

Instructor Guide

the STORY of the WORLD

Volume 1: Ancient Times

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History for the Classical Child

Volume 1: Ancient Times

From the Earliest Nomads to the Last Roman Emperor

Edited by Susan Wise Bauer, Susanna Jarrett, and Kat Stelly



Charles City, Virginia

Well-Trained Mind Press
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2006 Cover design by AJ Buffington and Mike Fretto.
2026 Cover design by Mehreen Fatima.
Book design by Itamar Katz. Composed in Hanken Grotesk.

Names: Bauer, Susan Wise, author.
Title: Ancient times : from the earliest nomads to the last Roman Emperor. Instructor guide / by Susan Wise Bauer.
Other titles: Instructor guide
Description: Charles City, Virginia : Well-Trained Mind Press, [2026] | Series: Bauer, Susan Wise. Story of the world.
Identifiers: ISBN: 9781944481865 (paperback) | 9781944481902 (ebook)
Subjects: LCSH: World history. | Civilization. | History, Ancient. | Nomads--History. | LCGFT: Teachers' guides. | BISAC: EDUCATION / Home Schooling. | EDUCATION / Schools / Levels / Elementary. | EDUCATION / Teaching / Subjects / Arts & Humanities.
Classification: LCC: D20 .B35 2026 | DDC: 909--dc23

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CONTENTS

How to Use This Book	5
Introduction: How Do We Know What Happened?	
<i>What is History?</i>	9
<i>What is Archaeology?</i>	13
Chapter One: The Earliest People	
<i>The First Nomads</i>	16
<i>The First Nomads Become Farmers</i>	20
Chapter Two: Egyptians Lived on the Nile River	
<i>Two Kingdoms Become One</i>	24
<i>Gods of Ancient Egypt</i>	28
Chapter Three: The First Writing	
<i>Hieroglyphs and Cuneiform</i>	32
Chapter Four: The Old Kingdom of Egypt	
<i>Making Mummies</i>	39
<i>Egyptian Pyramids</i>	44
Chapter Five: The First Sumerian Dictator	
<i>Sargon and the Akkadians</i>	48
Chapter Six: The Jewish People	
<i>God Speaks to Abraham</i>	54
<i>Joseph Goes to Egypt</i>	57
Chapter Seven: Hammurabi and the Babylonians	
<i>Hammurabi's Code</i>	64
Chapter Eight: The Assyrians	
<i>Shamshi-Adad, King of the Whole World</i>	69
<i>The Story of Gilgamesh</i>	73
Chapter Nine: The First Cities of India	
<i>The River-Road</i>	76
<i>The Mystery of Mohenjo-Daro</i>	79
Chapter Ten: The Far East: Ancient China	
<i>Lei Zu and the Silkworm</i>	83
<i>The Pictograms of Ancient China</i>	86
<i>Farming in Ancient China</i>	88
Chapter Eleven: Ancient Africa	
<i>The Peoples of West Africa</i>	91
<i>Anansi and Turtle</i>	97
<i>Anansi and the Make-Believe Food</i>	101
Chapter Twelve: Life in Early Crete	
<i>Bull-Jumpers and Sailors</i>	104
<i>King Minos and the Minotaur</i>	107
<i>The Mysterious End of the Minoans</i>	110

Chapter Thirteen: The Middle Kingdom of Egypt	
<i>Egypt Invades Nubia</i>	113
<i>The Hyksos Invade Egypt</i>	117
Chapter Fourteen: The New Kingdom of Egypt	
<i>The General and the Woman Pharaoh</i>	121
<i>Amenhotep and King Tut</i>	124
Chapter Fifteen: The Israelites Leave Egypt	
<i>The Baby Moses</i>	129
<i>The Exodus from Egypt</i>	133
Chapter Sixteen: The Early Greeks	
<i>The Mycenaeans</i>	136
<i>The Greek Dark Ages</i>	139
Chapter Seventeen: The Phoenicians	
<i>Phoenician Traders</i>	144
<i>The Founding of Carthage</i>	149
Chapter Eighteen: The Return of Assyria	
<i>Ashurbanipal's Attack</i>	153
<i>The Library of Nineveh</i>	155
Optional Lesson: The Story of Shammuramat, Warrior Queen of Assyria	159
Chapter Nineteen: Greece Gets Civilized Again	
<i>Greece Gets an Alphabet</i>	160
<i>The Stories of Homer</i>	165
<i>The First Olympic Games</i>	169
Chapter Twenty: Sparta and Athens	
<i>Life in Sparta</i>	176
<i>Life in Athens</i>	179
Optional Lesson: The Story of Draco and Solon, The Two Lawgivers of Athens	184
Chapter Twenty-One: The Greek Gods	
<i>The Golden Apple</i>	185
Chapter Twenty-Two: The Rise of Rome	
<i>Romulus and Remus</i>	191
<i>The Power of Rome</i>	195
Optional Lesson: The Story of Tullia Minor and Tarquin the Proud, The Last King and Queen of Rome	199
Chapter Twenty-Three: Babylon Takes Over Again!	
<i>Nebuchadnezzar's Madness</i>	200
<i>The Hanging Gardens of Babylon</i>	203
Chapter Twenty-Four: The Medes and the Persians	
<i>A New Empire</i>	208
<i>Cyrus the Great</i>	211
Chapter Twenty-Five: The Aryans of India	
<i>Life on the Ganges River</i>	216
<i>The Castes of Ancient India</i>	220
<i>Siddhartha</i>	223
Optional Lesson: The Story of Ajatashatru the Expander, The First Empire-BUILDER in India	229

Chapter Twenty-Six: Writing, Fighting, and Thinking in China	
<i>Calligraphy in China</i>	230
<i>Confucius: China's Wise Teacher</i>	232
Optional Lesson: The Story of Mencius, The Greatest Follower of Confucius	237
Chapter Twenty-Seven: The Wars of the Greeks	
<i>Greece's War with Persia</i>	238
<i>The Greeks Fight Each Other</i>	242
Chapter Twenty-Eight: Alexander the Great	
<i>Philip and His Son</i>	246
<i>Alexander's Invasions</i>	249
<i>The Death of Alexander</i>	253
Chapter Twenty-Nine: The Mauryan Empire of India	
<i>The Empire United</i>	257
<i>The Jataka Tales</i>	261
Chapter Thirty: The People of the Americas	
<i>The Nazca Drawings</i>	264
<i>The Heads of the Olmecs</i>	268
<i>Rabbit Shoots the Sun</i>	271
Chapter Thirty-One: The Roman Republic	
<i>The Roman Builders</i>	275
<i>The Roman Gods</i>	279
<i>The Roman Gladiators</i>	283
<i>The Gladiator School</i>	285
Optional Lesson: The Story of Spartacus, The Rebel Gladiator	290
Chapter Thirty-Two: Rome's War with Carthage	
<i>The Punic Wars</i>	291
Chapter Thirty-Three: The First Dynasties of China	
<i>The First Emperor and the Great Wall</i>	298
<i>The First Emperor's Grave</i>	301
<i>The Han Dynasty and the Silk Road</i>	304
Optional Lesson: The Story of Zhang Qian, Hero of the Silk Road	307
Chapter Thirty-Four: The Rise of Julius Caesar	
<i>Caesar Is Kidnapped</i>	308
<i>The Consuls of Rome</i>	311
<i>Caesar and the Senate</i>	314
<i>Caesar Fights the Celts</i>	317
Chapter Thirty-Five: Caesar, Ruler of Rome	
<i>Caesar Crosses the Rubicon</i>	321
<i>Caesar and Cleopatra</i>	323
<i>The Death of Caesar</i>	325
<i>Augustus Caesar</i>	328
Chapter Thirty-Six: Israel Under Roman Rule	
<i>Herod, the "Great"</i>	334
<i>A Prophet Named Jesus</i>	337
<i>The Destruction of the Temple</i>	341
Optional Lesson: The Story of Judas Maccabee, Champion of the Jewish People	345

Chapter Thirty-Seven: Rome and the Christians	
<i>Nero, the Evil Emperor</i>	346
<i>Christians in the Catacombs</i>	350
Chapter Thirty-Eight: Rome Begins to Weaken	
<i>The British Rebellion</i>	354
<i>Rome Divided in Two</i>	357
<i>The Emperor Is a Christian!</i>	362
Optional Lesson: The Story of Pliny the Younger, Survivor of Mount Vesuvius	365
Chapter Thirty-Nine: Troubles in China	
<i>The End of the Han Dynasty</i>	366
<i>The Three Kingdoms, the Jin, and the Sixteen Kingdoms</i>	369
Optional Lesson: The Story of Zhang Heng, Astronomer, Poet, Mathematician, Geographer, and More	375
Chapter Forty: Lands East of China	
<i>The Three Kingdoms of Korea</i>	376
<i>The Yamato of Japan</i>	381
Chapter Forty-One: The Attacking Barbarians	
<i>Stilicho, Roman and Barbarian</i>	385
<i>The Coming of the Visigoths</i>	388
<i>Attila the Hun</i>	391
Chapter Forty-Two: The End of Rome	
<i>The Last Roman Emperor</i>	394
<i>The Gifts of Rome</i>	397
Appendix One: Instructions for optional creative writing prompts	401
Appendix Two: Instructions for optional memory work activities	402
Appendix Three: Supplies	404
Appendix Four: Activities by Type	406
Appendix Five: Salt Dough Recipe	414
Appendix Six: Suggested Schedules	415

HOW TO USE THIS BOOK

History is the most enthralling story you can tell a young child, because it's true. A good history narrative is as strange and wondrous as a good fairy tale. Kings, queens, mummies, wooden horses, knights, and castles can be as fascinating as giants and elves—but they really existed!

