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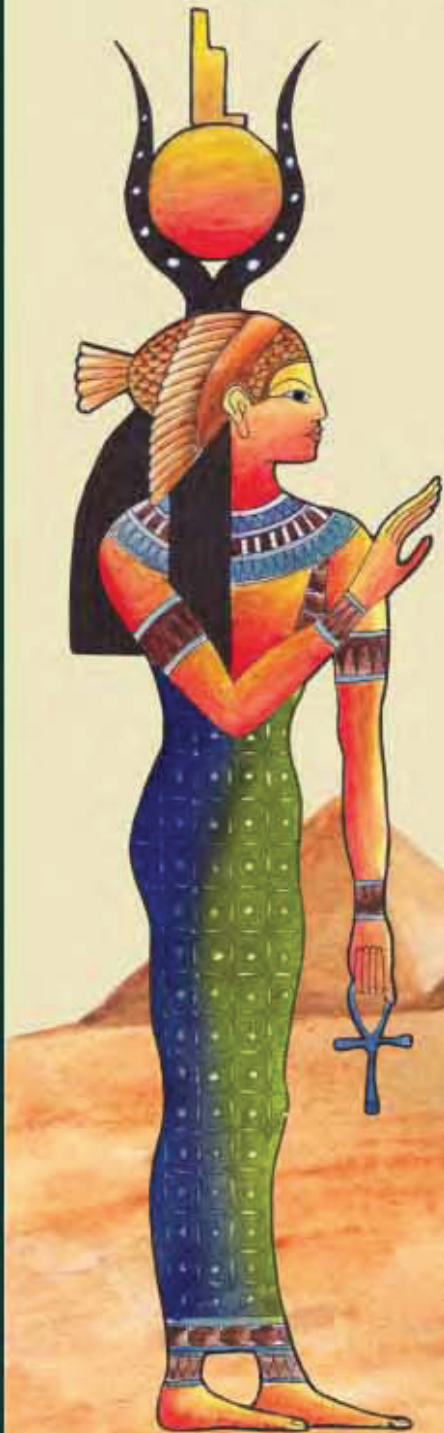


HISTORY ODYSSEY

ANCIENTS

PREVIEW

A LITERATURE-BASED
STUDY GUIDE COMBINING
HISTORY
GEOGRAPHY
WRITING



WRITTEN BY
KATHLEEN DESMARAIS

LEVEL TWO

HISTORY ODYSSEY

ANCIENTS

(LEVEL TWO)

PREVIEW

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LETTER TO PARENTS AND TEACHERS

Your child is about to embark on a great adventure—studying the history of mankind. *History Odyssey* guides are intended to assist your child on this adventure with access to the greatest resources and assistance in organizing a tremendous amount of information. This guide is written for the logic stage of a classical education (approximately fifth through eighth grade) and will challenge your child to compare and contrast, analyze, research, write, and outline.

In order to eliminate confusion, ancient history in this guide is presented chronologically by region rather than strictly chronologically. For example, instead of leaving the study of Egypt after the Middle Kingdom to learn about China's Shang Dynasty and then coming back to Egypt to study its New Kingdom, your child will study the ancient history of Egypt without interruption. There are three "Timeline Timeouts" to encourage students to take a closer look at their timelines and the chronological order of events. At the end of this study guide is a "Timeline Analysis" that assists students in looking back at events chronologically and analyzing which events were occurring simultaneously in different parts of the world.

The lesson plans in this study guide speak directly to your child for independent use. However, we recommend assisting with the first few lessons and acknowledge that some students may need assistance throughout the course. Read over the following instruction pages with your child and assist him in setting up his binder and gathering resources. Most of the lessons are written to be completed in one sitting. The exceptions to this are the lessons that instruct students to read one of the six literature books and those containing library research assignments. For these lessons, students should be given ample time to complete the task before going on to the next lesson. If your child's interest is sparked by a subject, refer to the resource list and allow him to spend extra time on that subject. We suggest students at this grade level spend one to two hours studying history three days a week. At that pace, this guide provides a one-year history course. Keep in mind that these lesson plans combine several subjects—history, literature, writing, and geography.

We encourage students to complete all of the library research assignments. Most students at this age do not have experience in writing research papers. Instead, ask your child to check out a few books from the library for each assignment. After reading the books, your child should write a one-page summary of what he or she read. Library assignments are an excellent way for students to begin to become familiar with their library and learn how to research a topic. As your child continues with *History Odyssey*, he or she will learn more advanced writing and research skills.

Most of the literature books used in this study guide are at a level that logic-stage students can read independently. Some students may benefit from having the books read aloud, especially *Caesar's Gallic War*, which may be challenging to some. Students will not be interrupted with comprehension questions or vocabulary work while reading the assigned literature. We feel that interrupting the reading of these wonderful books tends to make reading laborious and frustrating. However, you may want to suggest that your child read with a pencil in hand and circle words he does not understand, and then look them up later. Also it is recommended that you have discussions with your child during the reading to ensure comprehension. Ideally, you will read the books as well.

Basic outlining and map skills are taught in this course. Students are asked to label cities, rivers, and countries on maps of ancient times and compare them to a modern-day map. Students are also asked to identify main topics and subtopics in readings from *Kingfisher History Encyclopedia* and construct several outlines. As your child continues with *History Odyssey* guides, he or she will learn more advanced outlining and map skills.

HOW TO USE THIS GUIDE

Required Resources

The following resources are needed to complete this course. Optional resources and book suggestion ideas can be found in Appendix A.

**The Kingfisher History Encyclopedia* (1999 edition or 2004 edition) - KFH

**The Story of Mankind* by Hendrik Willem Van Loon - TSOM

*Timeline from Pandia Press (or a homemade timeline)

Learning Through History Magazine, “Ancient Rome” - LTH

Tales of Ancient Egypt by Roger Lancelyn Green

The Golden Goblet by Eloise Jarvis McGraw

The Children’s Homer by Padraic Colum

Greek Myths by Olivia Coolidge

Theras and His Town by Caroline Dale Snedeker

Caesar’s Gallic War by Olivia Coolidge

History Pockets - Ancient Egypt from Evan-Moor

History Pockets - Ancient Greece from Evan-Moor

*These resources will be used for several years in following level two *History Odyssey* study guides.

