

Sixth Grade Social Studies Overview

Social Studies

First Semester

Early human culture
Ancient cultures of Africa, Asia, and
the Middle East
Ancient Greece and the Roman Empire
Ancient systems of government, religion,
and philosophy

Second Semester

Celtic and Germanic tribes
Europe in the Middle Ages
Innovations and art of the Renaissance
The Reformation
Early cultures of North America
Ancient civilizations of the Aztec,
Maya, and Inca
Early navigation and exploration

Grade 6

Ancient Civilizations

Coursebook



Oak Meadow

Oak Meadow, Inc.

Post Office Box 615

Putney, Vermont 05346

oakmeadow.com



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Introduction

For the Student

Welcome to Oak Meadow's Ancient Civilizations course! This introduction will give you an idea of what to expect this year. Please read the entire introduction before beginning lesson 1.

In this course, we want to give you an opportunity to learn not only the facts of history, but also to experience the cultures of the many civilizations you will be studying this year. You will engage in sculpture, calligraphy, drawing, mosaic work, plaster relief art, marbling, costume making, cooking, mask making, games, poetry, designing, playwriting, and much more. Not only will you have an opportunity to express your own creativity, but you will learn research skills and improve your ability to express yourself through many written essays.

This coursebook is written to you, the student, and it will guide you through a full year of learning. It is expected that you will have a parent, tutor, or teacher to help you. Make sure to ask for help whenever you need it.

This course is meant to be done in conjunction with *Oak Meadow Grade 6 English Coursebook*. You will be expected to apply the skills you learn in English to all your assignments in this course. This course can be done independently by simply adapting the assignments to match the English course you are taking.

Here are some tips to help your learning experience go more smoothly:

- Before you begin, look over this coursebook to become familiar with how it is set up. Look at the table of contents and scan a few lessons. See what is in the appendix (that's the section at the back of the book).
- When you begin a new lesson, always read through all of the assignments and activities first to get an idea of what you will be doing in that lesson, and then do the reading assignment before completing any written assignments.
- Use the assignment checklist at the beginning of each lesson to mark when you complete an assignment and to see what still needs to be done. This will help you plan your time well.
- If a writing assignment asks for one or more pages of writing, you can assume that one page equals two or three paragraphs of three to eight sentences each. Use your best judgment—two three-sentence paragraphs are not going to equal one page.

It is important to find a notebook, binder, or expandable file to keep your work in, so that nothing gets lost. Be sure to keep everything until the end of the school year. You will be referring to parts of it throughout the year.

You will be working on a map all year. It needs to be quite large, in order to fit all the things you'll be adding to it. This map, along with all the craft projects you complete during the course of the year, should be saved, as you'll need them for the last week of the course.

Course Materials and Organization

This coursebook contains all the lesson plans for a full year of sixth grade social studies. The following materials are used in this course:

The Rainbow People by Laurence Yep

Book of Greek Myths by Ingri and Edgar Perin d'Aulaire

The Adventures of Robin Hood by Roger Lancelyn Green

In addition, the *Oak Meadow Grade 6 English Coursebook* (with English Manual) is recommended to be used in conjunction with this course.

It is also suggested that you have the following:

- Dictionary
- World atlas or detailed world map
- Colored pencils
- Index cards for note taking

There are supplementary book ideas at the end of many of your assignments. In addition, you will also need many other research materials. It is important to look ahead at upcoming weeks so you can plan with your library in advance to ensure that the materials you need (books not included with this curriculum) are available at your library at the appropriate time. Make this a habit!

This course will require you to use the encyclopedia. Although there are many good encyclopedias available, we recommend *World Book Encyclopedia* because it provides extensive factual information and is written in a style that children can understand. In addition, it includes numerous photographs, drawings, and diagrams that help to explain various concepts more clearly.

This coursebook is divided into 36 lessons. Each lesson is designed to be done in one week, working about one hour per day (approximately five hours per lesson). In addition to assignments and reading selections, each lesson will include the following sections:

Assignment Summary: You'll find a checklist of assignments at the beginning of each lesson. This lets you check off assignments as you complete them and see at a glance what still needs to be done.

Learning Assessment: At the end of each lesson you will find a learning assessment form for your parent/teacher to keep track of your progress and stay attuned to the key competencies that are being developed. Some parents may want to create their own rubrics or bypass formal assessment entirely for the time being. The learning assessment forms can provide an easy way to document academic development for reporting purposes.

For Enrolled Students: This section is for families who are enrolled in Oak Meadow School and sending their work to an Oak Meadow teacher. It provides information and reminders about how and when to submit work.

In addition, many lessons offer numerous options for further study—these are entirely optional. They are intended for students who wish to explore a particular topic in more detail.

For the Parent

Welcome to the world of ancient civilizations! It is likely that your sixth grade student will welcome ways to take charge of their learning, so you are encouraged to approach the year ahead in a collaborative way. You can help your student learn time management skills and develop independent study skills. Despite your child's growing autonomy, they still need your guidance. Your presence and support are essential for a successful year of independent learning. Your enthusiasm for both the topic and your child's progress will help fuel the desire to learn.

Before your student begins work on each lesson, it is important to be sure you have the necessary reference materials. It is a good idea to look ahead to future lessons so that you have an idea of what to expect. It is also a good idea to make note of any lengthy assignments that might take extra time to complete in your daily schedule.

Some lessons require you to obtain a book of your choice, so you may want to plan ahead with your library to make sure these books are available when you need them, or you can purchase them or find a digital version of the book.

In addition to the assigned reading and any additional books you choose to read, this course expects students to use additional reference materials. Help your child learn how to find a variety of resources in the library, including encyclopedias, magazines, and nonfiction books on a variety of related topics. There are also websites that offer numerous research resources, including atlases, encyclopedias, news services, and dictionaries. Oak Meadow's grade 6 English Manual (found in the *Grade 6 English Coursebook*) includes important information on conducting research, taking notes, citing sources, and avoiding plagiarism. Please make sure your student has support in all of these areas.

Assessment Measures in Home Learning

Assessments in home learning are usually done through a combination of informal observation, the creation of a portfolio of student work, and cumulative activities that are designed to evaluate your student's learning. You can use the learning assessment form to record daily or weekly notes to

document student progress and the learning process. Things that would be important to note are what aspects are challenging or difficult, what aspects your student has a natural affinity toward, what questions your student asks, what new ideas spring up during the course of the week, and what new discoveries or what progress on a skill were made. These notes will help you to keep track of your student's progress and know where and when extra help is needed.

The learning assessment included at the end of each lesson can be used to guide your student's skill development, but the process of learning and working with the material in an exploratory way is equally important. Ultimately, it's not the end result but rather the pathway that develops capacities with your child.

Educators use both formative and summative assessments to gauge student learning and track it over time, and this course is designed for you to do the same. *Formative assessment* happens each week, "forming" as you watch your student work. Each week you will notice where your student struggles, where more time is needed to grasp a concept or practice using a new skill, which aspects of the work are particularly enjoyable or easy. These observations will help inform your next steps. Your teaching support can adapt to your child's needs as the year unfolds by using the ongoing formative assessments. *Summative assessment* provides a summary of the student's learning at a particular point. Essays and reports, the year-end grammar exam, and substantial projects that span several lessons all offer the opportunity for summative assessment.

Assessing your child's progress will become a natural part of your work each week. As the months pass, you will begin to understand how far your child has come. Keeping anecdotal notes throughout the year will provide you with a comprehensive picture of your child's development.

Information for Students Enrolled in Oak Meadow School

As an enrolled family, you will benefit from regular feedback and support from your Oak Meadow teacher. Your Oak Meadow teacher is also available to help with questions you may have about assignments or about your child's progress. Communication is essential to developing a great relationship with your teacher during the school year.

If you are enrolled in Oak Meadow School, you'll find a reminder at the end of each lesson that instructs you as to how to document your student's progress and when to submit your work to your Oak Meadow teacher. Continue working on your next lessons while you are waiting for your teacher to send feedback on your student's work. After you have submitted the first 18 lessons, you will receive a first-semester evaluation and grade. At the end of 36 lessons, you will receive a final evaluation and grade.

Submitting Work to Your Oak Meadow Teacher

You are welcome to submit your student's work using email, Google docs, or postal mail. You will find detailed instructions on how to submit your work in the *Oak Meadow Parent Handbook*.

Here are a few tips:

- Please make sure to carefully label each submission. Teachers receive many submissions each week, and we want to make sure we account for your child's work.
- If you send work through the postal mail, be sure to include a self-addressed, stamped envelope so your teacher can return the work to you. Receiving the return package from your teacher is an exciting part of the distance learning relationship for many children, and we want to make sure the materials make it back to you in a timely manner. Because regular postal mail is not tracked, it's important to keep copies of everything you send.
- If you choose to send work digitally, Microsoft Word documents, a shared Google doc, and Adobe Acrobat PDFs are the easiest formats for our teachers to work with. When in doubt, please check in with your teacher to determine the best format for receiving work.
- Some of the assignments will instruct you to send to your teacher an audio or video recording of your student performing, reciting, or giving an oral presentation. You can make digital recordings using a camera, computer, or cell phone and send your recordings to your teacher in MP3 format. If you do not have the equipment to make a digital recording, discuss other options with your Oak Meadow teacher.
- It is a good idea to keep track of when lessons are submitted and returned. With so many important pieces of work going back and forth in the mail, mistakes do occur, and a good record-keeping system helps clear up things. You can use a weekly planner for this purpose.

When both the family and the teacher keep to a regular schedule for submitting and returning lessons, everyone benefits, especially the student. Timely feedback, encouragement, and guidance from a teacher are key elements for all learners, and this is especially important in distance learning.

Learning from the Past

Looking back on human history gives us a profound sense of who we are and how far we have come. Learning about diverse cultures provides students with an excellent foundation for global citizenship. This historical perspective lets us form new ways of thinking about the present while opening us up to possibilities about the future of humanity.

We wish you a successful and rewarding year of learning!

Lesson

1

The Stone Age

Reading

Read “The Stone Age” (found in Reading Selections below).

Assignments

1. Draw a large map of the outline of the continents of Africa, Asia, and Europe on a large piece of poster paper. Use a world map as a reference and try to draw continents accurately and to scale. Do not add any countries yet. You will be adding to this map all year, so you should use a very large piece of paper. Make your continents big enough that you have space to add in the countries later. You can put the North and South American continents on this map, or you can create a separate map for them (in lesson 30).