In classical education, history lies at the center of the curriculum. The chronological study of history allows even small children to learn about the past in an orderly way; after all, the “best way to tell a story,” as the King tells Alice in *Alice in Wonderland*, “is to begin at the beginning and go on to the end.” When the study of literature is linked to history, children have an opportunity to hear the stories of each country as they learn more about that country's past and its people. History teaches comprehension; young students learn to listen carefully, to pick out and remember the central facts in each story. History even becomes the training ground for beginning writers. When you ask a young student to narrate, to tell back to you the information he's just heard in his own words, you are giving him invaluable practice in the first and most difficult step of writing: putting an idea into words.

Using This Book at Home

This book is designed to accompany *The Story of the World, Volume 1: Ancient Times, 25th Anniversary Expanded Edition* by Susan Wise Bauer (it is not compatible with older editions of *The Story of the World, Volume 1*).

Required Materials:

- *The Story of the World, Volume 1, 25th Anniversary Expanded Edition* (paperback, hardcover, ebook, PDF, or audio)
- This Instructor Guide
- A Student Workbook for each student using the program (paperback or PDF)

Optional Materials:

- History Notebook (three-ring binder for storing student work)
- Tests & Answer Key (sold separately; not recommended for students under 4th grade)
- Copies of Student Page 1 (Photocopy this page as often as you like and use it for the narration exercises and other writing activities throughout the book)

For each section in *The Story of the World*, follow this pattern:

1. **Read the section (the text under one sub-heading within a chapter, not the entire chapter)** from *The Story of the World* aloud. Good readers can read the section out loud to you instead.
2. **Core Exercise:** Alternate between review questions and narration exercises for comprehension. Complete the map in each chapter. These activities are scripted for your convenience. **Bold text** is a script for the instructor to read out loud. *Italicized* text indicates a sample student answer.
3. **Interactive Activity:** Choose from a variety of engaging activities to help history come to life (not required for every lesson). Use the checklist in each lesson to plan which activities you will complete. The following symbols can help you choose the activities that will work best for you:



activities that are classroom adaptable



activities that are low-prep (require no materials or a few common household materials and little to no preparation)



activities that get your students out of their seats and moving.

Activities are also labeled by category: arts & crafts, make a model, role play, games, activity pages, math, science demonstration, coloring pages, research, cooking, memory work, storytelling, field trips, and celebrations. You can incorporate activities into different parts of your day to encourage students to make connections between disciplines (art, math, science, etc.). See Appendix Four for a list of activities organized by category. Appendix Three also includes a list of common materials used across many of the activities.

4. **Additional reading (optional):** This Instructor Guide provides library book lists for deeper exploration (RA= read aloud, IR= independent reading). When you reach a topic that your student is particularly interested in, stop and enjoy yourself. Once in a while, have students narrate a summary of the book they read or draw a relevant picture for their history notebook (do not do this for every book—your student will begin to dread it).
5. **Card Review (optional):** Every four chapters, prepare history review cards (found in the back of the Student Workbook). Photocopy onto cardstock, cut out, and color. Have students sort all of their cards into a timeline at the end of each week.
6. **Testing (optional):** If you desire a more formal evaluation or wish to develop your child's test-taking ability, use the tests (sold separately) for ages 10+.

If you would like a more detailed description of how to schedule out the program, see Appendix Six for adaptable scheduling ideas.

Multilevel Teaching

While *The Story of the World* is designed for grades 1–4, it can be adapted for older students:

- Independently read *The Story of the World*
- Supplement with an appropriate history encyclopedia such as the *Usborne History Encyclopedia*
- Track important dates on a timeline
- Explore additional readings at the appropriate level (The reading lists in this book have some suggestions for older students. You can ask your local librarian for more!)
- Where appropriate, review and evaluate primary sources with an instructor (for example, excerpts from the Pyramid Texts, excerpts from Hammurabi’s Code, the Twelve Tablets of Roman Law, excerpts from *The Gallic Wars* by Julius Caesar, etc.)

For more details on teaching history to logic stage, or middle school students, refer to *The Well-Trained Mind: A Guide to Classical Education at Home* (Essential Edition, 2024).


Customizing for Your Family

Families differ in their attitudes towards teaching myths, in their willingness to view partially-clothed people in ancient art, and in their sensitivity towards the (inevitable) violence of ancient times. Preview activities, coloring pages (especially Student Pages 59, 76, and 99), and recommended books to ensure they are appropriate for your family.

Using This in the Classroom

This program is flexible and adapts well for classroom use. Below is an example of how you could use this book in a group setting:

1. **Read aloud:** The teacher reads a section while students follow along in their own books. When you reach the end of a section, ask the review questions provided in this book (or use the Review Questions Worksheets, sold separately, for older students). Students may also extend their learning with the additional history and literature books from the reading lists in each chapter.
2. **Review:** Use the review questions for an oral review or the narration prompts for a written review. To switch things up once in a while, you can make it fun by playing oral quizzing games such as “Around the World,” “Last One Standing,” or “Jeopardy!”
3. **Geography Work:** Have the students complete the map exercises in the Student Workbook.

4. **Interactive Activities:** Select a hands-on activity to complete (classroom-friendly ones are marked )
5. **Chapter Review Cards:** On the last day before the test, have the students color their chapter review cards and practice organizing them into a timeline.
6. **Testing:** Review past lessons regularly and, for older students, administer tests (sold separately).

See Appendix Six for adaptable schedules, and Appendix Four for lists of activities by type.

INTRODUCTION

How Do We Know What Happened?

What is History?

Read & Review

Read pages 3-5 in *The Story of the World, Volume 1: Ancient Times* (the text). Afterward, check the student's understanding by asking the questions below. Read bold text out loud. Sample responses are provided in italics.

1. **What do we call someone who reads letters, journals, and monuments to find out about the past?** *A historian*
2. **What do we call the story that historians write about the past?** *History*

Narration Exercise

Prompt students to tell you about the lesson with the following question. Require students to answer in complete sentences.

What are two ways that historians learn about the past?

Students' narrations do not have to match the sample word for word. Write down the narration if your student is not writing independently. Good writers can write the narration down themselves. An acceptable narration may resemble:

Historians read letters and look at monuments.


or

People wrote letters and kings told people to write down stories. Historians can read them.

Note to Instructor: Student Page 1 is a reproducible template for narration exercises. You can make copies of it to use for this exercise and future narration exercises, or simply use any sheet of lined paper.

Activities

Choose from the following activities:

- ☐ Storytelling: Conduct an Interview
- ☐ Storytelling: Make a Timeline of Your Life 
- ☐ Research Skills: Ask students to look up one or more related topics in their history encyclopedia or another reliable source. Read the entry together and look at the pictures. Topics could include *historians*, *what is history*, *doing history*, *oral history*, or *museums*.

Storytelling

CONDUCT AN INTERVIEW

One way historians learn about the past is by asking good questions and carefully recording what they learn. In this activity, students record the history of someone they know.

