ptolemy, the ever-living, the beloved of Ptah, the god Epiphanes Eucharistos, the son of King Ptolemy and Queen Arsinoe, the Gods Philopatores, has been a benefactor both to the temples and

10. To those who dwell in them, as well as all those who are his subjects, being a god sprung from a god and goddess (like Horus the son of Isis and Osiris, who avenged his father Osiris) (and) being benevolently disposed towards

11. The gods, has dedicated to the temples revenues in money and corn and has undertaken much outlay to bring Egypt into prosperity, and to establish the temples,

12. And has been generous with all his own means; and of the revenues and taxes levied in Egypt some he has wholly remitted and others he has lightened, in order that the people and all the others might be

13. In prosperity during his reign; and whereas he has remitted the debts to the crown being many in number which they in Egypt and in the rest of the kingdom owed; and whereas those who were

14. In prison and those who were under accusation for a long time, he has freed of the charges against them; and whereas he has directed that the gods shall continue to enjoy the revenues of the temples and the yearly allowances given to them, both of

15. Corn and money, likewise also the revenue assigned to the gods from vine land and from gardens and the other properties which belonged to the gods in his father's time;

16. And whereas he directed also, with regard to the priests, that they should pay no more as the tax for admission to the priesthood than what was appointed them throughout his father's reign and until the first year of his own reign; and has relieved the members of the

2. <https://sourcebooks.fordham.edu/ancient/rosetta-stone-translation.asp>. Accessed March 1, 2023.



17. Priestly orders from the yearly journey to Alexandria; and whereas he has directed that impressment for the navy shall no longer be employed; and of the tax in byssus cloth paid by the temples to the crown he

18. Has remitted two-thirds; and whatever things were neglected in former times he has restored to their proper condition, having a care how the traditional duties shall be fittingly paid to the gods;

19. And likewise has apportioned justice to all, like Hermes the great and great; and has ordained that those who return of the warrior class, and of others who were unfavourably

20. Disposed in the days of the disturbances, should, on their return be allowed to occupy their old possessions; and whereas he provided that cavalry and infantry forces and ships should be sent out against those who invaded

21. Egypt by sea and by land, laying out great sums in money and corn in order that the temples and all those who are in the land might be in safety...

24...when the Nile made a great rise in the eighth year (of his reign), which usually floods the

25. Plains, he prevented it, by damming at many points the outlets of the channels (spending upon this no small amount of money), and setting cavalry and infantry to guard

26. Them, in a short time he took the town by storm and destroyed all the impious men in it...

39. An image which shall be called that of 'PTOLEMY, the defender of Egypt', beside which shall stand the principal god of the temple, handing him the weapon of victory, all of which shall be manufactured (in the Egyptian)

40. fashion; and that the priests shall pay homage to the images three times a day, and put upon them the sacred garments, and perform the other usual honours such as given to the other gods in the Egyptian

41. festivals; and to establish for King PTOLEMY, THE GOD EPIPHANES EUCHARISTOS, sprung of King Ptolemy and Queen Arsinoe, the Gods Philopatores, a statue and golden shrine in each of the

42. Temples, and to set it up in the inner chamber with the other shrines; and in the great festivals in which the shrines are carried in procession the shrine of the GOD EPIPHANES EUCHARISTOS shall be carried in procession with them.

## Historical Literature

### *The Pharaohs of Ancient Egypt* | pp. 64–79

#### Vocabulary

They were digging for **antiquities**... (*an object, building, or work of art from the ancient past*) [p. 64]

Most natives were too **apathetic** to care. (*showing or feeling no interest, enthusiasm, or concern*) [p. 65]

Then they had a **parley**. (*a conference between opposing sides in a dispute*) [p. 65]

...chapels contained **votive** offerings... (*an object offered in fulfillment of a vow, such as a candle used as a vigil light*) [p. 66]

They were full of **invaluable** information... (*extremely useful; indispensable*) [p. 67]

#### To Discuss After You Read

**Note:** The chapter begins with “end of the last century,” but since the book was written in 1964, this means the end of the 1800s.

- Why did the thieves keep digging if they only kept finding mummified crocodiles? ➔ *the crocodiles signaled that this area had once been a temple, which could contain valuable offerings (66)*
- What records of how people lived in Ancient Egypt did archeologists find inside a mummified crocodile? ➔ *records of how a country estate was run (67–69)*
- How did others begin to nibble away at Pharaoh's power? ➔ *the priests began to choose the Pharaoh; nobles began to pass lands down to their heirs rather than reverting them to Pharaoh; servants of Pharaoh began to claim their own right to life after death (70–72)*
- What changes had taken place since the time of Cheops? ➔ *the capital was moved to Thebes; there were more priests and more imposing temples; Osiris was the primary god; Amon became the state god; there was a stronger central government; Egypt kept a standing army (78–79)*

#### Timeline and Map Activities

- 🕒 **Ahmoose rules Egypt (c. 1550-1525 BCE)**
- 🕒 **Thutmose begins rule (c. 1524 BCE)**
- 📍 Thebes <sup>22</sup>; Avaris <sup>19</sup>; Syria <sup>4</sup> (map 1) ■

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Date:	Day 1 <small>6</small>	Day 2 <small>7</small>	Day 3 <small>8</small>	Day 4 <small>9</small>	Day 5 <small>10</small>
<b>History</b>					
<i>History from the Dawn of Civilization to the Present Day</i>	pp. 28–31 	pp. 32–35	pp. 36–39  	pp. 14, 40–41 	
<i>Primary Source Documents</i>		Egyptian Book of the Dead			
<b>Historical Literature</b>					
<i>The Pharaohs of Ancient Egypt</i>	pp. 80–96 	pp. 97–118 	pp. 119–152 	pp. 153–end 	
<b>Extended Learning</b>					
<b>Current Events</b>	Three reports this week.				
<b>Research Report</b>	Research Report 1 (due at the end of Week 3)				
<b>Other Notes</b>					

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## Day 1

### History

***History from the Dawn of Civilization to the Present Day*** | pp. 28–31

**Vocabulary**

**diplomacy:** the profession, activity, or skill of managing international relations. [p. 30]

**propaganda:** information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view. [p. 30]

**amnesty:** an official pardon for people who have been convicted of political offenses. [p. 31]

**extradition:** the act of handing over (a person accused or convicted of a crime) to the jurisdiction of the foreign state in which the crime was committed. [p. 31]