Include the following on your map (each should be labeled):

- A compass rose showing the four directions (north, south, east, west)
- Major bodies of water
- The equator

Keep this map. You will be adding to it throughout the year.

ASSIGNMENT SUMMARY

- ☐ Read “The Stone Age.”
- ☐ Begin creating a world map.
- ☐ Write about a topic related to life in the Stone Age.
- ☐ Draw a representation of prehistoric art.
- ☐ Choose a project to complete.
- ☐ Activity: Stone Age Art and Tools

MATERIALS

- ☐ World Map
 - large paper or poster board
 - colored pencils
 - world map or atlas
- ☐ Activity: Stone Age Art and Tools
 - Option A: Cave Painting**
 - flat rock or plywood, glue, and sand
 - paints or natural materials to make paint
 - Option B: Stone Tools**
 - stone
 - stick or bone
 - leather
 - Option C: Clay Figurine**
 - clay

2. Choose one of the following topics and write one page:
 - a. In what ways do you think fire was important to the Stone Age people? What do you think they used it for? What kinds of changes in their lives might have occurred after they learned to use fire?
 - b. Find out three animals that were alive at the same time as the Stone Age people. Think about the ways in which people may have used the different parts of each animal. Give specific examples and add illustrations if you'd like to.
 - c. Explore your neighborhood and look for food that you think a Stone Age person might eat in your area today. (Remember, list only foods that would be naturally found in the environment.) Write a report describing the foods and why they might be edible or appealing to eat. If you like, make a colorful illustration of the nuts, berries, leaves, fruits, and roots you find.
3. Go to the library or search online to look at pictures of early cave paintings and carvings. Draw a picture showing an accurate representation of one or more. Label it with where the original was found and any other information known about it.
4. Do one of the following projects this week:
 - a. Write a diary about one week in the life of a cave man, woman, or child. Write it in the first person, with yourself as the central character.
 - b. Pretend you are going on an archaeological assignment. You are about to excavate one of the early caves used by primitive humans. Write a newspaper article describing your findings. Be sure to include information about the tools you find, the floor plan of the cave, paintings on the walls, and various other artifacts you might find. You will need to look in the encyclopedia or other resource book to find more information about caves and archaeological finds of early humans to help you write this article.
 - c. Pretend you are mysteriously transported back in time to the Stone Age, where you meet a cave man, woman, or child. List ten questions you would like to ask this person. What would you like to know about the world of the past? After listing your questions, write a dialogue between you and the Stone Age person in which they answer your questions and discuss what prehistoric life is like.

Activity

Stone Age Art and Tools

Choose **one** of the following activities to complete:

- a. Cave Painting. Do your own original cave painting. You can use either a large, flat piece of rock or a piece of plywood. To make a plywood "cave painting," paint a piece of plywood with glue and cover it with a layer of sand. Let it dry thoroughly, and paint your picture on the board. Another method is to mix sand directly into the paint. If you want, you can make your own

paints by boiling down walnuts, beets, onion skins, and other plants. You might want to make a paintbrush using dried grass, a stick, or other natural materials.

- b. Stone Tools. Make a stone tool or weapon. Use a thick heavy stick (or bone) and leather strings to make it functional. Make your tool using only materials that a prehistoric human would have had.
- c. Clay Figurine. Make a clay figure of an animal or person such as the people of the Stone Age might have made.

Further Study

In the appendix of this coursebook, you will find an extensive list of books related to your studies this year. (Students who are taking the Oak Meadow English course will find the books on this list included in each related lesson in the English coursebook.) If you find any topic especially interesting, you are encouraged to read one or more books on the subject, choosing from this list or browsing through selections in your local library or bookstore.

Here are some extra project choices if you are interested in learning more about the Stone Age:

- There are several kinds of early humanoids. See if you can find out about some of them. One such early human skeleton has been named “Lucy.” What new information has been gained from studying Lucy? Why was this skeleton a significant find?
- Learn about early farmers and grains that are now considered heirloom grains.
- A technique called carbon dating is often used to find out how old fossils and other artifacts are. Find out what this is and learn about other archaeological dating techniques as well.
- There are several methods that can be used to make fire using Stone Age materials. Find out about some of them. With adult supervision, try making fire on your own.
- Read books on wild food gathering, and prepare a meal from wild food.

Reading Selections

The Stone Age

Nobody knows for sure how long humans have walked upon Earth. There are many different beliefs and scientific theories about it. Creation stories and religions through the ages and around the world all have something to say about the beginning of Earth and the plants, animals, and people who live here. Some people believe that humans and other living creatures were created exactly as they are today, while others believe they have evolved and changed over millions of years.



Many scientists believe that humans and apes had a common ancestor far in the past, perhaps 15 to 20 million years ago. Fossils of skulls and bones have been discovered in East Africa, India, and Europe that are thought to be from humanlike creatures that lived 14 million years ago. Other fossils have been found from creatures who apparently lived anywhere from 1.3 million years to 5.5 million years in the past. The fossils of a humanlike creature that scientists call Neanderthal Man were found in Eurasia and Africa. These fossils are thought to be about 100,000 years old, and some scientists think Neanderthal Man is a direct ancestor of modern humans. Others believe that Neanderthal Man died out and that modern humans are descended from a smaller,

more upright creature who lived over a million years ago in Europe, Africa, and China. There are plenty of opinions, but we just don't know for sure one way or the other. One thing scientists and historians do know is that humans lived on Earth over 100,000 years ago in a time we now call the Stone Age.

Tools for Survival

In the Stone Age, these long-ago men and women created and used tools made of stone. This was an important development for them because stone lasted much longer than either wood or bone, and their ability to use stone made their lives easier. Stone tools were used for many tasks, including digging for food, hunting and butchering animals, scraping and piercing animal skins for clothing, and chopping wood.



If you ever try to make a sharp-edged tool out of stone, using only another stone as your tool for making it, you will find that it is not an easy task. To do it well takes a lot of planning, thinking, experience, and skill. This is how we know that people, and not some other animal, made the ancient stone tools that archaeologists have found.

One kind of stone that was commonly used was flint. Flint is very useful for making sharp edges, as it has a way of chipping off in thin flakes when it is hit with another stone. In this way a sharp ax, knife, or spearhead can be fashioned.

Early Stone Age people had to keep their focus on survival, and so they spent much of their time hunting, gathering edible plants, and making tools. Because they depended on their immediate environment to provide food for them, they had to move frequently to follow animal herds and find new sources of nourishing plants. This meant they didn't build homes and settle down. They often lived in caves and wandered from one to another as necessary. Caves gave them a safe place to raise children, gave protection from weather and wild animals, and was a place to store food. Areas inside the cave were hollowed out to keep food safe from animals. At night or during storms, people rolled huge stones across the opening of the cave for even more protection. If, during their travels for food, they couldn't find shelter, they had to live outside in the elements.



Weapons the cave men had included stone axes, spears, bolas (stones bound on the end of a leather string and then bound together at the other end), and later bows and arrows. Such weapons were used for hunting. However, there is some evidence from fossils that Stone Age people may have killed each other on occasion, perhaps for hunting and other territorial reasons.



Stone Age people, or cavemen, as they're sometimes called, also depended on animals for clothing and other materials. Their clothes were made of animal skins, and even though many of their tools were made of stone, they used bone implements as well.

Another important development for the people living in the Stone Age was the discovery that they could make and use fire. Although we do not know exactly how they made it themselves, we know from studying other cultures around the world that fire can be made by rubbing two sticks together vigorously or striking certain rocks together.

Art in the Stone Age

Paintings have been found on cave walls dating back about 30,000 years. The first discovery was in Spain and showed bison, animals long extinct in Spain, in beautiful colors and expressive detail. More have been found in other parts of Europe, and there have been several exciting finds of cave paintings in recent years. Most paintings show animals. Paintings of a mammoth and a woolly rhinoceros have been found in France. These early painters used pigments they found in soil to make their colors. These pigments were probably then ground up, made to bind with raw egg or another substance, and then applied to the wall with fingers or animal-hair brushes. Sometimes the outline of the animal would be carved first into the wall.



Other common forms of art from the Stone Age were small sculptures made of bone and stone depicting animals and human figures. Sometimes carvings of figures were made directly onto a piece of stone or on a cave wall.

Some people believe that Stone Age art shows the beginnings of religious beliefs. Most paintings are of animals, which we know people were very dependent upon for survival. However, a few paintings have been discovered that indicate early humans had an idea of a world of spirits. One shows a man

dressed as a bison wearing hooves and a mask. Another painting in Lascaux, France, shows a hunting scene in which one of the hunters of a dying bison lies dead, wearing a bird mask. This suggests that there was a sense of reverence and respect for animals. Some scientists believe that Stone Age people dressed up in animal skins and masks and acted out or danced the stories of their hunting adventures. Furthermore, most of the carved figures of humans show women who are faceless and very round, as if pregnant. Life or nature may have been viewed as a mysterious and motherly figure.

After thousands of years, Stone Age people learned to grow their own food, and this was the start of what is called the Agricultural Revolution. It was a revolution because it was a completely new way of getting food, and it changed the way of life for early humans. Now they became farmers and tamed wild animals to help them with their work and to provide an easier way to get food. They didn't have to keep moving to find food, so they stayed in one place and began to build homes for themselves. They built their homes near rivers, so they could use the water for daily needs such as drinking, cooking, washing, and irrigating their crops when there wasn't enough rain.

It is believed that language was first developed during the Agricultural Revolution as well. In order for people to cooperate together and plan crops according to the seasons, a sense of time was necessary,



and this required finding words for concepts, rather than just for objects or immediate commands and warnings.

No one knows for sure when human “civilization” began. Usually we think of civilization as being any human activity that distinguishes us from animals. Creating art, an appreciation for nature, a concept of the spirit world, cultivating the earth, herding animals, and having a common language may be examples of human activity that are considered civilized. If so, then the Stone Age gave us the roots from which the rest of civilization sprang.

FOR ENROLLED STUDENTS

You will be sending a sample of work from this lesson to your Oak Meadow teacher at the end of lesson 2. In the meantime, feel free to contact your teacher if you have any questions about the assignments or the learning process. You can use your assignment summary checklist, weekly planner, and the learning assessment form to keep track of your student’s progress. You will be sending this documentation to your teacher every two weeks (with each submission of student work).