MATERIALS:

- Student Page 2
- an older relative or friend who is willing to be interviewed
- pencil
- recording device
- photograph of interviewee (optional)
- double-stick tape or glue (optional)
- extra notebook paper (optional)

DIRECTIONS:

Before the Interview:

1. Ask an elderly relative, neighbor, or family friend if they are willing to be interviewed about their life. If your interviewee does not live nearby, you can conduct this interview over the phone or on a video call. Parents can help younger students brainstorm an appropriate candidate.
2. Set up a time and place for the interview. Parents can help younger students arrange the time and place.
3. Prepare for your interview. Younger students can use the questions on Student Page 2 (they do not need to come up with extra questions). Older students can think up 2-3 extra questions to add to their Student Page.

Interview Day:

4. On the day of the interview, come prepared with a recording device, your Student Page, and a pencil. Older students may want to bring extra paper for taking notes.

Optional: Bring a helper along to be your sound person. They can manage the recording device so that you can focus on the interview

5. Before starting the recording, make sure you and your interviewee are seated comfortably.
6. After starting the recording, state your name, the date, and the name of the person you are interviewing. It is important for historians to have this information so they can keep the materials they collect organized.
7. Interview your friend or relative. Ask the questions on the top of your page first. Then ask the questions at the bottom of your page (there is no need to write these answers word for word, but older students can take notes on a separate piece of paper if they choose). Older students may also have additional questions to ask.

After the Interview:

8. When the interview is over, use the recording to finish filling out any remaining questions on your Student Page (younger students may need help with this).
9. Paste a picture of your interviewee on the page and record it in your history notebook. If you don't have a photograph, draw a picture instead. Older students may want to add their extra notes to their notebooks as well.
10. Write your interviewee a note to thank them for their time.

Note to Instructor: Provide all necessary help for younger students. It is not necessary for them to fill out the Student Page themselves.

Storytelling

MAKE A TIMELINE OF YOUR LIFE

You have a history too! In this activity, you will make a timeline of your life.

MATERIALS:

- blank paper (one sheet for each year of your life, plus one extra sheet) or a large poster board
- photographs of you (one from each year of your life, if possible)
- double stick tape or glue
- souvenirs from your life (optional)

DIRECTIONS:

1. Tape the sheets of paper together. You should have one sheet of paper for each year of your life plus one (so a 6-year-old would tape 7 sheets). Alternatively, use a poster board.
2. Start at zero and write one number in the middle of each sheet. If using a poster board, draw a line across the center of the poster board. Space the numbers evenly along the line.
3. Fill in the timeline with important dates in your life.
4. Paste a photo of yourself as a newborn at the beginning of the timeline. Paste the rest of your photos on the correct spot on the timeline.
5. You can add more photos, draw pictures, or even glue souvenirs, like theater tickets, on your timeline.

Some ideas for things to include on your timeline: when you got your first tooth, when you first sat up, crawled, your first big trip, when you started school, when you took your first music lesson or went to your first sports practice, when you met your best friend, and when your siblings were born.

Classroom Adaptation: If you plan to complete this activity with a large group, prepare a model timeline ahead of time. Have students come prepared with photos from home or have them illustrate their timeline with colored pencils or crayons instead of using pictures and souvenirs.

CHAPTER SEVEN

Hammurabi and the Babylonians

Hammurabi's Code

Read & Review

Read pages 51–55 in the text. Afterward, check the student's understanding by asking the questions below. Encourage students to answer in complete sentences whenever possible. Sample responses are provided in italics.

1. **Why did Hammurabi want to be king?** *Hammurabi wanted to be king so that people would be treated fairly.*
2. **What city did Hammurabi rule?** *Hammurabi ruled in Babylon.*
3. **What did Hammurabi write down on a stone monument?** *He wrote down laws.*
4. **What were these laws called?** *They were called the Code of Hammurabi.*
5. **Who had to obey these laws?** *Everyone in Babylonia had to obey the laws.*
6. **Can you tell me about one of these laws?** Allow the student to summarize any of the laws in the chapter.

Narration Exercise

Prompt the student to tell you about the lesson with the following question. Require students to answer in complete sentences.

Tell me two things you learned about King Hammurabi.

Students' narrations do not have to match the sample word for word. Write down the narration if your student is not writing independently. Good writers can write the narration down themselves. An acceptable narration may resemble:

Hammurabi lived in Babylon. He built an empire like Sargon. But he wanted to be fair.

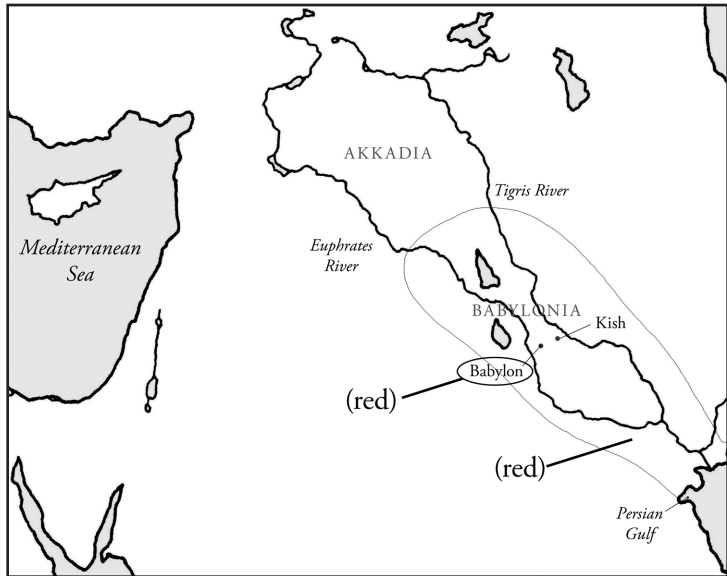
or

Hammurabi was the king of Babylon. He made the Code of Hammurabi. These were laws for everyone to obey.

Map Work: Hammurabi's Code (Student Page 23)

Read the instructions out loud to the student. After each step, pause and give time for students to complete the task. Provide all necessary help.

1. **Open to Student Page 23 and tear it out.**
2. **Find Hammurabi's city of *Babylon*, and circle it in red.**
3. **Hammurabi began by ruling over the city of Babylon, but he soon conquered the southern part of Mesopotamia and named it Babylonia. Find and lightly shade *Babylonia* in red.**
4. **When you finish, place the completed map in your history notebook.**



Activities

Choose from the following activities:

- ☐ Activity Page: Name That Place Crossword Puzzle (Icon: Two people, a crossed-out 'PRED' symbol)
- ☐ Art: Make Your Own Law Code Stele (Icon: Two people)
- ☐ Role Play: Hammurabi's Court (Icon: Two people, a crossed-out 'PRED' symbol)
- ☐ Research Skills: Have students look up a related topic in their history encyclopedia or another reliable source. Read the entry together and look at the pictures. Topics could include *ancient laws*, *the Code of Hammurabi*, *Hammurabi*, and *Babylon*.

Activity Page

NAME THAT PLACE CROSSWORD PUZZLE (Icon: Two people, a crossed-out 'PRED' symbol)

Follow the instructions on Student Page 24. Answers: Akkadia, Ur, Jericho, Babylon, Tigris, Kish.

ART

MAKE YOUR OWN LAW CODE STELE

*A stele is a carved stone. Hammurabi had many of these markers carved to display his Law Code around his empire. This way, his people would know what the laws were and would obey them. Pretend you are Hammurabi. You need to decide on the rules that everyone in your house must follow and write them down for all to see. You can even draw a picture at the top showing someone, seated in a chair, handing them to you—just like Hammurabi received them from the god of justice, Shamash. A children's book called *The Rules*, by Marty Kelley (Zino Press, 2000), might be fun to read before doing this project. This book is about the confusing or silly rules that adults teach to children.*

MATERIALS:

- a large sheet of paper (10 inches x 18 inches)
- scissors
- a saucer
- a ruler
- colored pencils or crayons

DIRECTIONS:

1. Using a saucer, or other round object, draw a curved line on the corners at the top of the paper. Use scissors to trim the pointed parts.
2. Measure down 9 inches from the top of the page and draw a straight line across the page with your ruler. The top curved portion of the page will be where you draw your picture and the bottom portion will be where you write your rules. Drawing extra lines with your ruler on the bottom portion of the page will make it easier to keep your writing straight.
3. When you're finished, hang your stele in your room so that you don't forget the rules!

Classroom Adaptation: Work together as a group to come up with a set of class rules. Create a model law code stele based on the classroom rules. Then have each student create their own stele for their family at home or for their room, clubhouse, or backyard.

Role Play

HAMMURABI'S COURT

Hammurabi was famous for setting a code of law that everyone, even the king, had to follow. In this activity you get to use Hammurabi's code to decide the punishment for various crimes.

