

CURRICULUM GUIDE: ANCIENT CIVILIZATIONS



IN THIS ISSUE

2

Looking at Civilization

5

Market Day Math

7

Word Study: a look
at sweet desserts

4

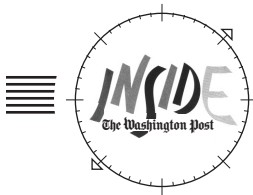
Word find

7

Lincoln Memorial
a Greek Temple?

10

Academic Content
Standards



Ancient Civilizations in Today's World

KidsPost Article: "Traces of the Past"

Lesson: Influence of ancient civilizations on our food and architecture

Level: Beginning to Advanced

Subjects: History, Social Science

Related Activity: Math

Procedure

Read and Discuss

Before reading the KidsPost articles ask students to define "civilization." What are the characteristics of a civilization? Can students think of any buildings or monuments in Washington, D.C., which remind them of another country or civilization?

Read the KidsPost articles. Give students the following questions and discuss the answers.

1. Where was Mesopotamia located? Find it on a map. What modern countries are now located in that area?

2. What symbols communicate "stop," "cross the street here," "boys bathroom," "girls bathroom"? Who were the first people to use symbols to represent ideas and objects?

3. What is cuneiform? Why is it important in the development of a written language?

4. How does cuneiform differ from the alphabet? In what ways did Greek and Roman civilizations influence our written language?

5. Find Mexico, the Andes and the Amazon River on the map. What foods that we eat were first cultivated by civilizations in Mexico, Central and South America?

6. How did foods from Mexico, the Andes and the

Amazon River regions get to Europe and North America to be raised and eaten?

7. Upon what Roman building were both the West Building of the National Gallery of Art and the Jefferson Memorial modeled? What characteristics of a Roman building do they share?

8. Which civilizations influenced the development of mathematics?

Read

Give students "Word Study: a look at sweet desserts." Students are given background of some of the fruits eaten by ancient civilizations and themselves.

Find the Food

Give students the Word Find, "Foods from China and Central Asia." Discuss how many of these foods they have eaten. Why might these foods have originated in China and Central Asia? Where are they grown today?

Do the Numbers

Consumer mathematics is combined with a recipe similar to one served to Roman emperors. Give students "Market Place Math" reproducible.

Compare and Contrast

How similar is the Lincoln Memorial to a Greek temple? For the Greek people, temples were sacred places. What emotions do your students have toward the Lincoln Memorial? Students will need to know something about Greek culture to do this assignment, or they will need keen observation skills.

Looking at Ancient Civilization

<http://www.digonsite.com/>

DIG: The archaeology magazine for kids

Learn about ancient civilizations through archaeology.

<http://www.pbs.org/empires/romans/>

The Roman Empire in the First Century

PBS online supplement to its program of the same title. In addition to an introduction to the leaders, soldiers, poets and philosophers, students learn of Roman society and daily life in this empire that rose from the chaos of civil war "to embrace hundreds of cultures and till the soil from which western civilization would grow." Also, 8 lessons, a timeline and an "Emperor of Rome" game.

<http://school.discovery.com/lessonplans/programs/ancientgreece/index.html>

Reflections of Ancient Greece

The Discovery Channel School provides a K-5 lesson focusing on elements of ancient Greek civilization and its influence on today's society.

<http://www.ancientgreece.com/>

Ancient Greece

Clearly organized in sections such as geography, history, mythology and other resources. The Art & Architecture section has illustrations of columns in each style.

www.historyforkids.org

History for Kids

University professors write this site for use by middle school students. Egypt, Greece, Rome, Islam are some of the areas explored. Visitors are warned that this kid-safe site is funded by the books visitors buy.

<http://www.pbs.org/foodancestors/hsplan1.html>

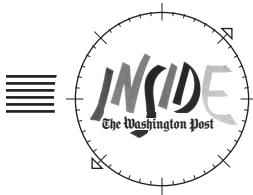
Food for the Ancestors: Two Worlds Meet

A lesson for older students. Looks at implications of the Spanish conquest of Mexico on the relationship between Native Americans and Aztecs and the formation of Mestizo culture.

