

# Ancient Medieval HISTORY



PROLOGUE TO THE PRESENT

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# Rationale

## ***Rationale***

This curriculum document outlines the specific outcomes for Ancient-Medieval History that support the outcomes in the High School Foundation Program for years 9-10. The curriculum is sufficiently flexible to appeal to all students as they attain the outcomes. The rich variety of resources will also help students with various interests and abilities achieve the outcomes.

The Social Studies section of the High School Foundation Program states:

The task of enabling the student to understand and adapt to changes and challenges arising in society falls largely in the domain of the social studies. Developing students so they become informed, active, responsible citizens who understand their roots and have a clear vision of their future and, who are willing to confront issues, and participate in local, national, and world affairs is the goal of social studies education.

To attain this goal there must be a clear relationship between content and process in the social studies. The development of process skills for researching and utilizing information, communication skills, participation skills, as well as inquiry strategies that develop problem solving, decision making, and critical and creative thinking are all essential to reaching the aims of the social studies. Social studies draws facts, concepts and generalizations from history, geography and the other disciplines of social science, and it is the knowledge in these areas on which these skills are developed. The skills are not intended to be developed separately but are intertwined with the knowledge and attitude components of the curriculum. Knowledge, skills and attitudes must be woven together throughout the social studies curriculum if learning is to be meaningful and if students are to be prepared to deal with the great personal and social issues that they will confront in their lives.

The social studies outcomes identified for the Foundation Program have been developed with the underlying assumption that they are extricably linked to the broader cognitive skills that are the foundation of education. The learner is not a mere processor of information but is seen as a thinker whose knowledge, skills, and attitudes are developing, and who is capable of inquiry, analysis, synthesis, and evaluation.

The curriculum for Ancient-Medieval History, therefore, is articulated in terms of content (historical understandings) and skills (historical thinking) and direction is provided which links the teaching of particular skills to the attainment of certain content.

## ***Rationale for Discipline in Curriculum***

The study of history is vital to society. History is to society what memory is to the individual. It helps us understand who we are, why we hold the values we espouse, and why we have the institutions we do. Without history there is no collective sense of the group or our membership in it.

History also provides a laboratory within which we may test the merits of various ideas, systems, and philosophies. It allows us to have a frame of reference, a perspective against which we might judge the contemporary and the ephemeral. This is not to argue that history presents a blue print for society. Part of the challenge of studying history is to judge when historical antecedents are relevant or irrelevant to our contemporary situation.

Finally, history provides a window on the world and, serves to broaden our understanding of other cultures and perspectives and to recognize the interdependent nature of our world.

Taught properly, history encourages many of the goals which we have identified as central to good education -critical thinking, issue analysis, value clarification, and perspective consciousness.

# Program Design and Components



## **Program Organization**

One of the key questions, which must be addressed prior to any effort at outlining standards, is to determine whether the proposed course will be in the tradition of the classical western civilization course or will broaden its scope to include the history of peoples and regions not previously included, i.e., world history. The following is intended to outline the competing perspective in this debate:

Those who argue for a world history approach suggest that an exclusively western heritage focus ignores the history of many of the students in the class, particularly where such classes are representatives of the Canadian cultural mosaic. Not to include "their" history is to suggest that it is of little consequence. Secondly, it is argued that world history is "good" history in that it recognizes the interplay and integration among civilizations in shaping the past and present. Thirdly, it is suggested that this is the history we would all like to be taught in that it makes us aware of the exciting diversity that exists, but acknowledges our common humanity and thereby allows teachers and students to pursue interesting comparisons across cultures and between historical experiences.

While accepting the legitimacy of certain of the above arguments, others would insist that it is extremely difficult to devise a conceptual framework which would allow for a world history approach. Failing such a conceptual framework there is considerable danger that world history will confuse rather than enlighten students, in that it may lead to a cut and paste approach to history, where certain non-western societies are inserted into the curriculum quite arbitrarily. Time is also a factor, given that many teachers presently fail to examine the Renaissance and Reformation because the course is already too crowded. The result is an enormous gap with students moving from a consideration of medieval society at the end of grade 10 with a study of the background to the French Revolution at the beginning of grade 11.

Given the merits of the above schools of thought, it was decided that

*the grade 10 course retain its primary focus on the roots of western civilizations, but that the curriculum acknowledge the interplay of civilizations and the cultural borrowing which has characterized history.*

In defense of the above recommendation, it should be pointed out that the focus of global studies in the Foundation Program is almost exclusively given over to the study of non-European cultures and that this includes reference to the historical forces which have shaped these cultures.

It should also be noted that the proposed course will include a study of the emergence of civilization in Africa and Asia, with particular emphasis on Egypt and Mesopotamia. The course will also allow students to undertake independent study projects which allow them to explore civilizations beyond Europe.

## **Themes and Concepts**

The nature of history is such that it is best taught using a chronological approach. This does not suggest that history is simply a dry account of dates and events, but recognizes that interpretation is an essential ingredient of history. Interpretation involves, of necessity, an exploration of cause and effect, an exploration best realized through a chronological approach.

The adoption of a chronological approach does not exclude the examination of various themes. These.. themes would emerge naturally within each it and would provide a focus around which to analyze and organize information so that such information does not remain simply fragments of unconnected data. Possible themes include the following:

- *The Role of Geography in History*  
The geographic setting provides opportunities and imposes limitations which shape developments in a particular region. Although not arguing for geographic determination, it is essential that students understand the critical role played by geography in shaping the past.
- *Cultural Interaction*  
It is important that students understand that although the mass media and satellites have heightened cultural interaction, this is a familiar phenomena in history. Trade, wars, and the movement of peoples have contributed to a pattern of cultural borrowing that suggest that globalization is not a new development. Recognition of this reality will serve to challenge the natural ethnocentrism of students.
- *Philosophy, Theology, and Values*  
Individuals and societies have always struggled with the larger questions which give meaning and direction to our lives. History provides a laboratory in which to examine the varied responses to these larger questions and the consequences which follow on a particular response.
- *The Arts, Cultural Values, and World View*  
Works of art represent a primary resource to the historian and the student, reflecting as they do the values and world view of a particular society. Students should appreciate that the aesthetic sense is an essential element of our humanity as can be seen in the cave drawing of Lascaux or in the works found in the Louvre.
- *Conflict and Co-existence*  
at factors have contributed to the long record of warfare which has characterized our past and how explain the examples of self-sacrifice and cooperation. While exercising due caution in seeking analogies and parallels between the past and the present, history provides students with a point of reference to examine the present.
- *The Citizen and the State*  
What should be the relationship between the citizen and the state? What are the various arrangements possible? How may societies reconcile the need for social order and the demand for individual freedom? Again, history provides a laboratory in which to test the variety of possible responses to these questions.
- *Economic Development and Technological Development*  
History provides an opportunity, also, for students to explore the merits of various systems designed to produce and distribute the goods required by society, and to examine the connections among economic, social, and political structures.

- *The Enduring past.*  
The study of the past allows students to address the most basic question---Who are we? History is to the group what memory **is to** the individual. It helps us to understand why we embrace the values we do and why we have these particular social, economic, and political arrangements. While providing an explanation for our uniqueness, history also serves to remind us of our common humanity with others who have their own history and their own perspective.
- *Social History*  
The teaching of history has traditionally emphasized political and military considerations to the exclusion of social issues. Attention to social history---the morals and manners of the period, the daily lives of the people, etc.---will provide a more balanced and more interesting account of the past.
- *Issues of Power*  
An examination of power should go beyond an analysis of the relative strength of feudal kingdoms or nation-states to include an appraisal of the exercise of power within the state as reflected in the social and economic, as well as the political sphere.

Obviously, each of these themes cannot be explored in depth in each of the curriculum units. Time will simply not allow, and such a strategy would also create a certain routiness that could be deadly for student interest. However, it is possible to take advantage of the natural opportunities offered by particular curriculum units to better guarantee that students emerge with the frame of reference that attention to these broader themes will allow.

### ***Methodology Related to Content***

The teaching suggestions attached to each of the outcomes are not intended to be prescriptive. Space has been provided for teachers notes in the expectation that teachers will modify or replace those activities they find wanting.

The teaching suggestions are based on the assumption that students should be active participants in the learning process, and that students should be challenged to think. Thinking in this context involves analyzing cause and effect, comparing and contrasting, identifying perspective, reconstructing the past, weighing alternatives, etc.

The curriculum guide also assumes that content (historical understanding) and process (historical thinking) complement rather than compete against one another. While the outcomes focus on what students should know, the standards suggest what students should be able to do, and the suggested student activities provide a performance level against which to measure the student's success.

### ***Learning Environment and Classroom Organization***

The learning environment should challenge students to think and to articulate their thoughts orally and through the written word. It should encourage students to avoid quick judgements, to recognize the complexity of most issues, and to accept paradox. Finally, it should have students recognize that the events of the past were not in response to some laws of inevitability, but were the results of choices made by the actors in the drama, and by so doing it will help students realize the future is not something that happens to them, but rather they may be active players in shaping their own and societies future.

### ***Connection to Other Subjects***

Nothing is foreign to history. Geography explores the potential for and the limitations placed on human activity in the past by the environment. Art, music, and drama reveal the values and aspirations of the age. Politics and economics provide insights into the power arrangement of the day—who exercised power, and to what end. Social analysis explains the family structure, the degree of mobility, the relationship between the classes, and the role of women—all of which are essential to an understanding of a particular era. Science and technology document humanities efforts to understand the workings of the physical world and how the application of that understanding (technology) is responsible for much of the change in the past.

One need only select a topic for discussion and before long it will be recognized that any serious pursuit of the topic must involve some reference to history.

### ***Adapting to the Needs of All Learners***

The curriculum argues that we must set standards for all students. It is intended that the bar be placed at such a level that it makes sufficient demands on students, but does not exceed student abilities and, thereby, frustrate rather than encourage.

It does not prescribe a methodology, but recognizes that students have different learning styles and that the teaching of history is most effective when the teacher employs a variety of strategies. As the following section indicates, this implies that a variety of resources be available.

In developing the curriculum it was assumed that students are more likely to learn when their interest is engaged. The effort to broaden attention to social history, for example, is due in part to the belief that such history has an innate appeal to many students.

### ***Support Materials***

Support materials, as indicated above, must respond to the variety of learning styles in the classroom. This does not mean, however, that if the student is struggling with reading, the teacher should find ways in which to avoid rather than address this reality.

Print materials include texts and atlases. In selecting a possible text, the following criteria may provide a reference:

- Is there balance within the text? i.e., is sufficient attention given to social as well as political history?; is the voice of various groups heard?; is the need for breadth and depth reconciled?
- Is the reading level appropriate? Is the story recounted in a style which reflects interest and excitement about the tale being told?
- Do the questions encourage student analysis and judgment, train students to detect bias, weigh evidence, and evaluate arguments?

Non-print resources include slides, videos, CDROMs, and the Internet.

Slides remain a valuable resource because they are flexible (may be arranged in order to suit topic), allow the teacher to determine the pace of the lesson, promote visual literacy, and because they are language neutral, are equally applicable to English and immersion classes.

Videos supplement the text in conveying students to the actual place or time being studied, Effective use. of videos often involves being selective in their use---i.e., showing part rather than all of a particular, video in order to illustrate the topic being considered.

CDRoms, which may include video clips, are appealing because of the interactive nature of the medium and may be used either individually or collectively.

The internet includes a wealth of information and possibilities. It provides opportunities to teach students how to be selective in researching information, how to evaluate the relevance and worth of particular sources, how to organize and present information. Perhaps, students will be evaluated in the future, not by being required to provide information on a particular topic, but to identify and evaluate various sources of information available through the Internet.