MATERIALS:

- Hammurabi's Court cards (Student Page 25)
 - pencil
 - glue
- Hammurabi's Court comparison page (Student Page 26)

DIRECTIONS:

1. Cut out the cards on Student Page 25. Glue the front and back of the cards together so that one side shows the scenario and the other side shows Hammurabi's punishment.
2. Stack the cards with the scenario side facing up. Read the front side of the top card out loud.
3. You be the judge. What do you think would be the right punishment for the crime? Write your answer on the matching box on your Hammurabi's Court Student Page (younger students can dictate their answer and have an adult or older sibling write it down).
4. Once you have written your idea, flip the card over and read Hammurabi's punishment. Older students can write Hammurabi's punishment next to their own on their Student Page; younger students can paste the back side of the card to their Student Page.
5. Compare your ideas. Was your punishment similar to Hammurabi's? Which one was harsher? Why do you think that is?
6. Repeat with a new scenario card.

Classroom Adaptation: After reading out the scenario card, give students a few minutes to jot down their idea for a fair punishment. Invite a few students to share. Then read Hammurabi's actual punishment. Ask: Would your punishment change if the person on trial were your best friend? A stranger? A family member? Discuss how the students' answers differed. Does having one fixed law for everyone make things more fair or less fair? Why?

Additional History Reading

Ancient Egyptians and Their Neighbors: An Activity Guide, by Marian Broida (Chicago Review Press, 1999). There are no easy-to-locate books about Hammurabi written on an elementary level, but this book (also recommended for Chapters Five, Eight, and Eighteen) contains age-appropriate information and activities centered on the early Babylonian civilization. You can look for this book at the library or purchase it used or as an ebook. (RA)

Ancient Mesopotamia, by Madeline Tyler (KidHaven Publishing, 2019). Covers many aspects of life in Ancient Babylon, including pages dedicated to the Old Babylonian Empire. It makes the distinction between the old and later Babylonian empires clearer than other books in this category. Every page is full of photographs. (RA) (Also recommended for chapters five, eight, and twenty-three) (RA 1-3, IR 4-6)

Hands-on-History! Mesopotamia, by Lorna Oakes (Armadillo, 2013). Short explanations with images as well as 15 hands-on projects for digging deeper into the history of Mesopotamia. There is a full two-page spread on the rise of Babylon and King Hammurabi as well as references to Babylon throughout the book. (Also recommended for chapters three and eight) (RA)

Corresponding Literature Suggestions

The Lifeboat that Saved the World, by Irving Finkel (Thames & Hudson, 2017). A picture book retelling of the Ancient Babylonian flood story. Sidebars describe details about life in ancient Mesopotamia. Note: this is not the story of Noah from the Bible; it is an ancient Mesopotamian flood story with many parallels to the biblical story (RA 2-3, IR 4)

The Winged Cat: And Other Tales of Ancient Civilizations, by Deborah Nourse Lattimore (HarperTrophy, 2002). Three short tales, one of which is set in ancient Babylon. Written and illustrated by Lattimore. **Out of print, but worth looking for at your local library.** (RA 2-3, IR 4)

CHAPTER SEVENTEEN

The Phoenicians

Phoenician Traders

Read & Review

Read pages 129–131 in the text. Afterward, check the student’s understanding by asking the questions below.

1. **Where did the Phoenicians live?** *In Canaan*
2. **What were they good at?** *Sailing their boats*
3. **The Phoenicians made glass. Do you remember what two things they made glass from?** *Sand and lye*
4. **What special way of shaping glass did the Phoenicians invent?** *Glass blowing*
5. **What did they make their purple dye from?** *Snails*
6. **Why was purple called “the color of kings”?** *Because it was so expensive.*

Narration Exercise

List four things that the Phoenicians sold to other countries.

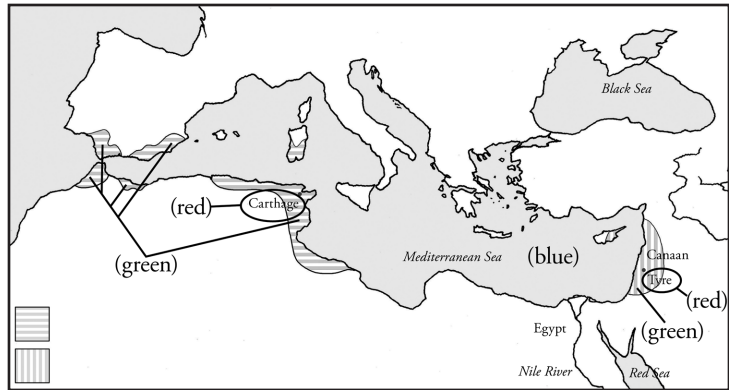
Cedar trees, logs, beautiful furniture, salt, dried fish, embroidered cloth, tin, metals, glass, purple dye, and purple cloth.

Map Work: Phoenician Traders (Student Page 48)

Read the instructions out loud to the student. After each step, pause and give time for the student to complete the task. Provide all necessary help.

1. **Open to Student Page 48 and tear it out.**
2. **On your map, find the Phoenician cities of Tyre and Carthage and circle their names using a red pencil.**

3. With a green pencil, color in the area known as *Phoenicia*. Then, using the same green pencil, color the areas that were controlled by the Phoenicians. These areas are already marked on your map. If you need a reminder, see the map in your book.



4. Color the *Mediterranean Sea* in blue. This is where the Phoenician sailors did most of their trading.
5. When you finish, place the completed map in your history notebook.

Activities

Choose from the following activities:

- ☐ Coloring Page: A Phoenician Ship
- ☐ Craft: Faux Colored Glass
- ☐ Science: Make Purple Dye and Use as an Acid/Base Indicator
- ☐ Craft: Make a Colored Pasta Necklace (with Homemade Purple Dye)
- ☐ Research Skills: Have the student look up a related topic in a history encyclopedia or another reliable source. Read the entry together and look at the pictures. Topics could include *the Phoenicians*, *glassmaking*, *glassblowing*, *the alphabet*, and *Tyre*.
- ☐ Field Trip Idea: Visit a glass studio and watch artists blow glass, or watch an online video about glass blowing.

Coloring Page: A Phoenician Ship (Student Page 49)

The Phoenicians were expert sailors who built strong, fast ships to trade goods across the Mediterranean Sea.

Craft

PAINT FAUX COLORED GLASS

*The ancient Phoenicians often added red, blue, and yellow dyes to their sand and lye mixture before making glass. In this activity, we will imitate this and decorate a glass jar. **Note:** this is strictly a decorative item; don't store food or beverages in it.*

MATERIALS:

- craft paint: red, blue, yellow
- short, clear glass jar with a removable top (such as some jams and salsa come in, or a baby food jar—the jar needs to be short enough for the paintbrush to reach the bottom)
- paint brush
- paper plate to hold paint
- oil and baking soda to remove sticky residue as needed (you can also use commercial products for this)
- paper and glue stick to cover top of jar (optional)

DIRECTIONS:

1. Remove the label from your jar.
2. If there's a sticky residue, form a paste of oil and baking soda and spread it on the sticky part. Let sit for a few minutes, then scrub. Wash off with dish soap and warm water.
3. If the lid has writing you wish to cover, cut a circle out of paper and glue it on top.
4. Think about how you want your jar to be colored. Do you want one main color and 2 accent colors? Do you want a more equal mix of colors?
5. Put some of each color paint onto your paper plate.
6. Use your paint brush to start painting the inside of your jar with the first color, leaving clear spaces for adding the next 2 colors.
7. Wash your paint brush and proceed to the second color. The colors will bend and swirl where the 2 colors meet, and you can add some more intentional swirls with the paint brush if you like.
8. Wash your paint brush and proceed to the third color.
9. Look at your jar from the outside and see if there are any blank spots you need to fill in.
10. Let the paint dry with the lid off.
11. Find a place to display your colorful glass jar, or give it as a gift!