<http://cdli.ucla.edu/>

Cuneiform Digital Library Initiative

The form and content of cuneiform tablets are brought to you through the efforts of an international group of Assyriologists, museum curators and historians of science. For scholars, but when finished this site will provide visual examples of the beginnings of a written language.



Know Your Monument

Instead of looking at the influence of Greek architecture on the Lincoln Memorial, see what your students know about the Lincoln Memorial. This reproducible could be used as the springboard for a mini-research activity. Give students "The Lincoln Memorial." Students can work alone, in pairs or groups of three to complete the worksheet. Teachers are provided "Lincoln Memorial Background" to help with this assignment and to give you additional lesson ideas.

Enrichment

1. What two other places associated with Abraham Lincoln should people visit in Washington, D.C.? Tell why you have selected these places. Give directions on how to get to one of these places. Start your instructions at school. Be sure to include the school's address and the address of the destination.

2. Research the relation of olives to the city of Athens. Include Helen of Troy, the hero Academus and the philosopher Plato.

3. Study the role of fruit and vegetables in art. Read "A Feast of Pears Painted for the Medicis, Preserved for the Ages" (found at <http://www.washingtonpost.com/wp-dyn/education/kidspost/niel/A25780-2002Mar27.html>).

If you have time, arrange for a docent-led tour of the National Gallery of Art collection. Paint your own still life.

A Note

The KidsPost article and activities in this curriculum guide remind students of the influence of earlier cultures on their own. You may wish to encourage your students to attend this summer's Smithsonian Folklife Festival on the Mall. The event will be dedicated to an exploration of the ancient Silk Road and its influence on American life today. Musicians, artists, storytellers and cooks from 20 countries will share their lives. Watch the Washington Post for plans and daily scheduled events.

Tuesday, April 9 KidsPost article on ancient civilizations. "Traces of the Past" can be found at <http://www.washingtonpost.com/wp-dyn/education/kidspost/niel/A16889-2002Apr8.html>

February 10, 2002, Book World page 8
"With Charity for All," Post Book World reviews of *Lincoln's Virtues: An Ethical Biography* and *Lincoln's Greatest Speech: The Second Inaugural*.
<http://www.washingtonpost.com/wp-dyn/education/kidspost/niel/A42632-2002Feb7.html>

Food for Thought

ON THE WEB

<http://online.sfsu.edu/~patters/culinary/pages/croporigins.html>

Food Plant Origins

Lists of plants by geographic area of origin

<http://www.foodreference.com/>

The Food Reference Web site

Click on facts and trivia after reviewing the day's culinary quiz to find quick background of many foods.

<http://dig.archaeology.org/drdig/greece/67.html>

Ask Dr. Dig

Dr. Dig answers a student's question about ancient Roman food.

<http://www.lewiskappes.com/LK/Pompeiiana/TheRomanCookery/SOTHEMEALS.htm>

So the Meals of Apicius Begin

A sampling of recipes and secrets of cookery during the reigns of the Caesars collected by Apicius, translated into English. If this whets your appetite, get *The Roman Cookery of Apicius* translated by John Edwards.

<http://www.ontheline.org.uk/schools/chocbix/index.htm>

Welcome to Chokky Central

A lesson in trade and economics using Chokky bikkies, popular treats in Great Britain. Children learn about the connection of cocoa plantations in Ghana to English factories and consumers. Interactive quizzes and activity suggestions are provided.

<http://aboutpizza.com/history/>

Pizza's Colorful History

Pizza Hut gives you the origin of pizzas, tomatoes and mozzarella cheese and about anything else you want to know about pizza.

IN PRINT

Hendrickson, Robert. *Ladybugs, Tiger Lilies & Wallflowers: A Gardener's Book of Words*. New York: Prentice Hall General Reference. 1993.

Insects, flowers and foods make their way into this collection. Etymology, legends and stories are arranged in alphabetical order for easy use.

NAME _____

DATE _____

Foods from China and Central Asia

Botanists believe the following foods originated in China and Central Asia. See if you can discover them by reading left to right, right to left, up and down and diagonally. Foods from China: buckwheat, kiwi, lotus, orange, peach, tea. Foods from Central Asia: almonds, apple, carrot, cherry, garlic, grapes, onion, parsnip, pear, peas, plum, radish, spinach, tarragon, wheat. Can you also locate China and Asia within the word find? Although lotus root is the food, only "lotus," not "lotus root," is in this word find.

