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Creative Activities for Teaching World History

Ancient Civilizations to the Middle Ages



Stevens & Shea Publishers

Ancient Civilizations (Set 2)

SS 125

The activities in this set are designed to do three things: involve students in the study of history, stimulate students to think and provide information that is not available in history textbooks. Our overall goal is to encourage an interest in the study of history. We believe that there are lessons and skills to be learned from the study of history and that the study of history does not have to be—and should not be—a boring recitation of facts.

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Socrates' Trial

Socrates was convicted by the jury by a vote of 280 to 221. He was also sentenced to death by a vote of 361 to 140. It is thought that if he had showed contrition he would not have been sentenced to death. He had the opportunity to escape and go into exile but he rejected the idea.

What Is It?

A. Greek baby bottle. B. Germanic comb. C. Assyrian bed. D. & E. Germanic plows. F. Germanic drinking cup made from a horn. G. Assyrian harp (without the strings). H. Germanic helmet.

Paper Olympics

This is a game that students enjoy. It actually helps develop visual memory and estimation skills.

Greek Philosophy

This activity can be used to provoke class discussions about the nature of truth and reality. It can also be used as a basis for student essays and for the students to think about their own philosophy.

Roman Scandals

This, of course, depends on the values of the students but Nero and Caius should be ranked the worst and Diocletian and Tiberius the best. It should be pointed out that insanity ran in the family of Caius and Nero.

Roman Reforms

There is an answer sheet that describes how the Romans dealt with the problems. This activity can be used as a basis for class discussion and decision making. The class can be divided into small groups to come up with solutions and those solutions can be debated and voted upon by the entire class.

Who Made Them?

Page 1. A. Egyptian dancers B. Greek clothes C. Greek urn D. Egyptian obelisk E. A Mesopotamian temple. Page 2. A. Assyrian B. Greek Parthenon C. Assyrian battering ram (it is not a tank as most students think) D. Egyptian boat E. Greek trireme.

What students have to look for is aesthetic style. Students with a rich background will have some sense of the style of ancient cultures. Some may be able to identify the pictures from their context. This also can be used as a research contest. Students operating as teams can attempt to identify the items from library or internet resources.

(continued)

Greek Reforms

Solon took a moderate course. He distrusted the greed of both rich and poor. He chose "1", that all men could vote for Archons. However, he thought that only men of wealth should be Archons—"1". He supported the commercial class. Magistrates – a lesser office – was restricted to men who own property – "4". Debt slavery was abolished by paying off the wealthy – "3".

Ancient Civilizations Set 2

by Lawrence Stevens

ISBN: 0-89550-120-1

© 1986, revised 1994 by Stevens & Shea Publishers, Inc.

Stevens & Shea Publishers, Inc.

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Ancient Civilizations (Set 2)

Ancient Tabloids

Assorted interesting facts from Egypt, Sumer, Rome and Greece. These can be used in several ways. Some of the original documents, e.g., poetry and the Egyptian Book of the Dead, can be memorized by the students. Topics such as children and beauty can be subjects of limited essays that require comparison.

Hannibal

Hannibal decided to invade Italy by land (B); chip away at the rock (B); avoid battle (A), but he had no choice; attack Capua (B); attack Rome (B); fair was irrelevant – it was a matter of who had the power to impose a decision and Rome did. All of the answers are explained in **Hannibal: The Real Story**.

Aesop's Fables

The morals of the fables can be found on a separate page (page 3). Students can update these stories in a modern context and compare their stories.

Ancient Alphabets

The messages are "Sailed around Africa" written in Phoenician and "All life is made of atoms." written in Greek and a few letters of Phoenician.

More Creative Activities for Teaching World History

Ancient Civilizations to the Middle Ages (SS122)

Set 1

Contents:

- Hieroglyphics.
- Egyptian Inventions
- Attack
- Castle
- The Old Mill
- The Cathedral
- Medieval Town
- My Sign
- Ancient Games
- Medieval Festival
- Pick A Punishment
- The Ordeal and Torture
- Made to Measure

Renaissance to Revolution (SS123)

Contents:

- Renaissance Festival
- Constructing A Caravel
- Exploration
- The Trial of Louis XVI
- The French Revolution
- The Committee of Safety
- Age of Reason Questionnaire
- Great Ideas of the Age of Reason
- The Problems of the Great Philosophers
- The Salon
- The High Seas Puzzle

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Socrates' Trial

Socrates was a teacher and philosopher in Athens, Greece. He was the son of a stonecutter. His family was not poor or rich. They had enough money to make sure that young Socrates received an education.

He was a thinker and teacher and was well respected. He was not a teacher as we know them today. He did not work for a school. He taught on his own time and at his own expense. Young men took lessons from him in thinking.

He would teach by asking questions. He would ask his students for a definition of a word such as 'love' or 'justice.' Then by asking questions he

would have them examine each part of the definition. Today, this is called the Socratic Method.

Socrates did not like lazy or careless thinkers. He asked pointed questions. He asked people what they meant when they used certain words. In the public square of Athens he would challenge political speakers with embarrassing questions.

Socrates always kept himself in good physical shape. He lived simply. He went barefoot and had only one cloak to wear year around. He did not marry until he was about fifty. He had three children. Since he did not have a regular job or business, his wife worked to support the children.

When he was 70 years old he was charged with being an unbeliever of the Greek gods. The Greeks believed that their gods must be honored with gifts and festivals. Socrates was also charged with corrupting the youth of Athens. His accusers were Meletus, Anytus and Lycon. He was put on trial before a jury of 501 Athenian citizens.

Meletus was the prosecutor. He pointed out that Socrates made fun of the Greek gods with his clever remarks and embarrassing questions. He pointed out that Socrates had claimed that the sun was not a god but a stone and that this was an