### ***Course Outline and Suggested Time Lines***

The curriculum consists of an introductory unit followed by six units. The following time lines are suggested in order to assist teachers in deciding the relative attention to be devoted to each unit. All outcomes and sub-outcomes will not require equal time to achieve/complete. Teachers will need to develop a plan to ensure that the outcomes in all units are completed.

<b>Unit</b>	<b>Suggested Time (Periods) Semestered</b>	<b>Suggested Time (Periods) Non-Semestered</b>	<b>Suggested Time (Percentage)</b>
Introductory	2	4	4
Unit 1: The Journey Begins	6	12	10
Unit 2: Civilization: The First Steps	10	20	12
Unit 3: The Glory That Was Greece	17	34	20
Unit 4: The Grandeur That Was Rome	17	34	20
Unit 5: The Middle Ages: Collapse and Recovery	17	34	20
Unit 6: Emergence of Modern Era	11	22	14

The above outline recognizes that the vagaries of storms and assemblies will determine time available, but believe it important that the teacher develop a plan which will ensure that all units are covered by end of the semester.

# Curriculum Outcomes

## ***Introduction to Ancient History***

The following suggested introduction is intended to excite students about the opportunities presented by the study of Ancient History. Teachers may adapt it and expand upon it according to their particular inclinations.

WELCOME to the Ancient World!

Hopefully you are here because of an interest or the suspicion of an interest in whatever Ancient History is. The purpose of this course is to guide you as we step back into the Ancient World. Now the neatest thing would be for us to actually go back in time. Is this possible?

"It is a fact that there are cracks in time," my father repeated endlessly. "Weaknesses---fissures, if you like---in the gauzy dreamland that separates the past from the present." Hearing those words like a musical refrain all through my childhood, I came to believe them, or rather, accept them; it was never a matter as simple as belief.

Briefly stated, here is what my father believed: through those cracks in time, little snippets of the past, like small, historical mice, gnaw holes in the lath and plaster wallpaper of what used to be, then scamper madly across the present, causing eyes to shift and ears to perk to their tiny footfalls. To most people they are only a gray blur and a miniature tattoo of sound quickly gone and forgotten. There are, however, some of us who see and hear more than they were ever meant to. My father was one of those, as am I.<sup>1</sup>

Yes, it is possible to go back in time. Using our many resources such as books, slides, my experience and your imagination and interest to its fullest; we can step back in time to a million magical moments. If you could, where would you go?

- we will walk with the dinosaurs---"Watch out that they **do not** step on you"
- we will squat at an early man's cave site, perhaps sharing a meal and conversation with them---what do you suppose they will eat, what will be their concerns?
- we will build and climb the pyramids---are you in shape for such an endeavour?
- we will fight countless wars and we will all survive to fight another day.
- we will walk the streets of the great cities---name them
- we will talk with a fantastic collection of characters who people our past---who would you most like to meet?

Wherever our journey takes us, we will be interacting with our ancestors, for you and I are the product of the people and experiences which have gone before. You already carry an incredible amount of baggage from the ancient world although you may not be aware of its source. We will not be studying foreigners; we will be studying our extended family for each person we meet is probably a distant relative of someone in this room. Indeed, it is not all that distant, for your great, great (n) grandparent may have personally known or been one of the people studied!!

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<sup>1</sup> Kinsella, W.P. *The Iowa Baseball Confederacy* Toronto: Collins, 1-968. p. 7

*All this and* countless more will come to life before your very eyes, if you will only do your part. What do you suppose your part is? ---

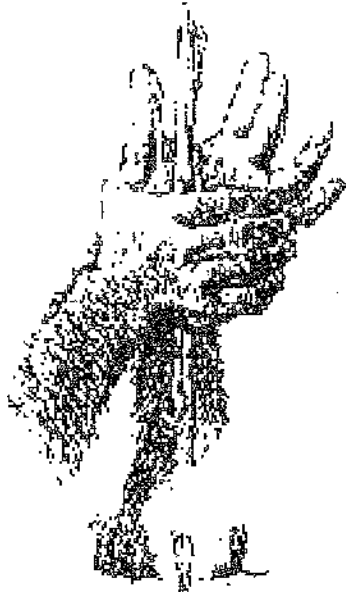
- to let your imagination run free
- to reveal and thrive on your enthusiasm
- to try to always see things as the first people saw them and not be jaded by the incredible amount of knowledge you carry here late in the twentieth century.

Try to use the course as a means of expanding your horizons, of coming to life historically and of having fun. Try to use the course to determine who you are, where you came from and where we are going. While we will often be dealing with events thousands of years in the past, most of them have profound messages for today, if we can only hear them.

"Can you hear your ancestors calling you?"

This course can serve like a climb up a mountain---the higher you go, the greater will be your ability to see and understand your surroundings.





## **Unit I: The Journey Begins**

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The study of the emergence of early humans allows students an opportunity to understand what it means to be human. This involves an examination of biological changes, the development of speech, the emergence of an aesthetic sense, the use of tools, and the transmission of knowledge; in essence what it means to be human.

This story had its beginning in Africa, but continued to unfold as humanity spread to all parts of the earth.

One of the pivotal points in this story was the Neolithic revolution, the transformation from food gathering to food producing societies, from nomadic to settled communities.

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## Outcome

Students will identify:

- The biological and environmental factors which shaped the early development of humanity.

### Standards

### Teacher Notes

#### Number 1

##### Students should be able to

- Identify the major periods in the history of the planet and humanity.

##### Suggested student activities

- Have students establish---on a roll of toilet paper or other appropriate material---a time line which includes the following:
  - foundation of planet
  - emergence of homo-sapiens
  - neolithic revolution
  - beginning of the common-era
    - World War II

#### Number 2

##### Students should be able to

- Identify the physical characteristic which increased human ability to adapt and survive.

##### Suggested student activities

- Demonstrate the advantages of the following:
  - ability to stand upright (bipedalism)
  - the thumb
  - large forehead
    - stereoscopic color vision

#### Number 3

##### Students should be able to

- Explain the significance of the following:
  - tool making
  - mastery of fire
  - speech
  - social organization

##### Suggested student activities

- Suggest skills that early humans would require for survival and identify tools which would assist in such survival.
- Fashion various early tools and demonstrate their use and advantage

- introduce with time line of student's life.
- use corridor, floor tiles, and students to construct a visible time line.

- conduct a race between student on all fours and one standing upright.
- have students note their visual limitations while on all fours.
- have students write holding pen without using thumb.

- demonstrate the value of speech by having students explain something (location of game, fire, etc.) with limited vocabulary or without speech.

**Number 4****Students should be able to**

- Explain what is meant by an aesthetic sense and provide evidence of its existence in early societies.

**Suggested student activities**

- Examine the cave-drawings of early hunters and food gatherers and comment on the human perspective reflected in the drawings.

**Number 5****Students should be able to**

- Explain how humans populated the major regions of the world and adapted to local environment.

**Suggested student activities**

- Map the distribution and dates of Australopithecine, Homo Erectus, Neanderthal, and the earliest Homo Sapien remains, along with the major features of flora, fauna, and climate associated with them.
- Draw a map which illustrates the peopling of the world.
- Develop a time-line to indicate major developments in the physical evolution of humans and the major social changes.

**Number 6****Students should be able to**

- Identify the profound changes resulting from the agricultural revolution.

**Suggested student activities**

- Develop a web which illustrates the changes resulting from the adoption of fanning.
- Indicate what items might be found in the garbage of a hunger-gatherer society and what we may infer from this evidence.
- Compare the organization required by palaeolithic food gatherers with that required by neolithic food producers.

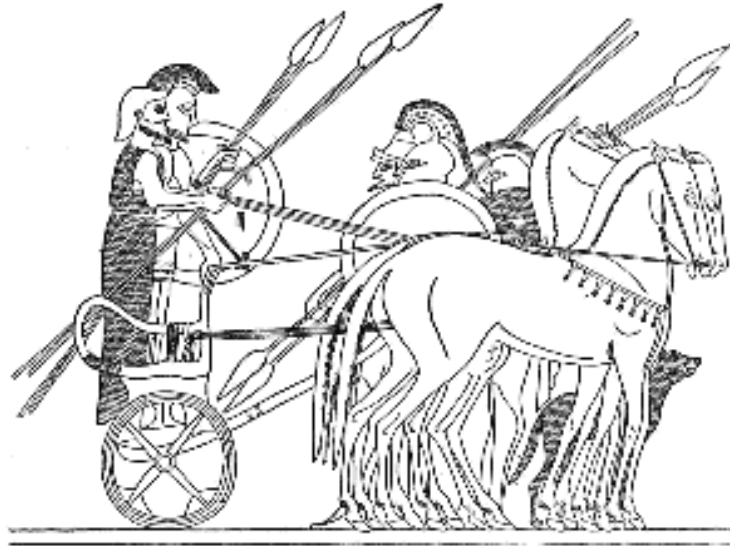
- have students provide examples of how we adopt to our environment.

- see Civilizations (pp 6-7) and Teacher's Resource Book (pp 26-32) and BLM 08, 09 and 10

- have students speculate as to how humans first discovered the connection between seeds and plants.
- see BLM 34 in Technology: Teacher's Resource Book

**...Number 6**

- Describe a day in the life of a woman in a food-gathering group and compare with a day in the life of a woman in a food producer group.
- Locate on a map those areas where one might expect settled communities based on farming to first emerge.



## **Unit II: The Beginnings of Civilization: The First Steps**

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What are the defining characteristics of civilization and whence and where did they originate? In this unit, students will examine why civilization first emerged in the river valleys of the Tigris-Euphrates, the Nile, the Indus, and the Yellow Rivers.

A comparison of Mesopotamia and Egypt provides insight into the manner in which these early civilizations organized society. What institutions are fundamental to civilization? To what extent are civilizations a unique response to a particular environment or the result of cultural borrowing?

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## Outcome

Students will identify:

- Demonstrate an understanding of the civilizations which emerged in Mesopotamia and the Nile Valley.

### Standards

### Teacher Notes

#### Number 1

##### Students should be able to

- Identify the geographic factors which encouraged settlement in the valley of the Tigris and Euphrates rivers and the Nile.

##### Suggested student activities

- Identify the conditions which would support a settled agricultural existence and determine to what extent these are satisfied by the valleys of the Tigris, Euphrates and Nile rivers.
- Develop an organizational chart in which you indicate how the rivers and other geographic features of Mesopotamia and Egypt influenced the following:
  - a. government
  - b. daily life and division of labor
  - c. religion
  - d. mathematics and the calendar
- Defend the thesis 'River Valley civilizations invite conquest' by reference to the successive civilizations which emerged in Mesopotamia.
- Locate the following on a map and indicate the geographic advantages associated with their location:
  - a. Babylon
  - b. Ur
  - c. Memphis
  - d. Thebes

#### Number 2

##### Students should be able to

- Identify those factors which characterized the governments of Mesopotamia and Egypt.

##### Suggested students activities

- Outline the elements of a theocracy and determine to what extent the successive governments of Mesopotamia and Egypt might be regarded as a theocracy.

- see maps on pages 6, 8, 12 and 18 in Civilizations and BLM 13 in Teacher's Resource Book
- see BLM 21 in Civilizations Teacher's Resource Book
- see BLM 27 in Civilizations Teacher's Resource Book
- see map on page 12 in Civilizations
- see maps on pages 17 & 18 in Civilizations
- discuss with students the various means of determining who will govern (election, birth, strength, etc.)
- see pp 16-17 and pp 22-23 in Civilizations and pp 35-36 and pp 43-44 in Teacher's Resource Book

**...Number 2**

- Explain what is meant by dynastic rule and evaluate the relative merits of this system by reference to the governments of Mesopotamia and Egypt.

**Number 3****Students should be able to**

- Demonstrate an understanding of the role of law in society and the contribution of the early civilizations to this development.