Learning Assessment

These assessment rubrics are intended to help track student progress throughout the year. Please remember that these skills continue to develop over time. Parents and teachers can use this space to make notes about the learning the student demonstrates or the skills that need work.

SKILLS	Developing	Consistent	Competent	Notes
Demonstrates knowledge of prehistoric human culture				
Demonstrates knowledge of Stone Age tools and art				
Draws a map to scale with detail, color, and labels				

Lesson

2

Ancient Mesopotamia

Reading

Read “Ancient Mesopotamia” (found in Reading Selections below).

Assignments

1. Add the Fertile Crescent to your map and name it. Make sure to include the Tigris and Euphrates rivers. Use color to make your map more interesting. Make sure your labels are clear (both legible and clearly attached to a particular feature of your map).
2. Draw a picture or build a model of a ziggurat. Look at a variety of pictures first to get a good sense of how they were built.
3. How do you feel about Hammurabi’s code of laws? How do you think it would be received in your town today? Do you think you could live with it? Write at least one full paragraph. Follow the rules for paragraph writing (topic sentence, supporting details, concluding sentence, complete sentences, correct punctuation, etc.).

When you have completed your writing, choose one statement from Hammurabi’s Code and draw or paint it to accompany your paragraph. Make a border for it and illustrate it.

4. Choose **one** of the following projects.
 - a. The Babylonians wrote on clay tablets. Make a list of some of the ways in which we use paper today, and then describe how our culture would be different if we had to use clay tablets instead of paper. Think of as many examples as you can.
 - b. Research the Sumerians and find examples of their accomplishments. List and describe what you discover.
 - c. Find out more about the city of Ur and why it was an important discovery. Give specific examples in your discussion.

ASSIGNMENT SUMMARY

- ☐ Read “Ancient Mesopotamia.”
- ☐ Add to your world map.
- ☐ Draw or build a model of a ziggurat.
- ☐ Write about Hammurabi’s code of laws.
- ☐ Choose a project about ancient Mesopotamia.
- ☐ Activity: Life in Ancient Babylon

MATERIALS

- ☐ Activity: Life in Ancient Babylon
- clay or paint (optional)

Activity

Life in Ancient Babylon

Choose **one** of the following projects.

- a. **Personal Trademark.** Design a trademark that has meaning to you. Carve this design into clay and let it dry to make a seal. Ink it and try printing with it. You can also try melting wax from a candle and pressing your seal into it.
- b. **Cuneiform Writing.** Make up a series of word pictures using wedge-shaped characters. Write a message (at least one paragraph long) describing some aspect of how people live today. Include a translation of your message. You might want to give your code key to someone and see if they can translate your message.
- c. **Measuring System.** Make up a system of weights and measures that might be used by Sumerians. List what each weight or measure equals within the system. Make up a picture character for each weight and measure and create several equations using them.
- d. **Moon Calendar.** Create a calendar showing the eight phases of the moon in a circle on a single sheet of paper. Beside the full moon image, write down the dates of the full moon for this year. (You may also want to record the dates for the new moon.) Illustrate the borders of the calendar beautifully.
- e. **Hanging Gardens.** Draw or paint a beautiful, colorful picture of the Hanging Gardens of Babylon as you imagine them.
- f. **Clay Writing.** Make a clay tablet and write a short letter of importance to someone on it. Let it dry and deliver it.

Further Study

Here are some extra projects you might like to do:

- Explore bas-relief art of Mesopotamia.
- Explore Babylonian astrology. Beautifully illustrate the entire zodiac and learn about some of the Babylonian myths behind the constellations.
- Find a children's version of *The Epic of Gilgamesh* in your local library or other resource. This is the most well-known ancient myth from Mesopotamia.
- Find out about some of the Babylonian gods, such as Ishtar, Marduk, and Adad, and the myths about them.
- Make a coil clay pot and/or weave a basket, using found materials, such as vines, reeds, or straw.
- Explore hammered art and Bronze Age jewelry. Get a flat piece of copper at an art store and create your own art piece or adornment.
- Do some cooking using barley, one of the first grains cultivated.

Reading Selections

Ancient Mesopotamia

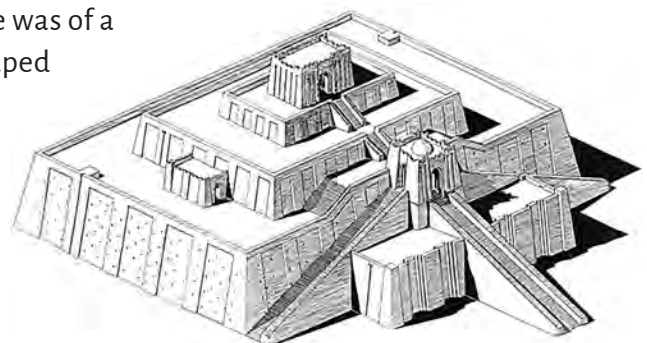
The world's first civilization began in an area called the Fertile Crescent. It's called this because the soil is very rich, and the land is shaped like a crescent moon. It stretches from the Persian Gulf to the eastern part of the Mediterranean Sea. The eastern part of the Fertile Crescent, which is between the Tigris and Euphrates Rivers, was called Mesopotamia (pronounced meh-so-po-TAY-me-uh), or "the land between the rivers." People known as the Sumerians lived there between 3500 and 2000 BCE. About 3500 BCE, they began to build the world's first cities and develop its first civilization. Later, another group of people known as the Babylonians lived along the Euphrates River. They conquered the Sumerian people and integrated into their own civilization many aspects of Sumerian art and culture.



On the arid Mesopotamian plains, the people became skillful at making use of the river waters. Working in teams, they dug canals and irrigation ditches to water their fields. They were farmers and raised cattle. Many were craftspeople. They lived and worked together as large families, tribes, or clans. Each clan had its own protecting god to whom the clansmen built a shrine. Eventually the shrine became a temple, and people built houses around the temple. Gradually what began as farming villages grew into towns and then into cities, each with its own ruler.

The temple was the center of all activity. The temple was of a peculiar design and was called a ziggurat. It was shaped like a pyramid and built up in a series of steps or terraces to a flat top.

There was a great city known as Ur. It was built by the Sumerians along the banks of the Euphrates River. The remains of the Sumerian city of Ur were found in 1927, buried in the sand. It is believed



that the reason the city stayed so well preserved for thousands of years was because the land was so arid. Many fascinating artifacts were discovered, as well as graves that were the tombs of kings. From these tombs and artifacts, we have learned that the Sumerians were skilled builders and artists.

We also learned that the Sumerians knew how to work copper, silver, and gold, and later made bronze by mixing together tin and copper. This was the beginning of what is called the Bronze Age of civilizations. Precious metals were



used to decorate and adorn everything, from clothing to buildings. Copper was also melted down and poured into a mold to make weapons, tools, and cooking utensils.

The Sumerians invented the wheel. At first it was invented to use as a pottery wheel, but then it was put to use for carts and wagons. Often people pulled the wheeled vehicles, but sometimes oxen were put to work. The plow, first pulled by humans and later by oxen, was also invented by the Sumerians.

Sumerian Culture

We have learned a lot about the lives of the Sumerians because they had an alphabet and knew how to write. They developed a system of writing that used word pictures, which evolved into a system of about 500 wedge-shaped characters called cuneiform. From deciphering and reading the cuneiform writing, archaeologists were able to find out about the lives of the Sumerians.

From cuneiform, we know that the Sumerians had three classes of people: the upper class, the middle class, and slaves. The upper class was made up of kings and nobles, priests, and people who owned a lot of land. The middle class included soldiers, farmers, and merchants. The slaves were the lowest of all.

Women were not regarded as equals in Mesopotamia. However, some women owned property and ran shops or inns. They were allowed to testify in court. Mesopotamian law protected wives from abuse and neglect and made sure they received some payment if they were divorced. On the other hand, a wife might be forced into slavery for a few years to pay back a debt her husband owed.

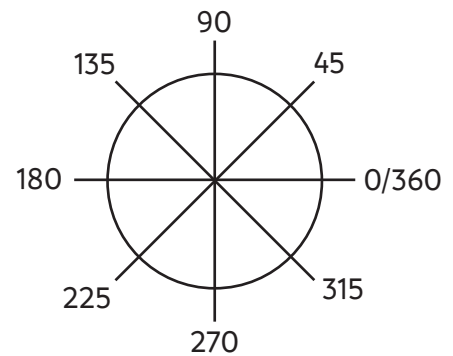
The Sumerians believed in many gods. Belief in many gods is called polytheism. Polytheism continued among the people living in Mesopotamia long after the Sumerians were conquered.



The people believed that the gods watched over them. They believed that the gods and demons caused natural disasters. People wore charms and did rituals to protect themselves from the wrath of the gods and demons. They also believed that the gods chose who was to be their king and handed down their decision through the temple.

The Sumerians studied mathematics and science. They invented the system of counting by tens and parts of ten, which we now call the decimal system. The Sumerians used fractions, too. They had a system of weights and measures: pounds, bushels, quarts, feet, and yards. They were able to measure large distances as well, such as the distance between villages.

The Sumerians and the other Mesopotamian peoples after them made important advances in astronomy. The Sumerians were the first to divide a circle into 360 parts, providing a system of measurement for angles. We still use this system today. The reason they invented these forms of measurement was so they could study the movements of the stars and planets. They observed the stars regularly and kept records of the changing positions of the planets. These are the first written records in astronomy.



Using their knowledge of astronomy, the Sumerians developed the 12-month calendar based upon the cycles of the moon. It was probably invented in order to keep track of religious festivals. They also kept track of days of labor in order to pay workmen.

The Sumerians often used a stamp or seal. A design was placed into soft clay and then dried, leaving a trademark, which could then be pressed or stamped into clay or wax to leave a unique mark. Every part of the design had a meaning.

Babylon's Great Kings

The Babylonians also lived along the Euphrates River. Their city of Babylon was settled about 2000 BCE, and is located in what is now Iraq. The Babylonians conquered the Sumerians and took over and continued much of their civilization.

One of the great kings of Babylon was Hammurabi (pronounced ham-ur-AH-bee). Hammurabi ruled for more than 40 years. He is the first known king to have a recorded code of laws, which are now known as "The Code of Hammurabi." There were nearly 300 laws, and they were based on the principle that the strong should not injure the weak. The laws were displayed in every town, so everyone would know about them.

