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# Classical Lessons

for



## *The Book of the Ancient Greeks*

by Lisa Kelly

*The Book of the Ancient Greeks* by Dorothy Mills



## Lesson Outline for Each Week

# For the Student

### Before the Readings

- Look over the guide each week with your teacher, if needed.
- Complete the vocabulary, if included.
- Using the proper nouns list, locate any places on a map or globe, as needed.
- Complete any additional map work, if included, or if added by your teacher.
- If you are a high school student, please be sure that your teacher has looked over the guide before beginning the week and has selected the additional readings and assignments that you should complete.

### Readings

- Read the pages as assigned each week for *Renaissance and Reformation Times*.

### After the Readings

- Give your teacher an oral narration, using the proper nouns chart as needed, or choose from any of the narration suggestions listed in the guide. You may choose more than one suggestion, if you'd like. Also, your teacher may have already indicated the suggestion to which you should respond.
- Read any additional readings, if included.
- Complete the assignment, if required by your teacher, and return it to her by the assigned due date.
- Add to and keep up with your Book of Centuries.

### High School Extensions

- The high school student will complete the work in the guide as listed above, but will **add to** this work with additional readings, as listed under High School Extensions and may trade the assignment for Level One in for the assignment for Level Two. These trades will be directed by your teacher.
- An important component to the high school guide is the Great Ideas Discussions. Please see the index for notes about these discussions.

## Notes for the Teacher

- It may be helpful to work closely with your student in how to use the lesson outline for the first 4 weeks or so and give your student a chance to get familiar with it.
- Some map work will be included with this guide, but you may wish to add a fuller program to it.
- The narration suggestions are merely suggestions. Feel free to alter them or exclude them. You can decide if you'd like to use some or all of them.
- The assignments are also optional. They are designed to offer creative extensions, but can be adapted or omitted as you would like. The due date should offer them some time in which to complete the assignment, but not come too close to the work for the following week. (One full week from assigned date would probably work.) This guide is written with a Year Eight student and older in mind, please adapt assignments by number and type as needed. If your student needs less but more complex writing assignments, then please feel free to exclude all that is not needed and focus, instead, on essays and term papers. A younger student may need only the narration suggestions.
- The Great Ideas Discussions will be included in the reading schedule.
- The appendix in the back of this guide will contain teaching notes for writing assignments, the Great Ideas Discussions, art narrations and for the Book of Centuries.
- At this time primary sources are linked at *A Mind in the Light*. Look under Resources, Year Eight and then under *The Book of the Ancient Greeks* for these links. A Resource Pages file has also been created with any public domain art images, maps, speeches and other primary sources that can be freely printed. Any resources that are copyrighted will have to be accessed by the links as described above.

- Sometimes the readings in this guide include separations that are within the text and not by chapter, because some of the chapters are very long. It is made further difficult when I cannot separate by page number. Not everyone will have the same edition of the book and therefore will not be able to refer to something by the same page number. I set it up this way so as to make the guide usable by all editions of the book.
  
- Instructions for creating and keeping a Book of Centuries can be found in the appendix. Have your student choose 1-2 dates per week to be entered into their BOC. The printable weekly schedule for Year Eight shows a time slotted for this activity on the fifth day of each week.
  
- For those who are using the High School Extensions, please remember that the guide is to be used as it is written, but with the upper level student having even more additional reading assignments, sometimes exchanging an assignment for a more complex assignment, possible inclusions of term papers and the Great Ideas Discussions. This also makes the guide highly suitable to use with multiple ages within a family. **Please use the combination best suited for your student. Adapt this as you wish.**

# Reading Schedule by Week

Week #	<i>The Book of the Ancient Greeks</i>	Herodotus or Thucydides	<i>A Sourcebook of Greek History</i>	<i>Plutarch's Lives</i>	<i>Homeric Hymns</i>	Other
<b>Week 1</b>	Crete Chapters 1 and 2	Thucydides reading assignment				<i>In Search of Knossos</i> by Giovanni Caselli
<b>Week 2</b>	Crete Chapter 3					
<b>Week 3</b>	The Greeks Chapter 1					
<b>Week 4</b>	The Greeks Chapter 2				Choose one.	"I Dreamed I Moved Among the Elysian Fields" by Edna St. Vincent Millay
<b>Week 5</b>	The Greeks Chapter 3		Read pages 47-53			
<b>Week 6</b>	The Greeks Chapter 4		Read page 17			"Hoplite Arms and Armor"  <b>Great Ideas Discussion</b>
<b>Week 7</b>	The Greeks Chapter 5			Lycurgus		Account on Sparta/Lacedaemonian by Aristotle.



