

Essay Writing Steps

Name _____

1. Read the question.
2. Underline key words.
3. Plan the response.
4. Order the main points.
5. Write an opening statement.
6. Write the main points with supporting facts and details.
7. Write a closing statement.
8. Evaluate the essay.

Essay Question:

Analyze the importance of studying ancient history. Include at least three reasons.

Plan the essay:

Essay:

Essay Examples

Name _____

Essay Question:

Analyze the importance of studying ancient history. Include at least three reasons.

Answer 1

I am looking forward to learning about ancient history. I think it is interesting to read about people who lived long ago. Someday I would like to visit foreign countries. It will help me know more about there history.

Essay Rubric		0	1	2
	Content	includes none of the required facts, reasons, or comparisons	includes part of the required facts, reasons, or comparisons	includes all the required facts, reasons, or comparisons
Essay Rubric	Construction	no topic sentence or paragraph form	partial paragraph form—missing either a topic sentence or well-written supporting sentences	correct paragraph form—includes topic sentence and well-written supporting sentences

Answer 2

There are three reasons to study ancient history.
History is important because it teaches us how to live in the present and future.
It provides an oportunity to praise God.
We can also learn from the acomplishments and mistakes people made in the past.
For these reasons studying ancient history is important.

Essay Rubric		0	1	2
	Content	includes none of the required facts, reasons, or comparisons	includes part of the required facts, reasons, or comparisons	includes all the required facts, reasons, or comparisons
Essay Rubric	Construction	no topic sentence or paragraph form	partial paragraph form—missing either a topic sentence or well-written supporting sentences	correct paragraph form—includes topic sentence and well-written supporting sentences

Essay Examples

Name _____

Essay Question:

Analyze the importance of studying ancient history. Include at least three reasons.

Answer 3

It is important to know about ancient history. When we see the mighty acts of God through events in history, we can praise and thank Him for being in control of everythin. It helps us to be calm when things look like they are falling apart. Someday in the future all nations will bow at His feet and we will sing His praises.

		0	1	2
Essay Rubric	Content	includes none of the required facts, reasons, or comparisons	includes part of the required facts, reasons, or comparisons	includes all the required facts, reasons, or comparisons
	Construction	no topic sentence or paragraph form	partial paragraph form—missing either a topic sentence or well-written supporting sentences	correct paragraph form—includes topic sentence and well-written supporting sentences

Answer 4

There are three good reasons why it is important to study ancient history. We can make good decisions today if we study the accomplishments and mistakes people made. History teaches us what people are like. We can learn this by learning how they acted for thousands of years. Another important point is that it provides us with an opportunity to praise God. We can see how man struggled against God, but learn how God is controlling everything. I will be a better person if I keep these three things in mind during the year.

		0	1	2
Essay Rubric	Content	includes none of the required facts, reasons, or comparisons	includes part of the required facts, reasons, or comparisons	includes all the required facts, reasons, or comparisons
	Construction	no topic sentence or paragraph form	partial paragraph form—missing either a topic sentence or well-written supporting sentences	correct paragraph form—includes topic sentence and well-written supporting sentences

Essay Vocabulary & Writing Steps

Name _____

analyze—examine critically to identify causes, key factors, possible results, and relationships

classify—sort into groups based on shared characteristics

compare—show how things are similar or alike

contrast—show how things are different

demonstrate—show clearly by using examples

describe—tell about

evaluate—judge something's significance or importance using evidence to support

explain—make clear or give reasons for

identify—name or recognize

illustrate—explain by using examples, pictures, or comparisons

interpret—give the meaning or importance of

justify—support a position with specific facts and reasons

list—provide a series of details or steps

predict—tell what will happen in the future based on an understanding of the past

state—give information clearly in words

summarize—write a short account of the main points

trace—follow the development or steps of something in chronological order

Essay Writing Steps

1. Read the question.
2. Underline key words.
3. Plan the response.
4. Order the main points.
5. Write an opening statement.
6. Write the main points with supporting facts and details.
7. Write a closing statement.
8. Evaluate the essay.

Interview Questions

Name _____

Use any or all of the questions during your interview. Write any additional questions on the back of the page.

When and where were you born? _____

How did your family come to live there? _____

What was the house like that you lived in? _____

What are your earliest childhood memories? _____

What things did you do for fun? _____

What chores did you do? _____

What fads, such as clothing and hairstyles, did people have when you were young? _____

What was the music like? What technology did you use to listen to recorded music? _____

How is the world different today? _____

What were some traditions your family observed? _____

Did you go to church? _____

What lessons did you learn from your parents that were most valuable to you? _____

What is/was your occupation? _____

How do you want people to remember you? _____

Discovered: Stonehenge Village

Name _____

The people who built Stonehenge in southern England thousands of years ago had wild parties, eating barbecued pigs and smashing up pottery. This is according to recent work by archaeologists—history experts who investigate how human beings lived in the past.