**Suggested student activities**

- Write a speech such as might have been delivered by an official of Hammurabi when the law codes were first presented. In the speech, argue for the importance of a written law code.
- Explain the benefits which law-makers such as Hammurabi and Moses might obtain by claiming divine origin for their law codes.
- Compare the code of Hammurabi with the Ten Commandments of Moses.

**Number 4****Students should be able to**

- Describe the role of religion in the civilizations of Mesopotamia and Egypt.

**Suggested student activities**

- Compare the gods of Mesopotamia and Egypt with reference to such characteristics as zoomorphic, anthropomorphic, polytheistic, monotheistic.
- Describe a day in the life of a Mesopotamian or Egyptian and illustrate how religion influences daily routines and their world view.
- Compare and contrast the Mesopotamian and Egyptian view of death and the respective preparations made for the dead.
- Compare the various theories put forth to explain how the pyramids were constructed.

- see pages 14 and 15 in Civilizations

- see page 12 and 19 in Civilizations and pp 41-43 in Teacher's Resource Book

- have students compare Anubis and Osiris as pictured in judgement scene (note zoomorphic and anthropomorphic elements).
- note use of animals today in association with sport teams (Blue Jays) or countries (beaver, eagles).
- see BLM 20 in Civilizations Teacher's Resource Book

- see video *Pyramid*.
- see Technology (pp 9-13) and Teacher's Resource Book (pp 25-54) and BLMs 9-19

**Number 5****Students should be able to**

- Describe the social structure Mesopotamian and Egyptian society.

**Suggested student activities**

- Construct a diagram which indicates the various groups in each society, their relative numbers and importance, and compare to our social structure.
- Select one of the following and argue that you are vital to the functioning of society:
  - a. a scribe
  - b. a peasant
  - c. a priest
  - d. a merchant or artisan
- Create a conversation between a Mesopotamian and Egyptian women in which they discuss their relative position in society.
- Sketch a series of diagrams which illustrates the typical house plan of various groups in the social strata, and various daily household scenes.

**Number 6****Students should be able to**

- Analyze the influence of technological innovations on the lives of the Egyptians and Mesopotamians.

**Suggested student activities**

- Develop an organizational chart which outlines the positive and possible negative effects of the following technological innovations on agriculture in the River Valleys:
  - a. shoulder-yoke
  - b. seed-drill
  - c. irrigation canals
  - d. wheel
  - e. shaduf

- see pp 20-21 in Civilizations and pp 42-43 in Teacher's Resource Book

- see Technology (pp 22-24) and Teacher's Resource Book (pp 107-122) and BLMs 35, 39 and 40



## Standards

## Teacher Notes

### Number 7

#### Students should be able to

- Demonstrate an understanding of the role of writing in the development of civilization.

#### Suggested student activities

- Develop an organizational chart in which you compare the development of cuneiform in writing with the hieroglyphic writing. Write a sentence in cuneiform or hieroglyphic.
- Imagine yourself as a historian and write a brief piece headed "Writing: The Cornerstone of Civilization."

### Number 8

#### Students should be able to

- Identify examples of cultural diffusion in Mesopotamia and Egypt.

#### Suggested student activities

- Compare and contrast Sumerian cuneiform with Egyptian hieroglyphics.
- Diagram those weapons of war which the Egyptians adopted from the Hyksos invaders and link to Egypt's expansion.
- Draw a map illustrating Phoenician trade routes and colonies and identify the ideas which were transported along with the goods.

### Number 9

#### Students should be able to

- Identify the contribution to civilizations of the Mesopotamians and Egyptians.

#### Suggested student activities

- Develop a chart which illustrates our debt to the early river-valley civilizations.
- use items in school garbage can to illustrate the archaeological technique of reconstructing of society.

### Number 10

#### Students should be able to

- Identify the methods used by archaeologists to reconstruct the past.

- Begin class by writing following on board: "Have you ever considered how magical it is that I make these squiggles and you comprehend?"
- Have each student construct a code for a written language.
- see Technology (p 24) and Teacher's Resource Book (pp 116-118) and BLM 12
- see BLM 19, 24 and 26 in Civilizations Teacher's Resource Book

- see BLM 18, 24 and 26 in Civilizations Teacher's Resource Book

- use items in school garbage can to illustrate the archaeological technique of reconstructing of society.

**Standards**

**Teacher Notes**

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***...Number 10***

**Suggested student activities**

- Select a "dig" to illustrate the following:
  - a. how things get buried
  - b. how archaeologists are able to date the artifacts they recover
  - c. how archaeologists are able to infer about the past based upon the evidence of artifacts.

- take advantage of various National Geographic articles to illustrate.



### **Unit III: The Glory That Was Greece**

---

Early civilizations, as we noted, had their beginnings in river valleys. By 2000 BCE, urban civilizations were emerging in other favored settings. One such civilization, the Minoan---emerged on the Aegean island of Crete, benefited from its links with Mesopotamia and Egypt and transmitted something of its inheritance to Mycenae before disappearing in mysterious circumstances.

These Aegean civilizations were to reach their classical stage in the city-states of the Greek Peninsula around 500 BCE. The institutions, the system of thought, and the cultural mores which emerged in ancient Greece would influence and shape their Mediterranean neighbours and ultimately help define western civilization.

The conquests of Alexander the Great represent something of a first chapter in this westernization process.

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## Outcome

Students should understand:

- How civilization emerged in the Aegean the influences which shaped that civilization and the influences it exerted on other civilizations.

### Standards

### Teacher Notes

#### Number 1

##### Students should be able to

- Explain the geographic factors which influenced the development and interaction of civilizations in the Aegean and eastern Mediterranean.

##### Suggested student activities

- Draw a map of the Aegean and eastern Mediterranean which would illustrate commercial and cultural links among Egypt, Crete, Mycenae, and Troy.
- Explain why Crete would be called "a bridge" between North Africa, South West Asia, and the Mediterranean world.

#### Number 2

##### Students should be able to

- Explain the advantages Crete possessed which enabled it to develop a sophisticated civilization, evaluate the accomplishments of that civilization, and the reasons for its decline.

##### Suggested student activities

- Draw a diagram which illustrates the interplay among farming and commercial activity in Crete and how such activity would create the wealth and specialization which are a pre-requisite to urban civilization.
- Identify the values and accomplishments of Minoan civilization by an examination of pictures depicting the Palace of Knossos, the frescoes which decorated the walls of the Palace, the clothes and jewellery worn by citizens, and the Linear A writing system.
- Explore the myths associated with the birth and demise of Minoan civilization.

- see BLM 36 in Civilizations Teacher's Resource Book

- myths may be good starting point for study of Minoan civilization

**Number 3****Students should be able to**

- Describe the political and social organization of Mycenaean civilization as revealed in the archaeological and written record.

**Suggested activities**

- Investigate how geography influenced the development of Mycenaean society.
- Assume the role of a Minoan visiting Mycenaean. Write an account describing what you find different about Mycenaean society and lifestyle.
- Drawing upon illustrations of Minoan and Mycenaean civilization, hypothesize as to the cultural influence of Minoan civilization on Mycenaean civilization.
- Write a newspaper article on the anniversary of Schliemann's discovery of "Troy", which contrasts Homer's account of the Trojan Wars, Schliemann's conclusion regarding his discovery, and that of later historical research.
- Compare the Mycenaean world-view with that of the Minoan as reflected in the architecture, art, and religion of the two civilizations.

**Number 4****Students should be able to**

- Explain the geographic factors which shaped the development of Greek civilization.

**Suggested student activities**

- Examine a relief map of the Greek peninsula and a map of the Mediterranean World. Hypothesize as to the effect the topography and relative location will have on the following:
    - a. political boundaries
    - b. economic activity
    - c. cultural exchange
    - d. migration of peoples and ideas
  - Examine a map illustrating the location of the Greek colonies in the Mediterranean and explain why the colonies are located where they are.
  - Examine the early Phoenician and Greek alphabets and note and explain any similarities among these and our own.
- see Civilizations (p 30) for map of Greek colonies

**Number 5****Students should be able to**

- Identify those factors which divided and united the Greek people.

**Suggested student activity**

- Develop a diagram in which the factors which unified the Greeks are represented as the pillars of a Greek temple and the factors which divided the Greeks are represented as flaws or cracks in the temple foundation.

**Number 6****Students should be able to**

- Describe the main features of Persian civilization.

**Suggested student activity**

- Write a speech in which the Greeks argue that the war between the Greeks and Persians is an ideological struggle.
- Describe the Greek concept of the barbarian.
- Write a number of journal entries such as might be made by one who had toured Persia. Comment on religious beliefs and practices, social organization, and economic activity.

**Number 7****Students should be able to**

- Identify the causes and critical battles of the wars between the Greeks and Persians and explain why the Greeks were ultimately victorious.

**Suggested student activities**

- Analyze selections from the writing of Herodotus on the Persian War and identify evidence that suggests patriotism may have colored his history of these events.
- Imagine that you are Darius and/or Xerxes and write a diary or journal entry entitled 'Lessons to be learned from the war with the Greeks.'

- see BLM 39 in Civilizations Teacher's Resource Book

*...Number 7*

- Draw a map showing the principal sites in the Persian Wars. Identify those instances in the wars where critical decisions were made which determined outcomes. Examine the options available at the time and hypothesize as to the possible consequences if other decisions had been made.
- Explain how your life would be different if the Persians had won the wars with the Greeks.

**Number 8****Students will be able to**

- Demonstrate an understanding of the achievements of Greek architecture and/or sculpture.

**Suggested student activities**

- Identify the major characteristics of Greek architecture and/or sculpture identify local examples of classical architecture and/or sculpture. at values are implicit in Greek architecture and/or sculpture?
- Select a representative example to illustrate the main tenets of Greek architecture.

**Number 9****Students should be able to**

- Identify the Greek values and perspectives as revealed in the Greek gods and myths, the Olympic Games, and the oracle at Delphi.

**Suggested student activities**

- Compare the Greek gods with the god of the Old Testament.
- Identify the values which were inherent in the Greek Olympics.
- Examine one of the Greek myths such as that of Oedipus and discuss the "truth" inherent in the myth.

**Number 10****Students should be able to**

- Identify the Greek contribution to the development of drama and some of the major themes addressed by Greek drama.

- see Technology (p 50 and 52) and Teacher's Resource Book (pp 244-248) and (pp 252-254)

- see Civilizations (p 30) and Teacher's Resource Book (p 62)
- see Technology (pp 50-51) and Teacher's Resource Book (pp 244-251)

- see Civilizations (p 31) and Teacher's Resource Book (p 62)
- see BLM 86 in Technology Teacher's Resource Book

**...Number 10****Suggested student activities**

- Present dramatic readings of a Greek play such as Antigone, followed by a review in which student "critics" discuss the theme and message of the play.
- Construct a diagram or model of a Greek theatre and explain the purpose of each of the constituent parts.
- Identify those elements of modern theatre which owe their origin to the Greeks.

**Number 11****Students should be able to**

- Describe the pleasures and challenges of daily life in the Greek city-states.

**Suggested student activities**

- Compose a menu which reflects the daily diet of a typical Greek citizen and explain this in terms of the environment.
- Describe (report, journal, etc.) a scene representative of the activity in the agora on a given day.
- Construct a conversation between an Athenian and Spartan woman in which they discuss their relative position in society.
- Provide a snapshot or pot fait of a scene depicting the activities of festival goers (Dionysian drama, Olympics, etc.)
- Calculate the year you were born using the Greek calendar based on the Olympiads.

**Number 12****Students should be able to**

- Identify examples of Greek accomplishments in such fields as science, medicine, and philosophy and provide reasons which may explain the Greek achievements in these areas.

**Suggested student activities**

- Illustrate the elements of the scientific method with reference to Archimedes discovery of the principle which bears his name.

