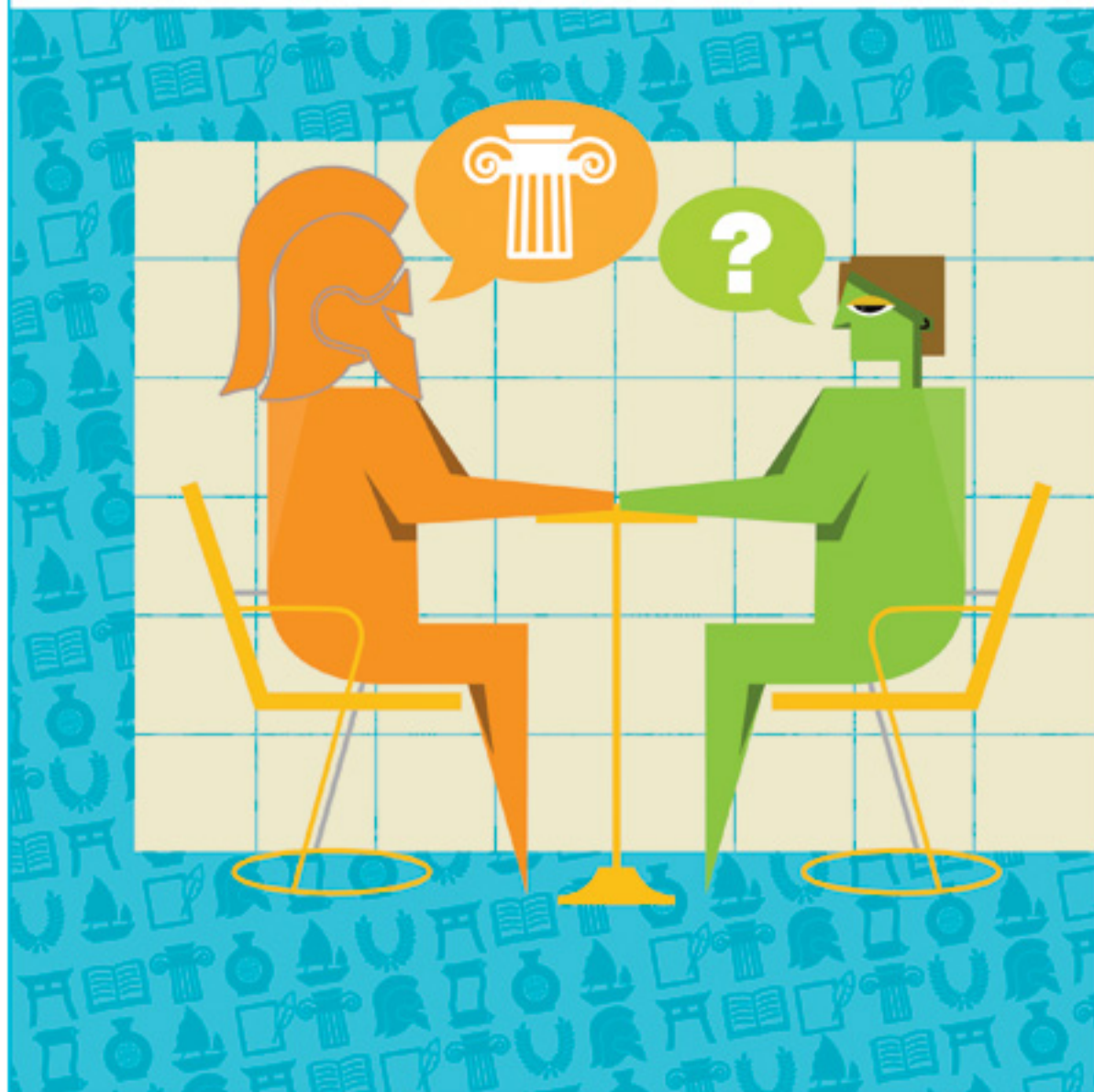


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INTERVIEWS WITH ANCIENT HISTORY



20 Simulations Examining Ancient Lives and Cultures

Interviews with Ancient History

By Gail Skroback Hennessey



CULVER CITY, CALIFORNIA



GAIL SKROBACK HENNESSEY taught sixth-grade social studies for more than 33 years and has a BA in early secondary education with a concentration in social studies and an MST in social studies education. In 1988, Gail was awarded the Outstanding Elementary Social Studies Classroom Teacher of the Year Award from the New York State Council for the Social Studies and also was awarded the 1988 Social Studies Outstanding Elementary Social Studies Teacher of the Year Award by the National Council for the Social Studies.

Gail is the author of over thirty books for teachers and young people, and her work has appeared in most children's publications, including *Time for Kids*, *Cobblestone*, *EducationWorld.com*, *Boys' Life*, *Ranger Rick*, *Highlights for Children*, *National Geographic*, *Reader's Theater Scripts*, the Purple Turtle series of children's books, and various Scholastic publications.