Other Supplies Needed

In addition to the books and resources listed above, you will also need the following:

A three-ring binder (2” size is recommended)

Lined paper

Seven dividers with tabs

Colored pencils

A three-hole punch

A detailed atlas or world map

A ruler or straight edge

For History Pockets books**- 12” x 18” construction paper, scissors, glue, and stapler

**The History Pockets books require that you copy several pages for each pocket. We suggest that you take the books to a copy center and make all the necessary copies at one time.

Setting Up Your Binder

Divide your binder into the following seven sections:

Summaries

Men & Women

Wars & Conflicts

Religion & Mythology

Art, Inventions, & Architecture

Timeline

Maps & Worksheets

Insert the study guide in the front of your binder. Label the dividers and insert lined paper into the first five sections. Three-hole punch your timeline* and place it along with the maps and worksheets in their appropriate sections.

*Alternatively, you can display your timeline on a wall while you are working on it, and place it in your binder when finished. See below for information on making your own timeline.

Lesson Assignments

Throughout these lessons you will be asked to summarize readings by finding central ideas and outlining. You will also mark dates on your timeline, color and label maps, and read from the list of resources. Try to do all of the assignments listed. When asked to add a person or event to your binder, title your entry and include some important information. Place the entry in the appropriate section of your binder. Important people are highlighted in **bold** throughout these plans. When asked to write a short summary, write one to two sentences. A lengthy summary should consist of at least five sentences or one complete paragraph. When you are finished with this course, you will have a binder that is full of information you have learned and work you have completed. More importantly, you will have an education about ancient history to treasure always.

Map Work

Geography is an important part of history and you will be learning a great deal of ancient and modern-day geography throughout this course. When working with a map, carefully color areas with colored pencils. Do not use markers, as they will blot out labels and other markings. You can make the land areas colorful by coloring each country or area a different pastel shade. When labeling, use a ruler to lightly make a pencil line. Print the name carefully on the line with a fine-point black pen and then erase the pencil line after your ink dries. Take your time to make the maps beautiful keepsake treasures of your time spent studying ancient history.

Outlining

In this course, you will be taught basic outlining, then asked to outline certain readings from the *Kingfisher History Encyclopedia*. Outlining is a very important skill to learn. If you learn this skill well, it will help you tremendously when reading complicated writings, when preparing notes for oral presentations and research papers, and when taking notes in high school and college courses. Outlining will help you separate main ideas from details. It will help you break down information into the most important parts and organize them.

Timeline

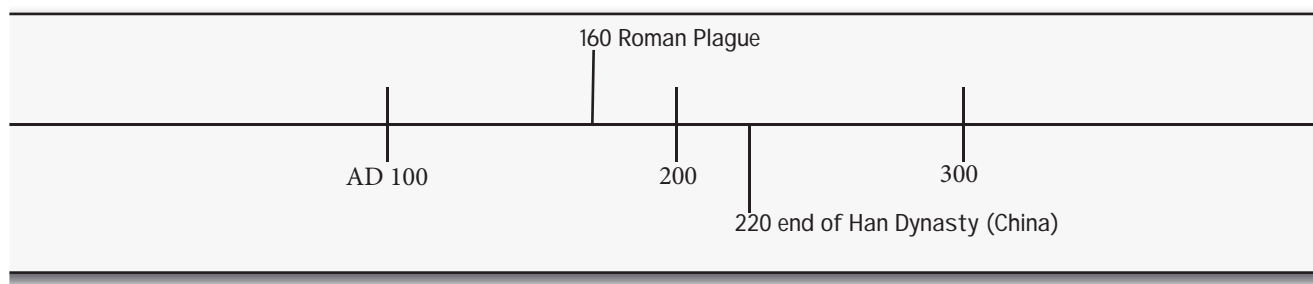
You will need a timeline to complete this course. Using a timeline will assist you in organizing information and seeing connections between events. At the end of this course, you will be completing an interesting exercise in which you analyze the data on your timeline. Timelines can be purchased or constructed. *The Classical Education Timeline* is available from Pandia Press. To construct your own timeline you will need a piece of butcher paper about 15 feet long (or three five-foot sections). Draw a line across each sheet two inches from the top. Leaving a little space at the beginning of your line for earlier events, mark dates beginning at 10,000 BC. Mark dates from 10,000 BC to 6000 BC in 1,000-year increments (10,000 BC, 9000 BC, 8000 BC, etc.). Beginning at 6000 BC mark your dates in 100-year increments (6000 BC, 5900 BC, 5800 BC, etc.). Space your dates approximately three inches apart. Continue marking in 100 year increments until you reach 100 BC. Your next entry will be AD 1 as there is no year zero. Continue with AD 100 and so on until you reach AD 600. Accordion-fold the timeline, three-hole punch it and place it in your binder.

As you enter events on the timeline you can either draw lines from the information to the point they occurred on the timeline or you can enter a reference number on the timeline that refers to a corresponding entry on a separate piece of paper. (See examples of these two methods below.)

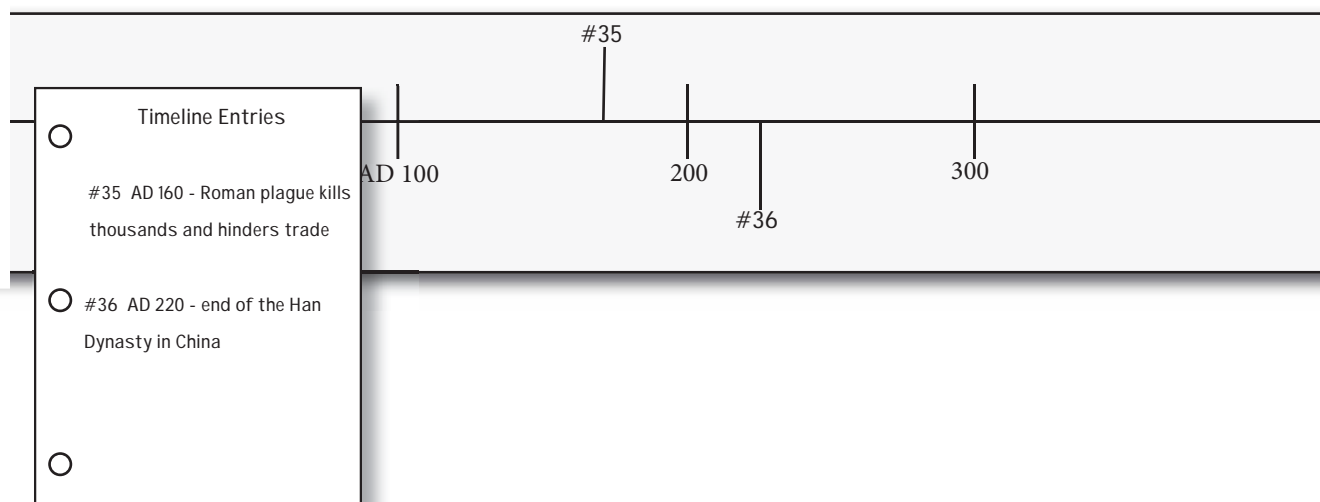
Note: In this course, dates are indicated as BC (before Christ) and AD (*Anno Domini*) because these are the traditional abbreviations that are used in KFH, TSOM, and other books in your package. You should also be aware of the secular abbreviations used in some modern books. These are BCE (before common era), used instead of BC, and CE (common era), used instead of AD.