- see Technology (p 51) and Teacher's Resource Book (pp 248-251)
- see Civilizations (p 33) and Teacher's Resource Book (p 63) and BLM 40

- see Civilizations (pp 32 and 34)

- see Technology (p 52) and Teacher's Resource Book (pp 252-258) and BLM 87



**...Number 12**

- Illustrate the place of the syllogism in logic by reference to an appropriate selection from the teachings of Socrates, Plato, or Aristotle.
- Simulate a portion of a Socratic dialogue and identify the "teaching" intended by Socrates.
- Examine the speech made by Socrates on declaring his decision to die and identify the reasons for his decision.
- Compare Plato's concepts of government with the government under which he lived, or with our government.

**Number 13****Students should be able to**

- Demonstrate an understanding of the relative merits of the various political institutions developed in the Greek city-states.

**Suggested student activities**

- Compare the Athenian and Spartan concept of the individual's relationship to the state.
- Critique the picture of Athens presented in Pericle's "Funeral Oration."
- Write a letter to a friend in which you inform him/her that you have the opportunity to become a citizen of Athens or Sparta, the choice you made and the reasons for that choice.
- Develop a chart which compares the relative merits of direct democracy as represented by Athens with representative or indirect democracy as practised today in Canada or New Brunswick.

**Number 14****Students should be able to**

- Assess the causes and consequences of the Peloponnesian War.

**Suggested student activities**

- Write a speech delivered by a Spartan in which he justifies the war against Athens.

- see Civilizations (pp 30-31) and Teacher's Resource Book (pp 62-64) and BLM 38

- see Civilizations (p 34) and Teacher's Resource Book (pp 63 and 65) and BLM 42 and 43

**...Number 14**

- Analyze the relative part played by individuals and events in determining the outcome of the Peloponnesian War.
- Select one of the critical events in the Peloponnesian War, identify the options available and hypothesize as to what may have been the outcome if different choices were made.

**Number 15****Students should be able to**

- Demonstrate an awareness of Alexander's exploits and an understanding of the role played by Alexander the Great as an agent of cross-cultural fertilization.

**Suggested student activities**

- Identify the qualities which made Alexander a great leader.
- Draw a map illustrating the extent of Alexander's conquest and the boundaries of the Hellenistic world.
- Write a series of diary entries such as might have been written by a soldier in Alexander's army. Comment on the tribulations of a soldier, Alexander's ambition to spread the "benefits of civilization", and the beliefs and customs of the people you encounter in Asia.
- Contrast Hellenic with Hellenistic culture in order to illustrate non-Greek influence. Use an appropriate example of Hellenistic and Hellenic sculpture to illustrate.
- Identify evidence of the Greek influence on Judaism and Buddhist works of art.

**Number 16**

Students should be able to

- Evaluate the extent to which Western civilization today reflects the values and institutions of the Greeks.

**Suggested student activities**

- Select one or more of the following elements of Western civilization and indicate the Greek presence therein:
 

a. Political structure	c. Art
b. Intellectual freedom	d. Architecture
e. Religion	

- see map on Civilizations (p. 35)



## **Unit IV: The Grandeur That Was Rome**

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Historians often refer to the "glory that was Greece" and the "grandeur that was Rome." Rome's conquest of the Mediterranean world is illustrative of the empire building nature of this period---the Han empire in China and the Maurya empire in India also created large spheres of economic and cultural interaction.

While Rome numbered the Greek city-states among its conquests, educated Romans absorbed and transmitted Greek culture.

A somewhat similar process occurred in the religious sphere. Christianity, which emerged in this period, owes its beginning to Judaism. It would survive Rome persecution to become the official religion of the Empire and when that Empire collapsed, the Christian church would fill the vacuum created by Rome's fall.

---

## Outcome

### Students should understand:

- How Rome and Christianity extended their influence over the mediterranean world.

### Standards

### Teacher Notes

#### Number 1

##### Students should be able to

- Explain the geographic factors which influenced developments in the Italian peninsula.

##### Suggested student activities

- Explain the influence of each of the following geographic factors:
- the relative location of the Italian peninsula in the Mediterranean
- the topography (Alps, Apennines, coastline) of Italy
- climate and vegetation in Italy
- Examine a map illustrating the location of Rome and the local topography and develop an imaginary discussion between Romulus and Remus as to the relative merits of establishing a settlement on this site.

#### Number 2

##### Students should be able to

- Identify the factors which explain Rome's success in extending its control over the Italian peninsula and subsequently the Mediterranean world.

##### Suggested student activities

- Analyze the stories of Romulus, Horatio, Cincinnatus, and Brutus Africanus to identify the values which imbued Republican Rome.
- By reference to Roman expansion, attack or defend the thesis that "in order to safeguard peace, you must prepare for war."
- Identify the innovations in military technology which contributed to Rome's success on the battlefield.

**...Number 2**

- Defend or attack the following thesis by reference to the formative influences of the Etruscans, Gauls and Greeks.

*"Rome was the sum of her  
Italian neighbors."*

- Develop a chart which outlines the main features of the three Punic wars.
- Diagram one of Hannibal's victories, such as Cannae, to illustrate the Carthaginian's strategic genius.

**Number 3****Students should be able to**

- Evaluate the weaknesses and strengths of Republican Rome and the problems which emerged with Rome's transformation into an empire.

**Suggested student activities**

- Prepare a speech such as might be delivered by the Gracchi demanding the reform in of the Republic.

**Number 4****Students should be able to**

- Identify the factors which lead to the emergence of the strong man in history

**Suggested student activities**

- Outline the script for a TV special which reports on the careers of Marius and Sulla following the death of Sulla. Script to include speculation as to the future of Rome.
- Write an obituary such as might have been written by a defender of the Republic following the assassination of Julius Caesar.

- see Civilizations (pp 40-41)

-

**Number 5****Students should be able to**

- Describe daily life in Rome.

**Suggested student activities**

- Construct a comparison between the role of women in Periclean Athens with those in Republic Rome.
- Develop a guide which provides direction in morals and manners for Republican citizens.
- Write a defense of the epicurics approach to life.
- Describe the sights and sounds of Augustine Rome were you to visit one of the following:
  - the public baths
  - the Circus Maximus
  - the Colosseum
  - a private home
  - a Roman banquet

**Number 6****Students should be able to**

- Identify the roots of Christianity and elaborate on the reasons offered for the spread of Christianity.

**Suggested student activities**

- Analyze Jesus' "Sermon on the Mount" in terms of its appeal to the listeners. Explain how a Roman emperor might react to the "Sermon."
- Compare the position of Christianity and Judaism on the following:
  - monotheism
  - the divinity of Christ
  - the role of God in the affairs of humanity
- Account for the spread of Christianity by reference to the work of Christian missionaries and martyrs.
- Construct a map which will illustrate the spread of Christianity from the birth of Christ to 10th Century, CE.

- see Civilizations (pp 38-39) and Teacher's Resource Book (p 73)

- see Technology (pp 34-36) and Teacher's Resource Book (pp 168-182)

- see Civilizations (pp 38-39 and pp 32-33)

- 

- see Civilizations (pp 42-43) and Teacher's Resource Book (pp 74-82) and BLM 53

**Number 7****Students should be able to**

- Assess the strengths and weaknesses of one-man rule in Rome as represented by Augustus and Claudius and Caligula and Nero.

**Suggested student activities**

- Establish the criteria for a great civilization and evaluate Augustine Rome against that criteria.
- Construct a retrieval chart which summarizes the main features of the rule of Augustine and Claudius as representative of the good emperors and Caligula and Nero as representative of the bad emperors.

**Number 8****Students should be able to**

- Analyze the various causes that historians have proposed to explain the decline of the western Roman empire.

**Suggested student activities**

- Write a "state of the empire" speech such as might have been delivered by the emperor Augustus Valens.
- The cycle of a civilization is often compared to the seasons of the year---Spring, Summer, Fall, and Winter. Equate the various stages in the history of Rome with each of these.

**Number 9****Students should be able to**

- Describe the Roman contribution to western civilization.

**Suggested student activities**

- Compose a chart which will illustrate the validity of the term "Graeco-Roman civilization."
- Draw a map illustrating the extent of Roman influence and the relationship between trade, conquest and cultural interaction.

- see Civilizations (pp 40-41)
- see Technology: Resource Book (pp 178-179) and BLM 60
- see BLM 44 in Civilization's Teacher's Resource Book
- see BLM 47, 49 and 50 in Civilization's Teacher's Resource Book
- see BLM 51 in Civilization's Teacher's Resource Book

**Standards**

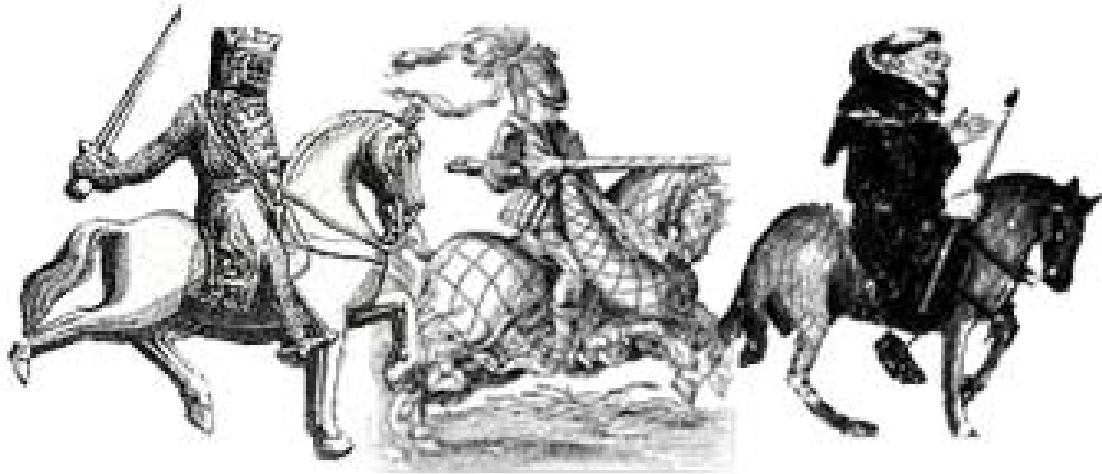
**Teacher Notes**

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***...Number 9***

- Identify elements in our society which have their origins in "the grandeur that was Rome."
- Construct a map illustrating the influence of the Byzantine empire and identify the "eastern" traditions in the Byzantine empire.





## **Unit V: The Middle Ages: Collapse and Recovery**

---

With the fall of the Roman Empire, central authority in the West had vanished, cities and trade all but disappeared, and Germanic tribes were everywhere victorious. Within the emerging Germanic kingdoms, new political, cultural, and social institutions developed.

The feudal system provided a military political arrangement for local government, while the manorial system struggled to satisfy the economic necessities of life. Overlaying each of these institutions was the Church, which exercised both secular and spiritual authority and represented the forces of unity in a world divided by local loyalty.

While Western Europe struggled to re-establish order, two other civilizations developed and matured. The vibrant Muslim civilization had, by the tenth century, accomplished much in medicine, commerce, and technology. That civilization was regarded as a threat to the older Byzantine civilization of Eastern Europe which in time appealed to the West for support.

The subsequent clash between Christian Europe and Islam---the Crusades---did much to bring an end to the Middle Ages and usher in the Modern Age.

---

## Outcome

### Students should understand:

- How Rome and Christianity extended their influence over the mediterranean world.

### Standards

### Teacher Notes

#### Number 1

##### Students should be able to

- Explain how the various medieval institutions (church, feudalism, manoralism) help fill the political and economic vacuum created by the collapse of Rome.

##### Suggested student activities

- Develop a map which illustrates the movement of pastoral peoples in the 5th century.
- By reference to the Merovingian and Carolingian states, illustrate how public order and local defense were maintained in the "new" Europe.