## Exams and Papers

**The term and semester papers are an added option for those who would like to make the work in Year Eight worth a full high school credit for history. They are absolutely optional for any student using Year Eight at any age below high school level.**

For those following the schedule for terms, exams are given in the twelfth week. For the purposes of this curriculum, the history exams will most likely fall on one of the days at the end of the week. This allows the student to complete the work assigned for week twelve in the beginning of the week and then follow it with an exam at the end of the week. Exams for skill subjects such as math and English can be completed in the earlier part of the week. Another option is to have a four day week for school and complete all of the exams on the final fifth day of the week. For those following the schedule for semesters, exams are given in the eighteenth week.

**Since this guide is designed to cover twenty-two weeks, exams are included for only two terms and one semester. Term/Semester paper suggestions are only needed if the student is not completing the assignments each week. Students who are completing the weekly assignments, in addition to written narrations, will have enough written work. Of course, you may wish to have your student complete the papers as well as the assignments. The remaining two weeks can be used for catching up, if needed. Term three can be used to begin *The Book of the Ancient Romans*, if you like.**

It will probably become apparent very quickly to those who follow a term schedule vs. the semester schedule that the number of papers and number of exams are reduced by following the semester schedule. Feel free to choose the arrangement that works best for you and your family. Also, remember that you can choose to hold exams and require papers as many times per year as you would like. For example, you can follow the term schedule and have your student complete term papers for terms one and two and complete exams for terms three only. For those who are following the semester schedule, you are certainly free to add papers and exams as you would like.

Choose one or two of the exam questions for your student for each term with which you intend to hold exams, and have your student give their answers in a written narration. If your student would do better with an oral exam, you can also have your student respond orally. Another option is to have your student respond orally (to gather their thoughts) and then write.

### **Speech Study and Document Study Narrations**

Have your student complete the forms for these two narration types, bring the forms to their teacher to be examined and then from these correct outlines complete their narrations. The narrations will include all of the information that was outlined in the forms.

For the Speech Study Forms, have your student copy quotes from the text (and the page number for easier reference when needed) which supports the questions, such as evidence which supports the use of the techniques of ethos, pathos and logos.

*The Book of the Ancient Greeks*

## *Week One (Crete: Chapters 1 and 2)*

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Notes:

At this time primary sources, maps and other resources are linked at *A Mind in the Light*. Look under Resources, Year 8 and then under *The Book of the Ancient Greeks* for these links. I will abbreviate this note in all subsequent references to it as BOAG, Week # , depending on the week in which the link or resource is needed. A PDF file titled Resource Pages can be found at the website under Resources, Year Eight and then under *The Book of the Ancient Greeks*. I will abbreviate references to this file in the guide as Resource Pages and in the Reading Schedule as RP. This file will hold some of the art images, maps, speeches and other primary sources needed for this guide. I've included all that was in the public domain. Those restricted by copyright laws can be accessed by a link found on the website.

Older editions of this book contain a nice fold-out map just before chapter one which is very helpful with locating places. **If your edition does not have a map, please see the links for map resources.**

Be sure to research pictures of the palace in Knossos to look at while reading about it. *In Search of Knossos* by Giovanni Caselli has a picture of the palace on pages 18-19.