Options for Recording Dates on a Timeline

Write dates directly on your timeline:



Write reference numbers on your timeline that refer to entries on separate paper:



COURSE OUTLINE

I. First Civilizations and Farming (10,000 - 1200 BC)

- A. Farming
- B. Domestication of Animals
- C. Fertile Crescent
- D. Megaliths and Monuments

II. Control of Mesopotamia (5000 - 700 BC)

- A. Sumerians
- B. Hittites
- C. Babylonians
- D. Hammurabi

III. Egyptians (4000 - 1070 BC)

- A. Introduction to Ancient Egypt
- B. Old Kingdom
- C. Middle Kingdom
- D. Hieroglyphs
- E. *Tales from Ancient Egypt*
- F. Religion
- G. *The Golden Goblet*
- H. Architecture and Arts
- I. New Kingdom
- J. Government

IV. Ancient Africa (6000 BC - AD 500)

- A. Nubia and Kush
- B. Meroë, Askum and Bantu

V. The Assyrians (1900 - 612 BC)

VI. Babylon Rises Again (626—539 BC)

VII. Ancient China (1766 BC - AD 220)

- A. Shang Dynasty
- B. Zhou Dynasty
- C. Qin Dynasty
- D. Han Dynasty

VIII. The Hebrews (1800 BC - AD 400)

- A. Israel
- B. Judea
- C. Christianity

IX. The Phoenicians (1500 - 500 BC)

X. Ancient Americas (1500 BC - AD 500)

- A. Olmecs and Chavín
- B. Zapotecs and Teotihuacán

XI. Ancient India (4000 BC - AD 510)

- A. Indus Valley
- B. Aryans
- C. Mauryans
- D. Gupta Dynasty

XII. The Persians (559 - 331 BC)

XIII. The Greeks (3000 - 323 BC)

A. Ancient Crete

B. Greek Dark Ages

C. *The Children's Homer*

D. Trojan War

E. Classical Greece

F. Greek Culture

G. Religion and Mythology

H. *The Greek Myths*

I. Greece versus Persia

J. Peloponnesian Wars

K. *Theras and His Town*

L. Alexander the Great

XIV. The Parthians and Sassanids (238 BC - AD 637)

XV. The Romans (753 BC - AD 475)

A. Etruscans

B. The Punic Wars

C. Roman Republic

D. Roman Empire

E. *Caesar's Gallic War*

F. Roman Art

G. Roman Language

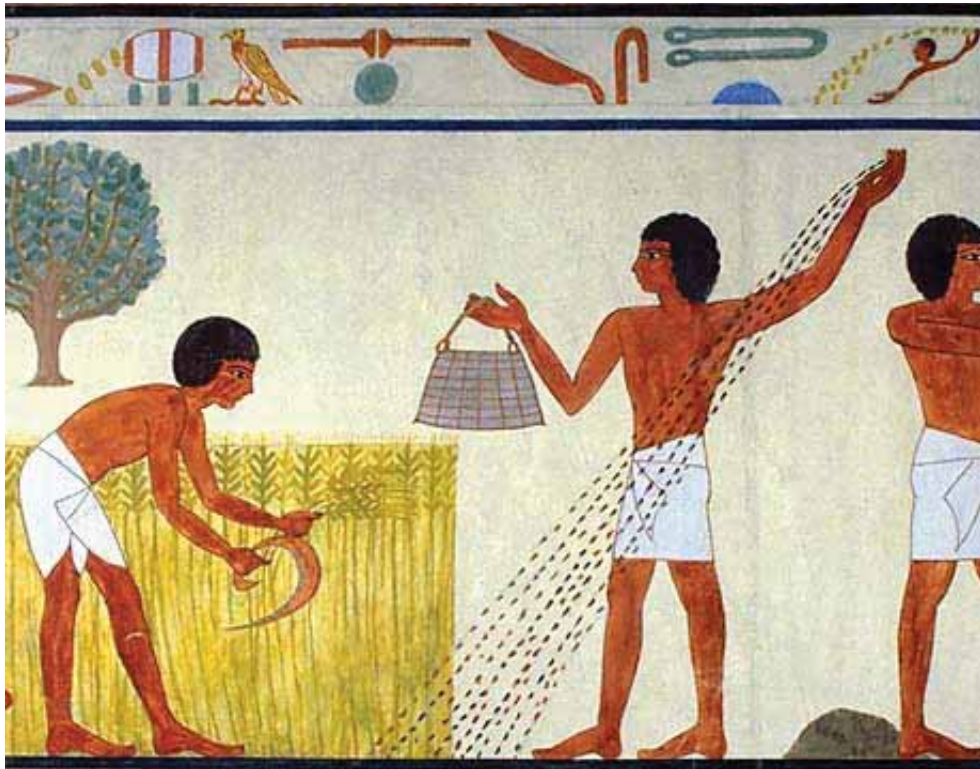
H. Religion

XVI. The Celts (500 BC - AD 43)

XVII. The Fall of Rome (AD 200 - 476)

PART I

FIRST CIVILIZATIONS AND FARMING



Lesson 1

- ☐ Read *Kingfisher History Encyclopedia* (KFH) p. 8.
- ☐ Write the following summary sentences. Don't forget to title each entry in your binder. This entry could be titled "The First Civilizations."