- To Discuss After You Read**
- In what ways was Middle Kingdom Egypt more democratic than Old Kingdom Egypt? ➔ *civil servants rather than royals now held some positions; ordinary people had more rights, including access to mummification; more interest was taken in the poor; money was spent on public works, like irrigation systems; defenses were strengthened; new trade routes were formed (28)*
  - How would you describe the New Kingdom period in Egypt? ➔ *a wealthy and powerful time with a strong military and national pride; the pharaoh served as "warrior-defender;" diplomatic ties, trade, and architectural art thrived. (28)*
  - What stands out to you as most memorable about Rameses II? (pp. 30–31)

4. Read the poem “Ozymandias” by Percy Bysshe Shelley, printed below. Ozymandias was an alternate name for Rameses II. What is Shelley saying about Rameses II and others like him? ➔ *even though Rameses was very powerful when he was alive, all power eventually crumbles*

“Ozymandias,” by Percy Bysshe Shelley

I met a traveller from an antique land  
Who said: “Two vast and trunkless legs of stone  
Stand in the desert...Near them, on the sand,  
Half sunk, a shattered visage lies, whose frown,  
And wrinkled lip, and sneer of cold command,  
Tell that its sculptor well those passions read  
Which yet survive, stamped on these lifeless things,  
The hand that mocked them, and the heart that fed:  
And on the pedestal these words appear:  
‘My name is Ozymandias, king of kings:  
Look on my works, ye Mighty, and despair!’  
Nothing beside remains. Round the decay  
Of that colossal wreck, boundless and bare  
The lone and level sands stretch far away.”

Timeline and Map Activities

- 🕒 **Egyptian Middle Kingdom (c. 2040–1730 BCE)**
- 🕒 **Hyksos rule Lower Egypt (c. 1730–1550 BCE)**
- 🕒 **Egyptian New Kingdom (c. 1550–1069 BCE)**
- 🕒 **Ramses II (c. 1302–1213 BCE)**
- 📍 **Nubia** 9 (map 11)

## Historical Literature

### *The Pharaohs of Ancient Egypt* | pp. 80–96

Vocabulary

...the role of **Dowager** Queen Mother... (*a widow with a title or property derived from her late husband*) [p. 83]

...not strong enough to **depose** Hatshepsut. (*remove from office suddenly and forcefully*) [p. 87]

...had many secret **partisans** among the nobility... (*strong supporters of a party, cause, or person*) [p. 92]

\* \* \*

**myrrh**: a type of tree whose resin was historically used as perfume, incense, or medicine. [p. 91]

**braziers**: portable heaters consisting of a pan or stand for holding lighted coals. [p. 91]

**dais**: a low platform for a lectern, seats of honor, or a throne. [p. 91]

To Discuss After You Read

**Note:** Find an excellent photo of Deir el Bahri (introduced on p. 80) on pp. 72–73 of *History from the Dawn of Civilization to the Present Day*.

5. Retell the story of Queen Hatshepsut. ➔ *a woman who stole the throne from her half-brother of a lesser wife; she ruled for 21 years, and was destroyed by her half-brother, who attempted to erase her reign from history*

6. What great expedition did Queen Hatshepsut command? ➔ *she sent barges to Punt to restore trade*
7. What did the priests at Karnak do to surprise and upset Hatshepsut? ➔ *carrying the image of Amon, they stopped and bowed before Thutmose, indicating that the god saw him as the rightful Pharaoh*

Timeline and Map Activities

- 🕒 **Queen Hatshepsut rules as pharaoh (c. 1505–1484 BCE)**
- 📍 **Punt (modern day Somalia)** 1 (map 2)
- 📍 **Aswan** 16 (map 1)

## Extended Learning

### Current Events

Do three reports; at least two of international concern. Remember, we expect these to be oral reports, not written.

### Research Report | Section 1: Rulers & Hierarchies (3000 BCE–700 BCE)

By now you should have chosen a topic from your reading to research further. Note that this report spans three weeks, so plan your time accordingly.

## Day 2

### History

### *History from the Dawn of Civilization to the Present Day* | pp. 32–35

To Discuss After You Read

8. What were the three spiritual parts of a person, according to ancient Egyptians? ➔ *the ka was a person's essential life-force and was part of the soul; the ba was the personality, also part of the soul; the akh was the form a person would take in the afterlife, after the ka and ba were reunited (32)*
9. Describe one Egyptian artifact. (pp. 34–35)

### Primary Source Documents

*The Egyptian Book of the Dead*

“Book of the Dead” is the title now commonly given to the great collection of funerary texts which the ancient Egyptian scribes composed for the benefit of the dead. These consist of spells and incantations, hymns and litanies, magical formulae and names, words of power and prayers, and they are found cut or painted on walls of pyramids and tombs, and painted on coffins and sarcophagi and rolls of papyrus. The title “Book of the Dead” is somewhat unsatisfactory and misleading, for the texts neither form a connected work nor belong to one period; they are miscellaneous in character, and tell us nothing about the lives and works of the dead with whom they were buried.”

The excerpt you will read is called the Negative Confession. It is a list of forty-two sins the deceased must deny in order to pass into the afterlife. Each one is addressed to a god by name.

As you read excerpts from this primary source document, consider the following questions:

- By whom was it written? Who is the intended audience?
- Why was it written? What is its purpose?
- How does it connect with what you are learning about this time in history?
- How does it relate to your life today?