## Proper Nouns for an Oral Narration

People	Places	Other
Strabo	Mediterranean Sea	Pillars of Hercules
Agamemnon	Egypt	Cretan or Minoan
Minos	Carthage	Mycenaean
Thucydides	Athens	“Great Men of Keftiu”
Daedalus	Rome	Labyrinth
Icarus	Crete	Minotaur
Socrates	Knossos	Zeus
Sir Arthur Evans	Aegean Sea	Theseus
	Sicily	Ariadne
	Delos	Phoenicians
	Assyria	Mother Earth as Goddess of Air (Doves) and Goddess of the Underworld (Snakes)
		Axe and Double Axe
		Votive offerings
		Golden Age of Crete

## Narration Suggestions

	Choose one of the legends or myths of Crete and retell it with as much detail as you can. Add a picture to your work, if you'd like.
	Describe religion for the people of Crete.
	Why has no literature for the Cretans been found?
	Draw a picture of any event in the description of a day in Crete from pages 16-19.
	Create your own descriptive version of a day in Crete using the factual information you have from <i>Book of the Ancient Greeks</i> . ( <i>In Search of Knossos</i> has this information as well.)
	Describe what happened to the Cretan civilization.

## Additional Reading Suggestion

	<i>In Search of Knossos</i> by Giovanni Caselli
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## Level One Assignment

- Upper levels see High School Extensions for Level Two Assignment.

	Research the location of the Pillars of Hercules. Study the areas which surround the Mediterranean Sea. Discuss why the people of this time knew only this area and how this affected their cultures.
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## Book of Centuries Entry

	“The first traces of history in Crete take us back to about 2500 B. C. but it was not until about a thousand years later that Crete was at the height of her prosperity and enjoying her Golden Age” (Mills 9).
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# High School Extensions

## Additional Reading

	<p>Read from <i>The Landmark Thucydides</i> edited by Robert B. Strassler</p> <p><b>Or</b></p> <p>Read “On the Early History of the Hellenes”-Thucydides from Internet History Sourcebook.</p>	<p>Pages 3-12</p> <p>Link- <u><a href="#">BOAG, Week 1</a></u></p>
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## Level Two Assignment

	<p>Write a 1-2 page paper which outlines the historical context needed to understand Thucydides and his work, <i>History of the Peloponnesian War</i>.</p> <p><u><a href="#">Appendix -Historical Background Paper.</a></u></p>
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## *Week Two (Crete: Chapter 3)*

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### Proper Nouns for an Oral Narration

People	Places	Other
Menelaus, King of Sparta	Troy	<i>Iliad</i>
Helen, wife of Menelaus	Sparta	<i>Odyssey</i>
Paris, son of King of Troy	Amsterdam	Homeric Age
Agamemnon, King of Argos and brother of Menelaus	Mycenae	Greece of the Heroic Age
Hector	Tiryns	
Achilles		
Odysseus		
Homer		
Henry Schliemann		
Pausanias		
Clytemnestra		
Alcinous		

## Narration Suggestions

	Give an account of Henry Schliemann.
	Describe Schliemann's discoveries at Mycenae and Tiryns.
	Draw a picture of what a Homeric Palace might have looked like based on its description on pages 29-31.
	Describe the time between the return of the heroes from Troy and historic Greece.

## Level One Assignment

- Upper levels see **High School Extensions for Level Two Assignment.**

	Research Homer and write a summary paragraph about him. Be sure to cite your source(s).
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## High School Extensions

### Level Two Assignment

	Write a 1-2 page paper which outlines the historical context needed to understand Homer and his works <i>The Iliad</i> and <i>The Odyssey</i> .  <u>Appendix -Historical Background Paper.</u>
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## *Week Three (The Greeks: Chapter 1)*

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### Proper Nouns for an Oral Narration

People	Places	Other
Herodotus	Attica	Northern Greece
Hesiod		Central Greece
		Peloponnesus

Using the fold-out map in the book, locate the general areas of Northern Greece, Central Greece and Peloponnesus as well as Attica when completing your map work. If your edition does not have a map, please see the link provided under Map Resources for *The Book of the Ancient Greeks*.

### Narration Suggestions

	Tell how the land and weather of Greece helped to form the character of the Greek people.
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### Level One Assignment

- Upper levels see High School Extensions for Level Two Assignment.