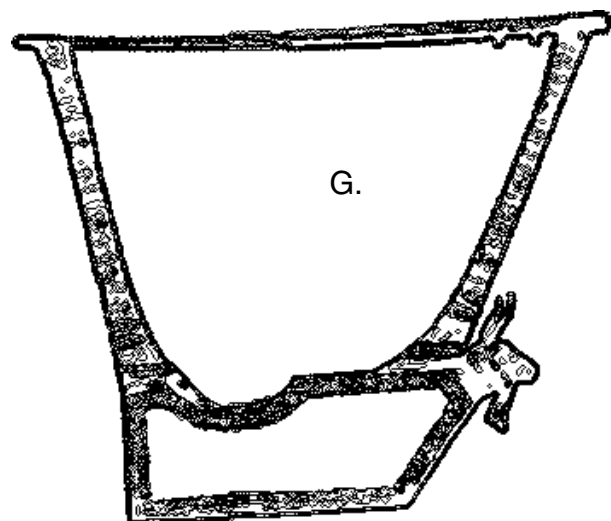
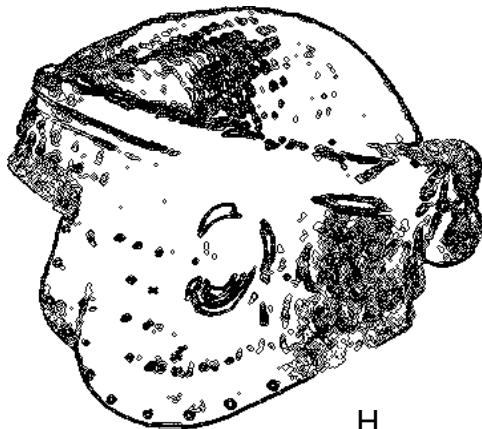
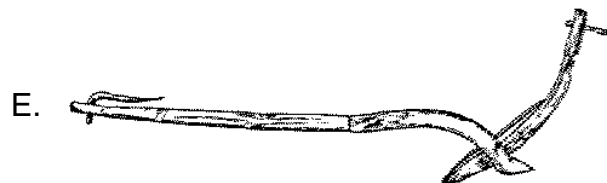
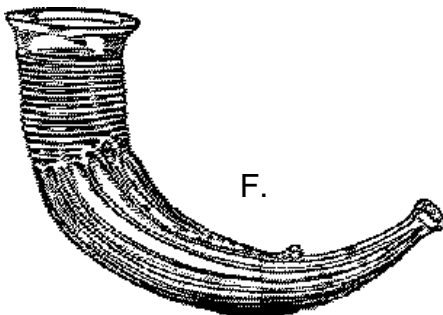
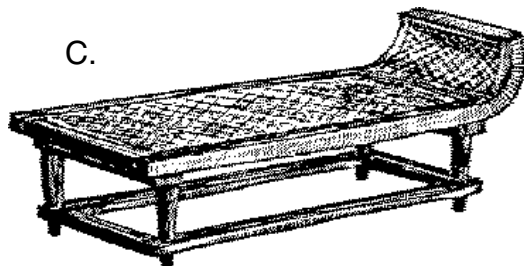
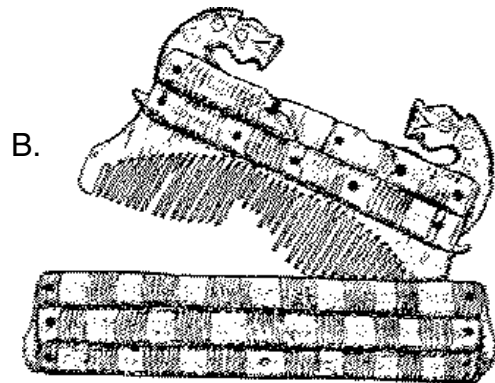
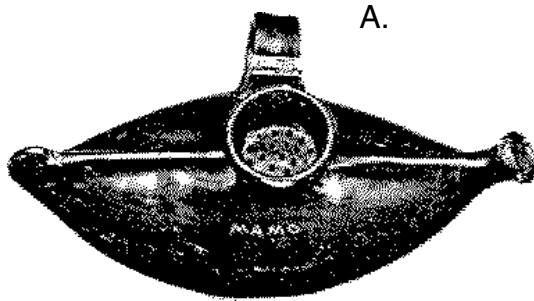
insult to anyone who believed that the sun was a god. He also pointed out that some of his students had become traitors.

Socrates claimed that he was loyal to the gods and to Athens. He said he had a duty to ask questions to keep his fellow Athenians on their toes so that they didn't become mentally lazy and make stupid mistakes.

The jury had to decide whether Socrates was guilty or innocent and decide the penalty. Meletus asked for the death penalty.

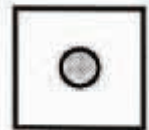
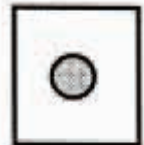
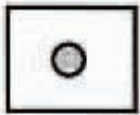
What would you decide?

Can you identify these ancient objects?



Directions

Greek city-states competed against each other in the ancient Olympics. In this game you can compete with your friends to see who can hit the bulls-eye. Use a pencil and place it on the arrow, spear or sling. Close your eyes and see if you can draw it to the target. Give yourself 10 points for each hit.



Greek runners did not run around a track. They ran to a pole, around it, and back to the starting line. See if you can do it without touching the pole.



Greek Philosophy

Philosophy was very important to the Greeks. They spent a great deal of time thinking about the nature of things. There were many different views – or "schools of thought" – about life and the nature of reality. These schools usually took the names of important philosophers who first introduced the idea. This main idea was then modified by other philosophers.

Directions

Below are descriptions of several of the most important Greek 'schools of philosophy.' Consider them carefully and decide which you agree with the most. Philosophy, of course, is more than just a matter of opinion. It is reasoning. Think of reasons and examples which will 'prove' your choice. You may also combine your choices as long as there is a reasoned explanation for such a blend.

The Heraclitean School

Founded by the philosopher Heraclitus about 500 B.C.

- All things change; nothing ever stays the same.
- There is no 'being'; only becoming.
- Movement and change are always present in all things.
- "You cannot step into the same river twice."
- You are not the same person that you were yesterday.
- There is no fixed reality, only a changing reality.

The Eleatic School

Founded by the philosopher Pythagoras about 530 B.C. Also argued by Parmenides (about 475 B.C.) and Zeno (about 465 B.C.)

- The world does not change.
- Being – not becoming – is the reality.
- While people may grow old, their spirit, their soul, their being does not really change.
- All things are made of certain fundamental substances that do not change.
- Only the appearance of a thing might change. The substance does not change.

The Atomist School

Founded by Leucippus about 470 B.C. and carried on by Democritus (460-361 B.C.)

- Everything is made of atoms of different shapes and sizes.
- Things come into existence when these atoms come together. They die when the atoms separate and disperse.
- The atoms are mobile and invisible.
- The atoms are always in motion and move freely about.
- Atoms are the ultimate physical reality. Everything can be broken down into atoms.

The Sophists

Protagoras (born 480 B.C.) was the first important Sophist. Hippias (about 425 B.C.) was the most learned Sophist.

- There is no absolute or eternal truth.
- What people see through their senses is the source of all knowledge.
- Man is the measure of all things.
- The only reality is that experienced by the individual.
- Everything is relative. There is no absolute certainty about anything, including what is right and wrong.

The Socratic and Platonic School

Socrates (469-399 B.C.) and Plato (427-347 B.C.) are Greece's most famous philosophers. Plato was a student of Socrates.

- People behave badly out of lack of knowledge. Knowledge is key to right behavior.
- All matters must be analyzed. Nothing should be taken for granted.
- The purpose of analysis, discussion and argument is to discover the truth.
- There are truths that are eternal, universal and unchanging.
- These truths can only be discovered through reasoning and analysis.

The Aristotelian School

Aristotle (384-322 B.C.) is as famous and important as Plato and Socrates. He was a student of Plato.

- Rational and logical thinking is the highest form of human activity.
- The purpose of life is happiness and a happy life is guided by reason and virtue.
- Reality exists only in what can be observed and in the concrete – in individual examples of things.
- Motion is the most important element in the creation of things.
- God is the "prime mover" – the first source of all motion.

The Skeptics

Followers of Plato. The most famous leaders were Pyrrho (365-275 B.C.) and Timon (320-230 B.C.)

- All that we know is gathered through our senses.
- We only have feelings about what we see, hear and smell; these feelings do not tell us what reality is.
- Logic and reasoning cannot explain truth and reality.
- People should suspend judgement in all matters because they cannot understand what the truth is.
- One should make decisions based upon what is probable and not worry about truth and the ultimate reality because these cannot be known.

The Cynics

The founders of the Cynics were Antisthenes (444 B.C.) and Diogenes (412-323 B.C.).

- Virtuous living and the highest good depend upon knowledge.
- Physical pleasures should be rejected.
- All social involvements should be rejected.
- People should only have enough material things to keep themselves alive so they can continue the pursuit of knowledge.

- Mental serenity can come only through knowledge and leading the simple life.

The Stoics

Founded by Zeno (336-264 B.C.) The Stoics extended the philosophy of the Cynics.

- The soul of a person changes his sense perceptions into intelligent perceptions and projects his feelings into will and action.
- Only through reasoned action can one rise above the confusions of life.
- People should not surrender to their feelings.
- Unpleasant and painful experiences in life must be accepted because they are part of nature.
- People should be virtuous because virtue is its own reward.

The Cyrenaics

Founded by Aristippus (380 B.C.)

- Bodily sensations are better for gathering information than mental experiences.
- People can be trusted to choose their sensual pleasures because of their insight and poise.
- The value of sensual experiences increases with the intensity of the experience.
- Only by sensual experiences and forming personal judgements about them can people attain mental serenity.
- The more sensual experiences the better.

The Epicureans

Founded by Epicurus (342-270 B.C.)