Hammurabi's laws dealt with everything that affected the community, including religion, family relations, business, and crime. They included strong punishments for those found guilty of a crime. Sometimes a guilty person could pay a fine or become a slave, but sometimes he was put to death.

The following statements are adapted from Hammurabi's Code:

If a man stole an ox, a sheep, a pig, or a goat that belonged to the state, he shall repay 30 times its cost. If it belonged to a private citizen, he shall repay ten times its cost. If the thief does not have sufficient means to make repayment, he shall be put to death . . .

If a man was too lazy to make the dike of his field strong and a break has opened up in his dike and he has accordingly let the water ravage the farmland, the man in whose dike the break was opened shall make good the grain that he let get destroyed . . .

If a son has struck his father, they shall cut off his hand.

If a man has destroyed the eye of a member of the aristocracy, they shall destroy his eye . . .

If a man has knocked out a tooth of a man of his own rank, they shall knock out his tooth.

Sometimes an argument between two people was so bitter and difficult that even a judge couldn't resolve it. In this case the accused person had to jump into the river to be judged by the river god. It was believed that if he was guilty, the river god would drown him. If the accused person survived the river, he was believed innocent, and the person who had accused him was the guilty one. The guilty accuser would then be put to death. If the one who was tested by the river god drowned, all his possessions were given to the person he had wronged.



Nebuchadnezzar was one of the great rulers of Babylon around 586 BCE. At that time, Babylon was a dazzling city. For example, Nebuchadnezzar had the Hanging Gardens of Babylon built to please his favorite wife in his harem, a Persian princess who was lonesome for the green hills of her native land. The Hanging Gardens could be seen far across the plains, rising like a green and flowery hillside in a part of the world where there were very few natural hills. The gardens were built up in terraces, stacked one on top of another, as high as 75 feet. The gardens did not actually hang, but were overhanging the terraces, like roof gardens we might see in a city today. Water from the Euphrates River was pumped to the top by shifts of slaves working around the clock. The Hanging Gardens of Babylon became known as one of the Seven Wonders of the Ancient World.

Nebuchadnezzar also had inscribed on most of the bricks of the city, "I am Nebuchadnezzar, King of Babylon." The bricks were glazed with blue, yellow, and white, and they were decorated with animals, birds, plants, and geometric designs. The center of the city of Babylon was the Processional Way, down which triumphant kings and armies would march to the roaring cheers of the crowds. The walls of the Processional Way were decorated with lions, a symbol for their most important goddess, Ishtar. The

main entrance to the city and the Processional Way was called the Ishtar Gate and was decorated in blue and yellow bricks with dragons and bulls to symbolize other gods.

Babylon lasted only a few decades after Nebuchadnezzar's death, but that country left us a rich heritage. Babylonian mathematicians and astronomers named the constellations and the zodiac and made the first calculations of the motions of the stars and planets through the heavens. They also created a great literature of poetry, stories, laws, and philosophy.

FOR ENROLLED STUDENTS

At the end of this lesson, you will be sending the first batch of work to your Oak Meadow teacher along with your assignment summary checklist, the learning assessment forms, or any alternate form of documentation. Include any additional notes about the lesson work or anything you'd like your teacher to know. Feel free to include questions with your documentation—your teacher is eager to help.

If you have any questions about what to send or how to send it, please refer to your parent handbook and your teacher's welcome letter. Your teacher will respond to your submission of student work with detailed comments and individualized guidance. In the meantime, proceed to lesson 3 and continue your work.

Learning Assessment

These assessment rubrics are intended to help track student progress throughout the year. Please remember that these skills continue to develop over time. Parents and teachers can use this space to make notes about the learning the student demonstrates or skills that need work.

SKILLS	Developing	Consistent	Competent	Notes
Demonstrates knowledge of cuneiform and early systems of writing				
Compares historical culture to modern day				
Demonstrates knowledge of Sumerian and Babylonian cultures				
Identifies locations on a map				
Draws a map to scale with detail, color, and labels				

Lesson

6

Hebrew History

Reading

Read “The Twelve Hebrew Tribes” (found in Reading Selections below).

Assignments

1. Choose two of the biblical proverbs below and think about what they mean. Write down your ideas. Have you seen these truths in your own life? Give specific examples.
 - a. “A wise man takes a command to heart; a foolish talker comes to grief.”
 - b. “A soft answer turns away anger, but a sharp word makes tempers hot.”
 - c. “Like a tooth decayed or a foot limping is a traitor relied on in the day of trouble.”
 - d. “A man who deceives another and then says, ‘It was only a joke,’ is like a madman shooting at random his deadly darts and arrows.”

ASSIGNMENT SUMMARY

- ☐ Read “The Twelve Hebrew Tribes.”
- ☐ Explain the meaning of two proverbs.
- ☐ Activity: Jewish Culture

Activity

Jewish Culture

Choose one of these projects to complete.

- a. Jewish Meal. Make a traditional Jewish meal. You may want to use traditional foods related to a specific holiday. Write a list of what you made.
- b. Symbols of Judaism. Learn about some of these symbols of Judaism: Star of David, the shofar, the kippah, the menorah, and the mezuzah. Draw pictures of each and explain their significance.
- c. Hebrew Alphabet. Look up the Hebrew alphabet at your library. Learn at least some of the characters and draw them beautifully. Learn to say some words in Hebrew and write them down. Hebrew is written from right to left.
- d. *The Ten Commandments* Movie. Watch the movie, *The Ten Commandments* (the 1956 version with Charlton Heston as Moses is excellent). Describe two of your favorite scenes and explain why you liked them.

Reading Selections

The Twelve Hebrew Tribes

The Hebrews wandered in the wilderness with Moses for 40 years. At last they came to the banks of the River Jordan in the southern area of Canaan. They lived there separately in 12 different tribes.

For quite some time, groups of people called the Sea Peoples had also been threatening and invading Canaan. One group of them migrated to the western region of Canaan. The Bible calls these people the Philistines. The Philistines struggled for 200 years to establish themselves there and named this land Palestine. During this time, the Hebrews and the Philistines lived side by side.

The 12 Hebrew tribes finally joined together with a man named Saul as their leader, and they successfully fought the Canaanites and the Philistines. From this war, they were able to establish the Kingdom of Israel in about 1020 BCE. Saul became the first king of Israel, and the Hebrews became known as the Israelites.



After Saul, King David ruled Israel from about 1000 to 972 BCE. The Old Testament tells us how David killed the Philistine giant, Goliath, with a single slingshot. He made Jerusalem the royal capital. Jerusalem became a powerful city, often called the City of David.

The new kingdom of Israel was often in danger of attack from those who wanted the land of Canaan for themselves, and the Israelites lived their lives accordingly. They lived in four-room houses built in rows next to each other to help form a barrier against attacks. Once settled, however, most Israelites became farmers, growing wheat, barley, fruits, and nuts.

King Solomon

When David died, his son Solomon ruled. The Hebrew kingdom reached its greatest height of power under King Solomon, who ruled from about 972 to 922 BCE. It was under Solomon that the Israelites began to grow rich. Solomon was good at keeping peace with other groups of people. He married an Egyptian princess, which may have furthered the good relations between the two groups.

Solomon brought many improvements to Jerusalem, but in order to do so, he had to demand taxes from the people. He kept an army for this purpose and also to keep control of the





trading routes through Israel. Through these taxes, Solomon was able to erect a great temple to God in Jerusalem. Inside the temple was the Ark of the Covenant, a box that contained the two tablets of stone showing the Ten Commandments believed to have been given to Moses on Mt. Sinai. The Temple of Solomon became the center of religious life for the Hebrew people.

King Solomon wrote a collection of wise sayings that make up the Book of Proverbs in the Old Testament. Here are a few examples:

“A wise man takes a command to heart; a foolish talker comes to grief.” (Proverbs 10:8)

“A soft answer turns away anger, but a sharp word makes tempers hot.” (Proverbs 15:1)

“Like a tooth decayed or a foot limping is a traitor relied on in the day of trouble.” (Proverbs 25:19)

“A man who deceives another and then says, ‘It was only a joke,’ is like a madman shooting at random his deadly darts and arrows.” (Proverbs 26:18–19)

“If he digs a pit, he will fall into it, and if he rolls a stone, it will roll back upon him.” (Proverbs 26:27)



Israel was never a very wealthy nation, however, and the people began to resent paying taxes to Jerusalem. When Solomon died, the 12 Hebrew tribes divided the Hebrew kingdom. The northern Hebrews called their land Israel, and the southern Hebrews called their land, which included Jerusalem, Judah.

Israel was conquered in 722 BCE by the Assyrians (pronounced uh-SEER-ee-ans). The Assyrians were a warmongering people who came from the area of Mesopotamia in the upper Tigris River Valley. The Assyrians enslaved many of the Hebrews.

Judah was conquered in 586 BCE by Nebuchadnezzar (pronounced neh-boo-kad-NEZ-er), the ruler of Babylon. Nebuchadnezzar destroyed Solomon's Temple and captured several thousand Hebrews, who were sent to Babylon. When the Persians, an empire-building people originating in the area east of Mesopotamia, conquered Babylon in 538 BCE, they allowed the Hebrews to return home. The Hebrews now were called Jews, after the name of the southern kingdom of Judah, and their religion was now called Judaism. No matter where they live, all Jews now see themselves as one people descended from Abraham, Isaac, and Jacob.

One People, One God

The Hebrews greatly influenced world religions. You will remember that many civilizations believed in many gods, and the Hebrews were one of the first to believe in only one god. This belief in one god is called monotheism. Jews believe this God is all knowing and all powerful. They believe God has a high expectation for human ethics and behavior, but is also full of compassion and mercy.

Jews believe that the Hebrews are the "chosen people," with special duties and responsibilities. Their teachings say that God has assured them of love and protection. They feel that they are particularly accountable for their shortcomings because of this. Their beliefs are based upon the agreements described in the Old Testament between God and Abraham, and later with Moses, when the Ten Commandments were given.

Because Jews believe that people are made in the image of God, they feel that it is important to treat everyone well. Ethical and moral teachings are very important to them. Jews believe that they are to be a model for the rest of the world to follow and that their behavior will pave the way for a world savior to come. They believe that eventually this savior, or Messiah, will rule the entire world, and peace and justice will reign.

