

**THE ANCIENT WORLD:
GREECE, ROME, INDIA (with some side excursions)**

CLASS SCHEDULE: *Note: Discovery Time (generally the last period of the day, when students are free to explore among many texts and to do academic and art work) is typical of each day, and so it isn't written into this schedule. The general movement of each day is typically from collective to individual activities; morning periods find us discussing homework, learning partnerships, and groups to follow their own interests, in the spirit of the cultures they are studying. The new things, and working on projects; afternoon generally involves something artistic or otherwise project-oriented, as well as Exploration Time. I leave room for spontaneity, to allow for individuals, schedule is subject to change, depending upon class interests and needs. We are taking two field trips: one to the Natural History Museum and the other to the Sackler/Freer Galleries. **Concerning homework; the reading part is mandatory, but the Question to Ponder may be substituted for the more traditional reading response.***

Monday, Day 1. Please bring in Ancient Greek World. Introductions. CTY honor code and ways of life.

DISCUSSION: What do we already know about the ancient world? How do we know what we know (or think we know)? Foods: ancient, modern, adapted ancient. .

PRE-ASSESSMENT: "The Ancient World—'Back in the Day'"

EXPLORATION: *Ancient Greek World*, "Introduction: the Glory that Was Greece"

ACTIVITIES: Mapwork; exploring *Ancient Greek World* Ch. 1, "What's a Greek? Greece and Greeks"

EXPLORATION: Setting Greece in context with the ancient world: its neighbors, what was going on with them at the time of the various Hellenic civilizations.

STORYTELLING: Myths and legends of Greek gods and people: what stories can we tell each other? Oedipus, Antigone, and Creon.

TONIGHT: *Read Ancient Greek World, Chapters 2-6 (Gods, Priests and Oracles; Mysterious Minoans; A Great Civilization is Born; Always Look a Gift Horse in the Belly; and Sing, Muse) and write about something interesting that you have read. Or you may draw, and write a short paragraph to explain what you're drawing & its importance to you. This kind of assignment (whether just writing or drawing + writing) is called a "reader response."*

QUESTION TO PONDER: *Take one of the "mysteries" on p. 30 and make your own guesses!*

Tuesday, Day 2. Please bring in Ancient Greek World.

DISCUSSION concerning Ancient Greece: Discussing what we read last night. If you wanted to envision an epic, what grand story would you like to tell? What characters would you put in it, what supernatural forces? What heroes and heroines?

ACTIVITIES: Greek alphabet.

EXPLORATIONS: *Ancient Greek World*, Ch. 7: "Greece Spreads its Wings: Colonies and City-States"

STORYTELLING (GREEK AND INDIAN): More Odyssey. Cronos and his children...King Kans and baby Krishna. The avatars of Vishnu. Trade routes and storytelling.

TONIGHT: *Read Ancient Greek World, Chapters 8-12 (Who's In Charge Here?; "A Living Possession"; Growing up Greek; A Shadowy Existence; The Spartan Experiment) Write (or draw + write) something about anything interesting that you learned today, or write a story or do something else creative concerning the Greeks.*

QUESTIONS TO PONDER: *If you had to choose between Sparta and Athens, which would you choose, and why?*

Wednesday, Day 3. Please bring in *Ancient Greek World*.

DISCUSSION/ACTIVITIES concerning the readings of last night. So often, when people think of Greece, they envision wealthy men having a comfortable time. So let's look at life for the slaves, life for children, for women—and the different models of life in Athens and in Sparta. Why do you suppose the Spartans were so different?

EXPLORATION: *Ancient Greek World*, Chapter 13: “Woe to the Land of Persia”

STORYTELLING: Continuing with the *Odyssey*.

TONIGHT: Read *Ancient Greek World*, Chapters 14-17 (*The Hands of the Many; Hoplites and Triremes; The Greek World War; Take Two Vulture's Eggs and Call Me in the Morning*) and write something creative and fun in the spirit of Greece.

QUESTION TO PONDER: *What were you surprised to learn in your reading last night?*

Thursday, Day 4. Please bring in *Ancient Greek World*.

STORYTELLING: *Odyssey*, of course!