Contact Gail at her website: <http://www.gailhennessey.com>.

Editorial Director: Dawn P. Dawson
Copy Editor: Manasi Patel
Editorial Assistant: Melissa R. R. Gutierrez
Book Layout: Linda Deverich
Cartography: Grant Hubert
Cover: Linda Deverich

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United States of America

(310) 839-2436
(800) 421-4246

www.teachinteract.com
access@teachinteract.com

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Welcome to Interviews with Ancient History

Introduce your students to ancient cultures with fun, easy-to-follow plays, and quiz their comprehension with vocabulary sections, “Did You Know?” facts, discussion questions, and extension activities.

Each adaptable lesson plan can be shortened or stretched to fit your classroom schedule. The plays, lessons, and activities cover several Common Core standards under Reading, Speaking and Listening, and Writing.

Ancient cultures covered include those of Egypt and Mesopotamia, Greece, Rome, and Asia (Nepal, India, China, and Mongolia). Grades 4–9.

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● Purpose ●

Need a change-of-pace activity for a Friday or a treat before a vacation break? Want a fun activity to incorporate into a unit of study or as a review? These biographical plays are great additions to a unit of study on ancient cultures and are perfect for students in grades 4–9. Plays on historical people cover a number of common core standards including:

- Reading informational text
- Connecting historical events, scientific ideas, or concepts in a text
- Nonfiction reading and writing
- Listening and speaking skills

Overview

The plays in this volume follow the format of a talk show host with a studio audience. A famous person is the guest, and audience members ask them questions to learn about their life and their contribution to our world.

Student handouts include a script and some **Did You Know?** facts about the guest or the time period in which they lived, along with **Comprehension/Discussion Questions** and **Extension Activities**, which the teacher can assign as a whole or in parts depending on the class schedule.

Teacher pages for every lesson include **Teaching Notes**, **Vocabulary**, and **Comprehension/Discussion Questions with Answers**. Each play can be used as a one-day lesson or can be done over several days if the teacher decides to use extensions.

Students have an opportunity to act by utilizing different voices. Although there are only about eight to ten speaking parts, more than one student can play the role of the guest, since that role has the most lines. Additionally, all students should receive a copy of the play to read along with the actors.

Vocabulary words listed on the **Teacher Page** are also identified in a bold typeface within the play. This makes it easier to preview before “acting” the play, stop and discuss while reading, or go back and review.

Please note that the neutral designations BCE (Before the Common Era) and CE (Common Era) are used with dates throughout the lessons.

● Setup Directions ●

Before reading the play, review with the students any prior knowledge they have of the person being highlighted and the culture in which they lived. Use a map of the world and have the students locate the areas where the cultures were/are located.

Select one student to be the host and then up to ten others for the different roles in the play. Encourage the students to act out their parts. Make sure all students have a copy of the play so they can follow along. Arrange the classroom with the host and guest at the front of the class and then a row of questioners.

Stop from time to time to ask the students comprehension questions and to make *text-to-self connections*. You may also wish to stop to review some of the different vocabulary words used in the script.

Egyptian and Mesopotamian Cultures



King Hammurabi

Teaching Notes

- Before reading the play on Hammurabi, ask the students if they have any prior knowledge of Mesopotamia and Hammurabi.
- Using a map of the world, have the students locate the Middle East, specifically Iraq. Locate the Tigris and Euphrates Rivers.
- Assign parts to read. You may wish to have more than one student be Hammurabi so that more students can participate in the reading.
- Encourage the students to “act” out their parts.
- Stop from time to time to ask the students comprehension questions and to make *text-to-self connections*. You also may wish to review some of the different vocabulary words used in the script.
- After reading the play, have the students review the comprehension questions.
- Decide which extension activities, if any, to assign to students.

Vocabulary

- | | |
|------------------|---------------------|
| • Astronomy | • Mesopotamia |
| • Astrology | • Stelae (or stele) |
| • City-state | • Stylus |
| • Cuneiform | • Tell |
| • Hammurabi Code | • Ziggurat |

Comprehension/Discussion Questions with Answers

1. For what is King Hammurabi famous?
Hammurabi is known for his most preserved code of laws.
2. What were two resources that Mesopotamia had in very small supply? Because of this, what was used for building construction?
Mesopotamian land was lacking in trees and stone, so houses were built out of mud bricks.
3. What was a *ziggurat*? What was the reason they were first built?
Afraid that the gods wouldn't come to the fertile flat lands of Mesopotamia if they moved from the mountains, the people built mountains called ziggurats.

4. What was the importance of Hammurabi's code of laws to people living years later?

The code provided a wealth of information on what it was like to live in ancient Mesopotamia, as well as guidelines for what to do and not do in a successful society.