The Hebrew religion is recorded in the Torah. The Talmud is a collection of folklore and writings from Jewish history, combined with legal information. It is a guide for the laws of Judaism.

The story of the Exodus, when Israelites wanted to leave Egypt and the pharaoh's rule, tells of how ten plagues were visited upon the Egyptians when the pharaoh refused to let the Israelites free. These plagues were



terrible events that caused much suffering. The last of these was the death of all the first-born males in Egypt. This is the plague that finally convinced the pharaoh to let the Hebrews go. Following a message from God, the Israelites smeared the blood of a lamb on their doorposts to avoid the tenth plague that was sent to the pharaoh. Thus the Hebrews' houses were "passed over" and their first-born children were saved.

Jews still celebrate Passover today. This celebration takes the form of a special meal called a Seder. Particular foods are part of the meal because they symbolize both the difficulties and the miracles the Jews experienced during their 40 years of wandering on their way back to Canaan from Egypt. Prayer is also an important part of the Passover Seder.

Here are some of the symbols that are part of the Seder dinner:

- Candles (to commemorate the Holy Day)
- Betzah (roasted egg, a symbol of hope and new life)
- Z'roah (roasted lamb, to symbolize the Passover lamb)
- Three Matzos (flat, unleavened bread, symbolizing the bread the Israelites ate in the wilderness)
- Maror (horseradish or bitter herbs as a reminder of suffering)
- Salt water (another reminder of suffering)
- Haggadah (a Passover prayer book with prayers and songs)

There are two other important religious holidays that are associated with the Exodus from Egypt and the journey of the Israelites to the land of Canaan. One is Shabuot, which commemorates the giving of the Torah to Moses on Mt. Sinai. The other is Sukkot, a harvest festival when many Jews build small huts to remind themselves of the huts the Israelites lived in during their 40 years in the desert.

FOR ENROLLED STUDENTS

Please submit your student's work to your Oak Meadow teacher at the end of this lesson. Make sure all the assignments are completed (you can use the assignment checklist to help you organize your submission). Contact your teacher if you have any questions.

Learning Assessment

Use assessment rubrics to track student progress and to make notes about the learning the student demonstrates or any skills that need work.

SKILLS	Developing	Consistent	Competent	Notes
Demonstrates knowledge of early Hebrew culture				
Demonstrates knowledge of early Hebrew history				
Shows empathetic awareness of challenges brought on by historical events				
Shows original thought in interpreting proverbs				
Accurately recounts historical events				
Draws a map to scale with detail, color, and labels				

Lesson

17

Christianity

Reading

Read “Christianity” (found in Reading Selections below).

Assignments

1. Think about the issue of tolerance. The Romans and Jews didn’t tolerate the Christians. Do you think there is room in our human communities for more than one belief about spirituality and religion? Write your thoughts in one paragraph.
2. Consider the “Golden Rule”: Do unto others as you would have them do unto you (or treat others as you’d like to be treated). In ancient China Confucius said, “What you do not want done to yourself, do not do to others.” In ancient Greece, Aristotle said, “We should behave to our friends as we would wish our friends to behave to us.” In ancient Palestine, Jesus said, “Whatever you wish that men would do to you, do so to them.” Do you think these ideas still need to be encouraged today? How would the world be different if everyone followed these teachings?

ASSIGNMENT SUMMARY

- ☐ Read “Christianity.”
- ☐ Reflect on the issue of tolerance.
- ☐ Apply the Golden Rule to modern society.

Further Study

Here are some additional project ideas:

- Read “The Sermon on the Mount” in Matthew 5:1–12 of the New Testament. Memorize and recite the Beatitudes.
- Write a short essay about the meaning of the Beatitudes.
- Make a list of the miracles Jesus performed in the New Testament.
- Read the story of John the Baptist in Matthew 3:13–17. Do you know someone who has been baptized? What significance does it have for them?
- Think of examples of the Golden Rule in action in the lives of people around you. Write them down, draw them, or make a photographic essay of this rule in action through the lives of people.

- Read about the Apostle Paul, beginning in Acts chapter 8. How do you think you would go about trying to convince a group of people to think the way you do? Would you use words or actions or both? What kinds of words and actions do you think would be most effective?
- Find information on the catacombs and early persecution of the Christians. What might life in the catacombs have been like?

Reading Selections

Christianity

When the ancient Romans conquered the land around the Mediterranean Sea, it became part of the Roman Empire. Judea (or Palestine) was one of the conquered nations. During the reign of Caesar Augustus, early in the Roman Empire, there was a Jew named Jesus born in Nazareth, which was a province in Judea, in an area called Galilee.

As Jesus grew up, he began to teach others his ideas about God and how to behave. A new religion began in Palestine as people followed Jesus and worshipped him. The people who followed the teachings of Jesus were called “Christ’s men” or “Christians.” Christianity, along with Islam and Judaism, is considered one of the Semitic religions. Christianity spread throughout the ancient world, even finding followers among the Romans. By the time the Roman Empire fell, Christianity had become its official religion.



The Life of Jesus

Stories about Jesus and his teachings are recorded in the New Testament of the Bible. As you may remember from your lessons on the Israelites, the Old Testament, including the Hebrew Torah, makes up the beginning of the Bible. The story of the birth of Jesus, told in the New Testament’s Gospel according to St. Luke, is important in understanding what Christianity is about.

When Jesus was born, some people believed him to be a savior, one who would grow up to save them. Many people came to visit him, including three wise men, or kings. They stopped and talked to King Herod, the local ruler of Palestine, who became angry about the news that a savior had been born. He wanted the wise men to find Jesus for him, but the wise men were warned not to tell Herod where Jesus was.

Mary and Joseph decided to take the baby Jesus and escape to Egypt to hide. Herod ordered the death of all male children in Bethlehem under two years of age in an effort to eliminate Jesus, but Mary and Joseph took their baby safely away. Finally, after Herod died, Joseph took his family to the city of Nazareth, where Jesus grew up.

The rest of the story of the life of Jesus is also important in understanding what Christianity teaches. Christianity focuses very specifically on the belief that Jesus came to mankind as the Son of God.



Many people worshipped Jesus and said he was the Messiah, the savior the Jews had been waiting for. However, Jesus made many enemies. The Jewish religious leaders did not believe he was the Messiah and were angry with him because he sometimes broke Jewish laws that he didn't think were important. The Pharisees (pronounced FAIR-uh-sees), Jewish leaders who held strictly to the laws of Moses, felt threatened by him and spoke against him. The Romans also felt threatened by Jesus, whom they saw as a troublemaker.

Jesus was arrested and charged with the crimes of blasphemy and plotting to cause a revolt in Rome. He was sentenced to death by a horrible method called crucifixion, which was a typical punishment for people who were a threat to the government. Crucifixion means that the accused person is nailed to a cross and left there to die.



After Jesus was killed, his disciples remembered that he had told them he would be resurrected (come back from the dead) after three days in the tomb. The New Testament says that Jesus stayed with his disciples for 40 days and 40 nights, teaching them about the kingdom of God. Before he ascended to heaven, he gave his loyal followers a commandment to spread Christianity throughout the world, from one person to the next.

The Spread of Christianity

Christianity taught that Jesus was the promised Son of a single living God and that only through his death and resurrection was the forgiveness of sins and eternal life in heaven possible. Most Romans were angry because it flew into the face of a tradition of worshipping many gods for protection from everything, including sickness and poverty. Romans started blaming all that went wrong, from crop failure to bad weather, on the Christians' refusal to worship the Roman gods, thereby angering them. They were also angry that the Christians refused to worship the emperor as divine.

In 64 CE, Christianity became a capital crime—a crime that was punishable by death—and continued to be so until the Toleration Act in 313 CE. Death was usually by torture: cruel mangling by dogs or lions, crucifixion, or beheading. Watching Christians try to defend themselves against lions at the Circus was a popular pastime. One particularly cruel emperor, Nero, used Christians as human torches for his evening festivities.

In spite of all this, more and more people in the Roman Empire turned to Christianity. It spread not only through words but through deeds. The emperor Julian, frustrated by the spread of Christianity, wrote of it:

It is matters like these which have contributed most to the spread of Christianity: mercy to strangers, burying the dead, and the obvious honorableness of their conduct. They support not only their own, but also our poor.

When Constantine, a Christian, became emperor of the Roman Empire in 343 CE, Christianity, for all practical purposes, became the empire's official religion. Government rulers began to refer to the Christian Church as the Catholic (meaning universal) Church. During the 400s, it split into the Eastern Orthodox Church in the Eastern Empire and the Roman Catholic Church in the Western Empire. The Roman Catholic Church became even stronger with the Fall of Rome in 476 CE.

Jesus spent his short life on Earth—only 33 years—teaching anyone who would listen to him. He chose 12 apostles, or special followers. His plan was to give these 12 men special power and wisdom from God to heal people and bring God's love to them. He demonstrated God's love and healing power in a number of miracles that are described in the New Testament. There is even a story in which he brings a dead man back to life.

Everywhere he went, Jesus gave sermons. Jesus said that he was “the Way, the Truth, and the Light,” and that “no man can get to the Father but by me.” He taught that because he was the only Son of the only God, loving him and obeying him was the only way to know God. He spoke constantly about forgiveness, selflessness, and repentance. Many of his sayings are well known today, both by people who

believe them literally as the words of God, and by people who think of them as just good advice. Here are a few examples:

“You have heard that it was said, ‘An eye for an eye and a tooth for a tooth.’ But I say to you, do not resist one who is evil. If anyone strikes you on the right cheek, turn to him the other also . . .”

“Judge not, that you be not judged.”

“If anyone would be first, he must be last of all and servant of all.”

“You have heard that it was said, ‘You shall love your neighbor and hate your enemy.’ But I say to you, love your enemies and pray for those who persecute you . . .”

The Christian religion has many different churches and denominations. However, all followers share basic common beliefs.

FOR ENROLLED STUDENTS

Continue to use the weekly planner, assignment checklist, and learning assessment form to help you organize your lessons and track your student’s progress.

Learning Assessment

Use assessment rubrics to track student progress and to make notes about the learning the student demonstrates or any skills that need work.