#### Number 2

##### Students should be able to

- Explain the role played by the Byzantine Empire during the medieval period.

##### Suggested student activities

- Compare the political influences of Orthodox and Latin Christianity in eastern and western Europe.
- Prepare a speech such as might have been delivered by a Byzantine emperor in which he argues that they are the heirs of Rome and the light in the medieval darkness.

#### Number 3

##### Students should be able to

- Explain the role of religion in medieval Europe.

##### Suggested student activities

- Select one or more examples of Christian art or architecture and identify the values and world view represented by the selection(s).

- see Technology (pp 17-18) and Teacher's Resource Book (pp 71-84); and Civilization (pp 78-79) and Teacher's Resource Book (pp 126-127)

**...Number 3**

- Examine relevant excerpts from the Koran or the teaching of Islam and explain why Mohammed regarded Christians, Jews, and Moslems as people of the Book.
- 
- Draw a cartoon or diagram which illustrates the power and influence of the Christian church as reflected in one or more of the following:
  - government
  - education
  - chivalry
  - the economy
- Draw a map which represents the relative distribution of Christians (Eastern and Western churches) and Moslems in the 10th century. Identify the possible areas of conflict.
- Defend or attack the thesis: The medieval period was the Age of Faith.
- Develop a chart which outlines the causes and consequences of the crusades.
- Illustrate the difference between Romanesque and Gothic architecture using representative pictures and explain how the designs reflect cultural and religious values?

**Number 4****Students should be able to**

- Identify the essential elements of medieval feudalism and manorialism.

**Suggested student activities**

- Describe a day in the life of a medieval serf.
- Construct a diagram which reflects the layers of obligation which characterized the feudal political-economic arrangement.
- Explain how each of the following buildings symbolize the medieval structure:
  - a church
  - a castle
  - a manor
  - a peasant cottage

- see Civilizations (p 49)
- see Civilizations (pp 80-81) and BLM 94
- see Civilizations (pp 48-49) and BLM 56, 58 and 59
- see Civilizations (p 83) and Teacher's Resource Book (pp 128-129)
- see Civilizations (p 80) and BLM 92 and Teacher's Resource Book (p 127)
- see Technology (pp 17-18); Teacher's Resource Book (pp 71-84) and BLM 27 and 28

**...Number 4**

- Imagine you are a serf who has gained his freedom and moved to a nearby town. Describe the sights, sounds, and smells of the town.
- Contrast the life of a medieval lady with that of a serf's wife.
- Some historians have suggested that a pattern exists in history whereby a period of disorder and decentralization precedes and follows periods of order and centralization. Draw a diagram which reflects this pattern in the periods of history studied thus far.

**Number 5****Students should be able to**

- Identify the effect of technological innovation on the feudal structure.

**Suggested student activities**

- Select one or more of the following and describe the extent to which it contributed to the emergence or decline of feudalism:
  - a. gunpowder
  - b. longbow
  - c. currency
  - d. horse shoe and horse collar
  - e. windmill

**Number 6****Students should be able to**

- Analyze the effects of geography on medieval life

**Suggested student activities**

- Using an appropriate atlas as a reference, explain:
  - a. why castles and fortresses were built where they were
  - b. why towns emerged in particular locations
  - c. why trade routes followed particular patterns

**Number 7****Students should be able to**

- Describe the cultural diffusion which characterized the medieval period.

**Suggested student activities**

- Construct a map illustrating the medieval trade routes and explain the cultural exchange resulting from this movement of goods and people.
- Create a list of merchandise which would be offered for sale at a medieval fair and show how this illustrates the existing cultural linkages.
- Explain the contribution of the following to medieval cultural diffusion:
  - a. The Crusades
  - b. The expansion of Islam

**Number 8****Students should be able to**

- Identify the ideals which were espoused during the Middle Ages.

**Suggested student activities**

- Examine passages from one or more of the following and identify the ideals such as chivalry inherent in each:
  - Beowulf
  - Song of Roland Poem of El Cid
  - Arthur and the Round Table
  - Divine Comedy
  - The Canterbury Tales

**Number 9****Students should be able to**

- Distinguish the types of conflict which characterized the medieval period.

**Suggested student activities**

- Identify the following conflicts as ideological or territorial:
  - a. Hundred Year's War
  - b. Crusades
  - c. Expansion of Islam (7th and 8th century)

- see Civilizations (p 83)

**Number 10****Students should be able to**

- Identify the factors which led to the decline of the medieval period and the emergence of the modern era.

**Suggested student activities**

- Explain how each of the following may have contributed to the decline of medieval civilization:
  - a. Bubonic plague
  - b. Hundred Year's War
  - c. The Great Schism and The Crusades
  - d. The Printing Press
  - e. Growth of Commerce and towns
  - f. Rise of National monarchies
- Write a critique of the church such as might have been delivered by one of the many calling for reform.
- Construct a conversation between an official of a manor and a peasant in which the peasant rejects the obligations manorialism imposed on his class.
- Defend the following thesis: "The War of the Roses marked the death bell for the English nobility."



## **Unit VI: Emergence of Modern Era**

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Two profound changes mark the beginning of the Modern Era. One, the Renaissance, gave birth to the secular or worldly view of life, and to a new confidence---but one which drew its inspiration from classical Greece. This new openness led to a period of great experiment and discovery intellectually, artistically, and geographically.

The other change, the Reformation, brought an end to medieval unity based upon a shared Christianity and a single church. The religious reformers accused the church of being too secular, too worldly, and they looked back, not to Greece but to the early church and its preoccupation with the soul and salvation.

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## Outcome

### Students should understand:

- How Rome and Christianity extended their influence over the mediterranean world.

### Standards

### Teacher Notes

#### Number 1

##### Students should be able to

- Identify the values and perspectives which characterized the Renaissance mind-set.

##### Suggested student activities

- Identify the Renaissance values which are evident in today's society.
- Analyze examples of Renaissance art and/or architecture to identify the values reflected therein.
- Construct a conversation between a representative of the medieval outlook and a person representing the Renaissance perspective.
- Identify the reasons why the Renaissance had its beginning in Italy.
- Examine excerpts from Renaissance writers such as Petrarch, Erasmus, More, and Shakespeare, and identify the elements of Renaissance humanism.
- Defend the thesis that "Columbus was a symbol of the Renaissance."

#### Number 2

##### Students should be able to

- Identify the causes and consequences of the Reformation.

##### Suggested student activities

- Analyze the writings of reformers such as Wycliffe, Huss, and Luther to identify the challenges to the Catholic church.
- Construct a map showing geographical patterns of religious affiliation in Europe in the early 17th century and explain the factors which may have contributed to the conversion of specific populations to the Protestant faith.

- see Civilizations (pp 84-89); Teacher's Resource Book (pp 132-141) and BLMs 97, 98, 99, 100, 101, 102, 103 and 104

- see Technology (pp 19-20) and Teacher's Resource Book (pp 85-100) and BLMs 29, 30,31,32&33



**...Number 2**

- Write a speech by a defender of the Catholic Church in which she argues that it is more appropriate to refer to the Protestant Revolt than the Protestant Reformation.
- Develop a chart outlining the major consequences of the religious wars in Europe during the 16th and 17th century.

**Number 3**

- **Students should be able to**
- Identify the elements which characterized the Counter-Reformation.

**Suggested student activities**

- Construct a speech delivered at the closing of the Council of Trent in which the speaker outlines the three principles reaffirmed by the Catholic Church and how these differ from the Protestant position on these issues.
- Evaluate the relative effectiveness of the Inquisition, the Index, and the Jesuits in defending and promoting the Catholic Church.

## ***Relationship to Essential Graduation Outcomes***

### ***Citizenship***

The teaching of history has traditionally been justified as essential for citizenship. Citizenship is one of the essential graduate outcomes, which suggests that graduates will be able

*to demonstrate understanding of social, cultural, economic, and environmental interdependence in a global context.*

In keeping with this outcome, students may be expected to:

- demonstrate understanding of the social, political, and economic forces that have shaped the past and present, and apply these understandings in planning for the future.
- demonstrate understanding of human rights and recognize forms of discrimination.
- demonstrate understanding of the principles of just, pluralistic, and democratic societies.
- demonstrate understanding of their own and others' cultural heritage, cultural identity, and the contribution of multiculturalism to society.

The study of Ancient-Medieval and Early Modern History is expected to provide students with an understanding of the roots of modern civilization, the ideas, values, institutions, and traditions which shape the past and continue to shape the present. It helps us understand who we are, why we believe what we do, and why we have the institutions we have.

In studying the variety of beliefs and practices which emerged in ancient and early modern times, students are provided with a point of reference which may give direction to consideration for the future.

An analysis of the class structure of ancient Egypt, the practices of slavery in Greece, the laws of Rome, and the role of medieval women leads students to a consideration of the principles of human rights and the many forms of discrimination.

A study of Pericle's Athens encourages students to identify the criteria for a just, pluralistic, and democratic society.

An examination of the many examples of cultural diffusion and cultural borrowing during the early periods of history helps students recognize the hybrid nature of their culture and the interdependent nature of our world, even in the distant past.

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### ***Problem Solving***

Problem solving has also been identified as one of the essential graduate outcomes and is articulated thus:

*Graduates will be able to demonstrate the knowledge, skills and attitudes needed to solve a wide variety of problems.*

To accomplish this, graduates will be able to:

- acquire, process, and interpret information critically to make informed decisions
- frame and test hypothesis
- identify, describe, formulate and reformulate problems
- evaluate ideas and examples and ask for explanations
- support generalizations with specific examples
- formulate tentative ideas, question their own assumptions, and **those** of others
- ask questions, observe relationships, make inferences, and draw conclusions
- identify, describe and interpret different point of view and distinguish fact from opinion.

The above represents the stuff of history. There is no need to create artificial situations in order to have students practice problem solving. History, as indicated, provides a ready laboratory for identifying and exploring persistent problems. Properly taught, history asks students to formulate questions---Why was Greece able to conquer Persia? Why did the Roman empire decline? Why was there a split within Christianity?---to develop hypothesis in response to these questions and to test their hypothesis against the facts. It encourages both inductive learning (moving from specifics to the general) and deductive learning (what specific information can be cited in defense of this generalization). Students are asked to generalize about the role of women in Greece, the effect of geography on the Aegean world, the consequences of the Crusades, and to support their generalizations with relevant information.

In examining primary historical materials, students are asked who's voice is being heard in this instance? Whose voice is silent? What perspective is being reflected? Are the claims being made legitimate?

In short, history encourages a critical mind set which is an essential prerequisite to problem solving.

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### ***Aesthetic Expression***

The Atlantic Canada Essential Graduate Learnings also include aesthetic expression among the seven outcomes according to the following requirements:

*Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.*

Graduates will be able to, for example:

- demonstrate understanding of the contribution of the arts to daily life, cultural identity and diversity, and the economy, and
- demonstrate understanding of the ideas, perceptions, and feelings of others as expressed in various art forms.

A review of the content outcomes identified for Ancient-Medieval and Early Modern history will suggest numerous opportunities to realize these broad outcomes related to aesthetics. Students are encouraged to analyze the cave drawings of the early hunters, to evaluate their aesthetic sense, and to infer as to their spiritual sense. An examination of the wall paintings which decorated the tomb of King Tutankhamen and the many beautiful artifacts discovered in the antechamber demonstrate the Egyptian concept of the beautiful and the power and wealth of the pharaohs. Michelangelo's 'David' is one of the best examples of the confidence that inspired the Renaissance and demonstrates dramatically the evolution of sculpture from the static sculpture of the Egyptians. Indeed one may teach the entire course, as Kenneth Clark has proven, by reference to the various forms of art and architecture which emerged during this period.