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

Market-Day Math: Dazzling Your Guests with Drizzle

It is an orange root.
It is a member of the parsley family.
It is good for us.
The Romans ate it and so should we.
What is it?

The Latin word for it was *carota*, which was derived from the Greek word, *karoton*. We call it carrot.

You might like potatoes better, but today we are eating what the Romans ate. We don't know about potatoes, tomatoes or corn. They are products of the New World.

THE PROBLEM

1. Eight people will be eating dinner. You are in charge of buying the carrots, collards and dessert. Read the recipe for Olive Oil Drizzled Carrots. What three ingredients must be on your grocery list? Check the Food section of the Post. Can you find a store with better prices than those at Market A or Market B?

MARKET A

carrots: \$1.25 per pound
olive oil: \$2.79, 8.5 oz. bottle
salt: \$.99 small container

MARKET B

carrots: \$1.99 per pound
olive oil: \$2.99, 8 oz. bottle
salt: \$.99 small container

2. At which store will you buy your groceries? Show your figures so we know how you came to this conclusion.

You have \$30 to spend. How much must you budget for ingredients to make the Olive Oil Drizzle Carrots? Don't worry about tax for this exercise.

3. You are also serving collards. These greens originally came from Asia Minor. Romans liked them. As their empire expanded, they took collards with them to England. Both Market A and Market B are selling them for \$.99 per pound. You will

need three pounds. How much will the collards cost?

4. Now let's think about dessert. You will need \$8.00 to purchase a small cake and honey. Subtract \$8.00 from the money you have left. What is your balance?

5. Which of these fruits will you buy? How many can you buy from what's left of your \$30?

apples: \$1.29 per pound
figs: \$5.98 per pound
pomegranites: \$1.50 each

6. What is the total you have spent? Now it is your turn to relax. Someone else is responsible for cooking the meal.

Roman Recipe

OLIVE OIL DRIZZLED CARROTS

Ingredients

Carrots, for 4 servings, 1 pound

Salt, 1 teaspoon

Olive oil, to taste

1. Scrape a fine layer off exterior of carrot. Cut off the ends. Slice lengthwise into 3/8-inch-wide strips.

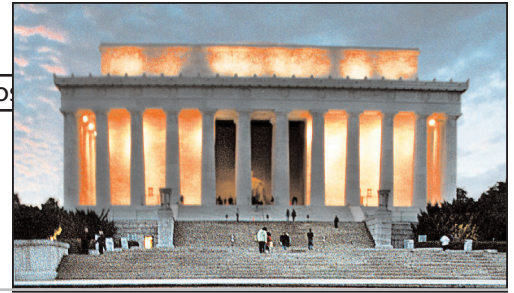
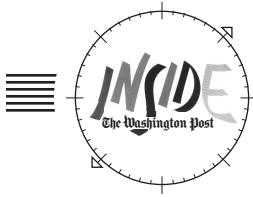
2. Boil 2 cups salted water. Add carrots.

3. Cover pan with a lid and bring to boil again.

4. Cook until carrots are tender—18–20 minutes.

5. Drain. Place carrots on serving dish.

Do like the Romans. Drizzle olive oil over the top.



The Lincoln Memorial: A Greek Temple?

Greek Temples

Most Greek temples resembled a rectangular box. To the right was the entrance porch or *pronaos*. In the middle was the central hall or *cella*. To the left was the back porch or *opisthodomos*. Statues of the gods being honored were placed in the center of the *cella*.

You entered the temple at the *pronaos*. Columns

placed at this entrance created a verandah. If columns were placed outside the *opisthodomos*, a back porch was created in the rear.

If columns were placed all around the exterior of the temple, a colonnade was created. In order to support the roof, columns were sometimes added inside the temple.

In what ways is the Lincoln Memorial similar to a Greek temple?

In the two columns list ways the two have parallel features or similarities.

Greek Temple

Lincoln Memorial

1.

2.

3.

4.

5.