- The purpose of life is to pursue pleasure and avoid pain.
- Man should be virtuous because this brings pleasure.
- Mental experiences are the greatest pleasures because they last the longest.
- Gods have nothing to do with the real world and man has nothing to fear from them.
- Since man is composed of atoms and they are scattered when he dies, there is no afterlife.

Nero Claudius Caesar (37-68 A.D.)

Childhood: He was the son of Agrippina. It was rumored that Agrippina poisoned Nero's father for his money. Agrippina married the Emperor Claudius and persuaded him to adopt Nero and had Nero marry Claudius' daughter. She also persuaded Claudius to make Nero the guardian of Claudius' own son who was five years younger than Nero.

How He Became Emperor: Nero's mother had carefully positioned Nero to become emperor when Claudius died. However, there would be a question about who should be emperor when Claudius' own son became a man. Claudius conveniently died when Nero was 17 and Nero became emperor. It is rumored that Agrippina poisoned Claudius with a plate of mushrooms.

Unusual Acts: When Nero refused to do what his mother told him to do, his mother threatened to replace Nero as emperor with Claudius' son. Nero killed his half-brother. He also divorced his wife over the objections of his mother. He had his wife killed. He also tried to kill his mother by building her a yacht that was designed to fall apart. His scheme didn't work so he had her stabbed to death.

When he kicked his pregnant wife, killing her and the baby, he made them both goddesses.

Personal Traits: Enjoyed wild parties. Considered himself a fine poet, singer and actor.

Accomplishments: When a large part of Rome burned while Nero was away, he quickly returned and provided food and housing to the homeless.



He also rebuilt Rome along more modern lines and took art treasures from Greece to beautify it. Nero also built himself a large palace that was a mile long and had a dining room with a roof that rolled back so that flowers could be dropped on the dinner guests. The palace contained a 125 foot tall statue of himself.

Decide Which Roman Emperor Was The Best and The Worst

Some Roman emperors were famous for their lack of moral scruples. Others, while lacking scruples, were effective rulers. Decide which emperor was the best and which was the worst.

Caius Caesar (12 A.D.-41 A.D.)

Childhood: Spent early years in Germany and Syria. In Germany, Roman soldiers gave him nickname, "Caligula," or "Little Boots." Father died when he was 7. He was raised by his grandmother, the sister of the Roman emperor, Tiberius. He was what we would call today a juvenile delinquent. His mother, who was insane, starved herself to death.

How He Became Emperor: Caligula became emperor when he was 25. Tiberius died and had a choice between his grandson and grandnephew, Caligula. It is said that Tiberius preferred his grandson, but he was too young and inexperienced. It is also claimed that Caligula strangled Tiberius in order to become emperor.

Unusual Acts: He was the first to torture Roman Senators. He had them tortured because he enjoyed seeing them suffer.

Caligula wanted to marry his sister. When she died, he made her a goddess. When watching the games, he would pick people from the audience to be fed to the lions.

Personal Traits: He was afraid of thunder storms and would hide under his bed. He was an insomniac. He suffered from extreme forms of epilepsy. He was generally considered, and knew himself, to be insane.

Accomplishments: Provided Roman with an abundance of games and other amusements.

Diocletian (284-305 A.D.)

Childhood: Little is known. He was a Dalmatian, not a Roman. He was the son of a freedman or, perhaps, a slave. Though familiar with Latin, he preferred to speak Greek. He was the bodyguard of a Roman emperor.



How He Became Emperor: He killed a general accused of killing the emperor. Diocletian became emperor. It is suspected that Diocletian was part of the plot to kill the emperor and killed the general before he revealed his fellow conspirators.

Unusual Acts: As emperor he thought he was a god. He required people to kneel before him and kiss the hem of his robe. He ruled the Roman Empire, not from Rome but from a city near Constantinople (present-day Istanbul).

He was persuaded to persecute the Christians within the Empire. He did so reluctantly and insisted no Christians be killed. When a fire broke out in his palace he suspected the Christians set it and had many killed.

Personal Traits: An excellent administrator willing to share power. He eventually had a mental and physical breakdown.

Accomplishments: He reorganized the Roman Empire by creating two emperors, one in the east and one in the west. Each had a successor who was appointed. The empire was divided into a number of smaller regions for administrative purposes.

**Tiberius Claudius Nero (42 B.C.-37 A.D.)**

Childhood: His mother was only 15 when he was born. His father, a favorite of Julius Caesar had to flee Rome when Tiberius was just a baby. The new ruler, Octavius, liked Tiberius' mother and forced a divorce and married his mother. Octavius did not like Tiberius and favored the other children.

Tiberius loved his first wife dearly but was persuaded to divorce her by Octavius and marry Octavius' daughter, Julia, who had a very bad reputation as a playgirl.

How He Became Emperor: Octavius' two sons died. Tiberius had just returned to Rome. Octavius adopted Tiberius. He became emperor at the age of 56 when Octavius died.

Unusual Acts: Unhappy with his wife, the emperor's daughter, he left Rome for 7 years. He refused to tell the emperor that his wife was selfish and unfaithful. The emperor

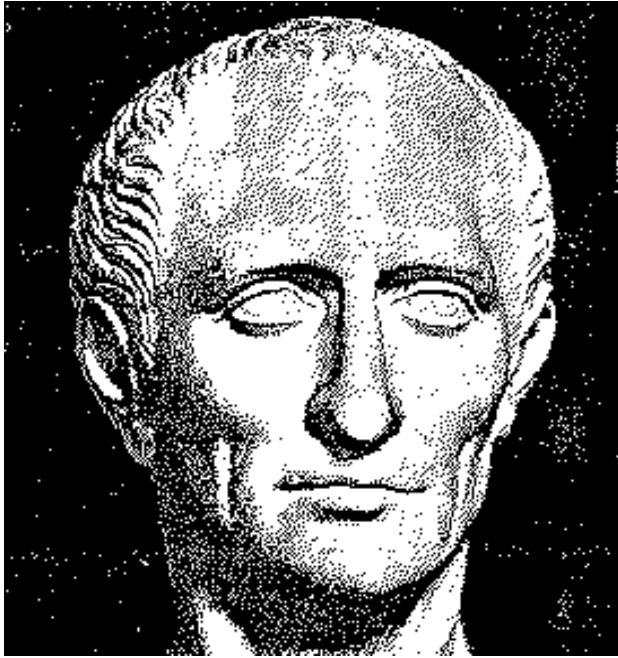
begged him to stay in public service. Tiberius refused. Later, his wife was found to be a traitor. Tiberius pleaded with the emperor to show mercy toward her even though Tiberius despised her.

Tiberius was opposed by many in his own family. He imprisoned his nephew's wife, who killed herself by starvation, and her two oldest sons. Many others were also killed.

Some historians claim Tiberius held huge orgies on his private island of Capri.

Personal Traits: Suffered humiliation and slights without protest. Did not show emotion.

Accomplishments: An able general. Won two important campaigns in Germany and along the Danube without fighting a battle. Used diplomacy and the effective deployment of Roman armies to bring the barbarians to terms. Destroyed the Roman Republic forever.



Can You Save The Roman Empire?

Many thought it was unfair not to have a say in the government.

Problem #3

Many people in Rome had no work to do since much of the work was done by slaves. If they rioted, they could cause a tremendous amount of destruction. What could be done to keep these people happy?

Problem #4

Rome was governed by two consuls elected by the citizens and the Senate. The consuls had veto power over one another. One could make a decision and the other could overrule it. Both consuls served for only a year. This made it difficult to govern. How would you change this?

Problem #5

The other cities of Italy had no say in the government. They had been conquered by Rome. Only people living in Rome had a vote and could hold office. As time passed, other cities wanted to vote. Both rich and poor were denied the vote. How would you solve this problem?

Problem #6

The original Romans, called **patri-cians**, could not marry non-Romans, called **plebians**. How would you solve this problem?

