

The Ancient World:
Egypt, Greece, Rome, India
Course Syllabus

Monday, Day 1

Morning: Creativity warm up—“what do you see in these circles?” Introduction activity: “four truths and a lie”, review basic principles of CTY honor code.

Pretest: What do we already know about the ancient world? (quiz format)

Shared Inquiry Experience Topic: *Civilizations Coming Together:* We will learn about and discuss the beginning of the Egyptian state, the Nile river, the Upper Kingdom, the Lower Kingdom, and the unification of both Egyptian kingdoms.

Afternoon: Students will learn about hieroglyphics and the purpose of hieroglyphics in order to work on individual hieroglyphics projects: Creating a clay cartouche. Students will read from Kingdom of the Dead in order to support their beginning understanding of the concepts covered in class. Interactive Read Aloud: We will listen to and respond creatively in our journals to the Egyptian creation myth of Ra.

Homework: Students will read pages 19-31 from our ancient Egyptian civilization text, Kingdom of the Dead and answer the following critical and creative thinking questions.

Tuesday, Day 2

Morning: 1.) Warm Up: Creativity activity and Egyptian informational reading packet. 2.) We will gather into cooperative groups to discuss the answers to the homework from last night in order to get a deeper understanding and appreciation of the content.

Shared Inquiry Experience Topic: *The Pharaoh's a God?* We will learn about the following key concepts: Pharaohs, their pyramids, and the religious background for the Old Kingdom of Egypt. 3.) Students will read Kingdom of the Dead pages 51-54 and 64-67 followed by small group inquiry discussion.

Afternoon: Mummies! We will learn more about the mummification that took place in ancient Egypt and begin making our own canopic jars. Interactive Read Aloud: We will listen to the myth of Isis and Osiris and respond in our learning logs.

Homework: Students will read chapters 3 and 5 from Kingdom of the Dead and answer critical thinking questions based on the reading selection.

Wednesday, Day 3

Morning: 1.) Warm Up: Independent reading of selected materials on ancient Egypt. 2.) We will gather into cooperative groups and discuss the answer to the homework from last night in order to get a deeper understanding and appreciation of the content. 3.) We will watch and discuss part of a video clip on the first pyramids of ancient Egypt.

Shared Inquiry Experience Topic: *Trouble in Paradise:* We will learn and explore the central topic of the latter part of classic ancient Egyptian civilization: 1000 BCE-30 BCE. Students will learn how foreign powers took control of Egypt and how that changed its civilization.

Afternoon: Interactive Read Aloud: We will listen to a selected ancient Egyptian myth and work with partners to create a mural showing their visual interpretation of one of the

myths that we have read from ancient Egyptian culture. 2.) We will begin writing our own “authentic” Egyptian myth.

Homework: Students will read chapters 6 and 7 from Kingdom of the Dead and answer critical thinking questions based on the reading selection.

Thursday, Day 4

Morning: 1.) Warm Up: Creativity exercise. 2.) We will gather in cooperative groups to discuss the homework questions from last night in order to gain a deeper, shared understanding of the concepts. 3.) Students will select a topic for their independent research project.

Shared Inquiry Experience: *From Three Come One:* We will learn about, discuss, and explore through inquiry the three different Bronze Age cultures that formed into what we now know of as ancient Greece: Minoa, Mycenae, and the Cyclades islands. Students will learn about unique characteristics of each of these Bronze Age cultures and ponder the possible reasons for their collapse and the beginning of ancient Greece’s “dark age”.

Afternoon: Students will engage in inquiry, discussion, and cooperative learning to explore Homer and his famous writings: *The Illiad* and *The Odyssey*. Students will rewrite a new, creative ending to either The Illiad or The Odyssey. Students will continue conducting independent research (with the guidance of both the instructor and the instructor’s assistant). Interactive Read Aloud: Students will listen to and respond in their journals to the myth of Zeus and the overthrow of the Titans.

Homework: Students will read pages 14-27 from their text on ancient Greece, Eyewitness: Ancient Greece and answer critical and creative thinking questions related to the text. Students will start learning about their independent research project topic.

Friday, Day 5

Morning: 1.) Warm Up: Students will read selected materials on the Mycenaean civilization of Greece. 2.) We will gather in cooperative groups to discuss the homework questions from last night and then share as a whole group.

Shared Inquiry Experience: *Ancient Greece in the Archaic Age.* Students will learn about and explore through inquiry the different characteristics and key achievements of the Archaic period of ancient Greece: Approximately 800 BCE-400 BCE.

Afternoon: Students will explore in-depth the role of religion in ancient Greece through focusing on the gods and goddesses of Mount Olympus. Students will work with partners to create posters that create a montage of the different gods and goddesses of ancient Greece. Interactive Read Aloud: Students will listen to and respond in their journals to the myth of Pandora’s Box.