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## **Communication**

The study of history will also support the Essential Graduation Learning's attention to communication, wherein:

*Graduates will be able to think, learn, and communicate effectively using languages) [listening, viewing, speaking, reading, and writing], and other communication systems.*

Accordingly, graduates will be, among other things, able to:

- explore, reflect on, and express their own ideas, learnings, perceptions, and feelings; and
- present information and instructions clearly, logically, concisely, and accurately for a variety of audiences.

The study of Ancient-Medieval History requires the student to critically listen to others; to evaluate and respond to their arguments; to heighten their visual literacy through viewing pictures, slides, videos, and artifacts; to read for comprehension, so as to understand cause and effect; to distinguish between the relevant and the irrelevant; and to identify perceptions and bias. Students are required to take a position on various issues and to defend that position in writing and discussion.

Put in its most concise terms, students are asked to listen, read, look, think, and articulate their thoughts. The outcomes and standards for the Ancient-Medieval curriculum offer repeated evidence of this focus.

Some examples follow:

- need to develop evaluation skills in an age dominated by information overload.

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## **Technological Competence**

Another of the recurring themes in Ancient-Medieval and Early Modern History is the effect technological development has had on society. Student attention is drawn to the impact of the wheel, the development of metals, the use of the plough, the influence of the long bow, and gun powder. Students are required to analyze the social and economic consequences of each of these technological innovations.

Such topics are in keeping with the requirement expressed by the Essential Graduation Outcomes regarding technological competence, wherein:

*graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.*

Realization of this outcome requires graduates be able to, for example:

- demonstrate an understanding of and use existing and developing technologies
- demonstrate an understanding of the impact of technology on society
- demonstrate an understanding of ethical issues related to the use of technology in a local and global context.

While the examination of various topics will impress upon the students the critical role technology has played in the past, the means by which they explore these topics will illustrate the equally critical role that technology plays today.

Technology has created the information age and this is already resulting. in electronic classrooms. As students use CD-Roms and the internet to discover the past, they will be

experiencing the role of technology in our own age and weighing the relative merits of this technology.

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### ***Personal Development***

Finally, the study of Ancient-Medieval History will contribute to the Personal Development which has as its goal:

*graduates will be able to demonstrate the knowledge, skills, and attitudes needed to pursue an active, healthy lifestyle, and to live and work in a changing world,*

which requires for example that they:

- work and study purposefully both independently and in groups
- reflect critically on ethical issues
- demonstrate intellectual curiosity on ethical issues.

Personal Development would seem to require that we first know who we are; that we have a sense of identity, and that we know where we fit in the scheme of things. Failure to provide students with exposure to history is to rob the student of this sense of self. The study of Ancient-Medieval and Early Modern History is in keeping with the Pythagorean requirement, 'Know Thyself' and the axiom that "The unexamined life is not worth living."

It has been suggested that everything is a footnote to Plato. If this is true, then many of the ethical issues which confront today's students can be examined within the context of our early history. What constitutes the just society? What should be the relationship between the individual and the state? Is there such a thing as a just war? Ancient-Medieval and Early Modern History as the outcomes indicate provide numerous opportunities to begin an examination of these persistent ethical issues.

# **Assessment and Evaluation**

## **A. Assessing Student Learning**

The benefit of articulating a curriculum in terms of outcomes and standards is that the evaluation is implicit in the outcomes/standards, for they define what the student should be able to do.

Traditionally, students have guessed as to "what the teacher wants", and only after several tests do they acquire some sense of what the teacher requires. The present curriculum eliminates student speculation. Indeed, it may be argued that students should be given the unit document, since it is a prescription of what is expected of him or her.

A further strength of outcomes/standards is that teachers should be less vulnerable in defending their evaluation and less susceptible to the pressures applied in this regard by administrators and parents. The grey area has been considerably reduced.

Tests and exams should evolve naturally from the outcomes/standards. If not, one can easily be challenged for the lack of congruence between the test and the curriculum.

This is not to suggest that tests or exams are the only means to evaluate student understanding. As the curriculum indicates, students may be expected to "demonstrate their understanding" by a variety of means, such as, role playing, or constructing the past by writing diaries, making speeches, and developing imaginary scripts.

The suggested student activities allow teachers to evaluate the students' capacity to act as an independent learner or collaborate with others on a collective project.

Many of the student activities are also in keeping with the move by some teachers towards portfolio assessment. Student research, writing, drawings may find a ready home in their portfolio.

In the wired classrooms, student portfolios are likely to include pieces of software representing student research or presentations based on that research.

## **B. Program Evaluation**

In order to refine the curriculum, the Department of Education is anxious to incorporate the advise of teachers who have experience in its delivery.

Accordingly, we would ask that you complete and submit the evaluation outlined below.

### ***Balance Between Content and Process***

It is important that students learn to learn and think critically, but also that they acquire the body of knowledge unique to the discipline. To what extent is this balance achieved in the curriculum?

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***Time***

It is also important that demands of the curriculum are in keeping with the time provided. Time constraints should not force teachers to merely touch upon a succession of topics. To what extent does the time allowed accommodate the need for both breadth and depth?

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***Organization***

The curriculum adopts a chronological organization and organizes the content around traditional historical periods. Would you argue for a different organization?

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***Meeting Needs of All Learners***

The curriculum is designed to be rigorous, but the teaching suggestions are intended to provide the variety needed in a heterogeneous classroom. Does the curriculum succeed in this regard?

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***Modifications Needed***

Please comment on any changes you believe will strengthen the curriculum so that it is a more effective tool for teachers and students.

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# Resources

## **Print Materials**

*Prologue to The Present*, Oxford, 1997. (Order #620130)

This "anchor" text examines some of the great civilizations of the world. The parallel organization of chapters offers a balanced treatment of ancient societies and their political, economic and social structures. Special feature boxes offer detailed insights into life in ancient and medieval times.

A Teacher's Resource book is available.

*Odyssey Through the Ages*, McGraw-Hill Ryerson. (Order #620870)

This "anchor" examines the history of humanity from the Paleolithic period to the emergence of the modern era. Aims at maintaining a balance approach which attempts to reconcile coverage and depth. It includes not only the rich and powerful, but the everyday life of the people, religion as well as politics, art and ideas.

A Teacher's Resource book supplements the text. (Order #620880)

*World History: The Human Experience*, McGraw Hill. (Order #621300)

This textbook deals with Ancient/Medieval as well as Modern History. There is a weak coverage of topics with numerous inserts and interesting, colorful charts and maps. The text includes a Teacher Wrap Around Edition (Order #621560) and a Teacher Classroom Resource (Order #621570).

*World History: People and Nations*, Harcourt Brace. (Order #621290)

This text has 7 units (33 chapters) that focus on historical periods from ancient to modern times. The text has many colorful features including timelines, unit reviews, graphics and history through the arts. There is an Annotated Teacher's Edition (Order #621580).

*World History: Human Heritage*, Prentice Hall.

This is a comprehensive text that covers ancient to modern history. It follows a similar format to the two World History titles described above.

*Civilizations: A Cultural Atlas*, Gage Educational Publishing Company

Provides an introduction to civilization through a range of primary sources. The cultural atlas and the accompanying guide and transparency package encourage students to interpret and to connect---and thereby reconstruct the past. (Order #620080, Teacher's Resource Book #621070, Transparency Package #6121080.)

*Technology The Routes of Engineering*. (Order #621090)

This resource of hands-on activities connects design and technology concepts to the real world. It explores how past cultures designed and created solutions. It integrates social studies, history, mathematics, art, language, geography and science. A Teacher Resource Book is available for this resource (Order #621100).

*World History and Art Overhead Transparencies*

The good of World History and Art is to give students an understanding of how art acts as a tool when learning about history. The 36 transparencies are designed to enrich and extend your world history textbook. Each transparency is accompanied by teaching strategies and a student activity worksheet. (Order #580110)

*Cambridge Introduction to World History Series*, Cambridge University Press.

A series of 18 well-illustrated topical books on Western Civilization. Books in the series include:

Coming of Civilization (620150) Growth of a Medieval Town (621330)  
Life in a Medieval Monastery (621350)  
Life in a Medieval Village (621320)  
Medieval Castles (621310) Medieval Knights (620930) Medieval Women (621370)  
The Parthenon (620360) Pompeii (621340)  
Pyramids (620290)  
Roman Army (620860) Roman Engineers (621000)  
Woman in Ancient Greece & Rome (621360)

*Oxford History Study Units*

The Roman Empire (621380)  
Castles & Cathedrals (621400)  
Crusades (621410)  
Medieval Realms (621390)

*History Matters Series*

The Romans and Their Empire (090810)

*Civilizations in History*, Oxford (Order #621540)

This text is designed to strengthen students' decision-making skills. It examines the past through a series of problems. It encourages students to ask analytical questions and recognize the interplay of various factors in history.

The text, which begins with the origins of humans and concludes with the French Revolution, is supported by a Teacher's Resource book (Order #621550).

*The Pageant of World History*, Prentice-Hall (Order #621590)

The first five units of this text support the curriculum and include coverage of civilizations in Africa, Asia, and Latin America.

An elaborate Teacher's Resource book (Order #621600) includes a variety of materials on geography, critical thinking, source readings, etc.

*A History of the World*, Houghton Mifflin Company

A textbook which presents the achievements of people throughout the world since ancient times. Political, social, cultural, and economic developments are blended into a narrative which includes the story of individuals who helped shape the events in the past.

A full program of supplementary teacher materials is provided in support of the text.

## **CD-Roms**

*History of the World: A Complete Authoritative World History Reference on IBM or Macintosh*, Bureau Development, 1992.

A storehouse of information on world history. The program includes short documents, complete books, and excerpts from seminal works. Students may compare legal codes of different civilizations, examine conflicting economic philosophies, or investigate leading historical figures.

*Time Traveller: A Multimedia Chronicle of History*, New Media Schoolhouse, 1992, CD-Rom for Macintosh.

A historical record from BCE. Students may follow a topic through the centuries or investigate events around the globe for a given year. The program includes notes on the history and culture of a region and some entries include recorded speeches or period music.

*World History Illustrated*, Queue/Clearvue, 1993-1994

Narrated tutorials on ancient cultures and different historical eras including key-word index and timeline feature. The five programs in the series are: "Ancient Egypt and the Mideast", "Ancient Greece", "Rome and the Celts", "Middle Ages", and "Renaissance and Reformation."

*The Story of Civilization*, World Libraries, IBM Windows

Will and Ariel Durant's 11-volume history of the Western World. Text can be overwhelming, but allows for browsing and retrieval of maps, illustrations, passages, and photographs.

*Ancient Lands*, Microsoft Windows and Macintosh

Designed to take students on a tour of Greece, Rome and Egypt. Material is organized to encourage interaction. Most information is conveyed through text in order to encourage reading rather than idle viewing, but does take full advantage of multimedia technology offered by CD-Rom.

*Ancient Cities*, Windows and Macintosh version, Rexworld (416-972-5000)

Guide through the ruins of four ancient lands: Pompeii, Petra, Crete, and Teotihuacan. Grand tour includes a 20-25 minute slide show with hypertext options.

*Wrath of the Gods*, Windows and Macintosh, Luminaria

A game focusing on Greek mythology in which the player propels a young hero through photorealistic Greece on a mission to reclaim his kingdom.

*Medieval Realms: Britain 1066-1500*

An interactive multimedia CD Rom. A collection of source material from the Middle Ages in Britain. Contains images of manuscripts, artifacts, artifacts and buildings together with transcripts and translations in modern English of key written sources. Includes Teachers Notes.