Directions

Rome faced many new problems as it grew in power and prosperity. Below are some of the problems. If you were a Roman consul, how would you solve the problems? You may select only three problems to solve. Choose what you think are the three most important problems.

Problem #1

As Roman armies conquered new lands, their captives were brought back to Italy as slaves. The slaves did the farmwork on the lands of wealthy Romans. The poor farmer could not sell his produce at the same low price. The poor farmer was faced with giving up his farm and moving to Rome.

Problem #2

Only native Romans could vote and hold office. Others, Italians from the countryside and people from other countries, could not. Many of the non-citizens were engaged in commerce and manufacture and had become wealthy. Others were poor.



Write your answers here.

Problem #7

Tax collecting was turned over to "tax farmers." These people paid a lump sum into the Roman treasury and then went out to collect taxes from the people. They expected to make a profit and sometimes took advantage of people.

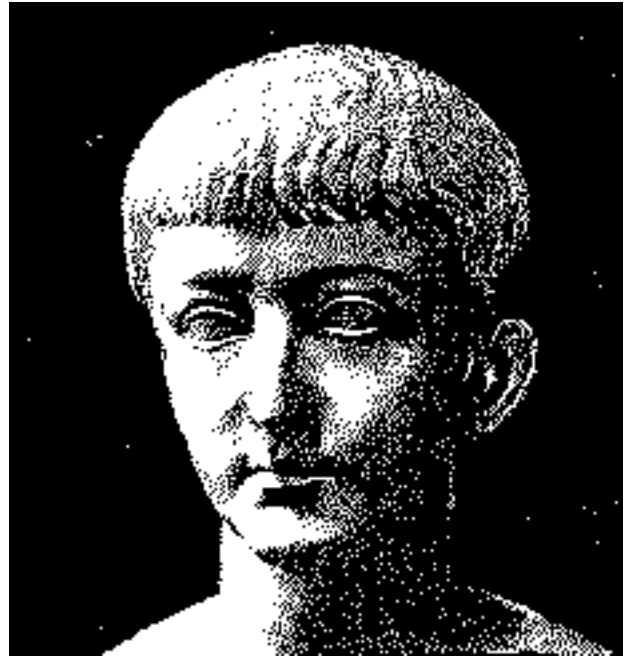
Problem #8

The Roman citizens knew that some of their leaders used their positions to accumulate wealth. Many citizens were poor. They sold their votes to the highest bidder. What would you do about this problem?

Problem #9

Rome had no police force. Many Roman leaders had personal armies. During elections these armies often clashed and there was much bloodshed. What would you do about it?

How The Romans Solved Their Problems



Problem #1

This was one of the most important problems. The Romans never effectively dealt with the problem. Slavery constantly undercut free labor.

Problem #2

The vote and the ability to hold office was gradually extended. First to plebians in Rome, later to other Italians who had property.

Problem #3

This problem was linked to the problem of slavery. This problem was solved by providing free food and games to keep the people occupied.

Problem #4

This was also a key problem. This system paralyzed Roman government. The eventual answer was to have an emperor.

Problem #5

The vote was extended to other cities to those who had property.

Problem #6

This restriction was removed.

Problem #7

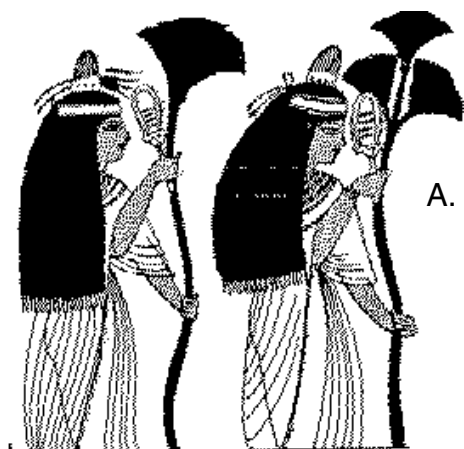
This problem was not really solved until continuity in government was established through the emperors.

Problem #8

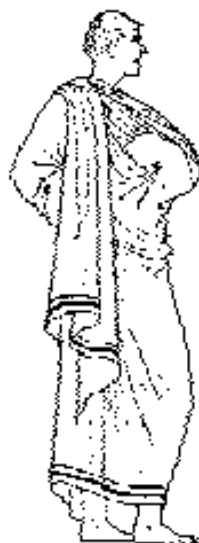
This problem was only solved by the establishment of emperors when the vote became irrelevant.

Problem #9

Again, the problem was solved by having an emperor.



A.



B.