SKILLS	Developing	Consistent	Competent	Notes
Demonstrates knowledge of early Christianity				
Demonstrates knowledge of foundations of Christian philosophy				
Reflects on life in ancient times				
Applies aspects of Christian philosophy to modern society				
Expository essay: Introductory paragraph gives overview of topic				
Expository essay: Uses topic sentences to introduce paragraph themes				
Expository essay: Provides specific supporting details				
Expository essay: Organizes information in a logical way				
Expository essay: Concluding paragraph summarizes and connects information				
Expository essay: Writing shows evidence of revision, editing, and proofreading				
Shows original thought in assignment responses				
Accurately recounts historical details and events				
Draws a map to scale with detail, color, and labels				

Lesson

23

The Changing Society of the Middle Ages

Reading

Read “The Changing Society of the Middle Ages” (found in Reading Selections below). Review the location of Istanbul, Turkey on your map. This is also the location of the city of Constantinople.

Assignments

1. This week you will finish your outline, and write the rough draft of your report. Finish adding any additional information or ideas to your detailed outline, and then use it to begin writing your rough draft. As you start to fill in the paragraphs of your rough draft, think about where an illustration would enhance the report. You might draw several small sketches, or one full page, full color illustration for your report (you will still have five pages of written text in addition to your drawings). Put your illustrations on separate pieces of paper so they can be added to your report at the very end. By the end of the week, you should have your rough draft complete and your illustrations drawn.
2. Learn about Marco Polo, and write a first-person letter from him in which he describes the marvels of the world that he experienced on his travels to China. Make sure he describes things in detail and talks about not only the goods he learned about but also the people he met and places he saw. Use vivid descriptive words to bring his experiences to life. Plot his course on a simple map to include with his letter (make sure to label the places he visited).
3. Look at pictures of Byzantine architecture and art at the library or online. Look for information on the Hagia Sophia, and write a paragraph about this famous church in Constantinople.

ASSIGNMENT SUMMARY

- ☐ Read “The Changing Society of the Middle Ages.”
- ☐ Write the rough draft of your research report.
- ☐ Write a letter from the perspective of Marco Polo.
- ☐ Learn about the Hagia Sophia.
- ☐ Activity: Medieval Entertainment

MATERIALS

- ☐ Activity: Medieval Entertainment

Option E: Byzantine

Mosaics

eggshells
paint or dye
colored tile and hammer
(optional)
plaster, hardening clay, or
paper

Include information on its history, the meaning of its name, and the artwork inside. Alternately, you can draw a picture of the Hagia Sophia. Make sure to include specific, realistic details.

Activity

Medieval Entertainment

Choose one or more of the following creative activities to do this week.

- a. **Jongleur Act.** Practice the skills of a jongleur and put on a performance. Select three oranges, tangerines, or other small fruits of equal size, and practice juggling. You might like to make three small beanbags for juggling, as they last longer than fruit and can stand being dropped a lot. Also practice standing or walking on your hands. The trick is to keep your body and legs straight and strong, and find the point of balance that is uniquely yours. Take a picture or video of your performance!
- b. **Musical Instruments.** Listen to as many of the following instruments as you can: bagpipe, harp, hurdy-gurdy, lute, lyre, mandolin, and recorder. List the pieces you hear, and describe your response. Can you describe the sound of each instrument? What do you like or dislike about it?
- c. **Play Performance.** Put on your own play using the virtues and the vices as characters. Think about how each character can be portrayed, and make masks for them if you like. Think about how they would interact, and how you would want the play to end. Some kind of divine intervention was the usual traditional ending, with the grace of God honoring the righteous and condemning the bad. A person can play more than one character.
- d. **Nine Men's Morris.** Learn to play Nine Men's Morris, and then teach a friend so you can play together. (See the instructions in the box.)
- e. **Byzantine Mosaics.** Look at Byzantine mosaics. Dye or paint egg shells in different colors and break them into pieces. Make a mosaic with them. An alternative is to use small pieces of colored tile. You may be able to get samples at a tile supplier and break them into pieces with a hammer. If you like, you can set your mosaic in plaster or hardening clay. Otherwise, you can simply glue them in place on a sheet of paper.
- f. **Medieval Guilds.** Research the badges of the medieval guilds. Draw pictures of them.

Further Study

Here are some projects you might like to do:

- Look at pictures of Byzantine icons. Find an attractive flat piece of wood, and paint a picture of your choice on it. See if you can imitate the flat, stiff appearance of the style of art seen in icons.
- Find a version of a traditional Christmas Mummers play, and stage a performance.
- Find a book of games from the Middle Ages, and learn to play several of them.

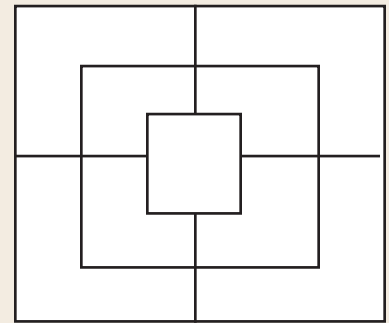
- Make your own wooden board for Nine Men's Morris. Paint it with elaborate designs you think would be appropriate.
- Find out more about the Eastern (or Greek) Orthodox Church.
- Find out more about Theodora, Justinian, or Basil II.
- Find out more about the Turks, particularly the Ottomans.

Nine Men's Morris

You need two players, each with nine pieces. Pennies and dimes work well. A simple board is shown below; draw a larger one to play the game. Typical boards were decorated elaborately with designs appropriate to the culture of the people playing the game.

Part 1:

- 1) Start with the board empty. Players take turns putting their nine pieces, one by one, onto any vacant point on the board. A point is any intersection of lines or corners.
- 2) If a player forms a row of their own three pieces in a straight line (called a *mill*), that player chooses one of the opponent's pieces to remove from the board. Any piece in a three-in-a-row mill is safe from being taken.
- 3) In Part 1, the pieces that are removed by the making of a mill are returned to the board one at a time during subsequent turns. When all the pieces have been put on the board, Part 2 begins.



Part 2:

- 1) Players keep taking turns moving one piece per turn to an adjacent vacant point along any line, trying to make a mill in order to remove one of the opponent's pieces.
- 2) Mills are continuously made and broken as turns are taken and pieces are removed from the board. Pieces that are removed are not returned to play.
- 3) If one of the players makes a mill but all the other player's pieces are also in a mill, no pieces are removed from the board.
- 4) When one player has only three pieces left on the board and they're all in a mill, the player must break the mill in order to play.
- 5) To win the game, a player must either reduce his opponent to two playing pieces OR block all his opponent's pieces so they cannot move.

Reading Selections

The Changing Society of the Middle Ages

There are a number of reasons why people in the later half of the Middle Ages began to live in towns. One was to find work. The Black Plague meant that there was now a lot of opportunity for people to find other kinds of work besides the hard life of farming. The other reason was to get away from feudalism. The Germans had a proverb, “Town air makes (you) free.” People in town owed their loyalty and obedience to the mayor and councilors instead of to a lord. The mayor and councilors were chosen from among the most wealthy merchants and craftsmen. Many people found such a system less oppressive than the feudal system.

The Medieval Guilds

All commercial work was controlled by craft *guilds* that made sure that their members produced high quality goods and trained young apprentices in the skills needed for each craft. Guilds were groups of men and women who organized themselves by their trade, or business, and occasionally by social interests. A man who worked hard and became respected within a guild had a chance of taking part in the government of his town.

Just as we saw with the self-sufficient manor village, medieval life taught the lesson that individual survival depended upon collective power. Guilds were another way for people to know their place in medieval society, and guilds also made life better for their members. Those who worked in the same trade usually lived in the same area of the city and tended to associate mostly with one another. The social guilds were composed of people who were especially devoted to a particular saint or who had a particular community service, such as the running of a hospital, to bind them together.

The trade guilds were of two kinds: merchant guilds and craft guilds. Craft guilds were broken up into the different types of skilled craftsmen. There were goldsmiths, tailors, furriers, woodworkers, saddlers, and so on. The merchant guilds were made up of retail tradespeople such as butchers, fishmongers, and grocers.

Within the craft guilds there were three important levels. The lowest was apprentice, next was journeyman, and the top was the master. The family of an apprentice paid the master to train him. The apprentice lived in the master’s home from a young age and was practically a slave to his master until he rose to the level of journeyman. As a journeyman he would be an assistant to the master and receive a wage. When the time came to prove that he was finally ready to be a master himself, he was required to produce a “masterwork” using his very best skills. These masterworks were true works of art.

Often special craft techniques were kept secret, especially in cloth making and leather tanning. Each step of the process might be done by a different person who was skilled in just that one area. Shoemakers were actually forbidden to tan their own leather and had to take it to a tanner to get it done!

Retailers often tried to trick their customers by selling inferior goods. The punishments they received were usually a kind of public humiliation. A baker who sold loaves that were too small would be pulled through the streets in a cart with loaves of bread strung around his neck. He would be taken to the pillory where he'd be tied up for the day while his dissatisfied customers threw garbage at him.

Women had many more opportunities in the towns than in the country. They could now spin, weave, and dye cloth instead of working in the fields. Some women even worked as shoemakers, tailors, bakers, or barbers. Women were thought to be the best brewers, too.

Life in a Medieval City

Life in town had its own problems. The streets were narrow and often steep and were either paved with bumpy cobblestones or left as hard-packed dirt that turned to mud in the rain. The houses were narrow and tall, with shops on the ground floor and two or three stories above for family living. The top levels of the houses stuck out on the sides, almost touching their neighbors on the other side of the street. Most houses were built of wood with thatched roofs. The windows were very small and had wooden shutters that could be closed for safety from theft or in bad weather. Fire was a real hazard because of the wood and thatch and the proximity of the houses to each other.

Medieval cities were very dirty. Waste was just dumped out from the upstairs windows of the houses and would flow down the streets. Pigs, chickens, dogs, and even cows wandered around where they pleased. In the bigger houses of the nobles, food scraps and bones were tossed onto the floor after meals, so the dogs could eat. Imagine living with the smell of rotting food and animal and human wastes all around you!

Inside, the walls were often covered with canvas or carpets for insulation. The ceilings were low, and the rooms were dark. Medieval people had very little furniture. Tables might just be boards across wooden supports, and there were usually a few benches and stools to sit on. These trestle tables could be easily taken apart to make more sleeping space. Their few possessions were stored in chests. They slept on mattresses stuffed with straw or, if they were wealthier, with wool. The parents as well as the two or three youngest children all slept together in a big bed. If they could afford it, the bed might be hung with curtains around it for warmth. Privacy such as we have today, with separate bedrooms, never occurred to anyone. Even large families usually lived together in a couple of rooms that were separated only by archways, not by doors that could be closed.