In what way does the Lincoln Memorial differ from a Greek temple? Write a paragraph on the reverse side.

Three Greek Orders

Columns hold up roofs. This doesn't mean they have to be hidden or plain. In classical architecture, columns have three sections: the base, the long section or shaft and the top that is called a capital. The Greeks developed three styles, or orders, of columns.

The Doric: The oldest column has no base. Its shaft, that tapers at the top, has vertical fluting. Fluting looks like rounded grooves running up the column in parallel rows. This column has the greatest circumfer-

ence. Its capital is an undecorated, square slab set on top of a round shape.

The Ionic: Set on a richly molded circular base, the Ionic column is also tapered. It is not as wide in circumference as a Doric column and its fluting is narrower. Spiral shapes decorate the capital. The spiral, scroll-like ornament is called a volute. Ionic temples may also have a sculpted frieze.

The Corinthian: Built on a base and plinth below it, the Corinthian

column is the most slender and light. Its capital, carved in the shape of an inverted bell, is ornately decorated. This deep capital usually has carvings of foliage Acanthus leaves.

These styles defined the three Greek classical architectural orders. The Doric order was developed on the mainland and western colonies. Most consider the masterpiece of the Doric order to be the Parthenon (448-432 B.C.). The Ionic order originated in Asia Minor. Last, came the Corinthian order, an embellishment of the Ionic.

The Lincoln Memorial: A Closer Look

Quick Facts. Place your answer on the blank before the question.

- _____ 1. What war took place when Abraham Lincoln was President of the United States?
- _____ 2. Number of states in the Union at the time of President Abraham Lincoln's death. Count the number of columns outside the Lincoln Memorial to confirm the answer.
- _____ 3. Type of Greek column used in the design of the Lincoln Memorial.
- _____ 4. Number of states named in the upper frieze of the Lincoln Memorial.
- _____ 5. How many years after the death of Lincoln was the memorial dedicated?

Importance of Details. Write your responses on your own paper. State your answers in complete sentences.

6. Who designed the statue of Lincoln? Why was he selected to be the sculptor?

7. Describe the statue of Lincoln. What emotion is expressed on his face?

8. Who was the architect of the Lincoln Memorial? Why was his design selected?

9. The Lincoln Memorial is placed at the western end of the Mall in Washington, D.C. Why do you think this site was selected? Is the Lincoln Memorial's physical

relation to other monuments, government buildings and geographic features important?

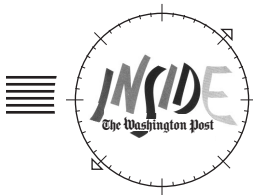
10. Passages from what two speeches of Lincoln are inscribed on facing walls of the memorial? Of all his speeches, why do you think these two were selected? Include quotations from the speeches as part of your answer.

11. What experiences, beliefs and hopes of the American people are revealed in the design details of the Lincoln Memorial?

12. What events have taken place at the Lincoln Memorial?



ASSOCIATED PRESS



The Lincoln Memorial: A Guide for Teachers

Lincoln Memorial

on www.washingtonpost.com

Prominent on both the Washington skyline and the back of U.S. currency, the Lincoln Memorial is one of the city's most recognizable landmarks. The striking marble monument anchors the western end of the Mall, and while its design suggests something from the Greek Parthenon, its effect is quite somber.

Designed by architect Harry Bacon, the classical structure is lined with 36 Doric columns, and the facade is etched with the names of the 36 states in the union during Lincoln's presidency. The upper level frieze contains the names of the 48 states at the time the memorial was dedicated in 1922.

In the atrium at the top of the steps sits the 19-foot marble statue of Lincoln, designed by Daniel Chester French. Lincoln sits on a throne-like structure with a contemplative expression, his arms at his sides. The statue gazes due east, over the Reflecting Pool on a direct axis with the Washington Monument and the Capitol Building.

The east and west walls are engraved with passages from Lincoln's second inaugural address and the Gettysburg Address. On the north and south walls are two massive murals by Jules Guerin, one an allegory of Truth and Justice, the other depicting the Angel of Truth freeing a slave.