DISCUSSION/ACTIVITIES concerning last night's readings.

EXPLORING: *Ancient Greek World*, Chapter 18: “Freed from the Clash of Arms: the Olympic Games” Comparing ancient Olympics to today's. How have athletics changed from then to now?

TONIGHT: Read *Ancient Greek World*, Chapters 19-23 (*Striving for Perfection; All the World's a Stage; Going to School; How Do We Know What We Know?; and Two Philosophers—Plato and Aristotle*) and do something creative.

QUESTION TO PONDER: *Who is your favorite philosopher of the Ancient Greek World? Do you have a favorite philosopher or other wise person who lives today and influences thoughts in a major way?*

Friday, Day 5. Please bring in *Ancient Greek World*. (CTY THEME DAY: HARRY POTTER)

DISCUSSION/ACTIVITIES concerning last night's readings. Greek drama...let's explore it more deeply and see if we can devise something dramatic of our own, given what we know and what we've learned.

CLAY DAY! Enjoying clay-work in class; looking at interesting ceramics around school!

EXPLORATION: Read Chapters 24-26, about Philip of Macedon, Alexander the Great, and the Hellenistic World (in *Ancient Greek World*).

STORYTELLING: Herbs and poisons of the ancient world, those who succumbed and those who survived: Socrates, Claudius, Locusta of Gaul, Mithridates.

NO HOMEWORK OVER THE WEEKEND. BUT LOOK AROUND YOUR HOME AND FIND THINGS THAT YOU WOULD HAVE FOUND IN ANCIENT GREECE OR ANY OTHER AREAS WE'VE EXPLORED.

Monday, Day 6. Please bring in *Ancient Roman World*.

ACTIVITIES: Map work, shifting to Rome. Remember Greeks' colonization?...well, there's a connection somewhere...Overlapping time of early Romans and classical Greeks.

EXPLORATION: *Ancient Roman World*, Chapter 1: “Wives, Wolves, and Wild Boys: the Founding of Rome” and Chapter 2: “Migration, Mystery, and Mastery: Who Were the Etruscans?”

TONIGHT: Read *Ancient Roman World*, Chapters 3-7 (*Morality, Tyranny, Heroes, and Kings; The Rebellion of the Poor; Fathers, Gods, and Goddesses; Hannibal, Rome's Worst Enemy; A Roman Through and Through*).

QUESTION TO PONDER: *Most of the films set in Rome are set during Empire times. What films of Rome have you seen? How did they affect your thoughts about Rome before CTY? What does early Rome look like to you? Is this the same Rome???*

Tuesday, Day 7. Please bring in *Ancient Roman World* and wear your CTY t-shirt!

ACTIVITY: Field trip to Museum of Natural History.

TONIGHT: Read *Ancient Roman World, Chapters 8-14 (Spartacus the Rebel; Two Revolutionary Brothers; Words Versus Swords; "I Came, I Saw, I Conquered": Julius Caesar; Power-Mad or Madly in Love?: Cleopatra; The Emperor's New Names: The Reign of Augustus; Misery, Mistrust, Madness, and Murder: The Successors of Augustus)* and write a little something creative and interesting.

QUESTION TO PONDER: What did you find most fascinating at the museum? Discuss it, illustrating it if you please,

Wednesday, Day 8. Please bring in *Ancient Roman World*.

DISCUSSION and ACTIVITIES Daily life in Rome at different eras.

STORYTELLING: One of Thomas Babington Macaulay's 19th-century *Lays of Ancient Rome*:

"Horatius." Two different endings of Horatius: the one that Macaulay writes and the one written by Polybius, which we will also hear about.

DISCUSSION: Who, to you, was the most fascinating of the cast of characters of last night's reading? Why do you suppose Shakespeare's ANTONY AND CLEOPATRA is so popular?

EXPLORATION: *Ancient Roman World, Chapter 15: "Childhood and Marriage, Mothers and Matriarchs*

TONIGHT: Read *Ancient Roman World, Chapters 16-19 (A City Tells Its Tale: Pompeii; All the Emperor's Men: Trajan and the Army; Pleasing the Rowdy Romans; How to Get Rich in Rome)*

QUESTION TO PONDER: Which ending of "Horatius" appeals more to you, and why?