**Excerpts from *The Egyptian Book of the Dead*<sup>1</sup>**

1. Hail, Usekh-nemmt, who comest forth from Anu, I have not committed sin.
2. Hail, Hept-khet, who comest forth from Kher-aha, I have not committed robbery with violence.
3. Hail, Fenti, who comest forth from Khemenu, I have not stolen.
4. Hail, Am-khaibit, who comest forth from Qernet, I have not slain men and women.
5. Hail, Neha-her, who comest forth from Rasta, I have not stolen grain.
6. Hail, Ruruti, who comest forth from Heaven, I have not purloined offerings.
7. Hail, Arfi-em-khet, who comest forth from Suat, I have not stolen the property of God.
8. Hail, Neba, who comest and goest, I have not uttered lies.
9. Hail, Set-qesu, who comest forth from Hensu, I have not carried away food.
10. Hail, Utu-nesert, who comest forth from Het-ka-Ptah, I have not uttered curses.
11. Hail, Qerri, who comest forth from Amentet, I have not committed adultery.
12. Hail, Hraf-haf, who comest forth from thy cavern, I have made none to weep.
13. Hail, Basti, who comest forth from Bast, I have not eaten the heart.
14. Hail, Ta-retiu, who comest forth from the night, I have not attacked any man.
15. Hail, Unem-snef, who comest forth from the execution chamber, I am not a man of deceit.
16. Hail, Unem-besek, who comest forth from Mabit, I have not stolen cultivated land.
17. Hail, Neb-Maat, who comest forth from Maati, I have not been an eavesdropper.
18. Hail, Tenemiu, who comest forth from Bast, I have not slandered anyone.
19. Hail, Sertiu, who comest forth from Anu, I have not been angry without just cause.
20. Hail, Tutu, who comest forth from Ati, I have not debauched the wife of any man.
21. Hail, Uamenti, who comest forth from the Khebt chamber, I have not debauched the wives of other men.
22. Hail, Maa-antuf, who comest forth from Per-Menu, I have not polluted myself.
23. Hail, Her-uru, who comest forth from Nehatu, I have terrorized none.
24. Hail, Khemiu, who comest forth from Kau, I have not transgressed the law.
25. Hail, Shet-kheru, who comest forth from Urit, I have not been angry.
26. Hail, Nekhenu, who comest forth from Heqat, I have not shut my ears to the words of truth.
27. Hail, Kenemti, who comest forth from Kenmet, I have not blasphemed.
28. Hail, An-hetep-f, who comest forth from Sau, I am not a man of violence.
29. Hail, Sera-kheru, who comest forth from Unaset, I have not been a stirrer up of strife.
30. Hail, Neb-heru, who comest forth from Netchfet, I have not acted with undue haste.
31. Hail, Sekhriu, who comest forth from Uten, I have not pried into other's matters.
32. Hail, Neb-abui, who comest forth from Sauti, I have not multiplied my words in speaking.
33. Hail, Nefer-Tem, who comest forth from Het-ka-Ptah, I have wronged none, I have done no evil.
34. Hail, Tem-Sepu, who comest forth from Tetu, I have not worked witchcraft against the king.
35. Hail, Ari-em-ab-f, who comest forth from Tebu, I have never stopped the flow of water of a neighbor.
36. Hail, Ahi, who comest forth from Nu, I have never raised my voice.
37. Hail, Uatch-rekhit, who comest forth from Sau, I have not cursed God.
38. Hail, Neheb-ka, who comest forth from thy cavern, I have not acted with arrogance.
39. Hail, Neheb-nefert, who comest forth from thy cavern, I have not stolen the bread of the gods.
40. Hail, Tcheser-tep, who comest forth from the shrine, I have not carried away the khenfu cakes from the spirits of the dead.
41. Hail, An-af, who comest forth from Maati, I have not snatched away the bread of the child, nor treated with contempt the god of my city.
42. Hail, Hetch-abhu, who comest forth from Ta-she, I have not slain the cattle belonging to the god.

1. <http://www.gutenberg.org/files/7145/7145-h/7145-h.htm>. Accessed March 1, 2023.

## Historical Literature

### **The Pharaohs of Ancient Egypt** | pp. 97–118

#### Vocabulary

...ready “to **smite**” the rebellious Syrian... (*strike with a firm blow*) [p. 97]

And Pharaoh and his **vanguard**... (*the troops at the forefront of a moving army*) [p. 101]

Pharaoh, **resplendent** in full battle dress... (*attractive and impressive through being richly colorful or sumptuous*) [p. 102]

...established Egyptian **garrisons**... (*troops stationed in a fortress or town to defend it*) [p. 107]

...more as Pharaoh’s ambassadors than as his **vassals**. (*people in a subordinate position to another*) [p. 108]

#### To Discuss After You Read

10. What were the absurdities of “the most absurd battle”?  
➔ *the Syrians watched Pharaoh approach and set up camp without attacking him; when the Egyptians attacked, the Syrians froze and then fled; the Egyptian troops stopped to plunder the Syrians instead of pursuing the enemy (101–104)*
11. What is Thutmose the Third known for? ➔ *a warlike Pharaoh—he defeated the attacking Syrians, brought home great booty and wealth; and conquered Palestine, Syria, some of Phoenicia and Nubia; he raised noble children of other lands in his court; he ruled a rich country; “he was tireless, energetic and able ruler as he was a general” (109); he collected tribute and added new trade*

#### Timeline and Map Activities

- 🕒 **Thutmose the Third rules (1484–1461 BCE)**
- 📍 *Palestine* 17; *Megiddo* 18 (map 1)

## Day 3

### History

#### **History from the Dawn of Civilization to the Present Day** | pp. 36–39

**Note to Instructors:** Throughout the book, the authors attempt to state simply what people of various religions believe. However, they often use language that casts doubt on Judeo-Christian beliefs.

On these pages, the authors present the Egyptian and Mesopotamian beliefs of religious monuments in a straightforward manner (“Egyptians believed that their kings became gods when they died...”). Then, when discussing how ziggurats inspired the Jewish story of the Tower of Babel, they indicate that Jewish writers made up a story about their God (“Jewish writers were horrified... and wrote that a displeased God...”). To present all religions

fairly, the authors could have written this as “The Jews believed that the tower to the heavens displeased God, who disrupted the project...”

#### To Discuss After You Read

12. What does the author consider a key feature of a developing civilization? Do you agree? ➔ *the construction of monuments, such as temples, palaces, and tombs. No, while the buildings may be easier items to see, a code of law, or the ability to write or create art, or live at peace in society might be more significant indicators of a civilization (36–37)*
13. Why did ancient civilizations build temples “for eternity”? ➔ *worship of the gods was important because the gods controlled the peoples’ fate; temples often served as centers of administration (36–37)*
14. What are some characteristics of the Olmecs? ➔ *jaguar-worship, farming, no wheeled vehicles, drainage systems, written language, large sculptures, astronomy (38–39)*

#### Timeline and Map Activities

- 🕒 **Olmecs (c. 1500–900 BCE)**
- 📍 *Honduras* 1; *Costa Rica* 2 (map 1)

## Historical Literature

### **The Pharaohs of Ancient Egypt** | pp. 119–152

#### Vocabulary

The ladies of Pharaoh’s **cosmopolitan** court... (*familiar with and at ease in many different countries and cultures*) [p. 127]

...the overthrow of the **heretic** Pharaoh... (*a person believing in or practicing religious heresy, beliefs contrary to typical doctrine*) [p. 132]

Tax collectors... were **dunning** the people unfairly. (*demanding payment*) [p. 139]

From these **beleaguered** northern cities... (*beset with difficulties*) [p. 140]