Homework: Students will read pages 28-39 from Eyewitness: Ancient Greece and pages 86-88 from Ancient Greece: Voyages Through Time and answer critical and creative thinking questions. Students will continue their independent research on their self-selected topic.

Monday, Day 6

Morning: 1.) Warm Up: Students will work on a creative activity to determine as many possible alternate uses of regular house hold objects as possible. 2.) We will gather in cooperative groups to discuss specific homework questions from the weekend’s

homework assignment and then share as a whole group. 3.) Students will read Eyewitness Books: Ancient Greece pages 54-57 and discuss. Shared Inquiry Experience Topic: Greece at War: A Focus on the Persian and Peloponnesian Wars. We will learn and explore interesting facts and delve deeper into the causes and consequences of the Greek city-states' war with Persia, with a special focus on the Battle of Thermopylae, the Battle of Marathon, and then the Peloponnesian wars between the two great powers of Greece: Athens and Sparta.

Afternoon: Students will dramatize key scenes in the diplomacy leading up to the Persian and Peloponnesian war and conduct further hands-on activities extending their knowledge of these key events from Greek history.

Interactive Read Aloud: Students will listen to an eyewitnesses' account of the Battle of Thermopylae and respond in their journals.

Homework: Students will read Ancient Greece: Voyages Through Time: Chapters 6 and 7 and answer critical and creative thinking questions. Students will continue working on their independent research project.

Tuesday, Day 7

Morning: 1.) Warm Up: Journal writing 2.) Students will discuss and share their answers to last night's homework in cooperative discussion groups. 3.) Students will read pages 100-105 from Eyewitness Books: Ancient Greece and selected materials on ancient Greece followed by small group discussions. Shared Inquiry Experience Topic: The Golden Age of Greece: Socrates, Plato, and Aristotle. Students will learn and explore together topics related to the Golden Age of Greece: We will focus on the importance of the Golden Age philosophers. Greek art during this time period will also be explored: pottery, mosaics, etc.

Afternoon: Students will conduct a *symposia* in the ancient Greek style: Philosophical questions that the ancient Greeks debated will be given so that a real in-class debate/dialogue can be conducted. Interactive Read Aloud: Students will listen to and respond in their learning logs to the myth of Eurydice and Orpheus.

Homework: Students will read Ancient Greece: Voyages Through Time: Pages 99-105 and Eyewitness Books: Ancient Greece: Pages 42-51 and answer critical and creative thinking questions. Students will continue working on their independent research report.

Wednesday, Day 8 (Fourth of July, half day)

Morning: 1.) Warm Up: Independent reading from our classroom library books on the ancient world. 2.) Students will discuss and share their answers to last night's homework in cooperative discussion groups. 3.) Students will read Eyewitness Books: Ancient Greece: Pages 62-63 and 92-105 from The Greeks followed by small group discussion. Shared Inquiry Experience Topic: The Great Alexander! Students will learn about and explore topics surrounding the rise of Alexander the Great and his conquest of large parts of Asia. We will focus on the resulting Hellenistic Age of Greece as Greek and Asian cultures blended in new innovative ways.

Homework: Students will read Ancient Greece: Voyages Through Time: Chapters 10 and 11 and respond to critical and creative thinking questions. Students will continue working on their independent research project.

Thursday, Day 9

Morning: 1.) Warm Up: Students will respond to a themed prompt in their journals. 2.) Students will meet in cooperative discussion groups to share their answers to last night's homework and then will report out their consensus answer to the whole class. Shared Inquiry Experience Topic: *Veni, Vidi, Vici: Welcome to Rome!* Students will learn about and explore topics within the broader theme of the beginning of the Roman Republic and how it was transformed through such important historical figures as Julius Caesar and Octavian. Interactive Read Aloud: Students will listen to and compare/contrast in their learning logs the myth of Romulus and Remus to other creation myths that we have read.

Afternoon: 1.) Students will use their creativity and their knowledge of ancient Greek art to create mosaics (from pieces of construction paper) of a scene from Alexander the Great's life and times or any other scene from ancient Greece. 2.) Students will learn further and explore topics related to the years of the Roman Republic and the early years of Roman Empire, including a more focused look at certain emperors and the wars between Rome and Carthage. 3.) Students will work on creating their own epic poems in the style of the famous Roman poet Ovid to describe the triumphs of Rome.

Homework: Students will read E.Guides: Ancient Rome: Pages 26-41 and answer critical and creative thinking questions. Students will continue working on their independent research project.