As is appropriate for the president who delivered the Emancipation Proclamation, the Lincoln Memorial has been the site of significant events in the civil rights movement—Martin Luther King Jr.

ended his march on Washington with a speech from the steps, and noted African American opera singer Marian Anderson gave an outdoor concert on the grounds after being denied the stage at nearby Constitution Hall.

A small exhibition center beneath the memorial covers Lincoln's life, the construction of the memorial and important events in its history.



AGENCE-FRANCE PRESSE

This April 10, 1865, file photo was the last portrait of President Abraham Lincoln. He was assassinated later that month.

With Charity for All

on www.washingtonpost.com

Book World reviews of *Lincoln's Virtues: An Ethical Biography* and *Lincoln's Greatest Speech: The Second Inaugural*. Even if you do not have time to read these two works, read Edwin M. Yoder's insightful evaluation of these two works and Lincoln. Lincoln's Second Inaugural Address is only 701 words, but was written by a man who, according to Yoder, "was that rarity, a statesman telling his audience what they might not wish to hear."

Sites About Sights

ON THE WEB

<http://www.nara.gov/education/teaching/memorial/memhome.html>

The Unfinished Lincoln Memorial

A lesson from the National Archives and Records Administration for teaching with documents

http://www.americaslibrary.gov/pages/jb_0420_chester_1.html

American Sculptor Daniel Chester French

A quick introduction to the sculptor

<http://www.archrecord.com/WEEKLY/ARCHives/cram.asp>

Architectural Record Archives

A pdf file: "The Lincoln Memorial, Washington DC -Henry Bacon, Architect" by Ralph Adams Cram, Architectural Record, June 1923

<http://www2.cr.nps.gov/pad/adventure/landmark.htm>

Great American Landmarks Adventure

An artist's sketch of each of 43 National Landmarks that can be downloaded and a brief description of the role of the place or building in American history is provided by the National Park Service. Go to teachers guide for activities, list of books and supplemental resources.

<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/62wash/62wash.htm>

The Washington Monument: Tribute in Stone

A National Park Service "Teaching with Historic Places Lesson Plan" provides maps, readings, images and activities.

<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/19decatur/19decatur.htm>

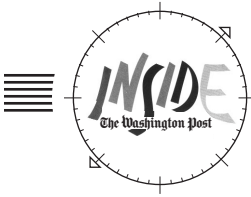
Decatur House: A Home of the Rich and Powerful

A National Park Service "Teaching with Historic Places Lesson Plan" provides maps, readings, images and activities, including "What Makes a Hero?"

<http://www.chesterwood.org>

Chesterwood Estate and Museum

Visit the 122-acre estate of Daniel Chester French in Stockbridge, Massachusetts. See working models of the seated Lincoln and The Minute Man.



Word Study: A Look at Sweet Desserts

What will you have for dessert today? How about something rich in fiber and naturally sweet? Yes, fruit for dessert.

You might have an apple from Washington or grapes from California, a peach from Georgia or an apricot from Oregon.

Fruits are the parts of the plant that protect the seeds, or future plants. Some are dry fruits such as walnuts and pea pods. Some are juicy and brightly colored fleshy fruits. Plums have one seed; others, such as squash and cucumbers, have many seeds.

The wind and humans can scatter seeds to new locations. So do birds who eat the fruit, fly away, then pass the seeds in their waste.

“Fruit” is a Middle English word that came from an Old French word which was based on the Latin word *fructus*, which means “enjoyment” and “fruit.” This Latin noun comes from the verb *frui*, which means “to enjoy.”

Botany, the study of plants, helps us understand where fruits originally grew. Written accounts and etymology, the study of word origins, also reveal who ate what foods.

Cherries have been eaten by many people. Botanists believe that cherries originally grew in Central Asia. The Assyrian *karsu* and Semitic *kerasos* became *kerasia* in Greek and *ceresia* in Latin. Cherry growers and botanists in the 1800s developed new varieties and gave them names such as Bing and Lambert, but they

were still cherries.

Peaches and cantaloupes originated in Persia. It was Columbus who brought seeds for the muskmelon, what Americans call cantaloupes, to Hispaniola on his second voyage to the New World.