Copy the following in the Summaries section of your binder. Complete each sentence with the best answer based on the paragraphs you read:

The First Civilizations

1. About 10,000 years ago, in the area of the Fertile Crescent, people began farming by growing and raising _____.
2. Dogs were the first animals domesticated followed by _____.
3. _____ was a system used by farmers in the Fertile Crescent to water their crops.
4. Irrigation is _____ and was first used by _____.
5. _____ among farmers with neighbors and travelers created the first towns and civilizations.

- ☐ Mark significant dates on your timeline.

Suggested Dates: 23,000 BC First worship of goddesses
 10,000 BC Domestication of dogs
 8,000 BC First farming in the Fertile Crescent

Lesson 2

- ☐ On Map 1 (First Civilizations) trace the rivers blue and label the following water areas. Look at the map on p. 8 of KFH or in your atlas for assistance. Remember to make a straight line for each label with a pencil and to print very neatly.

Tigris River	Mediterranean Sea
Euphrates River	Red Sea
Persian Gulf	Nile River

- ☐ Use a red pencil or pen to outline the borders of the Fertile Crescent (see KFH map). Color land areas. Complete the map key.
- ☐ Add "Irrigation c. 8000 BC" to the Art, Inventions, & Architecture section of your binder along with a short summary (one to two sentences). Add "Worship of goddesses first began in 23,000 BC in the Fertile Crescent" to your Religion & Mythology section.

Note: When c. is used before a date it stands for "circa," which means "approximately." Historians use "circa" when they are unsure of exactly when an event occurred but have a general idea.

Lesson 3

- ☐ Read KFH pp. 12 – 13 about early Europe and monuments.
- ☐ Mark significant dates on your timeline.

Suggested dates:	4500 BC	Farming in Europe	2400 BC	Copper 1 st used in Europe
	4300 BC	1 st Megaliths in Brittany & Ireland	2000 BC	Stonehenge completed
	3500 BC	Wheel invented in Sumer		
	3000 BC	Stonehenge began (Europe)		

☐ What do scientists believe to be the purpose(s) of Stonehenge? Write your answer in your Summary section. (Don't forget to title your entry.)

☐ On a wall map or atlas find Spain, France, England (U.K.), Ireland, Portugal, Scotland, and Sweden. These are places where large ancient stone temples have been found. Now, in a detailed atlas, find Salisbury, England (where Stonehenge was found) and Malta (the site of Hypogeum).

Hint: Malta is a tiny island country south of Sicily.

☐ Add "Megaliths 4500 - 1200 BC in Europe" and "Copper 2400 BC in Europe" to the Art, Inventions, & Architecture section of your binder.

PART II

CONTROL OF MESOPOTAMIA



Lesson 4

- ☐ Read KFH p. 9.
- ☐ Read *The Story of Mankind* (TSOM) chapter 7, “Mesopotamia,” and chapter 8, “The Sumerians.” This reading goes on to cover events in Babylon that we will cover in a future lesson.
- ☐ Define the following terms in your Summaries section:
 - cuneiform*
 - ziggurat*
 - city-state*
 - Mesopotamia*
- ☐ Add “Ziggurats built in Ur by Sumerians c. 2000 BC” to your Art, Inventions, & Architecture section. Sketch a picture of a ziggurat. Also add “Cuneiform invented by the Sumerians c. 3200 BC.”
- ☐ Write one sentence each about each of the following in your Men & Women section:
 - Sargon**
 - Hammurabi**
 - Sumerians**
 - Hittites**

Lesson 5

- ☐ In TSOM the author gives a brief overview of the groups of people who moved in and out of the Fertile Crescent (Mesopotamia). Look at Map 1 and the map in chapter 7 of TSOM. Today the Fertile Crescent is part of an area we call the Middle East. If you were a leader of a tribe, why might you want to move into the Fertile Crescent? Why was this such a desirable area to control? Write out your answer to these questions in paragraph form (at least five sentences) in the Summaries section of your binder. Title this entry “Mesopotamia (The Middle East) - Prized Real Estate.” Leave about half the page blank after your paragraph. You will be adding more to this entry in Lesson 25.
- ☐ On Map 2 (The Sumerians of Mesopotamia) use KFH p. 9 and your atlas to color land areas and label the following:

Akkad	Sumer	Persian Gulf	Mediterranean Sea
Babylon	Mesopotamia	Caspian Sea	Red Sea
Ur	Tigris River	Euphrates River	
- ☐ On Map 2 draw arrows and label them to indicate the groups who invaded Mesopotamia. Include the following - Akkadians, Amorites (Babylonians), Hittites, Assyrians, Chaldeans, Persians, Greeks, Romans, and Turks.
- ☐ Mark significant dates on your timeline.

Suggested dates:	3200 BC	Cuneiform developed by Sumerians
	2360 BC	Akkadians under Sargon invade Fertile Crescent
	2334 BC	First world empire under Sargon (Fertile Crescent)
	2100 BC	Ziggurats in Ur (Middle East)

Lesson 6

- ☐ Read KFH p. 20.
- ☐ Write four characteristics or traits of the Hittites in your Summaries section. Title your entry.
- ☐ On Map 3 (The Babylonian and Hittite Empires) shade and label the area controlled by the Hittite Kingdom at its greatest (within the dotted lines). Label the area directly above the Mediterranean Sea “Anatolia.” On your wall map or atlas find the modern name for this area, and write it in parentheses next to Anatolia. Complete the map key for the Hittites and label:

Mediterranean Sea	Syria	Arabia
Red Sea	Assyria	Persian Gulf

Lesson 7

- ☐ Read KFH p. 21.
- ☐ Write a list of the characteristics of the Babylonians in your Summaries section. Don’t forget to title this entry.
- ☐ On Map 3 shade and label the area controlled by the Babylonian Empire at its greatest (within the dashed lines) a different color than you shaded the Hittite Kingdom. Notice that the two areas overlap. Also notice that the Babylonians ruled first. Remember this was an area many wanted to control. Complete the map key.
- ☐ Mark significant dates on your timeline.