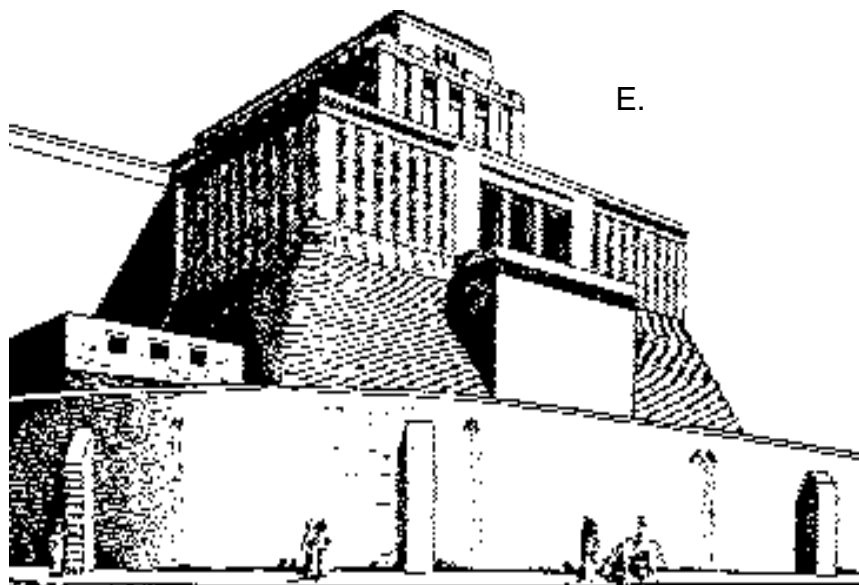
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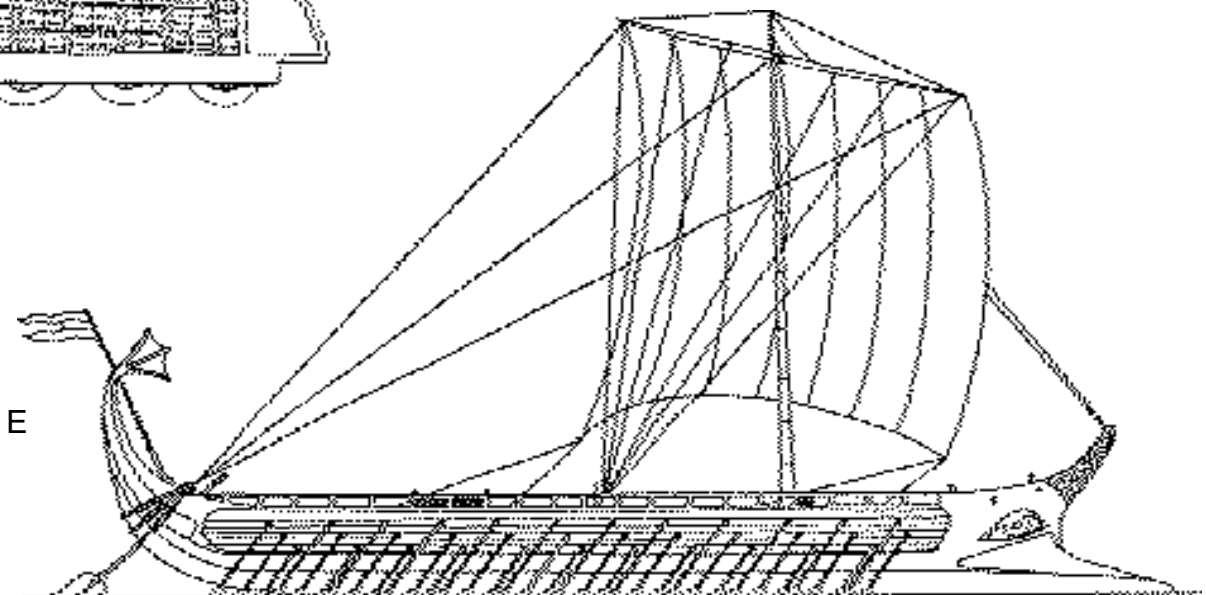
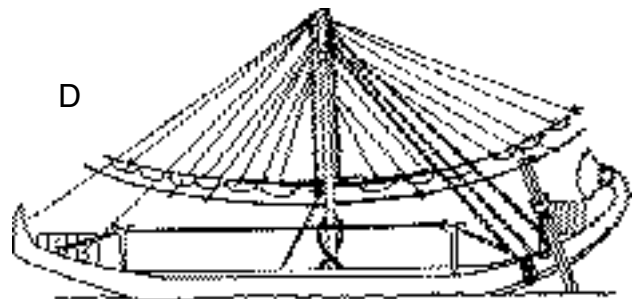
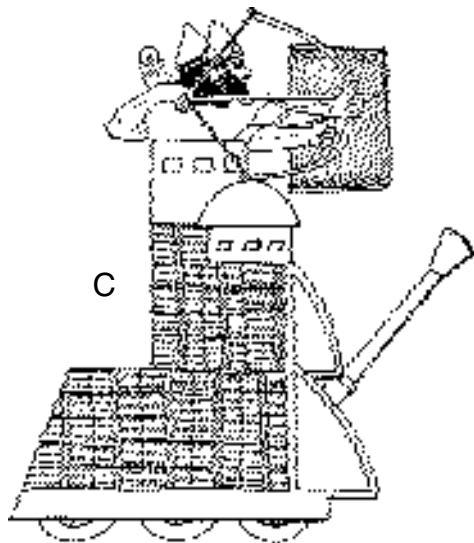
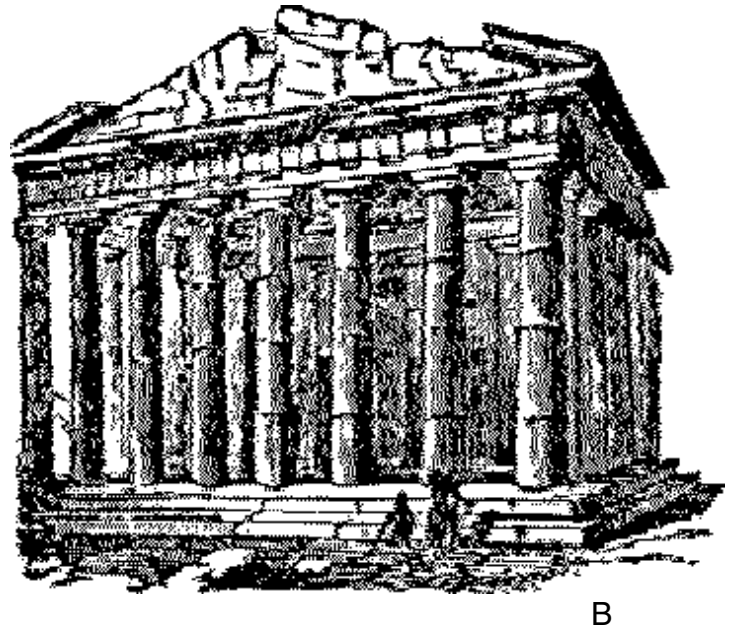


D.



E.





**Greek Reforms – You Make the Decision**

Athens' famous democracy, the first known to man, did not come about overnight. It took many hundreds of years to develop. At first, there were small tribes, each ruled by a king. Over a long period of time these tribes became united under one king. Once the tribes were united the rich landowners began to seek more power. Gradually, the power of the king declined. Leadership was taken over by a council of elders. These elders were wealthy and were called *archons*. Beneath the *archons* were *magistrates* who enforced the laws. The magistrates were also nobles from wealthy families.

There was also an assembly that made recommendations to the *archons*. Membership in the assembly was limited to men who owned property and came from noble families. The assembly could only discuss problems presented by the *archons*.

As long as the population remained small and people made their living by farming, this arrangement worked. But Greece is small and hilly and cannot support many people. More and more people began to make a living by making things such as pottery and selling them to people in other areas. A new group became wealthy: the

merchants or traders. Also many people became debt slaves. They had to borrow money in order to live and could not pay it back. The rich landowner could make them work for nothing to pay off the debt.

Athens had a serious problem. Many people were unhappy with the government. The poor disliked debt slavery. The wealthy merchants disliked the fact that rich landowners had all the power and they had none. There were also poor farmers who by working hard managed to avoid borrowing money, but they disliked the rich farmers who had others do their work for them.

In 592 B.C. a man named Solon was chosen to change the government. He was well-respected and well-liked.

What would you have done if you were Solon? Below is a list of possible choices. Which would you choose?

Choices: Who Can Vote

1. All men who live in Athens, regardless of whether or not they own property, can vote for the *archons*.
2. All men who own property can vote for the *archons*.
3. All men and women can vote for the *archons*.
4. All men and women who own property can vote.

Egyptian Times

Good Advice

Let not thy heart swell because of thy knowledge; converse with the ignorant as with the learned; the boundary of skill is not attainable, there is no expert who is completely provided with what is profitable to him.

The Maxims of Ptah-hetep

Egyptian Beauty Secrets

The Egyptians thought cleanliness and beauty very important. In their hot, dry climate they applied oil to their skin, just as we use sun bathing oil. Many different oils were used. Castor and olive oils were the most common but also animal fats from oxen, sheep and geese were used. The oils were scented with flowers, seeds, wood and gums (gum is the sap that oozes from certain trees.)

Eye shadow was also used. Minerals were ground to a fine powder. The favorite colors were black on the upper eyelid and green on the lower. Both men and women painted their eyes.

Women also used a rouge on their cheeks made from red ochre, and they applied henna (a red dye) to their nails, the palms of their hands, and the soles of their feet.

Men cut their hair short, but women preferred long hair.

Egyptian Proverbs

§ Into an open mouth, a fly enters.

§ Let what's mine stay unused, but let me use what is yours – this will not endear a man to his friend's household.

§ The traveller from distant places is an everlasting liar.

§ A loving heart builds the home; a hating heart destroys the home.

Children In Egypt

A child in Egypt was probably happier than in other early civilizations. Mothers usually nursed their children until they were about three years old. They did not wear diapers but ran around naked until about the age of three. A year or two later the children went to school. The children had many opportunities to play outdoors.

Boys were circumcised between the ages of six and twelve and were encouraged to marry while they were in their early teens.

Egyptian Rights & Wrongs

The Egyptian moral code was written in a book called the *Book of The Dead*. The rules of good behavior were grouped in fives so that they would be easier to remember.

General Character

1. I have not done injury to mankind.
2. I have not made wretched the cattle.
3. I have not done sin in place of righteousness.
4. I have not known evil, nor done wickedness.
5. I have not done upon each day services ahead of my duty.

Honorable Dealing

1. My name has not come to the boat of the chief (of the family).
2. I have not cursed God.
3. I have not caused misery, nor have I caused poverty.
4. I have not done what is abominable to God.
5. I have not made deaf a servant toward his chief.

Avoidance of Violence

1. I have not caused illness.
2. I have not made to weep.
3. I have not killed.
4. I have not given an order to cause killing.
5. I have not made deprivation to mankind.

Sumerian Times

How The Sumerians Made Beer

Beer was the most popular drink in Sumer. Nearly everyone drank beer including children. How did they make it?