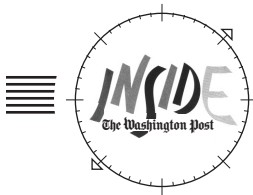
The Arabic word for finger is “banana.” It is no surprise that the cluster in which bananas grow is called a “hand.”

The names for orange can be found in many languages. Oranges are believed to have first grown in China. “Orange” is most likely of Dravidian origin, according to the *American Heritage Dictionary*. People who

spoke this language lived in southern India and northern Sri Lanka. See if you can find these countries on the globe. Travel west to Persia, today’s Iran, where oranges were called narang. In Old Italian, an orange was called *melarancio* (*mela*, fruit + *arancio*, orange tree) from which Old French got *pume orange*. Around 1380, “orange” was used in a Middle English text. If you choose to eat an orange, you will be joining ancient sailors and today’s antarctic explorers who include oranges in their food supply.

Whatever fruit you select for dessert—enjoy.





Academic Content Standards

This lesson addresses academic content standards of Maryland, Virginia and the District of Columbia. Among those that apply are:

Maryland

Social Studies

World History (3.0): Students will examine significant ideas, beliefs, and themes, organized patterns and events, and analyze how individuals and societies have changed over time in the World. 3.2 Students demonstrate understanding of how civilizations emerged in Mesopotamia, Africa, China, and the Indus River Valley. 3.2.8.1 analyze the criteria anthropologists and archeologists use to define civilizations, such as social hierarchy, government, writing systems, and long distance trade.

Peoples of the Nations and World (7.0): Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of the United States and the world through a multicultural and a historical perspective. 7.1 Students demonstrate understanding of the similarities and differences in the ways individuals, groups, societies, and cultures live and interact in the world. In the context of U.S. History through 1877, world history through the middle ages, and in contemporary world geography at the end of grade 8, students know and are able to: 7.1.8.4 analyze how the environment and cultural diffusion influence the development of the United States and other cultures.

A complete list of Standards of Learning of Maryland can be found on the Web at <http://www.mdk12.org/mspp/standards/>.

Virginia

History and Social Science

Introduction to History and Social Sciences, Grade 3: Develop an understanding of the elements of civilizations and their interrelationship by studying several early civilizations. History 3.1 The student will explain the term "civilization" and describe the ancient civilizations of Greece and Rome, in terms of geographic features, government, agriculture, architecture, music, art, religion, sports, and roles of men, women, and children.

Geography 3.5: The students will distinguish between meridians of longitude and parallels of latitude and use the equator and prime meridian to identify the Northern, Southern, Eastern and Western hemispheres and the locations of the ancient civilizations.

Grade 8 8.2 The student will compare selected ancient river civilizations, including Egypt, Mesopotamia, the Indus Valley and Shang China, and other ancient civilizations, in terms of the development of language and writing;

8.3 The student will describe, analyze, and evaluate the history of ancient Greece from about 2000 to 300 B.C., in terms of its impact on Western civilization;

8.4 The student will describe, analyze and evaluate the history of ancient Rome from about 700 B.C. to 500 A.D., in terms of its impact on Western civilization;

8.8 The student will describe and compare selected civilizations in Asia, Africa and the Americas, in terms . . . and contribution to later civilizations.

A complete list of Standards of Learning of Virginia can be found on the Web at <http://www.pen.k12.va.us/>.

Washington, D.C.

History

Chronology and Space in Human History, Content Standard 1: Students understand chronological order and spatial patterns of human experiences, by placing the stories of people and events in the context of their own time and place. By the end of Grade 3, the student will

- recognize the prominent monuments in Washington, D.C., and
- distinguish between past, present and future time.

Religious, Ethical and Philosophical Forces in History, Content Standard 5: Students explain the beliefs and principles of the major religious, ethical systems, philosophies and ideologies that have guided individual lives, shaped economic, social and political institutions, and influences the course of history. By the end of Grade 3, the student will demonstrate an understanding of the people, events, problems and ideas that were significant in creating the history of Washington, D.C.

Cultural History: Tradition, Creativity and Diversity, Content Standard 6: Students understand the different ways individuals have expressed experiences, beliefs and aspirations in art, architecture, music and literature.

A complete list of Standards for Teaching and Learning of the District of Columbia Public Schools can be found at <http://www.k12.dc.us/>.