Thursday, 2Day 9. Please bring in *Ancient Roman World*.

STORYTELLING: Macaulay's "Virginia," another story of *Ancient Rome*.

DISCUSSION AND ACTIVITIES: Roman art, some of which was wonderfully preserved at Pompeii. Discussion of the events of Pompeii and Herculaneum. City work (optional).

SPECIAL PRESENTATION by Program Assistant Sarah Sullivan, playing the parts of Pliny the Younger and of Professor Sullivan about Pompeii and Herculaneum.

TONIGHT: Read *Ancient Roman World, Chapters 20-24 (The Restless Builder; Magic and the Cults of the Near East; Taxes and Tactics in the Provinces; One God or Many?; From Jesus to Constantine)* and write a super creative reading response.

QUESTIONS TO PONDER: What do you think of the actions of Virginia's father? Of the townspeople? Of the villain? Of Virginia herself? Why do you suppose the father did as he did—was there any way for them to escape their fate (as the author sees it)?

Friday, Day 10. Please bring in *Ancient Rome*. (CTY THEME DAY: SUPERHEROES).

STORYTELLING: More from Thomas Babington Macaulay's *Lays of Ancient Rome*: "The Battle of Lake Regillus."

DISCUSSIONS and ACTIVITIES from last night's readings. Discussions of superheroes of the ancient world.

CLAY DAY: More fun with clay...how ancient can you get?

EXPLORATIONS: *Ancient Rome, Chapters 25 and 26: "Rome's Power Slips Away"; "The Empire, Divided and Defeated; Epilogue: The Legacies of Ancient Rome."*

NO HOMEWORK OVER THE WEEKEND. BUT START THINKING, IF YOU HAVEN'T ALREADY, ABOUT HOW YOU'D DESIGN THE CITY OF YOUR DREAMS.

Monday, Day 11. Please bring in your creativity.

STORYTELLING: The Ramayana.

DISCUSSION AND ACTIVITIES: Ramayana...all day! Drawing or writing while listening and talking about the actions in this great Indian epic. Or work on designing your own city.

TONIGHT: *Think about what you heard...writing and drawing it in your most imaginative fashion.*

QUESTIONS TO PONDER: *Why is Rama so obedient to his father, even after his father has died? Why is he so obedient to Kaikeyi, even if Kaikeyi is not his biological mother and even though Kaikeyi does not have Rama's good in mind? Why does Kaikeyi do what she does?*

Tuesday, Day 12. Please bring in your insights, and wear your CTY t-shirt!

ACTIVITY: Field trip to Sackler/Freer galleries.

STORYTELLING: More Ramayana.

TONIGHT: *Think about what you enjoyed most about the museums and write about it.*

QUESTION TO PONDER: *How would the Ramayana change if it were the "Sitayana" or the "Ravanana?"*

Wednesday, Day 13. Please bring in your sense of wonder.

STORYTELLING: I will lay out the grand family tree and the beginning of the action of India's other great epic, the Mahabharata. This is an all-day story marathon!

DISCUSSION: Sanskrit drama, comparing with Greek drama.

TONIGHT: *Read the Sanskrit play "The Shattered Thigh" by Bhasa. Just read—that's all I ask!*

QUESTION TO PONDER: *Choose the character or the issue that fascinates you most in the Mahabharata, and write an interview with that character or an opinion piece about that issue.*

Thursday, Day 14. Please bring in "The Shattered Thigh" and your sharpest analytical powers.

CTY STUDENT PROGRAM EVALUATIONS. Then...

STORYTELLING: The marathon continues. Now that we have set up the family conflict, how do the hostilities between the Kauravas and the Pandavas play out?

PLAY READING: Bhasa's *The Shattered Thigh*.

TONIGHT: *Clean up! Take home everything that you can live without tomorrow!*

Friday, Day 15. Please bring in whatever is necessary for today. Today is a day of bringing it all together, discussing the whole range of things, and getting ready to host the parents in the afternoon. Details to follow.