Science

MAKE PURPLE DYE AND USE AS AN ACID/BASE INDICATOR

*The Phoenicians boiled snails with salt water and lemon juice for ten days to make purple dye. In this activity, you'll make a simple purple dye in just twenty minutes! Then, you can use that dye in a fun science demonstration, and to dye pasta and make a necklace. **Note:** wear old clothing, as the purple dye can leave stains.*

MATERIALS FOR THE PURPLE DYE:

- red cabbage (also called purple cabbage)
- water, about 8 cups
- pot big enough for both cabbage and water
- colander or strainer
- bowl or container to hold the dyed water

MATERIALS FOR THE SCIENCE DEMONSTRATION:

- vinegar
- baking soda
- additional items to test, such as lemon juice, other juices, baking powder, milk of magnesia, milk, soda (optional)
- 2 clear cups or containers (more if you'd like to test additional items)

DIRECTIONS FOR MAKING PURPLE DYE:

1. Chop about a third of the red cabbage into small pieces.
2. Put it in a pot and add about 8 cups of water, making sure to cover the cabbage.
3. Boil, uncovered, for about 20 minutes (until the water turns purple).
4. Let cool.
5. Strain the purple water into the container.

DIRECTIONS FOR SCIENCE DEMONSTRATION:

Note to Instructor: Do not allow the student to taste any of the items set aside for the experiment, either before or after mixing them. This is an important safety precaution that should be used in all experiments.

You can add different things to your purple dye to create chemical reactions – mixing things together to make something new!

Red cabbage juice is an acid-base indicator, meaning that its color will change to shades of pink and red if you add an acid to it, and to shades of blue and green if you add a base to it. Acids that you can eat usually taste sour or tart, and bases that you can eat usually taste bitter.

1. Pour about $\frac{1}{4}$ cup of the cabbage juice into each of 3 clear cups.
2. Put one of the cups to the side so you can compare the original color.
3. Add about a teaspoon of lemon juice to one of the cups and stir.
4. Note the color. Is it an acid or a base?
5. Add about a teaspoon of baking soda to another cup and stir.
6. Note the color. Is it an acid or a base?
7. Investigate further by testing additional items.

Craft

MAKE A COLORED PASTA NECKLACE (WITH HOMEMADE PURPLE DYE)

Purple dye was so expensive in ancient times that it was called “the color of kings.” Red cabbage dye is much less expensive and we can dye pasta with it and make a necklace!

MATERIALS:

- purple dye (from the activity above)
- uncooked pasta (hollow for stringing)
- string or yarn

DIRECTIONS:

1. Add a handful of pasta to the remaining purple dye. Keep the pasta in the dye until it has changed its color. This will take a few minutes.
2. Remove the pasta from the dye and set it to dry in a safe place.
3. If needed, add more pasta to the dye and repeat until there is enough colored pasta to make a necklace.
4. After the pasta is completely dried, string onto a length of string or yarn that is long enough to fit easily over your head.
5. Securely tie the ends together.

CHAPTER TWENTY-FIVE

The Aryans of India

Life on the Ganges River

Read & Review

Read pages 196–199 in the text. Afterward, check the student’s understanding by asking the questions below.

1. What were the people who settled in ancient India called? *Aryans*
2. Where did they come from? *Asia*
3. Do you remember the names of the two big rivers that they settled near?
Ganges and Indus
4. Why did they settle near the Ganges and Indus Rivers? *Because they needed water for crops and animals*
5. What was the name of the chief god of the Indian Aryans? *Shiva*
6. Why did the river-goddess Ganga get angry at Shiva? *He told her to go down to earth and give water to the people who were thirsty.*
7. What did Shiva do when he saw that Ganga was getting ready to jump down on the earth? *He jumped down ahead of her so that she landed on top of him.*
8. Which river was named after Ganga? *The Ganges*
9. What do we call people who believe in Shiva and Ganga? *Hindus*

Narration Exercise

Tell me about the Aryans coming to India.

After the citadel cities disappeared, other people came to India. They were called Aryans. They lived near the Ganges River and the Indus River.

or

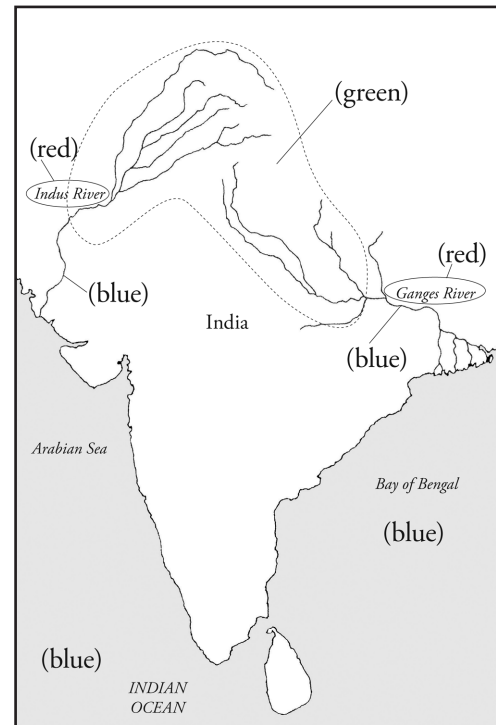
Tell the story of Shiva and Ganga.

Once the people on earth were thirsty. Shiva told the river goddess Ganga to go down to earth. She didn't want to, so she tried to drown everyone. Shiva stopped her and she turned into the Ganges River.

Map Work: Life on The Ganges River (Student Page 81)



Read the instructions out loud to the student. After each step, pause and give time for the student to complete the task. Provide all necessary help.

1. **Open to Student Page 81 and tear it out.**
2. **On your map, find the *Ganges* and *Indus* Rivers and circle their names in red. Then, trace their paths with a blue crayon.**
3. **Notice that the Ganges River has a delta just like the Nile River does. Make sure that you traced the delta in blue.**
4. **Color in the area that made up the *Aryan Empire* in green. The Aryan Empire is the area inside the dashed lines.**
5. **Lightly shade the *Bay of Bengal* and the *Indian Ocean* in blue.**
6. **When you finish, place the completed map in your history notebook.**



Activities

Choose from the following activities:

- ☐ Craft: Shiva and the Ganges River
- ☐ Game: Catch Ganga!  
- ☐ Research Skills: Have the student look up a related topic in a history encyclopedia or another reliable source. Read the entry together and look at the pictures. Topics could include *Ancient India*, *the Ganges River*, *Aryans*, *Shiva*, and *Hinduism*.

Craft

SHIVA AND THE GANGES RIVER

In the story we read today, Shiva saved the people of earth. Ganga landed on his head and water flowed down Shiva's head in seven gentle streams to the earth below. With this craft, we will recreate that scene from the story.

MATERIALS:

- brown, black, or gray yarn or ribbon (for hair)
- blue ribbon or yarn (for Ganga)
- a paper plate
- a piece of paper
- glue or tape
- crayons, markers, or colored pencils
- scissors

DIRECTIONS:

1. Decorate the paper plate to look like Shiva's face. Shiva is often depicted with light blue skin and a third eye in the middle of his forehead.
2. Cut long strands of black, brown, or gray yarn. Glue or tape them to the top of the plate to be Shiva's long hair (if using tape, tape the strands behind the lip of the plate so that the tape doesn't show).
3. Cut seven long strands of blue ribbon to be the Ganges River. The ribbon should be longer than the yarn used for Siva's hair. If you don't have ribbon, you can use blue yarn braided into seven separate strands that stand out from the rest of the hair.
4. Glue the back of the paper plate (Shiva's head) to the top of a vertical sheet of paper.
5. On the bottom of the paper, draw the Earth: people, trees, animals, villages—whatever you imagine was saved by Ganga's gentle rivers.

Game

CATCH GANGA!

Ganga, the mighty river goddess, is rushing down from the heavens! Her powerful waters could flood the whole earth. Can Shiva catch her in time and help her flow gently instead?

MATERIALS:

- a large play area
- optional: a large cup or jug filled with water
- 2 or more players

DIRECTIONS:

1. Choose a point in your yard or play area to be “Earth,” or the base.
2. Choose one player to be Ganga and one to be Shiva.
 - If you have more than two players, match up players who are about the same age and ability and take turns until everyone has had a turn to compete.
3. Set-up the players so that Shiva, Ganga, and “Earth” form a triangle—Shiva and Ganga should both start the same distance from Earth, but a little ways apart from each other.
4. If you do not have students of the same age or ability—for example, if you have a younger student competing against his older sibling—give the younger player a head start by placing him a bit closer to “Earth.”
5. When the instructor says “GO!”, Ganga races toward Earth while waving or twirling her arms to act like rushing water.
6. Shiva races to tag Ganga before she reaches Earth! If Shiva tags Ganga in time, Ganga must slow down and finish the race with gentle, flowing movements. Shiva wins! If Ganga reaches Earth first, Ganga wins!