\* \* \*

**aviary:** a large cage, building, or enclosure for holding birds. [p. 134]

**panoply:** a splendid display. [p. 150]

#### To Discuss After You Read

15. Why did the god Aton become so popular under Amenhotep the Third? ➔ *the Pharaoh encouraged it to undermine the power of the High Priest; sun worship was familiar to the foreign wives of Egypt’s nobles; a sun god could be understood by the diverse peoples of Egypt’s vast empire (126–127)*

16. What was the significance of Amenhotep changing his name to Akhnaton? ➔ *it showed a shift in allegiance from Amon to Aton; Pharaoh's name often indicated state policy and religious matters; the change showed that the crown now supported Aton as chief among the gods (130)*
17. How did Akhnaton devoutly pursue his new religion? How did that eventually cause his downfall? ➔ *he commanded the temples in Thebes be closed and the priesthood disbanded; Amon's name was to be erased, and he moved to a new capital city that he built; he no longer served politically, but devoted his life to his new god, he changed the art and painted himself as a mortal (which made people think he was weak), he commanded his people worship only one god (which they didn't like), and the nations became less strong without a strong leader, plus vassal states were being taken over (129–132, 137–141)*
18. How did Egyptian art change under Akhnaton ➔ *humans had always been rigid and positioned only in standard poses, looking young and handsome; Akhnaton taught artists to use perspective and insisted they portray people as they truly are and in everyday poses (135–136)*
19. Why was King Tut's tomb significant? ➔ *it had never been ransacked; it showed the treasures of the ancient Egyptians (147–148)*

#### Timeline and Map Activities

- 🕒 **Amenhotep the Fourth rules (1351–1334 BCE)**
- 🕒 **Tutankhamon rules (1332–1324 BCE)**
- 🕒 **King Tut's tomb discovered (1922)**
- 🌐 Akhetaton 21 (map 1)

## Day 4

### History

#### ***History from the Dawn of Civilization to the Present Day*** | pp. 14, 40–41

#### Vocabulary

**Levant:** historical geographical term referring to a large area in the Eastern Mediterranean, primarily in Western Asia. [p. 14]

**Labyrinth:** a maze. [p. 41]

#### To Discuss After You Read

20. What are some characteristics of the Minoans? ➔ *women played a dominant role; extensive sea trading; well-planned cities; beautiful palaces and artifacts; goddess worship; bull-leaping; written language that remains undeciphered; sophisticated ships; government and religion were intertwined; advanced drainage and plumbing systems; gold jewelry; belief in an afterlife (40–41)*

#### Timeline and Map Activities

- 🕒 **Minoan Civilization (3000–1400 BCE)**
- 🕒 **Bronze Age (3000–1200 BCE)**

### Historical Literature

#### ***The Pharaohs of Ancient Egypt*** | pp. 153–end

#### Vocabulary

With the **connivance** of guards and officials... *(willingness to secretly allow or be involved in wrongdoing, especially an immoral or illegal act)* [p. 168]

...**burlesque** and caricature Pharaoh and the gods... *(cause to appear absurd by parodying or copying in an exaggerated form)* [p. 168]

#### To Discuss After You Read

21. What kept Rameses from being captured or killed in the battle against the Hittites? ➔ *instead of attacking Rameses, the Hittites fell to looting the camps evacuated by the divisions of Amon and Ra; Egyptian allies unexpectedly appeared from the coast to help in the battle; King Mutuwallis and a large number of his soldiers never entered the fray (158–159)*
22. Why were the Sea People a threat to the Ancient Egyptians? ➔ *the Sea People attacked aggressively and the Egyptians were not warlike (they would have soldiers to fight for them), famine and theft became common coupled with stealing from graves, plus corruption, the people no longer revered the gods nor the pharaoh) (167–168)*
23. What marked the downfall of Egypt as an independent country? ➔ *the arrival of Alexander the Great and his Macedonian and Greek forces (170)*

#### Timeline and Map Activities

- 🕒 **Rameses the Third rules (c. 1291–1224 BCE)**
- 🕒 **Muslim Arabs conquer Egypt (641 BCE)**
- 🕒 **Alexander the Great conquers Egypt (332 BCE)**
- 🕒 **Ptolemy Dynasty (305–30 BCE)**
- 🕒 **Rome conquers Egypt (30 BCE)**
- 🕒 **Turks control Egypt (1517)**
- 🌐 *Aleppo 14; Crete 1; Aegean Islands 2; Cyprus 3; Libya 7; Turkey 5 (map 1)* ■

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Date:	Day 1 <sup>11</sup>	Day 2 <sup>12</sup>	Day 3 <sup>13</sup>	Day 4 <sup>14</sup>	Day 5 <sup>15</sup>
<b>History</b>					
<i>History from the Dawn of Civilization to the Present Day</i>	pp. 15, 42–43	pp. 44–47 🕒🌐	pp. 49–50, 54–55 🌐	pp. 56–59 🕒🌐	
<i>Primary Source Documents</i>				On the Customs of the Persians	
<b>Historical Literature</b>					
<i>The Winged Girl of Knossos</i>	Before the Story Begins—ch. 2 🌐	ch. 3–4 🌐	ch. 5–6	ch. 7–8	
<b>Extended Learning</b>					
<b>Current Events</b>	Three reports this week.				
<b>Research Report</b>	Research Report 1 (due at the end of this week)				
<b>Other Notes</b>					

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## Day 1

### History

**History from the Dawn of Civilization to the Present Day** | pp. 15, 42–43

**Vocabulary**  
**lingua franca:** a language that is adopted as a common language between speakers whose native languages are different. [p. 43]  
**marauders:** raiders. [p. 43]

**To Discuss After You Read**

- How did bronze affect diplomatic relations in the Middle East between 1200 and 1050 BCE? ➔ *every people group in the area needed copper and tin to make bronze; therefore, they needed to maintain long-distance trade relations; this led to intensive correspondence, intermarriage, and exchange of gifts (43)*

- Why is the period 1050–934 BCE called a dark age in the Middle East? ➔ *almost no records exist of life during this period, which indicates the top layer of culture stopped building monuments and producing written records; it was likely a time of upheaval (43)*

### Historical Literature

**The Winged Girl of Knossos** | Before the Story Begins—Chapter 2

Enjoy the retelling of the story of Icarus coupled with the legend of King Minos.