Archaeologists digging near Stonehenge on Salisbury Plain last year discovered the remains of a large prehistoric village where they think the builders of the mysterious stone circle used to live.

The village was shown to be about 4,600 years old, the same age as Stonehenge and as old as the pyramids in Egypt. The village is less than 2 miles (3.2 kilometers) from Stonehenge and lies inside a massive manmade circular earthwork, or “henge,” known as Durrington Walls.

Remains found at the site included jewelry, stone arrowheads, tools made of deer antlers, and huge amounts of animal bones and broken pottery. These finds suggest Stone Age people went to the village at special times of the year “to feast and party,” says Mike Parker Pearson from Sheffield University in England.

He said many of the pig bones they found had been thrown away half-eaten. He also said the partygoers appeared to have shot some of the farm pigs with arrows, possibly as a kind of sport before barbecuing them.

An ancient road which led from the village to a river called the Avon was also unearthed. Here, the experts think, people came after their parties to throw dead relatives in the water so the bodies would be washed downstream to Stonehenge.

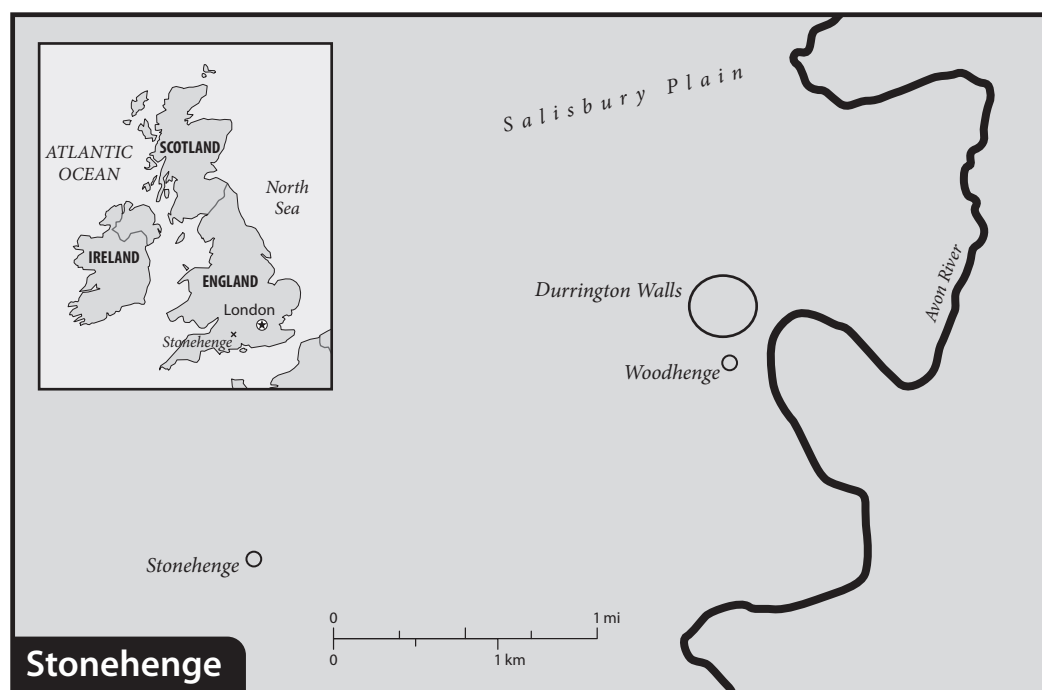
The experts believe Stonehenge was like a cemetery where ancient Britons buried the dead and remembered their ancestors. “The theory is that Stonehenge is a kind of spirit home to the ancestors,” Parker Pearson says.

Next to the village there was a giant wooden version of the famous stone circle. Archaeologists say this timber circle, which was only temporary because it eventually rotted away, was a symbol of life. Stonehenge, on the other hand, was a permanent symbol of the afterlife.

Parker Pearson says the recent discoveries made around the newly found village show that Stonehenge didn’t stand alone but was part of a much bigger religious site.

People still come to worship and celebrate at Stonehenge today. They meet there when the sun sets on the shortest day of winter and when it rises on the longest day of summer. But the days of barbecuing whole pigs there and throwing family members into the river are a thing of the past.

James Owen, “Discovered: Stonehenge Village,” *National Geographic Kids*, February 13, 2007, <http://kids.nationalgeographic.com/kids/stories/history/stonehengevillage>.