Optional challenge: if you’re playing on a sunny day, give Ganga a large cup or jug filled with water. The instructor or students waiting to play next sit in the spot marked Earth. Ganga races toward Earth with her water, trying not to spill! If Shiva tags her, she must gently pour out the water on the ground and walk slowly to “Earth.” If Ganga makes it to Earth without being tagged, she gets to splash the people sitting in “Earth” with her water!

CHAPTER THIRTY

The People of the Americas

The Nazca Drawings

Read & Review

Read pages 244–247 in the text. Afterward, check the student’s understanding by asking the questions below.

1. **What is a continent?** *A big mass of land*
2. **There are three different “Americas.” The first is South America; what are the other two?** *North America and Central America*
3. **South America has flat land in the middle. What does it have all down one edge?** *Mountains*
4. **Do you remember the name of the South American tribe that made drawings on the ground?** *The Nazca*
5. **How big were the drawings?** *Hundreds of feet across!*
6. **Do you remember what some of the drawings were?** *Spiders, pelicans, hummingbirds, flowers, spirals, squares, patterns.*
7. **Archaeologists don’t know how the Nazca people made their drawings, but they have two guesses. What methods might the Nazca have used to draw these big lines?** *They may have used math or the position of the stars.*

Narration Exercise

Tell me about the Nazca.

The Nazca lived in South America. They made big drawings on the ground. Some of the drawings were of birds and flowers.




or

Tell me what you learned about the Americas.

There are three Americas—North America, Central America, and South America. Tribes lived in South America a long time ago. They hunted and grew things like other people in ancient times. One tribe was called the Nazca.

Activities

Choose from the following activities:

- ☐ Art: Draw a Nazca Line Drawing  
- ☐ Art: Chalk Nazca Lines 
- ☐ Craft: Make a Seed Mosaic Map
- ☐ Research Skills: Have the student look up a related topic in a history encyclopedia or another reliable source. Read the entry together and look at the pictures. Topics could include *Nazca*, *ancient Peru*, *geoglyphs*, *the Andes mountains*, and *Ancient Americas*.

Art

DRAW A NAZCA LINE DRAWING

Do you remember reading about the huge Nazca line drawings that can only be seen from the air? How hard is it to draw a picture if you can't see what you are doing?

MATERIALS:

- white crayon
- white paper
- pan watercolor paints

DIRECTIONS:

1. Using the white crayon, draw a picture of your choice on white paper. Notice how difficult it is to draw a picture when you can't see exactly what you are doing. Be sure and press down hard with your crayon.
2. Using watercolor paints, paint over the entire sheet of paper.
3. Let it dry. How did your "invisible drawing" turn out?

Classroom Adaptation: If you like, have students swap drawings with a partner before revealing the image with watercolor. Each student must guess what is in their partner's picture. Afterward, hold a classroom discussion to discuss theories for how the Nazca drew their lines.

Art

CHALK NAZCA LINES

In this version, you will make your drawing as large as possible!

MATERIALS:

- pencil and paper for planning
- sidewalk chalk
- large outdoor space to draw, such as a sidewalk or cement patio

DIRECTIONS:

1. Plan your design on paper, keeping your outdoor drawing space in mind as you plan.
2. Take the paper with the design and your sidewalk chalk to your outdoor drawing space.
3. Compare your design to the available space; you want to make your drawing as large as possible.
4. Think about how you can scale up your design — what's the halfway point of your design, and what's the halfway point of your available space? Are there any landmarks, like a nearby tree, that might help you mentally divide the space?
5. Grab your chalk and start drawing! You can refer back to your design as you work.
6. When you're done, compare the design on your paper to your chalk drawing. Were you able to fit everything in or did you run out of room? How hard was it to keep the proportions correct when drawing in such a big space?

Classroom Adaptation: Have students work together to design and draw a phrase or symbol that represents their group (or school, co-op, family, etc...). Assign roles and have students work together to draw a large-scale version of their phrase or symbol in a place where parents and visitors will be able to see it. For example, draw a welcome message on the sidewalk in front of their school in their school's colors or draw a picture of their school's mascot, etc...

Craft

MAKE A SEED MOSAIC MAP

The foods we eat today come from different places all over the world. Many were first grown in the Americas! Some foods that originated in the Americas are: corn, many types of beans, sunflowers, tomatoes, peanuts, peppers, potatoes, pumpkins, squash, and strawberries.

MATERIALS:

- dried corn, beans, peanuts, as well as sunflower, tomato, pepper, pumpkin, and squash seeds
- copy of the map of the Americas on Student Page 95 (if you do not make a copy, you will not have a map available for the mapping exercise in the “Rabbit Shoots the Sun” lesson)
- glue

DIRECTIONS:

1. Brush glue all over your map.
2. Pick out which materials you want to use on each continent and glue them on. You can use smaller seeds for the flat land and larger seeds for the mountains.
3. Fill in the map with seeds and beans!

CHAPTER THIRTY-ONE

The Roman Republic

The Roman Builders

Read & Review

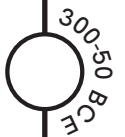
Read pages 254–256 in the text. Afterward, check the student’s understanding by asking the questions below.

1. **Can you tell me three things that the Romans built?** *Roads, aqueducts, and apartment buildings*
2. **What were the Roman roads made out of?** *Sand, gravel, stone, concrete*
3. **Can you still see Roman roads today?** *Yes*
4. **What did aqueducts do?** *Carried water into the city*
5. **What did the Romans use the water for?** *Drinking, cooking, and public baths*

Narration Exercise

Tell me three things that the Romans built, and one fact about each of these things.

- *Roads. They were made of sand and gravel.*
- *Aqueducts. They carried water.*
- *Apartments. They were made of concrete.*



Activities

Choose from the following activities:

- ☐ Make a Model: Roman Archway and Aqueduct
- ☐ Cooking & Make a Model: Make (and Eat) a Roman Road
- ☐ Research Skills: Have the student look up a related topic in a history encyclopedia or another reliable source. Read the entry together and look at the pictures. Topics could include *Ancient Rome*, *the Roman Republic*, *the Appian Way*, *Roman roads*, *insulae* (*Roman apartment buildings*), *ancient concrete*, and *aqueducts*.
- ☐ Field Trip Idea: Check your local art museum to see if they have an exhibit on Roman artifacts or try a virtual tour of a large museum—for example, The British Museum (search “virtual field trip Ancient Rome”)

Make a Model

ROMAN ARCHWAY AND AQUEDUCT

As the Roman towns grew, the architects put their beautiful archways to use as water-conduits, in structures known as aqueducts. The aqueducts were a series of connected archways built to bring the water from its source to a holding tank in the town which would distribute the water to a piping network, like those in use today.

Note to Instructor: This is a more complicated activity best suited for older students.

MATERIALS:

- photocopy of aqueduct template (Student Page 97)
- sand dough or your favorite kind of clay (recipe on page 414)
- rolling pin
- table knife
- baking sheet
- cardboard roll from paper towels
- empty yogurt cup
- plastic straw
- scissors
- full glass of water

DIRECTIONS:

1. Pre-heat oven to 250 degrees.
2. Cut out the archway pattern.

3. Divide your sand dough into 2 parts. Wrap up the dough you are not using to prevent drying. Pat or roll out the first ½-inch to 1-inch thickness and place the archway pattern on top. Using a table knife, cut around the pattern. Save the scraps with the rest of the dough not being used.
4. Carefully lift your first arch onto a baking sheet.
5. Repeat with the other slab of dough, but with the second arch, add ¼-inch more dough on the bottom, or base. This is so that when the archways are hooked together, there is a gradual sloping down to the water tank. (You can make additional archways as long as each is slightly taller than the last.)
6. Bake the archways for 20 minutes. Let them cool for 15 minutes.
7. To make your archways stand, lift them one at a time and stand them on the baking sheet. Brace the bottoms with more sand dough built up on the sides slightly. When all are standing, bring them together and smooth in sand dough between them, hooking them securely.
8. Gather a glob of sand dough the size of 2 jumbo marbles. Pat it down in the palm of your hand and press it on to the side of a rolling pin. This will create a kind of cradle for the cardboard tube to sit on. Add these cradles to the top of each archway, checking to make sure there is a gradual sloping downward. Bake the aqueduct for another 20 minutes.
9. After your aqueduct has cooled, lay the cardboard tube on the top.
10. On the bottom of the yogurt cup, poke scissors through on 3 sides. Cut the straw into 3 parts and insert into the bottom holes of the cup. This is the water tank for the Roman town. Place it under the lower end of your aqueduct.
11. Pour water into the tube at the top of your aqueduct and watch as it travels to your holding tank and out the different pipes to the parts of the town that need it. You are hired as a Roman architect!
12. Optional: Take a picture of your completed project. Keep it in your history notebook.