**Vocabulary**  
 ...Knossos, capital of the **seagirt** empire... (*surrounded by the sea*) [p. 13]  
 ...authentic history out of lowly **potsherds**. (*broken pieces of ceramic material, especially ones found on an archaeological site*) [p. 14]

Note to Instructors    Map Point    Timeline Suggestion

That **tribute** of slaves was very probably exacted... (*payment made periodically by one state or ruler to another, especially as a sign of dependence*) [p. 14]

With her right hand on the **gunwale**... (*the upper edge of the side of a boat*) [p. 15]

...sailor holding the rope about the **thole-pin**... (*a pin, typically one of a pair, fitted to the gunwale of a rowboat to act as the fulcrum for an oar*) [p. 15]

Into the belt was thrust a short **dirk** of bronze... (*a short dagger*) [p. 17]

Garments were **doffed** and waved... (*taken off in greeting*) [p. 19]

\*\*\*

**Homer:** the legendary author of *The Iliad* and *The Odyssey*, two epic poems that are the central works of ancient Greek literature. [p. 13]

**Troy:** the Bronze Age city attacked in the Trojan War, a popular story in the mythology of ancient Greece. [p. 13]

**Helen:** in Greek legend, the most beautiful woman in the world; married to King Menelaus of Sparta but abducted by Prince Paris of Troy, kicking off the Trojan War. [p. 13]

**Ilium:** the Roman name for the city of Troy. [p. 13]

**Achaeans:** the collective name for the Greeks in Homer's *Iliad* and *Odyssey*. [p. 13]

**Herodotus:** an ancient Greek historian. [p. 13]

**Minotaur:** in Greek mythology, a monster with the body of a man and the head and tail of a bull. [p. 14]

#### To Discuss After You Read

- Throughout these chapters, there are clues about Inas' standing in society. What are some of them? ➔ *she is diving for sponges but has no need to sell them in the market (17); her knife has a gold and ivory handle (18); she felt relaxed to be far from the palace (18); she has a crystal-tipped hair pin (20); her father has a "small house" away from their home in the city (27)*
- What do you find as evidence of advanced civilization in Inas' Crete? ➔ *a palace and marketplace, travel, trade, religion, tools*
- What does Kadmos explain is the fear of sailors everywhere? ➔ *when they sail off to war or to trade, they leave their homes vulnerable to attack; they fear they will return home to a smoking ruin*

#### Timeline and Map Activities

- 📍 Troy ①; Crete ②; Knossos ③; Black Sea ④; Athens ⑤; Aegean Sea ⑥; Phaestos ⑦ (map 1)

## Extended Learning

### Research Report | Section 1: Rulers & Hierarchies (3000 BCE–700 BCE)

Are you well into your research? Start shifting gears now to plan your presentation, whether a written report or other means of sharing what you've learned. The assignment is due at the end of this week.

## Day 2

### History

### History from the Dawn of Civilization to the Present Day | pp. 44–47

#### Vocabulary

**Semitic:** a people group largely associated with the Middle East who speak languages related to Hebrew and Arabic. [p. 44]

**mercenaries:** professional soldiers hired to serve in a foreign army. [p. 44]

**eunuchs:** men who have been castrated. [p. 45]

**Note:** People in the Middle East found that iron was tougher than bronze around 1200 BCE. Eventually, iron was used more than bronze for tools and weapons. This became The Iron Age.

#### To Discuss After You Read

- What are some ways the Assyrians modernized warfare? ➔ *they used a combination of infantry, chariots, and cavalry; they used iron weapons; they had a standing army of professional soldiers plus provincial contingents; they used fear to control their enemies (44)*
- What are some ways the Assyrians created a stable political system? ➔ *royal bloodline with an heir always ready; delegation of power to local officials; strong administrative control; good communication links; varied trading connections (44–45)*

Page 45 references the excellent poem "The Destruction of Sennacherib" by Lord Byron. We encourage you to look it up online or, if you are reading *A Child's Anthology of Poetry* in BookShark's World Literature program, find it on p. 44.

- For which materials did Middle Eastern peoples establish vast trading networks during the second millennium BCE? ➔ *ebony, ivory, gold, incense, exotic animals, fabric, glass, cedar wood (46)*

#### Timeline and Map Activities

- 📍 Assyrian Empire (c. 1350–700 BCE)  
📍 Phoenicia Empire trades (1200–600 BCE)  
📍 Iron Age (1200–550 BCE)  
📍 Oman ⑤; Yemen ② (map 13)

## Historical Literature

### **The Winged Girl of Knossos** | Chapters 3–4

#### Vocabulary

...her father, lived in too simple a fashion for such **ostentation**... (a vain display of wealth) [p. 30]

...gods for the **nether world**... (underworld; hell) [p. 33]

By **Rhea**, that was good! (Greek mother goddess) [p. 35]

...a **rude** dirt floor... (roughly made or done) [p. 38]

The **skirl** of a bagpipe... (a shrill, wailing sound) [p. 39]

...Glos was always like that, **taciturn**... (reserved or uncommunicative in speech; saying little) [p. 44]

#### To Discuss After You Read

9. How does Inas not fall into traditional female roles?  
➔ she dives with the sponge fishermen (Chapter 1); she thinks she'd be a good horseman (31); she has entered the bull-vaulting event (31); she uses wings like her father (34); she wishes to have far-off adventures someday (36)
10. What dangerous hobby does Daidalos have? Why is it dangerous?  
➔ he builds wings to experiment with flight; others might not understand his scientific interest but think he is using black magic (33)

Take note of Kres, the Egyptian, on page 33. He returns later in the book.

11. What had Daidalos created for King Minos? ➔ the world-famous Labyrinth, the king's store-house, the palace fountains, and a citadel (43)
12. Why do Daidalos and Inas decide to move their wings and experiment elsewhere? ➔ to take advantage of a headwind and to avoid "this increasing menace of discovery" (45)

#### Timeline and Map Activities

📍 Rhodes 📍 (map 1)

## Day 3

## History

### **History from the Dawn of Civilization to the Present Day** | pp. 49–50, 54–55

**Note:** Although only p. 50 of the timeline is assigned reading today, you should also read the overview paragraph at the top of p. 51.