## **Videos available from Instructional Resources**

*Cathedral* (702028, 30 min., 1985)

Cathedral, an imaginative tour-de-force, blends live action and animation as it traces the planning and construction of a fictional French cathedral. Based on fact and historically accurate, Cathedral studies architectural principles and building processes used in the construction of such cathedrals as those in Chartres, Paris, Reims, Amiens, Bouges and Lyons. It combines a tour of the French countryside, where many of the famous real cathedrals still stand, with animated sequences which tell the story of the lives of the townspeople involved in the cathedral's 86-year creation.

*Pyramid* (702027, 57 min., 1988)

Few structures throughout human history can match the universal appeal of the Egyptian pyramids. This captivating program portrays what life was like for those living around the great pyramids, revealing much of the thought, culture, and values of that age. Pyramid uses both animated story-telling and live-action documentary sequences to bring ancient Egypt and her people to today's viewers. Cinema-quality animation tells the story of the Great Pyramid of Giza. In successive episodes, the pyramid rises step-to-step, becoming a focus for the people and society it reflects. The live-action documentary sequences---filmed at several pyramids sites, the Valley of the Kings and the Egyptian Museum in Cairo, among others--- are narrated by author David Macaulay. This voyage of discovery leads us back in time and brings us a greater appreciation of the human imagination.

*I, Leonardo: A Journey of the Mind* (700326, 60 min.)

Beautifully filmed, narrated by Richard Burton, and with the distinguished American actor Frank Langella as Leonardo, "I, Leonardo" should be of interest to teachers and students of both science and art. It should also appeal to the bring but occasionally recalcitrant student who wants to know why he or she should "learn all this stuff." for such a student, the program's most impressive observation may be Leonardo's oft-repeated dictum: "Learning is the only thing the mind never exhausts, never fears and never regrets."

*Legacy - Origins of Civilization Series* (1991)

A reminder that the other nations and cultures, besides the West, controlled their own spheres of influence for hundreds or even thousands of years. The continuing legacies of the original civilizations are still alive in the present and will affect all our futures.

*Iraq: The Cradle of Civilization* (704136, 60 min.)

It was Iraq where the world's first civilization arose 5,000 years ago. Here were found the first cities, the first writing, the first law, the first science, the first great literature. Historian Michael Wood examines the remarkable and turbulent past of this country, exploring the origins of the first civilization and providing an insight into Iraqi culture. Showing a pluralist society with rich minority cultures, the scared city of the Shiites before it was ravages at the end of the Gulf War, the film also journeys to the first city of earth, Uruk, the place which more than any other has shaped the way we live today.

*China: The Mandate of Heaven* (704137, 60 min.)

Filmed after the brutal crashing of the Democracy movement in Tiananmen Square, this program shows that events in modern Communist China should be understood in the context of China's ancient Imperial past. For over 2,000 years, China had been sustained by ideal virtually unchanged since the Bronze Age---reverence for ancestors, Confucian wisdom, the search for harmony. In its heyday, china had been perhaps the greatest of all civilizations in the breadth of its achievements, developing a unique vision of life quite unlike that of the other great civilizations.

*Egypt: The Habit of Civilization* (704138, 60 min.)

Pharaonic Egypt was perhaps the most stable and longest lasting of all civilizations. From the obscure village where true Egyptian civilization began, Michael Wood's journey through Pharaonic, Hellenistic, Roman Coptic Christian, Muslim and modern Egypt reminds us of the influence this great country has had on our way of life across the modern world today.

*Central America: The Burden of Time* (704139, 60 min.)

The Aztecs, Maya and Inca developed an advanced culture completely independently from the old world. Their achievements and experience present a fascinating opportunity to explore the fundamental character of human nature. In the film we explore the astonishing ancient city of Teotihuacan in Mexico, and the jungles of Guatemala and Honduras, hiding beneath their canopy the dramatic cities of Tikal and Copan. We learn of new interpretations of history which show that the Maya as well as the Aztecs practised large-scale human sacrifice. Although the conquest and enslavement of the native cultures by the Conquistadors resulted in the destruction of their cities and the death of millions of Indians, remarkably their culture endured and can still be found alive in the mountains of Guatemala.

*India: Empire of the Spirit* (704140, 60 min.)

Uniquely among the great civilizations, India has not rejected its roots, its unique vision of life developed over thousands of years, probably the longest continually surviving civilization of all. At the heart of Indian civilization has always been the spiritual quest. The ideas of Hinduism, Buddhism, and many other Indian religions and philosophies lie at the centre of the Indian experience, so that nothing in India, past or present, can be understood without reference to them. Michael Wood finds clues to the Indian legacy in the village life, in great buildings like the Taj Mahal, the great gathering of people at the Kumba Mela---from the 4,000 year old cities of the Indus Valley in what is now Pakistan to the teeming heartland of India beside the Ganges.

*Barbarian West, The* (704141, 60 min)

Today people speak of the "Triumph of the West" as the values of the Western way of life sweep the world. But civilizations have risen and fallen throughout history. In this final program of the series, Michael Wood shows that the West needs to learn from the ideas and achievements of the other great cultures of the world. He journeys through the history of the West, to the scene of great achievements and terrible disasters, tracing the development of Western thought and character from ancient Athens to our present global paradox: an enhanced quality of life for people the world over, contrasted with the unprecedented violence of the two world wars and the destruction of our natural world.

*Timeline Series*

History comes alive as each half-hour journey into the past recreates a turning point in global affairs and analyzes in depth a entire period. History becomes relevant as viewers recognize parallels to issues that dominate the world scene today. From the newsroom, anchor Steve Bell, who performed a similar role in "Good Morning America" and "World News This Morning", introduces historical moments as breaking news. "Timeline" gives students a carefully researched, entertaining introduction to global history.

*Timeline Sampler* (702102, 6 min.)

"Timeline Sampler" describes the educational rationale for this unique adventure into history; includes interviews with the producer, along with a behind-the-scenes look at the making of this superb program; excerpts representative footage from this series.

*Grenada: January 6, 1492 (702103, 30 min.)*

Grenada, today, is a city of refugees, homeless families of Muslims and Jews, expelled from one town after another in the Christian advance. King Ferdinand and Queen Isabella march triumphantly into the great Moorish citadel, the Alhambra. From Seville: reports of mass burnings. War's end shifts the monarchs' attention to another matter; funding a daring expedition proposed by a persistent young Italian sailor, one Christopher Columbus.

*Vikings: September 25, 1066 (702104, 30 min.)*

"England faces its darkest hour today, as forces confront invaders from both North and South, who claim the English throne", reports anchor Steve Bell from the newsroom. On-site---and on board Viking longships---correspondent Siboletto of Zimbabwe chronicles Norse conquests from Byzantium to Britain. Meanwhile, to the south, William the Conqueror waits to invade Saxon England, an event that will alter the course of English---and American---history.

*Crusades, The: October 2, 1187 (702105, 30 min.)*

"Moslem forces have overcome Christian troops, the Crusaders, in a bloody battle for the holy city of Jerusalem." Viewers see archive footage "filmed" in 1095, when Peter the Hermit persuaded Northern European peasants to begin the Crusades, as well as film clips from 1099 A.D., when Jewish citizens of Jerusalem lost their lives in a fiery, bloodstained takeover of the city.

*Mongol Empire: November 18, 1247 (702106, 30 min.)*

"One of the most brutal auuies the world has ever known is on the march again today...Latest reports from Central Asia confirm that the Mongol army is fully mobilized and moving west."

*Black Death: March 27, 1361 (702107, 30 min.)*

A bell tolls slowly as newscast viewers witness the agony, all across Europe and North Africa, of thousands lying in the streets, dead or dying. Caught up in despair and confusion, people everywhere grow restless as society proves incapable of dealing with Black Death.

*Civilization Series*

Presented by the late Sir Kenneth Clark and produced by BBC, this personal view of the development of Western Civilization has become a classic, unrivalled in scope and quality. In thirteen visually stunning episodes, "Civilization" takes you on an educational journey from the Dark Ages to the mid 20th Century. Clark's enthusiasm for the subject is contagious as he walks the viewer through crucial historical events in France, Germany, England, Italy, Holland and America. Against these backgrounds are the men who gave nw energy to civilization, producing works of genius and expanding our understanding of the world and ourselves.

*Skin of Our Teeth, The (702935, 51 min.)*

A look at the Dark Ages and the story of how European thought and art were saved by "the skin of our teeth."

*Great Thaw, The (702936, 51 min.)*

The sudden reawakening of European Civilization in the 12th Century is traced.

*Romance and Reality (702937, 51 min.)*

The aspirations and achievements of the later Middle Ages in France and Germany are explored.

*Man. The Measure of All Things* (702938, 51 min.)

A visit to Florence, where the re-discovery of the classical past gave new impetus to European thought.

*Hero as Artist* (702939, 51 min.)

Three great artists, Michelangelo, Raphael and Leonardo da Vinci, are featured in 16<sup>th</sup> Century Papal Rome.

*Protest and Communication* (702940, 51 mm.)

The theme of protest and communication leads from the Reformation to Elizabethan England.

*Grandeur and Obedience* (702941, 51 min.)

Rome of the Counter-Reformation: the Rome of Michelangelo and Bernini tell the tale of the Catholic Church in its fight against the Protestant North.

### *Western Tradition Series*

The 26 units in the series explore the cultural and philosophical movements that have influenced the Western world from ancient times to the present and they do it with a combination of audio and visual techniques guaranteed to arouse students' interest. History is a great source of entertainment as students will see in seeking to understand the forces that have shaped the Western World: The ideas, events, people and institutions that have created our society.

*Western Tradition, Program 1* (702798, 60 min.)

The Dawn of History/The Ancient Egyptians---A vivid account of the evolution of the human race, the origins of agriculture, and a look at one of the earliest civilizations.

*Western Tradition, Program 2* (702799, 60 min.)

Mesopotamia/From Bronze to Iron---An examination of how Western Europe, in many respects, owes more to Mesopotamian culture than in Egypt.

*Western Tradition, Program 3* (702800, 60 min.)

The Rise of Greek Civilization/Greek Thought---An exploration of the growth of Greek civilization and the deep connection between its philosophy and political institutions.

*Western Tradition, Program 4* (702801, 60 min.)

Alexander the Great/The Hellenistic Age---Greek culture establishes itself throughout the eastern Mediterranean world as the successors of Alexander the Great establish empires of their own.

*Western Tradition, Program 5* (702802, 60 min.)

The Rise of Rome/The Roman Empire---A small city in Italy rises to become one of the greatest empires and most influential forces of the Western tradition.

*Western Tradition, Program 6* (702803, 60 min.)

Early Christianity/The Rise of the Church---The growth and spread of Christianity influences a hostile empire.

*Western Tradition, Program 7* (702804, 60 min.)

The Decline of Rome/The Fall of Rome---The Roman Empire is battered from without by a series of barbarian invasions and from within by moral decay. With the fall of Rome, the church and barbarian kingdoms become heir to the Western empire.



*Western Tradition, Program 8 (702805, 60 min.)*

The Byzantine Empire/The Fall of Byzantium---Following the fall of Rome, the Byzantine Empire based in Constantinople becomes the repository of culture from Egypt, Greece, and Rome, thus preserving and enriching the ancient world throughout the Mediterranean.

*Western Tradition, Program 9 (702806, 60 min.)*

The Dark Ages/The Age of Charlemagne--A new political and economic order forms in the centuries after the fall of the Western empire.

*Western Tradition, Program 10 (702807, 60 min.)*

The Middle Ages/The Feudal Order---A new society develops in the early Middle Ages, as Europe struggles to repel successive waves of invaders.

*Western Tradition, Program 11 (702808, 60 min.)*

Common Life in the Middle Ages/Cities and Cathedrals of the Middle Ages---An exploration into both the harsh realities of daily life in the Middle Ages and the blossoming of European trade and culture epitomized in the construction of some of the world's most significant churches.