Optional: Embellish your Roman archway with columns or scroll work on the top. Use a toothpick to etch decorative borders or use the sand dough and make heads of lions, bears or eagles on the top of the arch.

Cooking & Make a Model

MAKE (AND EAT) A ROMAN ROAD

The Romans were well known for their roads. One of the most famous Roman roads was known as the Appian Way. You can make an edible model with all of the layers of a Roman road!

MATERIALS:

- a clear 9x12 dish
- 2 cups graham crackers (about 16 sheets)
- 6 tablespoons butter
- 20 Oreo cookies
- 3 cups chocolate pudding (prepared)
- whipping cream or whipped topping
- 1-2 packs of rectangular shortbread cookies, like Lorna Doones (for paving stones)
- a print out picture of a Roman road with all of the layers showing (optional)

DIRECTIONS:

1. First layer: The first layer of a Roman road was sand. Crumble the graham crackers and mix with 6 tablespoons of melted butter. Press the mixture in the bottom of your dish.
2. Second layer: The second layer in a Roman road was made of small stones mixed with mortar. You can crumble up Oreo cookies and mix them with your prepared chocolate pudding mix. Layer this mixture on top of the sand.
3. Third layer: The third layer was concrete. To recreate this, whip your whipping cream and use a spatula to layer it over the pudding mixture.
4. Fourth layer: The fourth layer was paving stones. Carefully layer your shortbread or rectangular cookies over the whipping cream in a neat road-like pattern.
5. Chill the dessert for about 30 minutes.
6. Take pictures for your history notebook and/or explain each layer to a parent or friend before eating it. Then dig in!

Alternative Idea: Instead of providing specific instructions for what ingredient to use for each layer, provide the student with all of the materials. Read the description of Roman roads in the main text (page 255). For each layer, let the student decide what ingredients he wants to use to represent that layer. Have him explain his reasoning as he goes.

CHAPTER THIRTY-NINE

Troubles in China

The End of the Han Dynasty

Read & Review

Read pages 352–355 in the text. Afterward, check the student’s understanding by asking the questions below.

1. **What types of disasters swept across China during the end of the Han Dynasty?** *Famine, violent storms, epidemics of disease, floods, locusts*
2. **What was the name of the band of warriors who fought against the Han government?** *The Yellow Turbans*
3. **What did General Dong Zhuo do instead of fighting the Yellow Turbans?** *He marched into the capital city, captured the emperor, and declared himself ruler.*
4. **Who did General Ts’ao Ts’ao force the emperor to marry?** *His daughter*

Narration Exercise

Tell me about the end of the Han Dynasty.





The Han generals fought each other. One general took control. The Han Dynasty ended.

or

The Yellow Turbans rebelled against the Han government. Instead of fighting the rebels, the Han generals fought each other. One general took control of the empire by forcing the emperor to marry his daughter.

Activities

Choose from the following activities:

- ☐ Sequencing Events: The End of the Han Dynasty (Student Page 127)  
- ☐ Art: Yellow Turban Recruitment Poster  
- ☐ Research Skills: Have the student look up a related topic in a history encyclopedia or another reliable source. Read the entry together and look at the pictures. Topics could include *the Han Dynasty*, *Yellow Turbans*, *Chang Chueh*, *Dong Zhuo*, *epidemics in ancient times*, and *Ts'ao Ts'ao*.

Sequencing Events

THE END OF THE HAN DYNASTY

A lot happened in this lesson! We will put five of the main events in chronological order, using the words first, next, then, after that, and finally to help us remember them. This time, we will also use pictures to help us remember.

MATERIALS:

- Student Page 127
- scissors
- crayons

DIRECTIONS:

1. The instructor should write the words *first*, *next*, *then*, *after that*, and *finally* on a white board or piece of paper.
2. Let the student color the Student Page.
3. Cut out each square and put them in random order.
4. Tell the student to lay out the squares in the correct order as she listens. The instructor should read out the following prompts:
 - First, a strange thing happened: children began inheriting the throne! (The student should choose the square with three young emperors.)
 - Next, more disasters kept happening! (The student should line up the square depicting flooding and locusts.)
 - Then, the Yellow Turbans tried to take over but lost. (The student should line up the card with the band of Yellow Turbans on it.)

- After that, two of the generals fought each other to take over. (The student should line up the card with two generals fighting.)
- Finally, after so many disasters and battles, there was no kingdom left to rule. (The student should line up the final card, the one with a palace broken into three pieces.)

Art

YELLOW TURBAN RECRUITMENT POSTER

Have the student create a poster to try to recruit people to join the Yellow Turban rebellion. What are some reasons someone might want to join the Yellow Turbans? You could include a drawing of the leader, Chang Chueh, or his promise that magic could save his followers from disease or battle wounds. Use bright colors and bold persuasive language!

Note to Instructor: If the student is not familiar with recruitment posters, show her a few examples, like Uncle Sam or Smokey the Bear. Explain that a recruitment poster is like a big sign that asks people to join or help with something. Imagine if a school made a poster saying, "Come join our soccer team!" It would show pictures of kids playing soccer, and maybe it would say things like, "We need players!" or "Have fun and be part of the team!"

Classroom Adaptation: Display all of the recruitment posters and have students vote anonymously for the one they think is "most persuasive." You can add other voting categories if you like, for example "most beautiful," "most historically accurate," etc... Place ribbons on the winning posters.

OPTIONAL LESSON

The Story of Zhang Heng: Astronomer, Poet, Mathematician, Geographer, and More

Read & Review

Read pages 359–363 in the text. Afterward, check the student’s understanding by asking the questions below.

1. **Why did Zhang Heng go to Chang’an?** *He wanted to study at the college.*
2. **What is something Zhang Heng invented or discovered?** Answers may vary. Acceptable answers include: *He discovered the earth was round, he built a model of the earth and planets, he invented a device that could detect earthquakes, he invented a new kind of clock, he drew accurate maps, he invented an odometer, he learned how to paint on silk.*
3. **Zhang Heng was a polymath. What does polymath mean?** *Someone who knows a lot about many different subjects*

Activities

Choose from the following activities:

- ☐ Coloring Page: Zhang Heng’s Earthquake Detector (Student Page 130)
- ☐ Creative Writing Prompt: Imagine you are Zhang Heng. Write a diary entry describing how you spent your day. What amazing things did you learn about? (If needed, review the instructions on how to use the creative writing prompts in Appendix One.)

APPENDIX THREE

Supplies

The supply lists in each chapter tell you what is needed to complete each activity as written. For most activities, you don't need to use the exact materials listed and can substitute what you have on hand. For instance, if you don't have craft dowels, grab wooden barbecue skewers or the chopsticks from your last takeout order. Fresh out of googly eyes? Draw eyes on paper and cut them out. Encourage students to be resourceful and think of their own substitutions — and improvements! — for activities.

Frequently used supplies include:

- Adhesives: glue, glue stick, tape
- Coloring materials: crayons, colored pencils, markers, paint, paintbrushes
- Craft sticks: craft sticks, dowels, lollipop sticks, wooden sticks
- Cutting tools: scissors, hole punch
- Embellishments: fabric scraps, ribbon, yarn
- Found and recycled materials: Cardboard tubes, boxes, plastic containers
- Paper: paper, construction paper, stiff paper or cardboard
- Ruler
- Scissors
- Toys: Building bricks, blocks, or other building toys; stuffed animals

Special note on Chapter 4, Make a Chicken Mummy: this activity uses common items such as salt and baking powder, but it uses a large amount of them and takes several weeks to complete. If you want to mummify a chicken, it's helpful to read through all of the instructions ahead of time.

So that you can plan ahead, here are some additional supplies and the corresponding chapters:

Cardboard & cardboard boxes

- Chapter 4, Make a Model: Sugar Cube Step Pyramid (flat cardboard for base, at least 5"x5"; a cake board is easy and works well but isn't necessary)
- Chapter 10, Art: Draw Your Own Pictograms (white cardboard OR construction paper)
- Chapter 12, Role Play: Bull Jumping Practice (medium cardboard box OR stuffed animal)
- Chapter 14, Role Play: Make One of Hatshepsut's Monuments (cardboard boxes OR other materials)
- Chapter 16, Craft: Make a Mycenaean Shield (large piece of cardboard, ideally about the same height as the student)
- Chapter 28, Role Play: Build Your Own City (multiple cardboard boxes OR building bricks)
- Chapter 28, Role Play: Make a Roman Chariot and Race! (cardboard box large enough to fit around student)

APPENDIX FOUR

Activities by Type

If you love certain kinds of activities, the category lists on this page will let you easily find them. Some chapters have more than one section, so the section name is used after the chapter number. Note that some activities will appear in more than one category.