#### Vocabulary

**steppe:** a large area of flat unforested grassland in south-eastern Europe or Siberia. [p. 55]

#### To Discuss After You Read

13. How did terrain and climate affect empire-building in the first millennium BCE? ➔ rivers and seas provided transportation and trade routes; high mountains provided natural boundaries; the colder, unforested steppe of the north remained nomadic (55)

#### Timeline and Map Activities

📍 Nigeria 📍 (map 11)

## Historical Literature

### **The Winged Girl of Knossos** | Chapters 5–6

#### Vocabulary

...a pleasant and cleansing **emulsion**. (a mixture of two liquids that do not dissolve together) [p. 50]

They crossed a **viaduct**... (a long bridge-like structure, typically a series of arches, carrying a road across a valley or other low ground) [p. 46]

...**panniers** of pineapples from the Fleet. (baskets, bags, boxes, or similar containers, carried in pairs slung over the back of a beast of burden) [p. 54]

...he was also crafty, mean, **avaricious**, and as inquisitive... (having a strong desire for material possessions) [p. 60]

\* \* \*

**Fleur-de-lis:** a three-petaled decoration commonly associated with French royalty, inspired by a lily [p. 60]

**griffins:** mythical creatures with the head and wings of an eagle and the body of a lion [p. 60]

**chitons:** garments worn by Greek men and women in ancient times. [p. 62]

#### To Discuss After You Read

14. What evidence of slavery can you find in Chapter 5?  
➔ Daidalos gives the reins of his mule to a slave boy (48); Teeta, Inas' old nurse, was "stockier than the slender Cretans" (49)
15. Describe Knossos. (Its ruins can still be walked today!)  
➔ a city of 100,000 people, with painted houses, a palace large enough to hold 1000 people, the palace separate from the rest of the town, the lower part was crowded with narrow streets, the houses were three stories high with flat roofs, with a market; in the higher part of town the houses were large and decorative with animal tiles, with wide windows, courtyards with fountains.
16. What additional work has Daidalos done in Knossos?  
➔ he made improvements to the bull-vaulting arena, improved the city with engineering projects, put in fountains of running water, fortified a palace gate (53)

17. How is Inas treated in the palace? ➔ *recognized by all as a regular visitor; accesses the palace proper; greeted warmly by the princess, who takes Inas into her confidence, able to pass into different parts of the palace, even without showing Ariadne's ring (55–61)*

## Day 4

### History

#### **History from the Dawn of Civilization to the Present Day** | pp. 56–59

##### Vocabulary

**annexation:** the action of seizing territory. [p. 56]

**hoplite:** a heavily armed foot soldier of ancient Greece. [p. 59]

**phalanx:** a body of troops or police officers, standing or moving in close formation. [p. 59]

##### To Discuss After You Read

18. What was the difficulty in administering such a large empire as Persia? How did the Persians overcome this challenge? ➔ *distances were so great that travel between two cities could take weeks; the Persians set up a swift communication network involving official routes, staging posts, and carefully administered travel rations (56–57)*
19. Why were the Greek city-states important? Where did the people identify their citizenship? ➔ *people from a city identified with the city-state (not the nation) first, and they experimented with various forms of government—monarchy, tyranny, oligarchy, and democracy (58–59)*

##### Timeline and Map Activities

- 🕒 **Persian Empire (550–330 BCE)**
- 🕒 **Greek City-States Classical period (c. 480–323 BCE)**
- 📍 Sicily <sup>21</sup>; Athens <sup>28</sup>; Sparta <sup>29</sup> (map 7)
- 📍 Eretria <sup>4</sup> (map 11)
- 📍 Afghanistan <sup>9</sup> (map 13)

## Primary Source Documents

### **On the Customs of the Persians**

Herodotus was an ancient Greek historian who traveled extensively and recorded much of what we know about the ancient world of his era. This excerpt was written around 430 BCE.

As you read this primary source document, consider the following questions:

- By whom was it written? Who is the intended audience?

- Why was it written? What is its purpose?
- How does it connect with what you are learning about this time in history?
- How does it relate to your life today?

### **Excerpts from *On the Customs of the Persians***<sup>1</sup>

Now the Persian nation is made up of many tribes. Those which Cyrus assembled and persuaded to revolt from the Medes were the principal ones on which all the others are dependent.

The customs which I know the Persians to observe are the following: they have no images of the gods, no temples nor altars, and consider the use of them a sign of folly. This comes, I think, from their not believing the gods to have the same nature with men, as the Greeks imagine. Their wont, however, is to ascend the summits of the loftiest mountains, and there to offer sacrifice to Zeus, which is the name they give to the whole circuit of the firmament. They likewise offer to the sun and moon, to the earth, to fire, to water, and to the winds. These are the only gods whose worship has come down to them from ancient times.

Of all the days in the year, the one which they celebrate most is their birthday. It is customary to have the board furnished on that day with an ampler supply than common. The richer Persians cause an ox, a horse, a camel, and an ass to be baked whole and so served up to them: the poorer classes use instead the smaller kinds of cattle. They are very fond of wine, and drink it in large quantities. To vomit or obey natural calls in the presence of another is forbidden among them. Such are their customs in these matters.

It is also their general practice to deliberate upon affairs of weight when they are drunk; and then on the morrow, when they are sober, the decision to which they came the night before is put before them by the master of the house in which it was made; and if it is then approved of, they act on it; if not, they set it aside. Sometimes, however, they are sober at their first deliberation, but in this case they always reconsider the matter under the influence of wine. When they meet each other in the streets, you may know if the persons meeting are of equal rank by the following token: if they are, instead of speaking, they kiss each other on the lips. In the case where one is a little inferior to the other, the kiss is given on the cheek; where the difference of rank is great, the inferior prostrates himself upon the ground. Of nations, they honor most their nearest neighbors, whom they esteem next to themselves; those who live beyond these they honor in the second degree; and so with the remainder, the further they are removed, the less the esteem in which they hold them.

There is no nation which so readily adopts foreign customs as the Persians. Thus, they have taken the dress of the Medes, considering it superior to their own; and in war they wear the Egyptian breastplate. As soon as they hear of any luxury, they instantly make it their own: and hence, among other novelties, they have learnt unnatural lust from the Greeks. Each of them has several wives, and a still larger number of concubines. Next to prowess in arms, it is regarded as the greatest proof of manly excellence to be the father of many sons. Every year the king sends rich

1. <https://sourcebooks.fordham.edu/ancient/herodotus-persians.asp>. Accessed March 1, 2023.

gifts to the man who can show the largest number: for they hold that number is strength. Their sons are carefully instructed from their fifth to their twentieth year, in three things alone—to ride, to draw the bow, and to speak the truth. Until their fifth year they are not allowed to come into the sight of their father, but pass their lives with the women. This is done that, if the child die young, the father may not be afflicted by its loss.

They hold it unlawful to talk of anything which it is unlawful to do. The most disgraceful thing in the world, they think, is to tell a lie; the next worst, to owe a debt: because, among other reasons, the debtor is obliged to tell lies.