1. First they made malted beer bread which they called **bappir**. Barley, a type of grain, was soaked and allowed to sprout. Then it was spread out to dry.
2. The sprouted grain was now crushed and flavored with spices, honey or dates. At this point it could be made into loaves of bread or cakes. This was a favorite food of travellers.
3. To make beer, however, it was mixed with hulled grain and warmed in an oven. Then it was spread on a large mat to cool and sugar was added to aid in the fermentation.
4. This was then put into a large vat with water. There was a small hole in the bottom of the vat which allowed the beer to drip out.

Children in Sumer

Children were completely under the control of their parents, especially their father. The father could sell his children into slavery if times were hard and he couldn't feed them.

Children are not pictured in Sumerian art or literature. Little attention was paid to children, but they were protected by laws which made sure they were provided for materially.

Children were cared for even if the family could not afford it or if the mother was too busy. Adoption and wet nursing were common. A wet nurse fed a baby and took care of it. This is something that not all mothers can do. The father was bound to keep the nurse in food, oil and wool. In adoption, if a father gave the child his name, the child could never be reclaimed by the natural parents. The parents

Only rich children went to school. They were frequently beaten by the teachers for being tardy, having untidy clothes, and bad writing.

Love and Sex in Sumer

Marriages were arranged by fathers. An amount of money was paid the father of the bride. The woman's family also provided the husband a dowry – which could be money, land or some other object of value.

10 years was the youngest age a boy could get married. If a gentleman's wife was caught with another lover they were burned alive unless the husband pardoned the wife.

A man, however, could have other girlfriends and have children by them as long as he supported them. A man could not gossip about his wife. If he did and was found guilty in court, half his hair would be cut off.

Divorce was easy and happened often. If a man divorced his wife he had to pay her a sum of money and return her dowry. A woman could leave her husband with her dowry if she was not at fault in any way.

Healthy Living In Sumer

(Sumer-1750 B.C.) Follow these medical tips to make sure that you stay healthy.

*Be sure to take your medicine just before sunrise for the best effect.

*The pains of childbirth can be relieved by smelling pulverized copper.

*For headaches use a half measure of mustard pounded, filtered and combined with rose-water. Smear it over your forehead and secure with a bandage. Leave for three days.

Women's Rights

Women had many opportunities in Sumer. They could own land and businesses. Many women made and sold beer and date wine. Some were doctors and scribes, because they could write and keep records. Most people could not do this. Women also had many important jobs in the temple. Religion was very important in Sumer.

Greek Times

P.E. Greek Style

Sports took place in an open-air sports-ground. It was supervised by a teacher who carried a long forked stick which was a symbol of authority and was also used to discipline disobedient students. Warm-up exercises were always accompanied by flute music.

There were two sports, wrestling and track and field events, that the students learned and practiced.

In wrestling the children began by softening the ground with a spade. The purpose of wrestling was to throw the opponent to the ground. Only holds above the waist were allowed. Track included the 100 yard, 200 yard, quarter and half mile runs and a long distance race. Rather than run around a track, they ran from the starting line to a pole and back to the starting line. Field events included the long jump which was done while carrying dumb-bells weighing from 2 to 10 pounds. They also threw the discus and javelin.

The athletes performed naked. Before they began their exercises they washed and then rubbed their bodies with oil. Then they covered their bodies with fine sand to guard against changes in temperature and chills. After the exercise, they scraped off the oil, sand and sweat with a scraper called a **strigil**.

Children could also take up boxing or the **pankration**. For boxing, the hands were wrapped with strips of leather. There was no ring or rounds. The pankration was a mixture of boxing and wrestling. Anything was allowed except gouging out the opponent's eyes.

Greek Food

Breakfast was some bread soaked in undiluted wine, a few olives and figs.

The Spartans were famous for their simple diet. The most popular dish was a broth made from pork, blood, salt and vinegar.

Spartan Education

A Spartan baby was not washed with water but with wine. Spartans believed that contact with wine would cause a sickly baby to go into convulsions. If they didn't have wine, they used icy water, or even urine. A baby was also taken before a council of elders to be examined. If the baby was deformed or sickly, they had it tossed over a high cliff.

Spartan boys were taken from their families at the age of 7. Their education and rearing was taken over by the state. The boys were divided into bands under the leadership of adolescents. They were taken on long marches barefoot to build their endurance. They were taught to obey without question and learned how to wrestle.

When they were 12 they were given one cloak to wear for an entire year. They slept on a bed made of reeds. They never bathed. They had little food to eat. In fact, they were not given enough food so that they had to steal extra food. If they were caught stealing, they were whipped. This was to encourage stealth and cleverness.

At 16 the boys went through a series of initiation ceremonies. They had to live alone, in hiding, in the countryside. Then they had to go out at night and find a slave and kill him.

In addition to physical exercise they were taught a little reading and writing and music. Music was important in the Spartan army. The soldiers sung marching songs as they went into battle.

Girls learned to wrestle, throw the discus and javelin. The Spartans thought that athletic women would produce stronger children.

How To Harm An Enemy – The Greek Way

Write their name on a lead tablet with a curse describing the harm you want done. Roll the lead tablet around an iron nail then bury it.

Roman Times

Asian Nomads Invent Pants

(Central Asia-B.C.) Nomads from Central Asia have found the usual skirt that men wear uncomfortable and awkward while riding into battle on horses. They have taken to wearing pants. Their opponents in battle in China, Persia, India and Europe have picked up the custom.

Romans Ban Pants

(Rome-55 B.C.) The habit of wearing pants has been picked up by some Romans. The Roman Emperor has declared that pants are only fit for slaves. If any freeman or noble is caught wearing pants, he faces the loss of his property and banishment from Rome. Julius Caesar has found barbarians wearing pants

Plot Against Nero Revealed: Best Friend Put to Death

Petronius, one of Nero's closest friends, committed suicide at Nero's request. Petronius, who was Nero's cultural mentor, had his wrists slashed at a banquet and allowed the blood to drain from his body. He occasionally had his wrists bandaged so that he could enjoy the banquet before he died. Just before he expired he smashed the Greek

A Roman God Speaks

A poem by the Roman poet Virgil about the god of fertility, Priapus.

They bring me roses in the spring
And apples in the fall;
In summer, corn; but winter's rough
And brings no joy at all.
I hate the cold; and I'm afraid,
Although I am a god,
I'll end on some dull peasant's fire –
My statue's made of wood.

Soap – Not for Washing

Greeks and Romans were very clean but they didn't use soap. They took hot baths and removed the sweat and dirt by beating their bodies with twigs or scraping them with a tool called the **strigil**.

The Gauls (who lived where France is today) had soap made of goat fat and the ashes of a beech tree. They didn't use it for washing, but as a pomade to give extra shine to their hair.

The Pot of Gold

A tour of Rome by the Roman playwright Plautus.

Name any kind of man. I'll show you where he is,

So you can find him easily when you want him.

Vicious, virtuous, deserving or despicable.

Want a man who can talk with hand on heart

And tongue in cheek? Try City Hall.

Tall stories? Try Our Lady of the Sewers.

Husbands gambling their fortunes away? Try

The Stock Exchange. You'll know it by the

call-girls

Waiting outside. You can pick up anyone

You want to, at a price. The dining clubs

Are by the fish-market. In the lower Forum

You'll find the respectable bourgeoisie

Taking their daily stroll. The upper Forum

Is the hang-out for the smart set. Scandal-

mongers

And gossip writers congregate above the lake.

(They'd do well to take a look at themselves!)

Below the old shops are the moneylenders,

The con-men behind the Temple of Castor,

The Tuscan Quarter is the red light district

Where you can make a living, one way or the other.



Carthage had lost the previous war to the growing power of Rome. Hannibal, the son of the Carthaginian general Hamilcar who lost the war, swore as a child to take revenge.

What would you have done if you were Hannibal?