	Research the laurel, the oleander, the olive and the myrtle trees. Create a poster with all four trees carefully drawn and labeled. You may also choose to cut magazine or online pictures and carefully glue them to poster board. Add the scientific name under each tree and a few facts about each tree. Give your poster a title.
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# High School Extensions

## Level Two Assignment

	<p style="text-align: center;"><b>Primary Sources:</b></p> <ul style="list-style-type: none"><li>• Read the article about primary sources. (<u>BOAG, Week 3</u>).</li><li>• Study this quote from this week’s reading assignment:</li></ul> <p>“The spirit of a nation expresses itself and its history is recorded in various ways: in the social relations of the people both with each other and with other nations, and this is called its political history; in its language which expresses itself in its literature; and in its buildings, which is its architecture” (Mills 41).</p> <ul style="list-style-type: none"><li>• Choose either the Minoans or the Mycenaeans as a group of people to study.</li><li>• Find one example from primary sources for each of the following categories:</li></ul> <ol style="list-style-type: none"><li>1. Political history</li><li>2. Literature</li><li>3. Architecture</li></ol>
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**Remember primary sources can include documents, speeches, letters, art, artifacts, poetry, drama, pottery, etc.**

- Use any resource you would like to accomplish this assignment (online, library, home library, etc.).
- It is only necessary to copy a small excerpt from your examples of written samples (enough to demonstrate their point) and art, architecture and pottery pieces can either be carefully hand drawn or you may print a copy or photocopy your example.
- Label your paper with the group of people you chose to study and let your examples follow. Be sure to label each example with the category name in which it fits. For example, your selection from the Iliad would be under the label for literature.

## *Week Four (The Greeks: Chapter 2)*

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### **Proper Nouns for an Oral Narration**

People	Places	Other	Mythological Characters
Deucalion	Hellas	Hellenes	Zeus
Pyrrha	Mount Parnassus	Hebrews	Hera
Pheidias	Delphi	Babylonians	Poseidon
Clio	Thessaly	Hyperboreans	Athena
Pericles	Lemnos	Aethiopians	Apollo
Plato	Eleusis	Elysian Fields (Fortunate Fields or Isles of the Blessed)	Muses (Nine daughters of Zeus)
	Dodona	Egyptians	Artemis
	Peloponnesus	Heroic Age	Hermes
		Seven Wonders of the Ancient World	Hephaestus
		Sacred Mysteries	Achilles
			Hestia
			Aphrodite
			Pan
			Demeter
			Persephone
			Hades
			Oracle

## Narration Suggestions

	Give an account of Greek religion and their worship practices.
	Compare the story of Deucalion and Pyrrha to Noah and the Ark (or another example of a flood story). Write a list of how they are similar and how they are different. Use your list to then write your comparison narration.
	Write a list of sentences which describes the way in which the Egyptians practice their religious beliefs.
	In what way could the oracle affect the history of Greece?

## Additional Reading

	Read “I Dreamed I Moved Among the Elysian Fields” by Edna St. Vincent Millay. Discuss your thoughts about this poem with your teacher.  <u>BOAG, Week 4</u>
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## Level One Assignment

- Upper levels see **High School Extensions for Level Two Assignment.**

	Create a family tree which expresses the Greek Gods and Goddesses and their relationships to one another.
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## Art Addition

	<ul style="list-style-type: none"><li>• Study the painting by Arthur B. Davies entitled “Elysian Fields”. <u>BOAG, Week 4</u></li><li>• Complete a picture study narration of this painting.</li></ul>
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# High School Extensions

## Additional Reading

	<ul style="list-style-type: none"><li>• Read a short summary about the Homeric Hymns online or with another resource.</li><li>• Read any one of the <i>Homeric Hymns</i> by Andrew Lang. (This will be a prose retelling.) Then, using the link for the actual text at Classic E-text, read the same hymn. <u>BOAG, Week 4</u></li><li>• Also, read “I Dreamed I Moved Among the Elysian Fields” by Edna St. Vincent Millay. Discuss your thoughts about this poem with your teacher. <u>BOAG, Week 4</u></li></ul>
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## Level Two Assignment

	<p>Choose a different hymn from the Classic E-text site than the one you had chosen for your additional reading assignment, read it and then write your own prose retelling of it. When it is complete, compare your retelling to the Andrew Lang’s version. Do you feel that you could make improvements to your version, or do you feel that Andrew Lang could have made improvements to his? What are these improvements? Explain your thoughts on this to your teacher.</p>
	<p>Complete the work assigned with Arts Addition.</p>