Thus much I can declare of the Persians with entire certainty, from my own actual knowledge. There is another custom which is spoken of with reserve, and not openly, concerning their dead. It is said that the body of a male Persian is never buried, until it has been torn either by a dog or a bird of prey. That the Magi have this custom is beyond a doubt, for they practice it without any concealment. The dead bodies are covered with wax, and then buried in the ground.

Buying and selling in a marketplace is a custom unknown to the Persians, who never make purchases in open marts, and indeed have not in their whole country a single market-place.

## Historical Literature

### *The Winged Girl of Knossos* | Chapters 7–8

#### Vocabulary

...too many men of the court, **effete**... (*overrefined and ineffectual*) [p. 67]

...the **plaudits** were for Deukalion... (*expressions of praise or approval*) [p. 76]

...made a **sardonic** bow... (*mocking, cynical*) [p. 82]

\* \* \*

**henna**: a reddish-brown dye [p. 75]

**palanquin**: a covered litter for one passenger, consisting of a large box carried on two horizontal poles by four or six bearers. [p. 76]

#### To Discuss After You Read

20. According to Esos, the guard, what is the reason for the Greek slaves being there? ➔ *the Cretans beat the Greeks in a battle years ago; as a result, the Greeks have to send a tribute of fourteen slaves every ten years* (66)
21. What foreshadowing ends Chapter 7? ➔ *readers learn that many months will pass and many ships will sail before Ariadne's ring is back on the finger of "a Cretan princess"; this foreshadows that something will interrupt Inas' return of the ring to Ariadne, or perhaps Crete will be without a princess for some time* (69)

**Note:** With some understanding of the plot and characters, go back and read *Before the Story Begins* on pages 13–14. It will likely make more sense now.

22. What was the purpose of the bull? ➔ *for entertainment, as a form of worship; after the games, the sacred animals would be led to sacrifice* (76)

## Extended Learning

### Research Report | Section 1: Rulers & Hierarchies (3000 BCE–700 BCE)

Present your first report today.

**Note to Instructors:** As you evaluate your students' presentation, consider the research that was done as well as the final product. The goal is for your students to learn about some aspect of this time period in detail. How much detail (and how much time spent) is up to you. Remember, this assignment is one students should pursue with passion and creativity! Under your guidance, they choose their topic, their method of research, and their final product. ■

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## High School World History—Scope and Sequence

<b>Week</b>	<b>History</b>	<b>Biographies/ Historical Fiction</b>	<b>Geography</b>
1	Rulers and Hierarchies; The Cradle of Civilization; The Code of Hammurabi; The Rosetta Stone; Bronze Age China	Egyptian Pharaohs	<i>Crete; Peru; Nile River Delta; Rosetta; Mediterranean Sea; Cairo; Alexandria; Constantinople; Paris; St. Helena; Libya; Sudan; Giza; Thebes</i>
2	Egypt; The Realm of Osiris; Egyptian Book of the Dead; Europe's First Civilization	Egyptian Pharaohs	<i>Punt; Palestine; Honduras; Costa Rica; Knossos; Aleppo; Crete</i>
3	Bronze Age Collapse; Rulers of the Iron Age; Thinkers and Believers; The Persian Empire; Greek City-States	Greek Mythology	<i>Troy; Egypt; Sicily; Africa; Athens; Black Sea; Phaestos; Oman; Yemen; Nigeria; Afghanistan</i>
4	Alexander the Great; Greeks in Asia; Birth of Democracy; Hippocratic Oath; The Aeneid; The Rise of Rome; Julius Caesar	Greek Mythology	<i>The Hellespont; Macedon; Rome; Tiber River; Gaul</i>
5	From Republic to Empire; The Roman Army; Greek and Roman Egypt; Cleopatra	Greek Mythology	<i>Mycenae; Sparta; Armenia</i>
6	The Revival of Persia; India's First Empire; The Vedas; Saying of Confucius; Unification of China; Classical Thought; Celtic Warriors	The Art of War	<i>Jerusalem, the Caribbean; Nepal; India; Sri Lanka; Mongolia; China</i>
7	Nomads of the Steppes; Early American Civilizations; Gods and Goddesses; Spread of Religion;	The Essential Iliad	<i>Kazakhstan; Crimea; Yucatan; Guatemala; Ghana; Cambodia; Laos; Malaysia; Philippines; Myanmar; Tibet</i>
8	Warriors, Travelers, and Inventors; Diffusion of Knowledge; China's Golden Age; The Song and Ming Dynasty; Genghis Khan; Diamond Sutra; Sir Gawain	Genghis Khan	<i>Persia; Carthage; Byzantium; Morocco; Kyrgyzstan; Manchuria; Japan</i>
9	Rise of the Samurai; Korea in the Middle Ages; Lost Empires; The Ascent of Islam;	Genghis Khan	<i>Sumatra; Mekong River; Red River; Chao Phraya River; Irrawaddy River; Burma; Malacca; Poland; Hungary; Denmark; Norway; Mecca; Algeria; Indian Ocean; Senegal; Uzbekistan; Caspian Sea; Caucasus Mountains; Gobi Desert; Himalayas; Yellow River; Korea</i>
10	The Delhi Sultanate; South of the Sahara; The Silk Road; The Black Death; Charlemagne	Genghis Khan	<i>Zimbabwe; Sabi River; Limpopo River; Timbuktu; Lake Baikal; Venice; Genoa; Rhine River; Tian Shan Mountains; Altai Mountains</i>
11	Medieval Europe; Battle of Hastings; The Byzantine Empire; The Crusades; The Magna Carta	Genghis Khan	<i>Zhongdu; Hangzhou; Danube River; Pacific Ocean; Mediterranean Sea; Liao River; Kaifeng; Kashgar; Kinjiang; Balasagun; Baghdad; Singapore; Adriatic Sea; Persia; Armenia; Mosul; Antioch; Jerusalem; Urgench; Aral Sea; Multan</i>
12	Raiders and Traders; The Rise of Ottoman Power; Pre-Columbian Americas; Polynesian Expansion	Genghis Khan	<i>Sweden; Iceland; Netherlands; Rhine River; Seine River; Loire River; Karakorum; Damascus; Georgia; Azerbaijan; Kiev; Kalka River; Belgium; Germany; France; Israel; Belize; Ecuador; Mexico City; Gulf of Mexico; Mississippi River; Oklahoma; Lake Issykul; Syria; Cyprus; Taiwan; Micronesia; New Zealand; Hawaii</i>