Suggested dates:

1760 BC	Babylonians (Amorites) invade Mesopotamia under Hammurabi
1750 BC	Death of Hammurabi
1595 BC	Hittites attack Babylon
1300 BC	Hittite Kingdom at its greatest

- ☐ Add the following to your Art, Inventions, & Architecture section:
 - “Use of iron began in 1600 BC by the Hittites.”
 - “Babylonians based their counting system on 60, from which developed the 60-minute hour and the 360° circle.”

Lesson 8

- ☐ Look at the small sample of The Code of Hammurabi on the next page. (Hammurabi actually passed 280 laws and had them carved in stone for all to see).
- ☐ Circle those laws you think are fair, and place an X by those you feel are unjust. Could any of these laws work today? Why or why not? Look at #7: Do you see evidence of the Babylonian’s strong belief in their gods? Hammurabi’s laws are based on an “eye for an eye and a tooth for a tooth” philosophy of justice. What does this mean? Can you think of any laws we have today that are based on this philosophy? How about in other countries? How about in your house? Do you think this type of justice is a sign of a primitive or advanced society? Summarize Hammurabi’s laws by answering these questions in paragraph form. Title your paragraph “The Babylonians and the Code of Hammurabi” and place it in the Summaries section of your binder. Although they may seem primitive, these laws created a sense of order in society that influenced the advancement of law, democracy, and doctrines such as England’s Magna Carta and the United States’ Bill of Rights.

The Code of Hammurabi

1. If a man opens his canal for irrigation and neglect it and lets the water wash away his neighbors field, he shall give his neighbor enough grain to replace his loss.
2. If a man strikes his father, they shall cut off his hand.
3. If a man destroys the eye of another man, they shall destroy his eye. If the victim be a slave, he shall pay one half his price.
4. If a physician operates on a man and causes his death, they shall cut off his hand.
5. If a ship builder builds a boat for a man and it is not seaworthy, the shipbuilder shall rebuild the boat at his own expense.
6. If a man strikes the daughter of another man and she dies, they shall put his own daughter to death.
7. If a man accuses another man of a crime, they shall throw the accused in the river. If the accused drowns, then he was guilty and the accuser shall get his house. If the accused lives, then he was not guilty; the accuser shall be killed and his house will be given to the accused.

PART III

MEET THE EGYPTIANS



Lesson 9

- ☐ Using *History Pockets - Ancient Egypt*, make your pocket cover and complete the “Introduction to Ancient Egypt” pocket.
- ☐ Complete “Summing it Up” on p. 13 of your History Pockets book.
- ☐ Add the following people to the Men & Women section of your binder and write at least one summary sentence for each. Leave some space in between entries to add more information later.

Menes

Hatshepsut

Tutankhamen

Akhenaten (Amenhotep IV)

Ramses II

Alexander the Great

Cleopatra VII

- ☐ Add dates to your timeline that you learned while completing the pocket.

Lesson 10

- ☐ Read KFH pp. 10 - 11.
- ☐ Write one summary sentence for each paragraph.
Finish the following summary sentences for the paragraphs you read or create your own summary sentences:

1. The Egyptians believed their pharaoh was a god who had the power to _____.
2. Most of Egypt’s population _____ and few learned how to _____.
3. The accomplishments during Egypt’s Middle Kingdom were (list 3) _____.

- ☐ Mark significant dates on your timeline.

Suggested dates:	3300 BC	Hieroglyphics developed
	3000 BC	Upper and Lower Egypt united
	2630 BC	First Egyptian pyramid built
	2575 BC	Egypt’s Old Kingdom
	2040 BC	Egypt’s Middle Kingdom
	1550 BC	Egypt’s New Kingdom

- ☐ On Map 4 (Ancient Egypt) color the land and label the following:

Upper Egypt	Giza	Nile River
Lower Egypt	Memphis	Red Sea
Rosetta	Thebes	Nubia
Valley of the Kings	Mediterranean Sea	

Shade the Nile Delta red. To identify the Nile Valley, shade blue along the borders of the Nile River.

Complete the map key.

- ☐ Who was **Mentuhotep**? Add him to your Men & Women section along with a short summary.

Lesson 11

- ☐ Read TSOM chapter 4, “Hieroglyphics.” As you read, make a list in your Summaries section of all the things the Egyptians gave us. Also, describe in your own words how hieroglyphic script differs from sign language.
- ☐ Add “Hieroglyphics” to the Art, Inventions, & Architecture section of your binder along with a short summary. Also add “Great Pyramid of Giza 2550 BC.” Sketch a picture of the Great Pyramid of Giza from p. 10 of KFH.

Lesson 12

- ☐ Complete the “Language” pocket in *History Pockets - Ancient Egypt*.

Lesson 13

- ☐ Read TSOM chapter 5, “The Nile Valley” and chapter 6, “The Story of Egypt.” This reading gives a brief overall history of Egypt.
- ☐ Mark significant dates on your timeline.
Suggested dates: 1720 BC Hyksos attack Egypt
 1700 BC Egyptians gain freedom from Hyksos
 1600 BC Assyrians conquer Egypt
 525 BC Persians conquer Egypt
 30 BC Romans conquer Egypt
- ☐ Define the following in the Summaries section of your binder:
 hieroglyphics
 pharaoh
 Remi
- ☐ Who were **Osiris** and **Cheops**? Add these along with a short summary to your Religion or Men & Women sections as appropriate.

Lesson 14

- ☐ Read *Tales of Ancient Egypt*. There are 20 tales, so try to read two or three a day until you finish the book. As you read, keep a running list of Egyptian gods in the Religion & Mythology section of your binder. Write one attribute or significant fact about each one.

Lesson 15

- ☐ Complete the “Religion” pocket in *History Pockets - Ancient Egypt*.
- ☐ Write two paragraphs summarizing the Egyptian belief in an afterlife and mummification in your Religion & Mythology section. Don’t forget to title your entry.

Lesson 16

- ☐ Read *The Golden Goblet*. Try to read two chapters each day until you finish the book.
- ☐ While reading *The Golden Goblet*, complete the “Daily Life” pocket from *History Pockets - Ancient Egypt*.

Lesson 17

- ☐ Over the next two weeks complete the “Architecture” and “Arts and Recreation” History Pockets.
- ☐ Library Trip! While completing the pockets, do research on the building of the pyramids. Write a one-page summary in the Summaries section of your binder describing the different theories of how the Egyptians built pyramids.