*Western Tradition, Program 12 (702809, 60 min.)*

The Late Middle Ages/The National Monarchies---An examination of the importance of religious and political thought and the expansion of great states in the late fifteenth century.

*Western Tradition, Program 13 (702810, 60 min.)*

The Renaissance and the Age of Discovery/The Renaissance and the New World--Great European explorers share the Renaissance spirit that appear in the works of artists, scholars, and writers of the period.

*Western Tradition, Program 14 (702811, 60 min.)*

The Reformation/The Rise of the Middle Class---The Protestant Reformation arises as many Europeans, particularly in cities, look for new forms of piety and worship.

*Western Tradition, Program 15 (702812, 60 min.)*

The Wars of Religion/The Rise of Trading Cities---While much of Europe is devastated by wars between Protestants and Catholics, trading begins to transform European politics and economics.

*World, The (Series)*

"The World" is a new video series covering the history of the world from the dawn of Mankind and the spread of agriculture, to the great classical civilizations, the development of Africa, the Impact of the great religions such as Islam and Christianity, the Chinese empires, the Russian empire, the development of the United States, all the way to the Great Depression, the World Wars, the Cold War and the division of the world into rich and poor nations.

*Agricultural Revolution (8000 BC - 5000 BC) (702899, 30 min.)*

The gradual transformation of man the hunter and fisher into the farmer---a decisive development in world history. The process of selecting, breeding, domesticating and cultivating certain species of plant and animal known as agriculture, provided the basis for the spectacular growth in human population which followed.

*Birth of Civilization (6000 BC - 2000 BC) (702900, 30 min.)*

The earliest civilizations arose in the fertile valleys of the major rivers in the Near East and China and with this development came a more settled existence. With the growth of cities, social structures were established ushering in a period of great creativity--the calendar, the wheel, advances in crafts such as pottery and metal-working. The need for accounting procedures related to the Invention of writing and mathematics.

*Greece and Rome (1200 BC - AD 200) (702902, 30 min.)*

The political evolution of Greece and the Greek colonization of the Aegean and Asia Minor. Alexander the Great's victories and subsequent over-shadowing by the empires of the east. The spread of Roman control over Italy and the beginning of the Roman Empire, and the conquests of Spain, North Africa, Asia Minor, Egypt, Northern Europe, France and Britain

*End of the Ancient World (AD 100 - AD 600) (702901, 30 min.)*

Within a period of four hundred years the classical world was destroyed and the West was plunged into the Dark Ages. The Germanic invasions of Hungary, Italy, Gaul and Bulgaria. These nomadic Invaders carved a swathe across Europe.

*Europe Recovers (800 - 1250) (702904, 30 min.)*

Following the onslaught from the Vikings, Magyars and Saracens, Europe slowly begins to recover from the Dark Ages. This period also witnesses a remarkable example of European commitment to the Christian Church---The Crusades.

*Expansion of Europe (1250 - 1500) (702903, 30 min.)*

In 1347 catastrophe struck in the form of the Black Death depleting the world of one-third of its population. The skills of early navigators and their voyages leads to the discovery of the New World, Brazil and Cape of Good Hope.

*Europe: State and Power (1453 - 1700) (702906, 30 min.)*

The next five centuries are dominated by the Extension of Europe all over the globe. This came from direct colonization and the adoption of European styles and ideas by non-European countries.

*West and the Wider World (1500 - 1800) (702905, 30 min.)*

The first circumnavigation of the globe led by Ferdinand Magellan marked the start of European domination of the world. The shift in power from the Mediterranean to west and north-western Europe. The great colonial empires of Spain and Portugal and the gradual increase of Dutch trade and power. The English developments in marine and technology and the beginnings of the British Empire.

*Ancient Egypt (703711, 30 min.)*

Ancient Egypt's history covers a period of more than 3,000 years. Here in a concise study we view its history, religion, art, politics, justice, wars, agriculture, commerce, architecture, social structure, and government. Time periods covered are Old Kingdom, Middle Kingdom, and New Kingdom. Physical time period is from 2780 BC to 1090 BC.

*Ancient Greece* (702612, 10 min.)

Much of our Western civilization today is influenced by 5th century Greek culture. This video offers an introduction to the Greek achievements in religion, architecture, education, art, drama and athletics. Unlike the original video, this revised edition of *Ancient Greece* has reference to the role of women in a male-dominated society. Plato's Academy, the Parthenon and other temples of the Greek gods are highlighted as some of the tangible reminders of our cultural debt to the Greeks.

*Images of Antiquity* (460044, Laser disc)

Still file contains 428 monuments in chronological order from 2800 BC to 1000 AD. One chapter each for the 30 dynasties of Egypt and the first 9 centuries of our era. Views motion videos of the "Walls of Jerusalem" and "Bridges of Rome." Second audio track contains sound bites of ancient music sung in Hebrew, Greek, and Latin.

*Mysteries of Mankind* (701534, 60 min.)

Combining their expertise and skills, scientists use modern technology to search for the elusive early ancestors of modern humans. The mystery of our evolutionary heritage is far from solved, but scholars, scientists, and technicians continue to find clues. From careful analysis, they are learning about our origins and our development.

### ***Internet Resources***

The Ancient World Web provides a rich variety of resources relative to Mesopotamia, Egypt, Greece, and Rome. These resources may be accessed through either the Geography Index, the Subject Index, or the Meta Index. The resources identified below were thought to be particularly interesting, but your own browsing of the Ancient World Web may identify other resources you judge particularly useful.

#### **Ancient World Web Geography Index**

1. **A Virtual Tour of the Acropolis** - Click on various structures such as the Propylaea, Temple of Athena Nike, Parthenon, Erechtheion, and other monuments and examine a full screen representation. (<http://www.acropolis360.com/>)
2. **Diotima:** Materials for the Study of Women and Gender in the Ancient World. Includes wide-ranging bibliography and links to articles on the internet. (<http://www.stoa.org/diotima/>)
3. **The Seven Wonders of the Ancient World** - Allows students to investigate and view each of the Wonders of the Ancient World (click on map illustrating each of the sites). (<http://ce.eng.usf.edu/pharos/wonders/> or <http://www.unmuseum.org/wonders.htm>)
4. **A 3-D Reconstruction of an Ancient Egyptian Mummy** - The British Museum Mummy Tjentmutengebtiu, a priestess from the 22<sup>nd</sup> dynasty (945-715 BCE) was scanned and this is the result. (<http://www.pubmedcentral.org/articlerender.fcgi?artid=1295009>)

## Ancient World Web Subject Index

1. **Diogene's Links to the Ancient World** - a look at the Ancient World with a focus on the Mediterranean area. (<http://members.aol.com/TeacherNet/Ancient.html>)
2. **Romarch** - Home page crossroads for web resources on the art and archaeology of Italy and the Roman provinces from CA 1000 BC to AD 600. (<http://www.arts.usyd.edu.au/departs/classical/dropbox/ROMARCH.html>)
3. **Days of the Week** - describes why the days of the week are named as they are. (<http://www.indepthinfo.com/weekdays/index.shtml>)
4. **Atlantis, Mu and Lemuria** - "Ancient Developed Cultures, Looking Behind the Myths". Provides insights into some modern theories about Atlantis and other technologically advanced cultures. (<http://www.hammerwood.mistral.co.uk/atlantis.htm>)
5. **Archnet - The Virtual Library for Archaeology**. Serves as the virtual library for Archaeology. Provides access to archaeological resources available on the Internet. Information is categorized by geographic region and subject. (<http://archnet.asu.edu/toc/toc.php>)
6. **Archmedia** - object is to have students understand what ancient buildings looked like and constructed. Concentrates on Ancient Egypt, Mesopotamia, and Greece. (<http://www.historyforkids.org/learn/architecture/>)
7. **Greek Architecture** - Examines The Acropolis, Delphi, Meteora, Mistra, Mycenae, Olympia, Temple of Apollo. [<http://harpy.uccs.edu/greek/greek.html>]
8. **The Temple Palace of Rameses** - M. A computerized reconstruction of the Temple Palace. [<http://archpropplan.auckland.ac.nz/virtualtour/rameses/rameses.html>]
9. **The Classical Agora** - Links to Classic Departments, Archaeology Departments, Classical Resources, and more. [[http://en.wikipedia.org/wiki/Ancient\\_Agora\\_of\\_Athens](http://en.wikipedia.org/wiki/Ancient_Agora_of_Athens)]
10. **S.P.Q.R.** - The Mystery (a diversion in Ancient Rome) (<http://en.wikipedia.org/wiki/SPQR>)

## Ancient World Web - Meta Index

1. **Ancient City of Athens** - a photographic archive of archaeological and architectural remains and a visual tour. (<http://www.stoa.org/athens/>)
2. **A Color Tour of Egypt** - Six thumbnail images and accompanying description from the Institute of Egyptian Art and Archaeology. Includes the pyramid of King Khufu, the step pyramid of King Djoser and a view of the Nile with the adjacent fields and desert. (<http://academic.memphis.edu/egypt/egypt.html>)
3. **Flint and Stones** - Explore the world of the prehistoric hunter. "Meet" the shaman and archaeologist and see how the world has changed. Includes discussion. (<http://museums.ncl.ac.uk/flint/menu.html>)
4. **Fossil Hominids** - provides thumbnail description of each type of fossilized hominid, a timeline, recommended readings, references, and illustrations. (<http://www.talkorigins.org/faqs/homs/>)

5. **Hellas** - A guide to things Greek. Includes everything from links to a Greek cookbook (in Greek) and links to all Internet resources in Greece.  
(<http://www.culture.gr/2/21/maps/hellas.html>)
6. **Hellenic Civilization** - A Greek server which looks at the Ancient world. Gopher connections lead to areas of art, literature, geography, and the museums.  
(<http://idcs0100.lib.iup.edu/westcivi/favorite.htm>)
7. **Mythology in Western Art** - provides a collection of art images of mythological characters. Images of the main deities from various periods of western art have been scanned and organized according to their names.  
([http://lib.haifa.ac.il/www/art/mythology\\_westart.html](http://lib.haifa.ac.il/www/art/mythology_westart.html))
8. **Reeder's Egypt Page** - dedicated to Egyptian art, archaeology and history, this site offers excellent content including KMT, images and a good list of relevant resources.  
(<http://www.egyptology.com/reeder/>)
9. **The Tomb of Niankhkhnum and Khnumhotep** - This site is a fascinating examination of the lives of two Egyptian manicurists, as represented on the walls of their tomb.  
([http://www.egyptology.com/niankhkhnum\\_khnumhotep/](http://www.egyptology.com/niankhkhnum_khnumhotep/))
10. **Perseus Project: Art and Archaeology** - Provides pictures and descriptions of Greek vases, coins, and sculpture. The descriptions are good and the images decent. Students will acquire a good vocabulary base for discussing architecture, vases, and sculpture.  
(<http://www.perseus.tufts.edu/cgi-bin/ptext?doc=1999.04.0004>)
11. **Exploring Ancient World Cultures** - includes a introductory essay entitled "Why Study Ancient Culture?" Site also introduces a number of related resources.  
(<http://eawc.evansville.edu/>)

#### **More Web Pages**

1. **Medieval Prices** - Includes a list of medieval prices for a variety of goods. Currency is reported in British shillings, pounds, etc.  
(<http://www.fordham.edu/halsall/source/medievalprices.html>)
2. **The Labyrinth: A World Wide Web for Medieval Studies** - A global information network providing free, organized access to electronic resources in medieval studies.  
(<http://www.georgetown.edu/labyrinth/>)
3. **Italian Renaissance (1420-1600)** - Artists represented are Botticelli, Raphael, Michelangelo, and da Vinci. Part of the Web Museum.  
(<http://www.ibiblio.org/wm/paint/tl/it-ren/>)