Activity Page

These engaging activity pages are perfect for a quick challenge!

- Chapter 5, Sargon and the Akkadians: Sumerian Inventions Word Search
- Chapter 6, Joseph Goes to Egypt: The Jewish People Word Search
- Chapter 7, Hammurabi's Code: Name That Place Crossword Puzzle
- Chapter 12, King Minos and the Minotaur: The Minotaur's Maze
- Chapter 19, Greece Gets an Alphabet: Write Your Name in Greek Letters
- Chapter 21, The Golden Apple: Greek Gods & Goddesses Word Search
- Chapter 31, The Roman Gladiators: Match Each Gladiator to Their Weapon!

Art

- Chapter 1, The First Nomads: Making a Cave Painting
- Chapter 7, Hammurabi's Code: Make Your Own Law Code Stele
- Chapter 8, The Story of Gilgamesh: Draw a Picture of Enkidu
- Chapter 10, The Pictograms of Ancient China: Draw Your Own Pictograms
- Chapter 19, The Stories of Homer: Illustrate or Dramatize One of Homer's Stories
- Chapter 21, The Golden Apple: Draw a Home for the Greek Gods
- Chapter 22, Romulus and Remus: Illustrate a Story Book
- Chapter 23, The Hanging Gardens of Babylon: Draw the Hanging Gardens of Babylon
- Chapter 26, Calligraphy in China: Practice Chinese Calligraphy

- Chapter 26, Confucius: China's Wise Teacher: The Golden Rule Poster
- Chapter 27, The Greeks Fight Each Other: Build Greek Columns Out of Clay
- Chapter 28, Alexander's Invasions: Design Your Own Lighthouse
- Chapter 30, The Nazca Drawings: Draw the Nazca Lines; Chalk Nazca Lines
- Chapter 30, The Heads of the Olmecs: Build the Olmec Heads Out of Clay
- Chapter 33, The First Emperor's Grave: Draw or Sculpt the Terra Cotta Warriors
- Chapter 34, Caesar Fights the Celts: Design Your Own Flag
- Chapter 36, A Prophet Named Jesus: Nativity Picture Study
- Chapter 37, Christians in the Catacombs: Draw a Secret Symbol
- Chapter 38, The British Rebellion: Design and Draw a Celtic Border
- Chapter 39, The End of the Han Dynasty: Yellow Turban Recruitment Poster
- Chapter 40, The Yamato of Japan: Design a Kimono
- Chapter 41, Attila the Hun: Draw Attila the Hun

Celebration

Celebrations will be listed in the last section for each chapter, and often include completing and combining multiple activities. It's easier to prepare if you read the Celebration activity first.

- Chapter 19, Greece Gets Civilized Again
- Chapter 25, The Aryans of India
- Chapter 30, The People of the Americas
- Chapter 35, Caesar, Ruler of Rome

APPENDIX SIX

Suggested Schedules

The main text has 42 chapters, split into 98 sections. One way to divide up the program into a 36-week school year is to complete one chapter per week on most weeks, and choose seven weeks where you will double-up chapters. We recommend pairing:

1. Chapters 2 and 3
2. Chapters 5 and 6
3. Chapters 7 and 8
4. Chapters 15 and 16
5. Chapters 17 and 18
6. Chapters 21 and 22
7. Chapters 23 and 24

OR if you complete roughly 3 subsections a week, you can get through the program in one school year (with time to spare to slow down where children are particularly interested in a topic).

There is one map work activity in each chapter. Complete as much map work as you can, without stressing too much about it.

Each subsection has “Read & Review” questions, a narration exercise, and optional interactive activities. We recommend completing either the “Read & Review” questions OR the narration exercise for each subsection. You do not need to complete both. Each exercise requires different, equally important skills, so we recommend alternating between these two types of review exercises.

All other activities are optional, but they make history fun and interactive, and thus memorable.

The following plans are just examples. Tailor your schedule to meet your family’s needs. For example, if you are taking a trip in the middle of the year, you can switch up the flow and spend a week or two just reading the book. If you have a busy week with a lot of time riding in the car, you can listen to the audiobook as you ride around town and have an older student call out the “Read & Review” questions. If you have a day where you are free to complete a fun optional activity, you don’t have to do the activity from that day’s reading. You can go back and complete an activity from a previous section or chapter.

Work through the program flexibly! If your student finds a topic particularly fascinating, slow down. Complete more of the optional activities and order library books from the recommended reading lists. You can move through other sections more quickly to make up the time. It is more important to enjoy the experience of learning about faraway lands and times than to adhere perfectly to a rigid schedule.

2-Day a Week Schedule for 35-36 Weeks

If you spend two days a week on history, your flow could look something like this:

- **Day 1:** Read or listen to two subsections (some students enjoy working on the coloring page while they listen). Complete the read & review questions and the map work activity, if there is one.
- **Day 2:** Read or listen to one subsection. Complete the narration exercise. When you have time, add in an interactive activity.
- Explore additional history reading and corresponding literature books as part of your language arts and reading program.
- If you like, incorporate more interactive activities into different parts of your day to encourage students to make connections between disciplines (art, math, science, etc.). Appendix Four can help with this!

4-Day a Week Schedule for 35-36 Weeks.

If you spend four days a week on history, your flow could look something like this:

- **Day 1:** Read or listen to one or two subsections (some students enjoy working on the coloring page while they listen). Complete the read & review questions. Complete the map work, if there is one.
- **Day 2:** Complete an optional activity.
- **Day 3:** If you read two subsections on day 1, read or listen to 1 subsection. If not, read or listen to 2 subsections. Complete the narration exercise/s. Complete the map work, if there is one.
- **Day 4:** Complete an optional activity.
- Explore additional history reading and corresponding literature books as part of your language arts and reading program.

Co-Op/Classroom Schedule Ideas.

If you cover history in a classroom 2-3 times a week:

- **Day 1:** Listen to two subsections (some students enjoy working on the coloring page while they listen). Complete the read & review questions as a class, as a Turn and Talk, or (for older students) as a Quick Write exercise. Have students complete the map work activity individually or in small groups.
- **Day 2:** Listen to one subsection. Complete the narration exercise as a class, then have each student write down one sentence about what they remember. Older students can complete the narration on their own.
- **Day 3:** Choose a classroom adaptable activity (labeled in the instructor guide, and listed in Appendix Four) to complete.
- Explore additional history reading and corresponding literature books as part of your language arts and reading program.
- If you want to do more activities, incorporate them into other areas of your school day (art, math, science, etc.). Appendix Four can help with this!

If you meet with a co-op group once a week or cover history once a week:

- During the week, have families read through 2-3 sections of the main text on their own (or listen to the audiobook) and complete the read & review questions OR narration exercises.
- On Fridays, or whenever you meet, complete one set of maps together as a class and 1-2 classroom-adaptable activities (each lesson has at least one activity labeled as classroom adaptable and has special notes on how to complete the activity in a group setting).

If you meet with a co-op group less than once a week:

- Agree to a reading schedule for each family to complete at home. Encourage families to complete the narration exercises and map work at home.
- When you meet, review the portion of the text assigned for that segment of time, using the Read & Review questions. Then choose 1-3 classroom-adaptable activities to complete.

Detailed 36-Week Schedule

This is an adaptable example! You can swap activities in and out and adjust the pacing as you see fit. If you do history two days a week instead of four, merge days 1-2 and days 3-4. This schedule was designed with families of multi-level students in mind and is set at about a third-grade level. If you have younger students, remove at least two activities per week. If you have older students, check out the reading lists in each chapter, which include suggested titles for slightly older students.

WEEK 1

Day 1:

- Read or listen to the first part of the introduction: "What is History?"
- Complete the read & review questions.

Day 2:

- Complete either the "Conduct an Interview" OR the "Make a Timeline of Your Life" activity.

Day 3:

- Read or listen to the second part of the introduction: "What is Archaeology?"
- Complete the narration exercise.

Day 4:

- Complete the "A Dirty Dig!" activity OR read *What is an Archaeologist?* by Libby Romero (or a different book from the reading list).