The husband and sons worked downstairs in the family's workshop or business, while the wife and daughters did housework, dried herbs, prepared simple medicines, and sewed clothing. By our standards, people in the Middle Ages owned very few clothes. Not only were clothes expensive, but they had to be made by hand. The spinning wheel wasn't commonly used until the end of the fourteenth century, so even the thread making had to be done by hand with something called a *distaff*. People expected their clothes to last for many years. As medieval houses were cold, people wore many layers to keep warm. Clothes were made from wool, linen, hemp, and silk.

Few people in the Middle Ages could afford to marry for love alone. Arranged marriages were common, and children were expected to obey their parents' wishes about whom to marry. The poor generally had greater freedom than the wealthy to choose who they married because the wealthy had more property at stake. Most families had five or six children. Parents hoped that their children would look after them when they were too old or sick to work. Only the very rich could afford to retire to monasteries and pay to be looked after in their old age.

Education in the Middle Ages

The growth of European towns and the rise of the middle class encouraged the revival of learning. Now townspeople had money to pay for education. In addition, there was a greater need for educated people. Education was traditionally divided strictly to meet the needs of those who held different positions in society. This meant that the son of a noble received a very different education from the son of a laborer or one who was promised to the priesthood.

Young people often went to study with scholarly monks or priests, or to live in the home of another noble in order to learn the skills they would need in adulthood. We have already seen how boys from noble families became pages at age 7, and at about 14, squires. Girls from noble families were companions to ladies of other high-born families and learned to spin, weave, do beautiful embroidery, and manage a household. In the lower classes, children were usually apprenticed to a trade or worked in the fields.

Monastery schools were mainly for boys who planned to become monks. A boy might enter a monastery school at age five, grow up to become a monk, and live in the monastery the rest of his life without ever seeing his parents again. In time, many monasteries also began operating schools for the children of the towns. Students had to sit on hard benches or on straw scattered on the floor. Candles were the only light for studying in the evening. Classrooms were often cold and damp. Books were very costly, so the teacher read aloud while the students took notes on a slate.

Cathedrals also ran schools of higher learning. In 1088, one of the first universities was established in Bologna, Italy. By 1200, there were universities at Paris, France; Oxford, England; and Salerno, Italy. The basic curriculum in the university consisted of the "Seven Liberal Arts," which included Latin grammar, rhetoric, logic, arithmetic, geometry, astronomy, and music. More advanced courses could be studied in religion, law, and medicine. To receive a degree of "master," a student had to pass examinations and write a scholarly paper.

Only young men were educated in universities, not women. The medieval university student's day was long and hard. A student had to get up before 5:00 in the morning so he could go to church until 6:00 a.m. Then he attended classes until 10:00 a.m., had lunch, and attended classes until 5:00 p.m.

Entertainment and Art

Even though there was a revival in learning, the majority of people could not read or write during the Middle Ages. Stories from the Bible and the lives of the saints were told in verse in religious pageants and plays.

There were many holidays celebrated in the towns because the Catholic Church had such a full religious calendar. Work (and income) would stop for the observance of these holidays, sometimes as many as 50 times a year! There would be a religious procession, and then the celebrations would begin. Horse races, wrestling matches, and archery contests were popular. So were “mystery” plays, a popular form of religious drama that took place on these days. Guilds would perform stories from the Bible related to their crafts, such as Noah’s Ark being presented by the shipbuilders guild. (The word “mystery” comes from the French word for trade). Plays were often performed on a cart that could be moved from location to location. Another type of play was a “morality play,” in which the performers represented human virtues and vices such as pride, sloth, faith, goodness, or greed, and acted according to character, telling a moralistic tale of right and wrong.

Some plays mixed some of the old pagan traditions with the newer Christian beliefs. A traditional method of drama called “mummers” began when country folk would put on masks and dance and sing, traveling from door to door. Later the mummers took characters from pagan stories and used them to tell a Christian story. One story often performed was the tale of Saint George and the dragon. The story of St. George is about a famous English knight who rescued the king of Egypt’s daughter by slaying the dragon who was keeping her captive. St. George was made a saint after jealous noblemen in Egypt put him through a series of tortures, which he survived. This mummers play is still sometimes performed at Christmas and ends when the herbalist doctor can’t revive the slain Saint George, but Father Christmas, with the power of God, can.

In the Middle Ages, there were no radios, no televisions, and no movies. People were always eager to hear news of the world and to be entertained by stories and songs. Every so often, a group of traveling entertainers would come through town with a sort of traveling circus. They were called *jongleurs*, and they were musicians, poets, actors, acrobats, jugglers, comedians, and dancers. They might even bring dancing bears and other trained animals with them.

Jongleurs and minstrels were of less noble birth than the troubadours who entertained in the castles, but were just as welcomed by the townspeople. It was a very exciting day when they came to town! The Church condemned such activity, however, because the dancing and other wild behavior was considered improper. In one story, a group decided to dance in the churchyard on Christmas Eve. As a punishment, they were forced to dance there all year until the archbishop released them.

As more people learned to read and education became more sophisticated, the need for traveling jongleurs decreased, and the quality of their performances went down. By the end of the fifteenth century, they primarily entertained in taverns.



Many popular games from medieval days are still enjoyed today. Playing cards came into use at that time. So did gambling with dice. Nine Men's Morris is an ancient game that was played in different forms in ancient Egypt, Troy, and Norway. Part of a Nine Men's Morris board was found in the remains of an ancient Viking burial ship from about 900 CE.

Commerce and Trade

The growth of towns and the power of the guilds meant that commerce started to grow in importance as the Middle Ages wore on. As wealth and trade grew, the demand for goods from other parts of the world grew as well. As you may remember from an earlier lesson, the Muslim empire had developed trading routes all over Asia, Asia Minor (Turkey), Africa, and into Europe. The Muslims were responsible for bringing in goods that did not exist in Europe, such as silk, jewels, gold, spices, and cane sugar.

Marco Polo was an Italian who helped Europeans learn more about the East, and subsequently Europeans began to trade for Eastern goods as well. When Marco Polo was 17 years old, he left Italy for China with his father and uncle. He stayed in China for 24 years and worked for the emperor, often taking care of his administrative duties in various parts of the Chinese empire. Everywhere he went, he learned more and more about the Chinese and their culture. When he returned to Italy, he brought many beautiful things with him and wrote a book about his travels. His book was full of exciting tales and embellishments, many of which were made up. Still, it encouraged many people to become interested in China. It is said that the Italian love for pasta originated from China, a culture that had long enjoyed eating rice noodles. Trade grew between Europe and the East along the Silk Road, a route through Asia that was established by the Muslim traders.



As commerce grew, the hold of kings over their people became less certain. Feudalism eventually ended because of the growth of cities and the people's desire for a better life. The Holy Roman Emperor in Germany was having a hard time seeing to affairs in Italy, Germany, and the Netherlands all at once. The local lords and barons pressured him from one side, and the Pope feared his power on the other. As the Holy Roman Empire weakened, the people in the towns in those areas had to fend for themselves if they did not want to be controlled by a local duke or count. As merchants became wealthier, they became less interested in giving money to the local lord, who used it to fund his armies and keep his power. Instead, they became more interested in fighting for their own rights and buying their own protection. It became more and more clear that even if there was a ruler or a Pope nearby, that ruler would have to get along with the people. Sometimes a guild would build battlements and towers on its meeting hall in order to protect its holdings and members. Great merchant cities grew, acting independently and often in competition with one another.

Constantinople and the Byzantine Empire

While Europe was evolving into the Middle Ages after the fall of the Western Roman Empire, a whole different culture was developing in the Eastern Roman Empire. You may recall that before the end of the Roman Empire, in 330 CE, Emperor Constantine had finished establishing the capital of the Eastern Roman Empire in Byzantium, and the city was renamed Constantinople. Emperor Constantine converted to Christianity and encouraged Christians to live there and study. Constantinople became the center of the new Byzantine Empire that developed out of the Eastern Roman Empire. Its language and traditions were Greek, which is not too surprising, as it is actually not very far from Athens, and Byzantium had been built by and populated by the Greeks for centuries.

Constantinople was located on a peninsula, so it was surrounded by water. On the sea sides, it was protected by a wall. On the remaining land side, it was protected by a moat and three walls. This made the city a fortress in itself.

The emperors in Constantinople considered themselves the successors of the Roman Empire, but often there was a lot of fighting because there was no real system for deciding who would be the next Emperor. Like the Roman Emperors, they considered themselves chosen by God to rule and took charge of all aspects of life in the Eastern Empire, whether it be commerce, the navy, lawmaking, or foreign affairs. They also gave themselves the right to name the “patriarch” or head of the Church, thereby controlling that as well.

The first great Byzantine ruler was Justinian, who reigned from 527 to 565 CE. He is remembered for the Justinian Code, a set of laws based on the laws of ancient Rome. These laws were strict, but gave the same rights to everyone, whether rich or poor, and so were considered fair. Justinian, like Constantine, was a Christian and wanted everyone in his empire to be Christian as well.

Justinian was married to a very strong woman named Theodora. He often asked her for advice, and she had a great amount of power in government. She was a former actress and the daughter of a bear trainer in the circus. She had a sharp wit and, before her marriage, performed occasionally as a comedienne. Once there was a revolt from those who wanted a different ruler on the throne. The rioting crowds even burned part of the city down. Theodora is said to have encouraged Justinian to stand firm in the face of the rioting crowds at a time when he was thinking of going into hiding. With her support, he was able to restore order. Theodora used her power to make life better or worse for people, depending on whether they were her friends or enemies. She was especially interested in making life better for women and helped to create laws that allowed women to own property.

Many people in Constantinople wanted to make the Roman Empire whole again after the Germanic tribes took over much of Europe. During his reign, Justinian led his army to conquer North Africa, Sicily,



and Spain from the Goths and the Vandals. Later emperors were able to take back much of Italy. The Byzantine soldiers were considered superior, particularly because the empire kept the army well supplied during war, and because they were very good at using their horses to fight. They were the first to use stirrups on their saddles, which enabled them to stay on the horse while keeping their arms free for fighting.