How To Attack Rome

Rome and Carthage fought for control of the Mediterranean Sea. Carthage had lost control of the islands of Sicily, Sardinia and Corsica. Rome had taken these islands by building a large battle fleet. Hannibal had two choices:

A. Build an even larger battle fleet and fight Rome on the sea.

B. Invade Italy by land.

The Struggle in the Alps

Hannibal's forces struggled over the high Alps separating Italy from Gaul. On the way down the mountainside his forces encountered a large boulder blocking the narrow trail. They could not find another path around it. They couldn't push it out of the way. What

would you have done if you were Hannibal?

A. Turn your army around and march back over the mountain to find a different path.

B. Chip away at the rock until it is destroyed.

Battle the Romans

Once Hannibal had crossed the Alps, he now faced fresh Roman armies. Hannibal's army was tired and had lost many men. He now had to decide whether or not to engage in battle with the Romans. Badly outnumbered by the Romans, Hannibal needed help. Some of the tribes of northern Italy did not like the Romans. Could they be trusted to fight the Romans?

A. Avoid battle.

B. Engage in battle.

Capture Rome or Capua

Hannibal's armies moved south through Italy, avoiding the Roman armies. Finally, at Cannae he defeated Rome's armies. The door was now open to attack Rome itself, or to attack Italy's second largest city, Capua. Rome was heavily defended, but was also the seat of Roman power. Capua was also well-defended but had many citizens who were not happy with Roman rule.

A. Attack Rome.

B. Attack Capua.

Attack Rome

The war continued for

many years. Rome's armies, fearful of Hannibal, followed him around Italy but avoided battle. As their strength grew, the Romans decided to surround and overwhelm Hannibal with superior numbers. They left Rome undefended. Hannibal could stand and fight the Roman armies or march straight to Rome.

A. Fight the Roman armies.

B. Attack Rome.

Making Peace

Hannibal roamed Italy for 16 years. The Romans could not defeat him. One Roman leader, Scipio, decided to attack Carthage which was located in North Africa, just as Hannibal attacked Italy. Hannibal decided it was now time to make peace. What would be a fair peace agreement between the competing empires of Carthage and Rome? Choose what you think would be a fair arrangement.

Carthage's Goals

A. Keep as much of its empire as possible.

B. Keep its fleet.

C. Not pay any money to Rome as tribute.

Rome's Goals

A. Keep what it has won: Spain, Sicily, Sardinia and Corsica.

B. Destroy Carthage's fleet.

C. Make Carthage pay a fine or tribute.



The Real Story

Hannibal was a general in the powerful Carthaginian Empire which dominated the western Mediterranean. Carthage was founded by the Phoenicians. It was a trading empire. It established colonies throughout the western Mediterranean. It had colonies in Sicily, Spain, Sardinia and Corsica. Sicily, Sardinia and Corsica are islands off the coast of Italy.

As Roman power grew and as Rome began to expand it came into conflict with Carthage. They fought over who was going to control the colonies of Sicily, Sardinia, Spain and Corsica. A long series of wars began. These were called the Punic Wars. They lasted for 100 years.

Rome realized that success against Carthage would depend on control of the sea. It built a large, powerful fleet. For 24 years Roman ships fought those of Carthage, and Rome gained the upper hand.

Hannibal hated Rome. Carthage, under the leadership of his father Hamilcar, had lost Sicily, Sardinia and Corsica. Hannibal swore to revenge his father's defeat. Hannibal's answer to Rome's increasing power on the Mediterranean Sea was to invade Italy by land.

The Invasion

Hannibal launched his invasion from Spain. His plan was to march through southern France, which was then called Gaul, cross the Alps, the high mountains that separate Italy from France and attack Italy.

Hannibal began his march to Italy with 90,000 foot soldiers, 12,000 cavalry and 37 elephants. They had to fight some tribes in Spain before they reached Gaul. Some of his soldiers were killed, others were sent home and some 11,000 were left to guard Spain. He entered Gaul with 59,000 soldiers.

Rome knew he was coming. They sent ambassadors to Spain to make peace. Their offer was that Hannibal must be sent to Rome as a captive. Needless to say, their offer was rejected. The Romans sent an army to stop him in Gaul but Hannibal avoided them.

Crossing the Alps

The Alps are the highest mountains in Europe. They are rugged and covered with ice and snow. Members of the Boii tribe – a group of Gauls who were fighting with Rome – offered to guide Hannibal across the Alps. Hannibal's army began the dangerous climb through narrow gorges filled with rushing rivers.

As Hannibal's army moved through the first narrow gorge, it found the pass being guarded by a hostile Gallic tribe, the Allobroges. Hannibal discovered that the Allobroges guarded the pass only during the day. He set up camp to deceive the Gauls and captured their positions in a night attack. The Allobroges attacked anyway and inflicted heavy losses upon Hannibal. His army fought its way through the pass and on to the next gorge where more Gauls lay in wait.

Hannibal chose to cross the Alps using the highest pass, 10,000 feet high and covered with ice and snow. There were other much lower passes he could have used. No one knows why he didn't, except that he had to rely upon his guides and they probably misled him.

Hannibal's path led through the Gorge de Guil. The path was so narrow that only a few soldiers could march abreast. His column was strung out over seven miles. On one side there was a steep cliff, on the other a raging river. Here the Gauls hurled rocks down on his army and attacked at places up and down the column. Again, Hannibal's army fought its way through. The losses were heavy. The 60,000 men that followed Hannibal when he entered Gaul were now reduced to 40,000, and they still had to struggle over the frozen summit of the Alps. It took nine days to climb to the summit of the pass and another 5,000 men were lost to the ice and cold. When they reached the top they could look down upon the fertile plains of Italy.

Going down the mountains into Italy was as dangerous as the climb. More men fell to hunger, sickness, fatigue and the icy slopes as they crawled and limped down the narrow path. Then, they found their way blocked by a huge boulder weighing hundreds of tons. It could not be pushed out of the way and there was no way to move around it. Explosives had not yet been invented. Hannibal's army was trapped.

At first Hannibal tried to find another path to use, but he couldn't. Then Hannibal had a huge fire built around the boulder. Upon a signal from Hannibal, his soldiers flung wineskins filled with vinegar upon the fire. Amidst the steam, his soldiers attacked the rock with hammer and chisels, breaking off pieces of the rock. In four days, the rock was removed. It took Hannibal 15 days to cross the Alps. He now had 23,000 men left. Many of his horses, elephants and pack animals had died. His army was tired from their 5 month march. He now had to face the Romans.

Hannibal felt that he had no choice but to face the Romans. Two Roman armies faced Hannibal. The Roman armies had 40,000 soldiers.

Hannibal made friends of the tribes who lived in northern Italy to build up his army.

Hannibal laid a trap for the Romans. He hid 2000 of his soldiers in a gully and lured the Romans out to battle. They marched past the hidden soldiers. When the battle began, Hannibal's troops attacked the Romans from behind. The Roman army was defeated.

Hannibal depended upon the support of the tribes of northern Italy who did not like the Romans. He also depended upon them for food for his army. He was worried that they would get tired of feeding his army. He tried to march over the Apennine Mountains that separate Italy. It was wintertime and his army could not make the crossing. In the Spring of 217 B.C., he crossed the mountains. He marched south.

He won another battle against the Romans. Then he faced a large Roman army at Cannae in 216 B.C. The Romans faced Hannibal with an army of 86,000 foot soldiers and cavalry. Hannibal faced the Roman army with about 40,000 men. At the end of the battle Hannibal had slaughtered 70,000 Roman troops. Hannibal lost 6,000 troops. Hannibal had now destroyed the Roman army.



The Romans, worried about an attack upon Rome, quickly regrouped. They recruited slaves into their army. New generals were appointed and new armies sent into the field. They did not plan to fight Hannibal but to shadow and harass him.

Hannibal chose to capture Italy's second largest city, Capua. Hannibal gained control of southern Italy, receiving support from Italian tribes who didn't like Roman rule. By 211 B.C. the Romans sent several armies to recapture Capua. Hannibal decided to march on Rome.