Stonehenge, Salisbury, England, United Kingdom

Name _____

“What mean ye by these stones?” (Josh. 4:6) asked children in Israel when they saw twelve huge stones by the Jordan. The older men of Israel explained that they had set up the stones as a monument to the time when God parted the waters and brought Israel across the Jordan River on dry ground.

Another pile of stones stands on the Salisbury Plain ten miles from the train station at Salisbury in the county of Wiltshire, England. No elderly men remain, however, to tell modern children why people erected these stones. *Henge* refers to a collection of stones standing upright or placed as a bridge across standing stones. Thus, the Saxons called this place *Stonehenge*.

The large standing stone slabs, over thirteen feet high and weighing twenty-six tons each, formed a circle, but now some of them have fallen down. Several of the crosspieces or lintels still bridge adjacent slabs. Inside this circle, a horseshoe shape of stones faces northeast. The horseshoe consists of the largest stones—up to twenty-four feet high and weighing up to forty-five tons. A few of the lintels still bridge these huge stones to form *trilithons* (three-stone structures). Just inside the outer circle stand the remains of a circle of small stones, and inside the large horseshoe stand the remains of a horseshoe of small stones.

A circular ditch, three hundred eleven feet across (more than a football field), encloses the whole structure. A circle of fifty-six equally spaced holes, now known as “Aubrey Holes,” has been located just inside the ditch. These holes are named after John Aubrey,

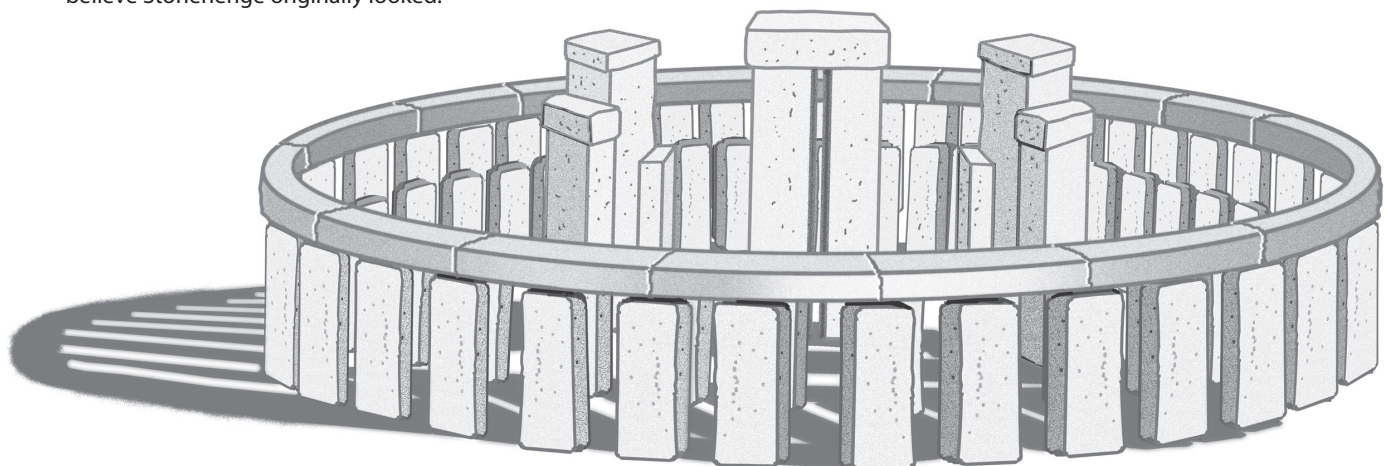
the man who discovered the site in the seventeenth century. A large “heelstone” stands outside the ditch.

No records remain from the original builders to help man know why this structure was made. Since only God knows the true purpose, speculations abound. In the Middle Ages, people called the place Giant’s Dance because they thought that a race of giants had built it. A seventeenth century architect concluded that the ruins belonged to an ancient Roman temple built around A.D. 79 for the god Coelus. In the eighteenth century, William Stukeley popularized the view that the Druids had built the place for sacrificial rites.

Modern archaeologists have shown that the ruins date from between 1800 and 1400 B.C. This disproves the above theories. There was no Roman architecture anywhere before the eighth century B.C., and the Druids did not arrive in the British Isles before 700 B.C. In 1963 Professor Hawkins showed that the horseshoe of stones and the heelstone line up with the sunrise at the summer solstice. He showed that the builders could have used the circle of stones as markers for astronomical observations in order to calculate the eclipses and phases of the moon. Although some people think that Stonehenge was used for occult and astrological rites, it could simply have been used for determining when to plant and harvest crops. The Bible says that God created the stars “for signs, and for seasons, and for days and years” (Gen. 1:14), so studying the heavens is practical for keeping track of years and seasons. Speculations did not cease, though, and in the 1970s Erich Van Danigan claimed that aliens

continued on IA 1.6b

The illustrations show how archaeologists believe Stonehenge originally looked.