The Byzantine Empire was often under attack from other groups of people who were also trying to build empires. Persians attacked Syria, Palestine, and Egypt, which were part of the Empire. Central Asian peoples started taking over lands in what is now Eastern Europe. The Germanic tribes took back Spain and Italy. The biggest threat, however, was from the Arabs, who were busily building themselves an empire based on Islam. The Byzantines were able to develop an explosive liquid called “Greek fire,” which could be blasted across water to set ships on fire. Because the formula for this was considered so secret, it was never written down, and no one knows for sure what it was. Constantinople stood firm against the Muslims in the end, and because of this, many people believe Europe was prevented from becoming part of the Islamic world.

The Byzantine Christian Church was called the Eastern or Greek Orthodox Church. Over the centuries, the Christians in Byzantium and the Christians in Europe developed more and more disagreements about Christianity. In Rome it was felt that services and holy writings should be in Latin, whereas the Byzantine church used Greek. Different religious holidays were celebrated, and there were disagreements about that as well. There were also differences of opinion about whether the clergy could marry and about the display of religious pictures called icons. The emperors in Constantinople felt that because they were the Roman Emperors, they had authority over the whole Christian Church, including the Pope in Rome, and refused to accept the authority of the Pope. Eventually the Christian Church split in 1054, becoming the Roman Catholic Church in the west and the Eastern Orthodox Church in the east.

Byzantine churches had a very distinctive architecture. When Constantinople was partly burned to the ground during the riots against Justinian, he decided to start a huge rebuilding program that included new churches and monasteries. The most famous of his structures is the Hagia Sophia (pronounced HA-jah so-FEE-ya). At the time, it was the most magnificent cathedral around the Mediterranean Sea. While building it, the architects developed a way to put an onion-shaped dome on the top of a square structure, and later churches and buildings used this design, which spread throughout Greece, Eastern Europe, and Russia.

Merchants, churchmen, and pilgrims who visited Constantinople returned to Europe with many stories of the splendor of the capital. It had paved streets and magnificent buildings. It was also a center for art and culture, where scholars came together to learn and share ideas about religion, philosophy, and art. The population was better educated and their monetary systems more developed; it was a more advanced culture than the European feudalism that existed at the same time.

Basil II was the emperor in 976, and his reign started a period of time called the Byzantine Golden Age. The empire became even stronger, and was a place where music and art of all kinds thrived. Artists were influenced by both the classical Greco-Roman style and the artists of the ancient Middle East. Much of the art focused on the national religion. Icons were popular in Byzantium. An icon was a piece of wood with an image of Jesus, his mother Mary, or a saint painted on it. These icons were regarded as being holy and were placed everywhere, creating shrines in many nooks and crannies and rooms throughout the city. Perhaps the art form the Byzantines are most famous for is mosaic, which they used on walls and floors, especially in the churches. The Byzantine artists were so brilliant at placing the many tiny pieces of ceramic that in some icons it looks as if there really is light coming from the halos of the saints depicted.

FOR ENROLLED STUDENTS

Make sure your student completes the rough draft of the research report this week. Next week, they will be busy revising, editing, copying, and proofreading the report, and arranging its polished presentation, so it is essential that the bulk of the writing be done this week. Please contact your teacher if any questions arise.

Learning Assessment

Use assessment rubrics to track student progress and to make notes about the learning the student demonstrates or any skills that need work.

SKILLS	Developing	Consistent	Competent	Notes
Demonstrates knowledge of history of the evolution of society in the Middle Ages				
Demonstrates knowledge of culture of the Middle Ages				
Research report: Uses a variety of sources				
Research report: Demonstrates good note-taking skills				
Research report: Acknowledges sources using in-text and full MLA citations				
Research report: Identifies key aspects of the topic in outline form				
Research report: Organizes notes and ideas in a logical order				
Research report: Writing includes accurate information and factual details				
Research report: Demonstrates good paragraphing skills				
Shows original thought in assignment responses				
Accurately recounts historical details and events				
Draws a map to scale with detail, color, and labels				



Appendix

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Works Cited	401

Materials

Materials (sorted by lesson)

Lesson	Project	Materials
1	World Map	large paper or poster board colored pencils world map or atlas
1	Stone Age Art and Tools	Option A: Cave Painting flat rock or plywood, glue, and sand paints or natural materials to make paint Option B: Stone Tools stone stick or bone leather Option C: Clay Figurine clay
2	Life in Ancient Babylon	clay or paint (optional)
3	Egyptian Clocks and Games	Option A: Sundial stick Option B: Water Clock tin can or bucket nail or screwdriver Option C: Senet Game 10 playing pieces (5 black and 5 white) 4 craft sticks cardboard or sturdy paper
7	Paper Marbling	drawing paper dishpan oil-based paints paint thinner sticks jars newspapers
8	Music and Food of India	Option C: Indian Food whole wheat flour unbleached, all-purpose flour salt (optional) vegetable oil wooden board, flat rolling pin heavy skillet (cast iron is best) mung beans cumin seeds ginger, powdered curry powder coriander, ground garlic powder lemon juice cilantro, fresh (optional) tomato, diced (optional)
9	Chinese Art and Food	Option A: Bamboo Brush Painting bamboo paintbrush black watercolor paint white paper

Lesson	Project	Materials
11	African Arts	<p>Option A: Homemade Drum large container (oatmeal container, coffee can, etc.) clear packing tape, canvas, plastic, etc. string</p> <p>Option B: Calabash balloons newspapers white glue and water pin paints and paintbrush nail or toothpick</p> <p>Option C: Rattle Instrument balloons newspapers white glue and water pin sand, pebbles, seeds, etc. paints and paintbrush nail or toothpick</p> <p>Option D: African Beads white flour cornstarch salt warm water toothpicks paint thin string (optional) sealant (optional)</p>
14	Greek Culture	<p>Option C: Clay Sculpture clay sculpting tools (butter knife, chopsticks, etc.)</p>
15	Roman Food	<p>Option A: Stuffed Dates dates goat cheese nuts or pine nuts honey</p> <p>Option B: Honeyed Bread loaf of whole wheat bread milk oil or butter honey</p> <p>Option C: Roman Custard milk honey egg yolks nutmeg or cinnamon</p>
20	Arts of the Middle Ages	<p>Option D: Stained Glass colored tissue paper wax paper or tracing paper liquid starch white glue (optional)</p>
21	Symbols of Chivalry and Honor	<p>Option B: Tapestry fabric needle embroidery thread embroidery hoop (optional)</p>
22	Trenchers	<p>whole grain flour barley flour salt sugar dry yeast warm water</p>

Lesson	Project	Materials
23	Medieval Entertainment	Option E: Byzantine Mosaics egg shells paint or dye colored tile and hammer (optional) plaster, hardening clay, or paper
25	Renaissance Life	Option A: Family Broadside potatoes, carrots, or other root vegetables knife ink pad paper
27	Create Renaissance Art	<div> Option A: Renaissance Fresco shallow pan plaster watercolor or tempera paint paintbrush paper towel or cloth </div> <div> Option B: Bas-Relief Sculpture clay tools for carving (butter knife, chopsticks, skewers, toothpicks, etc.) </div> <div> Option C: Block Print block of wood clamps chisels of different sizes mallet eye protection pencil ink or heavy paint paper rolling pin or old towel </div>
30	Mayan Culture	<div> Option A: Mayan Mask natural objects, such as clay, seashells, feathers, seeds, corn husks, pine cones, etc. mask material (papier-mâché, cardstock, construction paper, a paper plate, or cardboard) scissors or knife glue </div> <div> Option B: Feather Mosaic fabric or poster board colored feathers glue </div> <div> Option D: Pok-atok cardboard box box cutter or knife hard rubber ball </div>
31	Early Architecture	Option D: Model of Cliff Dwelling clay or mud sculpting tools (butter knife, chopsticks, toothpicks, etc.) natural materials (sticks, dried grass, plants, fabric, etc.)
32	Aztec Culture	Option B: Aztec Pottery clay paints paintbrush Option C: Model of Aztec City natural materials (sticks, brush, dried grass, mud, stones, etc.) cardboard boxes and craft supplies (optional)
33	South American Arts and Culture	Option A: Family Quipu thick string or yarn (black or dark color) colored string or yarn, thin

Lesson	Project	Materials
35	Assignment 2 (b): Making a Globe	flour water newspaper balloon paint markers
35	Assignment 3 (a): Mapping Project	tracing paper tape
35	Assignment 4: Sounding	string ruler rock or other weight
35	Star Navigation	two rulers protractor

Materials in Alphabetical Order

Balloons

Box cutter or knife

Cardboard box

Chisels of different sizes

Clamps

Clay

Clear packing tape, canvas, plastic, etc.

Craft sticks

Container, large (oatmeal container, coffee can, etc.)

Dishpan

Egg shells

Embroidery hoop

Embroidery thread

Eye protection

Fabric

Feathers, colored

Glue

Hammer

Heavy skillet (cast iron is best)

Ink

Ink pad

Jars

Knife

Leather

Liquid starch

Mallet

Markers

Nail

Natural materials (sticks, dried grass, clay, plants, mud, stones, etc.)

Natural objects (seashells, feathers, seeds, corn husks, pine cones, etc.)

Needle

Newspaper

Paint thinner

Paint, acrylic

Paint, oil-based

Paint, watercolor

Paintbrush

Paper towel or cloth

Pencil

Pencils, colored

Pin

Plaster

Playing pieces

Plywood

Poster board

Protractor

Rock

Rolling pin

Rubber ball, hard

Ruler

Sand

Scissors

Screwdriver

Sculpting tools (butter knife, chopsticks, toothpicks, etc.)

Sealant

Shallow pan

Stick

String or yarn, thick

String or yarn, thin, colored

Tape

Tile, colored

Tin can or bucket

Tissue paper, colored

Toothpicks

Tracing paper

Wax paper or tracing paper

Wood, block

Wooden board, flat

Food Ingredients

Bread, whole wheat (one loaf)

Cilantro, fresh

Coriander, ground

Cornstarch

Cumin seeds

Curry powder

Dates

Egg yolks

Flour, barley

Flour, unbleached, all-purpose

Flour, whole grain

Flour, whole wheat

Garlic powder

Ginger, powdered

Goat cheese

Honey

Lemon juice

Milk

Mung beans

Nutmeg or cinnamon

Nuts or pine nuts

Oil or butter

Potatoes, carrots, or other root vegetables

Salt

Sugar

Tomato, diced (optional)

Vegetable oil

Yeast, dry