Friday, Day 10 (Field Trip)

Morning: Shared Inquiry Learning Topic: *Pax Romana: The Halcyon Days of Rome.* Students will learn about and explore topics related to the expansion of the Roman Empire across much of Europe and into parts of Africa and Asia. Students will learn about the growing influence of Christianity and the abandonment of the traditional gods in Rome and will focus on the arts, architecture, daily life customs, and other cultural milestones that made Rome unique throughout the world. **Field Trip:** Students will take a guided tour of the Egyptian, Greek, and Roman antiquities collection at the Walters Art Museum.

Homework: Students will read E.Guides: Ancient Rome: Pages 46-55 and 68-73 and respond to critical and creative thinking questions. Students will continue working on their independent research report.

Monday, Day 11

Morning: 1.) Warm Up: Students will write their reactions to visiting the Walters Art Museum and share with partners. 2.) Students will self select discussion groups to gain a deeper insight into a particular aspect of the disaster at Pompeii and Herculaneum covered by the homework reading from last night. Students from the group will cooperatively report out to the rest of the class the consensus that they arrived at in order to enlighten the whole class. Shared Inquiry Experience Topic: *A Tale of Two Cities: Pompeii and Herculaneum.* Students will learn about and explore topics revolving around the volcanic destruction of both the cities of Pompeii and Herculaneum. Students will investigate further into what we can learn from the findings of archaeologists at both sites and the reaction of the Rome to these disasters. Interactive Read Aloud: Students will listen to and respond in their journals to a diary entry written by the famous Roman citizen Pliny who witnessed the volcanic eruption of Mount Vesuvius.

Afternoon: Activity: “Archaeological Dig”: Students will engage in hands-on group activities in the classroom to further explore the destruction of Pompeii and Herculaneum.

Homework: Students will read a packet from Bodies from the Ashes on Pompeii and Herculaneum and answer critical and creative thinking questions. Students will continue working on their independent research project.

Tuesday, Day 12

Morning: 1.) Warm Up: Students will write a “Roman myth” in their journals (creative writing) 2.) Students will self select a discussion group to gain a deeper insight into a particular aspect of the disaster at Pompeii and Herculaneum covered by the homework reading from last night. Students from the group will cooperatively report out to the rest of the class the consensus that they arrived at in order to teach the rest of the class.

Shared Inquiry Experience Topic: *The Collapse of Rome*. Students will learn about and explore topics related to the final demise of the Roman Empire in its original form. Students will learn about the splitting of the Roman Empire into two regions and the new capital in Byzantium. Students will also focus on how outside groups such as the Huns, Visigoths, and Ostrogoths, and the Romans themselves led to the downfall of Rome.

Interactive Read Aloud: Students will listen to a historical fiction selection on the fall of Rome and respond with their own creative story about the sacking of Rome if they had been there.

Afternoon: Students will engage in hands on group activities and further investigate the reasons and consequences of Rome’s collapse.

Homework: Students will read Ancient India: Pages 5-33 and answer critical and creative thinking questions. Students will continue working on their independent research project.

Wednesday, Day 13

Morning: 1.) Warm Up: Students will read a selected informational packet on India’s religions. 2.) Students will self-select discussion groups to focus on a particular aspect from last night’s homework questions.

Shared Inquiry Experience Topic: *Welcome to Ancient India!* Students will learn about and explore topics surrounding the development of the classic civilization and culture of ancient India. Interactive Read Aloud: Students will listen and respond to a reading from the Ramayana. Students will create mini posters to illustrate a scene from the story excerpt.

Afternoon: Students will further explore through hands on learning different topics of *their choosing* from the culture and civilization of ancient India. Students will present to the class their findings and original mini-products. (Informal, authentic assessment)

Homework: Students will read Ancient India: Chapters 4 and 5 and answer critical and creative thinking questions. Students will begin wrapping up their independent research projects.

Thursday, Day 14

Morning: 1.) Warm Up 2.) Students will self-select discussion groups to focus on a particular aspect from last night’s homework questions. Shared Inquiry Experience

Topic: *Ancient India: The Different Castes and Religions*. Students will learn how ancient Indian society was divided into different, rigid social groups and the main religions (Hinduism and Buddhism) that shaped/influenced the society. Interactive Read Aloud: Continue reading from the Ramayana. Students will respond by interpretive art in their learning logs.

Afternoon: Student final product presentations

Homework: Read Ancient India: Chapters 4 and 5 and respond to critical and creative thinking questions. Wrap up independent research project if not already completed.

Friday, Day 15

Morning: 1.) Post Assessment will be given. 2.) Student homework discussion groups. 3.) Shared Inquiry Experience Topic: *The Legacy of Ancient India*. Students will learn how the history of ancient India still affects its modern society and culture. Students will take a wider look at how the other ancient civilizations that we have studied still have an affect on present day societies.

Rest of the Day: Students will share their final projects, CTY completion activities and good byes.