Lesson 18

- ☐ Read KFH pp. 26 - 27.
- ☐ Write three to four summary sentences that express the main ideas. An example of a main idea from this reading is:

The New Kingdom was Egypt’s Golden Age, when Egypt prospered in the areas of art, military, and trading.

Write three more main ideas. (Hint: Egypt’s women, Akhenaten, and the end of the New Kingdom).

- ☐ Add the following to the Men & Women section of your binder along with short summaries.

Ahmose

Nefertiti

Thutmose I

Lesson 19

- ☐ Complete the “Government and Leaders” History Pocket.
- ☐ If you learned anything new about the people you have in your Men & Women section, add this information now.

PART IV

ANCIENT AFRICA



Lesson 20

- ☐ Read KFH pp. 30 - 31.
- ☐ Write one sentence about each of the following places in ancient Africa in your Summaries section:
 - Kush Nok
 - Meroë Chad
 - Bantu
- ☐ On Map 5 (Ancient Africa) color land areas and trace the rivers blue. Under the Sahara Desert, write “c. 3500 BC” to note that it was not always a desert. Use your atlas and p. 30 in KFH to label the following:
 - Red Sea Nile River Kush Chad
 - Mediterranean Sea Indian Ocean Banju Nok
 - Atlantic Ocean Meroë Egypt Jenne-Jeno (or Jenive-Jeno)
 - Niger River Nubia Carthage
- ☐ On your wall map or atlas find modern-day Sudan (ancient Nubia). Label Sudan in parentheses on Map 5.
- ☐ Mark significant dates on your timeline.

Suggested dates:

2700 BC	Farming in West Africa
2000 BC	Kingdom of Kush in Africa begins
1500 BC	Egypt conquers Kush, Africa
750 BC	Kushities win back Kush from Egyptians
200 BC	Jenne-Jeno, first African city
- ☐ To your Art, Inventions, & Architecture section, add “Rock paintings and relief carvings in Ancient Africa from 3500 BC.” If you wish, draw your version of the cave painting like the one at the bottom of p. 31 of KFH. Also add “Pyramids in Meroë (Ancient Africa) were influenced by the Egyptians.”

Lesson 21

- ☐ Read KFH p. 60.
- ☐ In your Summaries section, write a summary paragraph (about five sentences) describing what the introduction of camels and migration did for Africa. Also write one sentence about Aksum and one on Bantu-speaking people.
- ☐ Add “Aksum (Africa) adopts Christianity AD 350” to your Religion & Mythology section.
- ☐ On Map 5 (Ancient Africa) label Aksum and write “AD 350.”
- ☐ Mark significant dates on your timeline.

Suggested dates:

350 BC	Meroë (Africa) collapses and Aksum grows
100 BC	Introduction of camels to Africa
AD 350	Aksum, Africa at its greatest
AD 500	Bantu trading with Greeks and Romans
AD 500	Bantu expansion into Central and South Africa

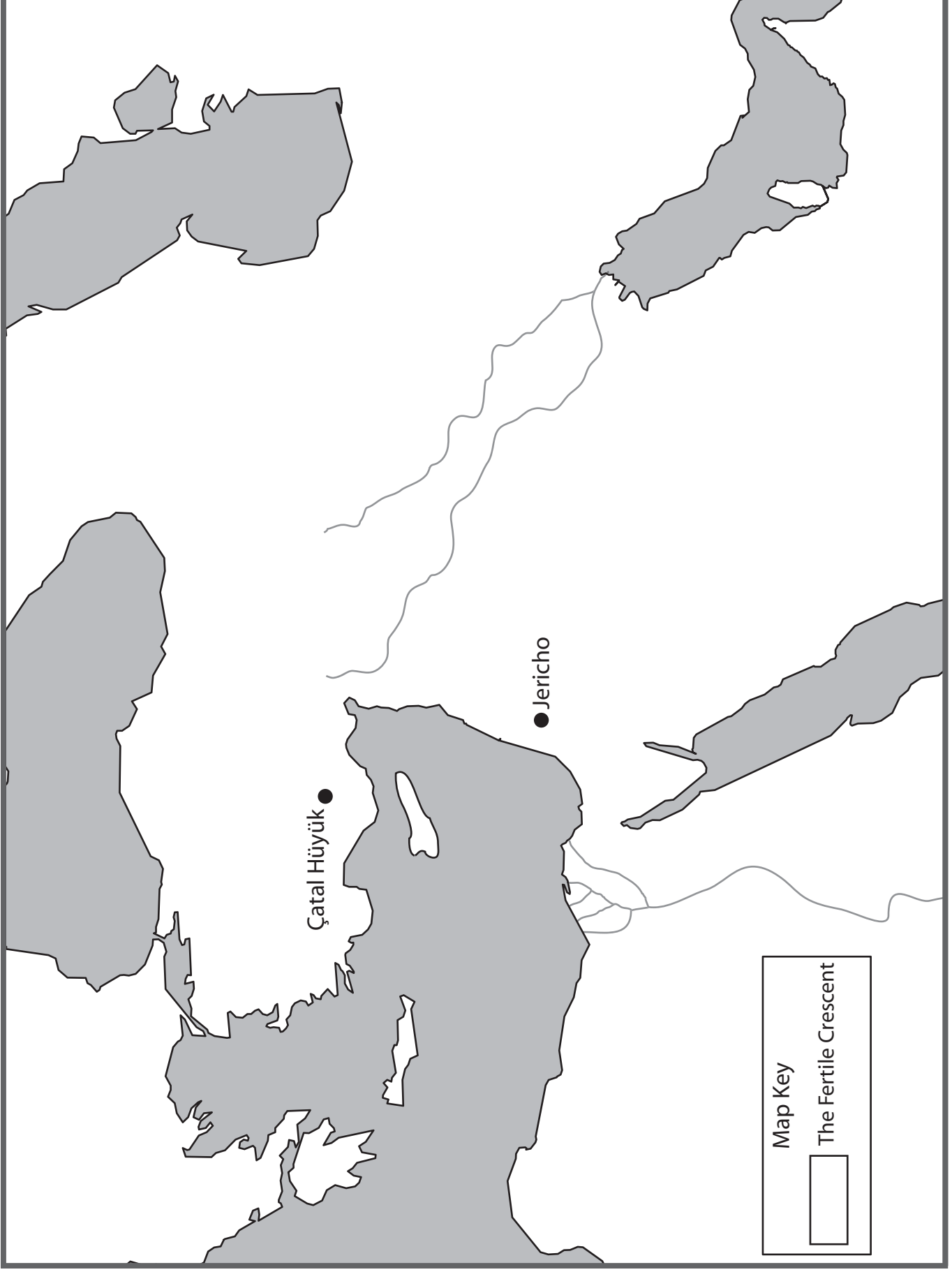
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First Civilizations