Rome was in a panic as Hannibal's army approached Rome's walls. Hannibal, however, decided not to attack Rome. Hannibal had no siege engines to attack the thick

walls surrounding Rome. Hannibal's army retreated and the war continued.

Rome, not able to stop Hannibal in Italy, launched an attack upon his base in Spain. The Romans, led by Scipio, captured the Carthaginian base at Cartagena. Having lost Italy, Hasdrubal decided to invade Italy to help his brother.

The Romans defeated Hasdrubal before he could unite with Hannibal. Hannibal continued to roam southern Italy, undefeated by the Romans. The Roman leader Scipio decided to attack the homeland of the Carthaginians in north Africa. Hannibal, in the year 202 B.C., had to return home to defend his country.

Hannibal and Scipio met before their final battle. He offered to make peace giving Rome control over Spain and Sicily. Scipio rejected the offer reminding Hannibal that after the defeat of Hasdrubal the Carthaginians offered to make peace giving up the same territory and, in addition, offering to give up their battle fleet and pay money to Rome.

Hannibal was finally defeated at the battle of Zama in 201 B.C. by Scipio. The long wars between Carthage and Rome ended.

Directions

Aesop was a slave in ancient Rome. He wrote fables. Fables are stories that teach a moral lesson. You can do two things with the fables below. (1) Tell what the moral of each is; (2) Re-write them in modern situations.

The Dog and the Shadow

It happened that a dog got a piece of meat and was carrying it home in his mouth to eat it in peace. Now on his way home he had to cross a plank lying across a running brook. As he crossed, he looked down and saw his own shadow reflected in the water beneath. Thinking it was another dog, with another piece of meat, he made up his mind to have that also. So he made a snap at the shadow in the water, but as he opened his mouth the piece of meat fell out, dropped into the water and was gone.

The Man and the Serpent

A countryman's son by accident trod upon a Serpent's tail, which turned and bit him so that he died. The father in a rage got his axe, and pursuing the Serpent, cut off part of its tail. So the Serpent in revenge began stinging several of the Farmer's cattle and caused him severe loss. Well, the Farmer thought it best to make up with the Serpent, and brought food and honey to the mouth of its lair, and said to it, "Let's forget and forgive; perhaps you were right to punish my son, and take vengeance upon my cattle, but surely I was right in trying to revenge him; now that we are both satisfied why should not we be friends again?"

"No, no," said the Serpent, "take away your gifts. You can never forget the death of your son, nor I the loss of my tail."

The Wolf and the Kid

A Kid was perched up on the top of a house, and looking down saw a Wolf passing under him. Immediately he began to revile and attack his enemy. "Murderer and thief," he cried, "what do you here near honest folks' houses? How dare you make an appearance where your vile deeds are known?"

"Curse away, my young friend," said the Wolf.

The Dog and the Wolf

A gaunt Wolf was almost dead with hunger when he happened to meet a House-dog who was passing by. "Ah, Cousin," said the Dog. "I knew how it would be, your irregular life will soon be the ruin of you. Why do you not work steadily as I do, and get your food regularly given to you?"

"I would have no objections," said the Wolf, "if I could only get a place."

"I will easily arrange that for you," said the Dog, "come with me to my master and you will share my work."

So the Wolf and the Dog went towards the town together. On the way there the Wolf noticed that the hair on a certain part of the Dog's neck was very much worn away, so he asked him how that had come about.

"Oh, it is nothing," said the Dog. "That is only the place where the collar is put on at night to keep me chained up. It chafes a bit, but one soon gets used to it."

"Is that all?" said the Wolf. "Then good-bye to you, Master Dog."

The Fox and the Grapes

One hot summer's day a Fox was strolling through an orchard till he came to a bunch of Grapes just ripening on a vine which had been trained over a lofty branch. "Just the thing to quench my thirst," he said. Drawing back a few paces, he took a run and a jump, and just missed the bunch. Turning around again with a one, two, three, he jumped up, but with no greater success. Again and again he tried after the tempting morsel, but at last had to give it up, and walked away with his nose in the air, saying, "I am sure they are sour."

The Fox and the Lion

When first the Fox saw the Lion he was terribly frightened, and ran away and hid himself in the wood. Next time, however, he came near the King of Beasts he stopped at a safe distance and watched him pass by. The third time they came near one another the Fox went straight up to the Lion and passed the time of day with him, asking him how his family was, and when he should have the pleasure of seeing him again; then turning his tail, he parted from the Lion without much ceremony.

The Wolf in Sheep's Clothing

A Wolf found great difficulty in getting at the sheep owing to the vigilance of the shepherd and his dogs. But one day it found the skin of a sheep that had been flayed and thrown aside. It put it on over its own pelt and strolled down among the sheep. The Lamb that belonged to the sheep whose skin the Wolf was wearing, began to follow the Wolf in the Sheep's clothing. So, leading the Lamb aside, the Wolf soon made a meal of her, and for some time he was able to fool the sheep, and enjoy hearty meals.

The Four Oxen and the Lion

A Lion used to prowl about a field in which Four Oxen used to dwell. Many a time he tried to attack them; but whenever he came near they turned their tails to one another, so that which ever way he approached them he was met by the horns of one of them. At last, however, they fell a-quarrelling among themselves, and each went off to pasture alone in a separate corner of the field. Then the Lion attacked them one by one and soon made an end of all four.

Hercules and the Waggoner

A Waggoner was once driving a heavy load along a very muddy way. At last he came to a part of the road where the wheels sank half-way into the mire, and the more the horses pulled, the deeper sank the wheels. So the Waggoner threw down his whip, and knelt down and prayed to Hercules the Strong, "O Hercules, help me in this hour of distress," said he. But Hercules appeared to him, and said, "Tut, man, don't sprawl there. Get up and put your shoulder to the wheel."

The Morals of Aesop's Fables

The moral lessons of Aesop's fables are listed below. You may not have used the same words, but if you had the same meaning, that is what is important.

The Dog and the Shadow

Beware lest you lose the substance by grasping at the shadow. Or, Don't lose what you have by being greedy.

The Man and the Serpent

Injuries may be forgiven, but not forgotten.

The Wolf and the Kid

It is easy to be brave from a safe distance.

The Dog and the Wolf

Better starve free than be a fat slave.

The Fox and the Grapes

It is easy to despise what you cannot get.

The Fox and the Lion

You can get used to anything.

The Wolf in Sheep's Clothing

Appearances can be deceptive.

The Four Oxen and the Lion

United we stand, divided we fall. Or, divide and conquer.

Hercules and the Waggoner

The gods help those who help themselves.

Use the alphabets below to decipher the messages.

CLASSICAL LATIN OR ROMAN ALPHABET

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

CLASSICAL PHOENICIAN ALPHABET

𐤀	𐤁	𐤂	𐤃	𐤄	𐤅	𐤆	𐤇	𐤈	𐤉	𐤊	𐤋	𐤌	𐤍	𐤎	𐤏	𐤐	𐤑	𐤒	𐤓	𐤔	𐤕	𐤖	𐤗	𐤘	𐤙	𐤚
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

CLASSICAL GREEK ALPHABET

Α	Β	Γ	Δ	Ε	Ζ	Η	Θ	Ι	Κ	Λ	Μ	Ν	Ξ	Ο	Π	Ρ	Σ	Τ	Υ	Φ	Χ	Ψ	Ω
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Can you decipher these important messages?

W 𐤀 𐤌 𐤃 𐤄 𐤀 𐤔 𐤎 𐤄 𐤃 𐤀 𐤙 𐤔 𐤎 𐤃 𐤀

Α Λ Λ Λ Ι Υ Ε Ι Σ Μ Α Δ Ε Ο Υ Α Χ Ο Μ Σ

Make up your own messages and see if your friends can decipher them.