(continued on the following page)

<b>Week</b>	<b>History</b>	<b>Biographies/ Historical Fiction</b>	<b>Geography</b>
13	Renaissance and Reformation; Voyages of Discovery; Isabella of Castile; Columbus lands in the Caribbean; The Great Exchange	Genghis Khan; Kublai Khan	<i>Newfoundland; Cuba; Madeira Islands; Azores Islands; Cape Verde; Gulf of Guinea; Dominican Republic; Brazil; Haiti; Columbia; Panama; Borneo; Bolivia</i>
14	The Pilgrim Fathers; The Three Emperor's; Japan's Great Peace; The Great Mughals; The Ottoman Empire; Black Death; Ming and Qing Dynasties	Hernán Cortés	<i>Plymouth; Massachusetts; St. Lawrence River; Faeroe Islands; Iceland; Greenland; Milan; Florence; Goa; Batavia; Tajikistan, Ganges River; Spain; Tenochitlan; Cozumel; Yucatan Peninsula; Isla Mujeres; Jamaica; Tabasco River; Bosnia-Herzegovina; Mexico</i>
15	The Renaissance; Leonardo da Vinci; The Reformation; Elizabeth I	Hernán Cortés	<i>Veracruz; Rio de la Antigua; Switzerland; Orizaba; Cuzco; Peru; Angola</i>
16	The 30 Years War; Peace of Westphalia; English Civil War; Scientific Revolution; The Enlightenment	Hernán Cortés	
17	Masters of War; Rise of Capitalism; Louis XIV; The Slave Trade; Exploring the Pacific	Hernán Cortés	<i>Canary Islands; Sao Tome; Senegal River; Dahomey; Sierra Leone; Nova Scotia; Tahiti</i>
18	Industry and Revolution; The Agricultural Revolution; Industrial Revolution; The First Global Conflict; American Declaration of Independence; Storming of the Bastille	Hernán Cortés	<i>Quebec; Uruguay; Teotihuacan; Tepeaca; Canary Islands; Puerto Rico; Greater Antilles; Santo Domingo; River Atoyac</i>
19	Revolution in France; Napoleon Bonaparte; Napoleonic Wars; William Wilberforce; Expanding the Frontier	Hernán Cortés	<i>Corsica; Elba; St. Helena; Oaxtepec, Cuernavaca; Amecameca; Chimalhuacan; Xochimilco; Virgin Islands; Guam</i>
20	American Civil War; Abraham Lincoln; Gettysburg Address; Latin America Liberated	Ernest Shackleton	<i>Baja California; Honduras; Algiers; Antarctica; Sudan; Norway; London; Buenos Aires; South Georgia Island; Falkan Islands; Venezuela; Argentina; Paraguay</i>
21	Germ Warfare; Europe Redefined; Karl Marx; Workers Unite	Ernest Shackleton	
22	The Romantic Movement; Origin of Species; Ingenious Inventions; The Imperial World; Queen Victoria	Ernest Shackleton	<i>Congo; Madagascar; Eritrea; Uganda; Rwanda; Tibet; Tierra del Fuego; Cape Horn</i>
23	Colonial Resistance; The British Raj; The Opium Wars; Young Turks Revolt; The Scramble for Africa	Ernest Shackleton	<i>Brunei; Borneo; Mozambique</i>
24	World War I; Assassination at Sarajevo; Boer Wars; Balkan Wars; Mexican Revolution	Charles Marlow	<i>Sarajevo; Bulgaria; Greece; Montenegro; Serbia; Countries involved in WWI</i>
25	World War I; Treaty of Versailles	Family Romanov	<i>St. Petersburg; Neva River; Gulf of Finland; Poland; Japan; Arctic Ocean; Turkey; China; Finland; Crimea; Thailand; Ukraine; Belgium; Paris</i>
26	World War I; The Russian Revolution; Joseph Stalin	Family Romanov	<i>Switzerland; Kiev; Georgia</i>
27	Stanlinism; Soviet Union; Soviet Propaganda; The Great Depression; Fascism; Spanish Civil War	Family Romanov	<i>Tobolsk; Ekaterinburg</i>
28	Adolf Hitler; Stalingrad; Total War; World War II; D-Day; The Holocaust	Winston Churchill	<i>English Channel; Dunkirk; Aegean Sea; Antwerp; Calais; Ypres; Black Sea; Istanbul; Dardanelles; Gallipoli</i>

(continued on the following page)



<b>Week</b>	<b>History</b>	<b>Biographies/ Historical Fiction</b>	<b>Geography</b>
29	War in the Pacific; Hiroshima; The Cold War; Mahatma Gandhi; The Partition of India; End of the Colonial Era; Contemporary Issues (Globalization)	Winston Churchill	<i>El Alamein; Bangladesh; Suez Canal; Vietnam; Pakistan</i>
30	The Promised Land; Albert Einstein; The American Dream; John F. Kennedy; Latin America; China's Long March; Contemporary Issues (Globalization)	Werner Heisenberg; Niels Bohr	<i>Lebanon</i>
31	Berlin Wall; The Sixties; Vietnam War; Martin Luther King; Civil Rights; Contemporary Issues (Natural Resources)	China's Long March	<i>Vietnam; Somalia</i>
32	Dictatorship and Democracy; The Oil Crisis; Iranian Revolution; War in Afghanistan; Contemporary Issues (Natural Resources)	Iran during the Islamic Revolution	<i>Iran; Uzbekistan; Azerbaijan; USSR; Switzerland; Estonia; Latvia; Lithuania</i>
33	Iron Curtain; War in Yugoslavia; United Europe; Apartheid; United Nations; Contemporary Issues (Population)	Stephen Kumalo	<i>Albania; Holland; Sweden; Turkey; Austria; Vienna; Carisbrooke; Ixopo; Soweto; Trondheim; Luxembourg; Zaire; Burundi</i>
34	Nelson Mandela; Tiger Economics; Modern Technology; Feeding the World; Contemporary Issues (Population)	Stephen Kumalo	<i>Thailand</i>
35	World Health; 9/11; The Gulf Wars; Globalization; Superpower China; Global Recession; Contemporary Issues (Cultural Conflicts)	Stephen Kumalo	<i>Kuwait; Zimbabwe; Malawi; Zambia; Lithuania</i>
36	Dynamic Populations; Green Technology; Climate Change; Internet and Social Media; Contemporary Issues (Cultural Conflicts)	Stephen Kumalo	<i>South Sudan</i>

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