Map 1

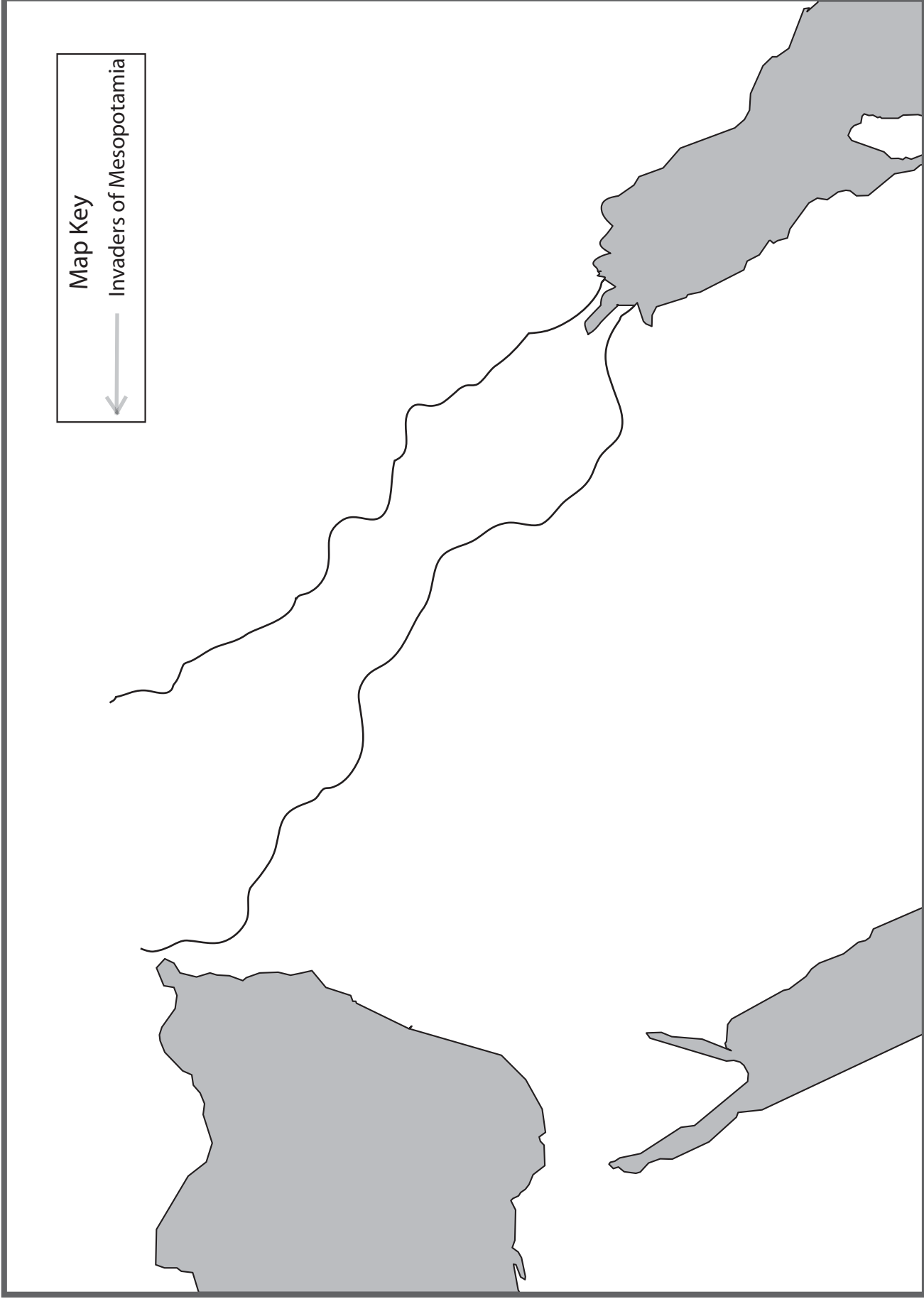


The Sumerians of Mesopotamia

Map 2

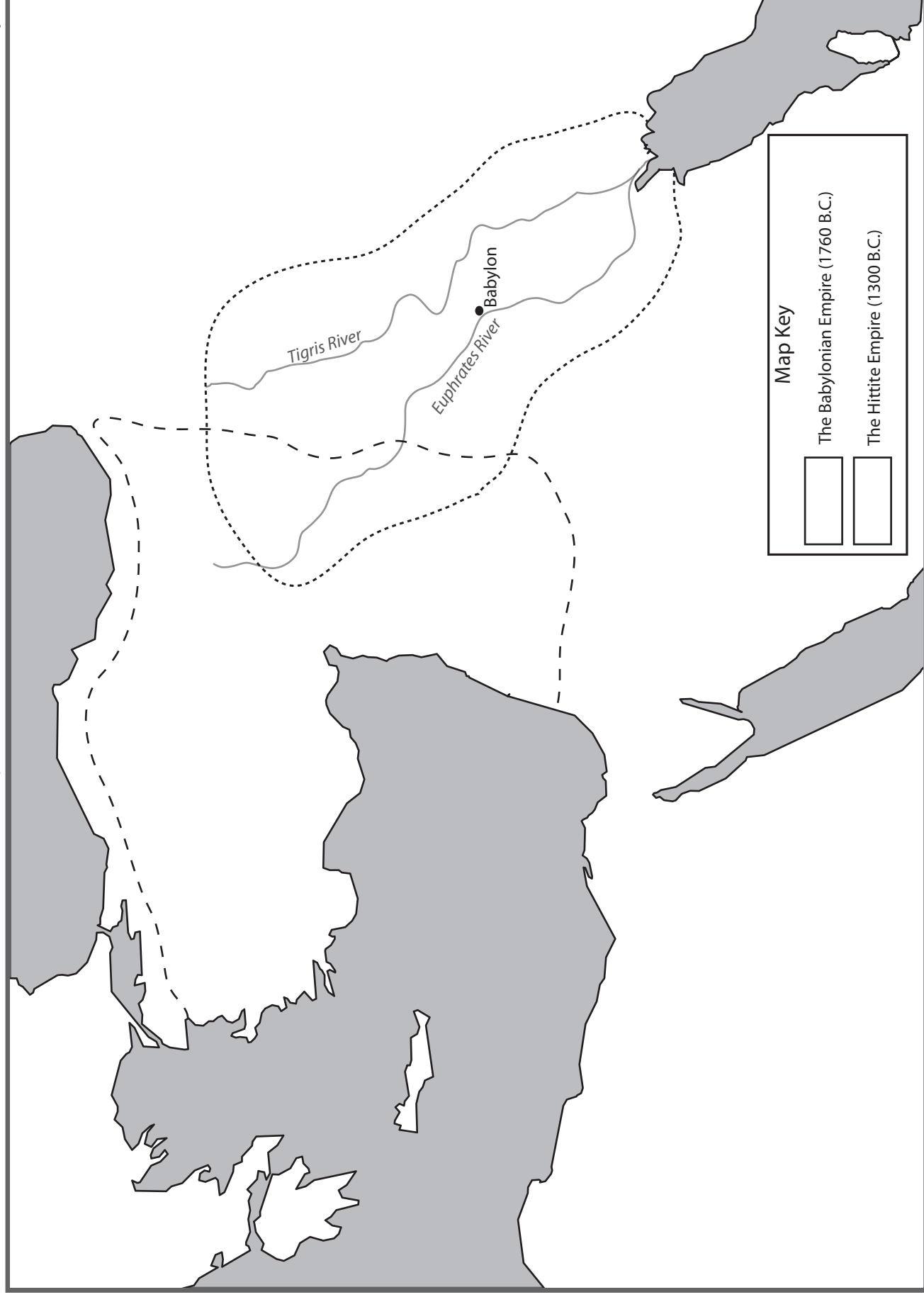
Map Key

Invaders of Mesopotamia



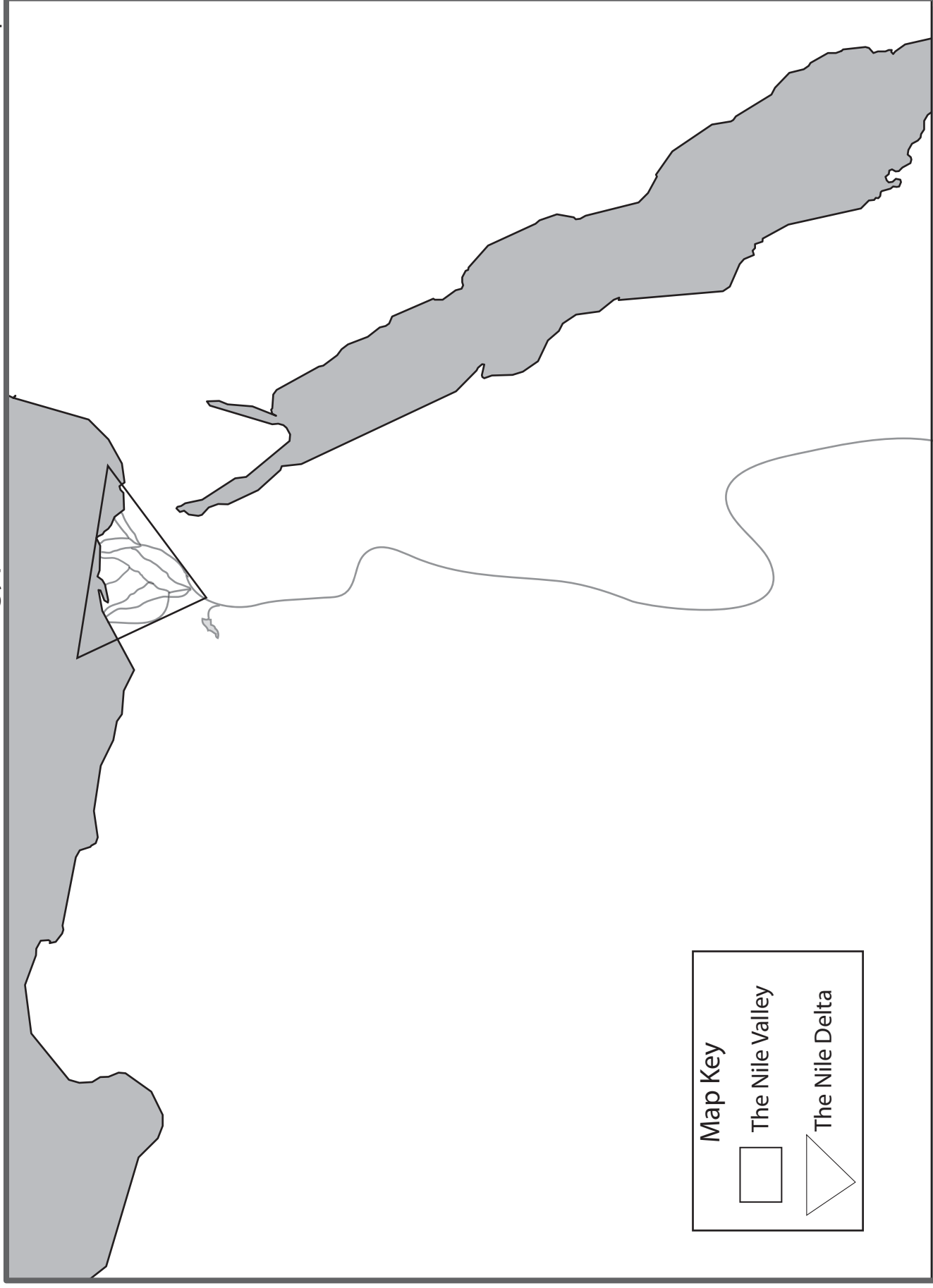
The Babylonian and Hittite Empires

Map 3




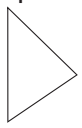
Ancient Egypt

Map 4



Map Key

 The Nile Valley

 The Nile Delta

Ancient Africa

Map 5



The Assyrian Empire

Map 6