Stonehenge, Salisbury, England, United Kingdom

Name _____

from space had set up the monoliths. His speculations in *Chariots of the Gods* provoked immediate rebuttals, such as *Crash Go the Chariots*.

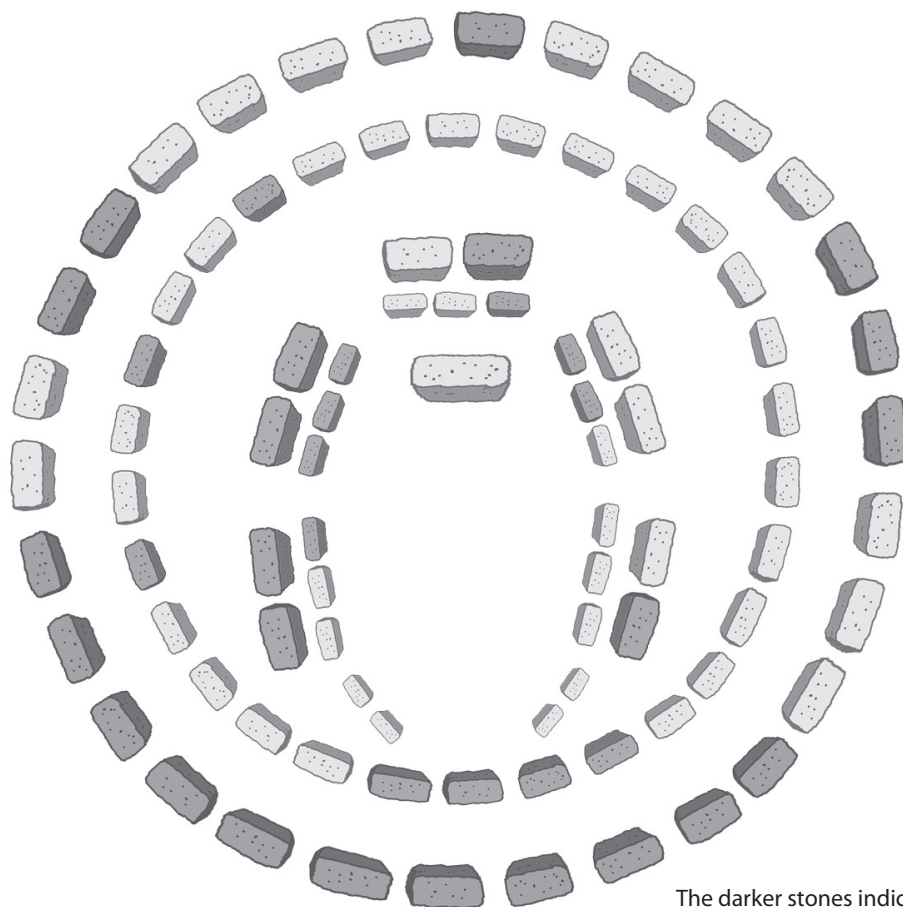
Several other aspects of Stonehenge are also intriguing and provoke many more speculations. The builders used a type of stone called bluestone. The closest quarry for bluestone is two hundred miles away in the Prescelly Mountains of Wales. How could people of that era obtain and transport the heavy slabs over such long distances and then erect them? No one knows for sure, but some theorize that the builders used rafts on rivers and rollers on land, and that they raised the huge stones with ropes, levers, and wood scaffolding.

Human remains from cremation were found in the Aubrey Holes, and these suggest to some that Stonehenge was a necropolis, which means “city of

the dead.” The many barrows or earth mounds piled over burial sites nearby lend support to this graveyard theory.

The British Isles contain other circular stone ruins, including Avebury near Stonehenge, Newgrange in Ireland, and others as far as the Shetland Islands. In fact, similar structures are found near Carnac in France and as far away as the Mediterranean Sea. However, Stonehenge is unquestionably the most famous of them all. Some say it is the pinnacle of achievement of the vanished culture, and its fame is evidenced by replicas in America, the best of which overlooks the Columbia River at Maryhill, Washington. Stonehenge is the most unique archaeological site in northern Europe and may be the most famous archaeological site in the world.

Ron Tagliapietra, *The Seven Wonders of the World* (Greenville, SC: BJU Press, 1999), 97–99.



The darker stones indicate the stones that remain today.