5. State three of Hammurabi's laws.

If a house builder builds a home that collapses and kills the owner's son, then his own son must be killed in return. If you break someone's bone, your own bone must be broken. If you steal something, your hand must be cut off, for example.

6. Why do you think educated people were given harsher fines?

Perhaps because they should have known better.

7. What is cuneiform?

Cuneiform is the writing system of the people of Mesopotamia.

8. What are two contributions from the people of Mesopotamia to people living in the present day?

There are seven days in a week. Counting system for time is based on sixty.

Additional Resources

- Art History Summary, "Babylon Ancient Myths and Legends":
<http://arthistorysummerize.info/babylon-ancient-myths-legends>
- The British Museum: <http://www.mesopotamia.co.uk>
- Ducksters.com, "Ancient Mesopotamia: Biography of Hammurabi":
<http://www.ducksters.com/history/mesopotamia/hammurabi.php>
- Institute for Biblical and Scientific Studies, "Biblical Archaeology: Cuneiform":
<http://www.bibleandscience.com/archaeology/discoveries/cuneiform.htm>
- Penn Museum, "Queen Puabi":
<http://www.penn.museum/sites/iraq/?tag=mesopotamia>

A Visit with King Hammurabi

Host: Hammurabi ruled Babylon, part of **Mesopotamia**, for almost forty-four years, between 1792 and 1750 BCE. Mesopotamia, which translates to mean “land between two rivers,” was the fertile crescent created between the Tigris and Euphrates Rivers, located in present-day Iraq. The strong leader Hammurabi is famous for a well-preserved written code of laws that shares a wealth of information on what it was like to live in that time period.

Host: King Hammurabi, it is my pleasure to welcome you to my talk show. Your name means “the kinsman is a healer,” correct?

Hammurabi: Yes, that is correct. Thanks for asking me to talk about my life as king of ancient Babylon.

Host: Folks, I am sure you have lots of questions for our guest. I see lots of hands. Questioner 1, would you like to ask the first question of our guest?

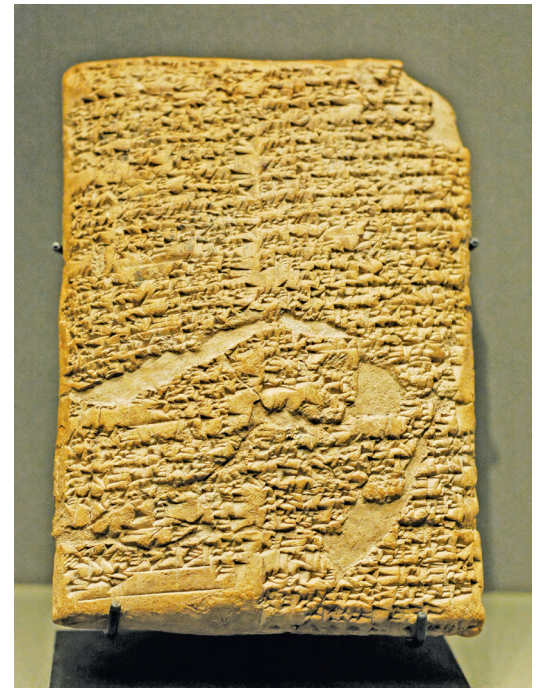
Questioner 1: Your father was Sinmuballit. When you were only eighteen, your dad became ill, and you soon became the king of Babylon. Can you share anything about your childhood?

Hammurabi: Sorry to say but I actually don’t remember that much about my childhood. I do remember that at an early age I was crowned prince and knew that I would become king at some time in my life. I may have attended the *table house*, a type of school where I learned about our people’s history and about our gods. I learned how to fight and be a wise leader by watching how my father ruled.

Questioner 2: When you became king of Babylon, the city-state was a small kingdom. A kingdom called Elam was conquering other city-states and wanted Babylon, too. You asked another city-state, Larsa, to help you fight the Elamites from taking Babylon. They didn’t. Under your wise leadership, your army defeated the Elamites. You then destroyed Larsa for not helping you! Eventually, your empire grew from about 50 miles to over 700 miles long. What was it like to live in Mesopotamia?

Hammurabi: I established the first Babylonian Empire and was called king of the four quarters of the world. As your host has already said, the two rivers that created fertile land in a very dry area were the Tigris and Euphrates Rivers. We had very few trees or stones. We did have lots of mud, so clay bricks were used for construction. Bricks were a good insulator and provided coolness in our hot climate. Sadly, bricks didn’t stand up to erosion, and much of our civilization was lost until archaeologists began digging into large mounds called **tells**. Tells are mounds of broken brick, pottery, and other remains.

Questioner 3: Can you explain the terms *city-state* and *ziggurat*?



Prologue to the Code of Hammurabi

Hammurabi: Of course, I would be happy to do so. City-states were like a small country. Each **city-state** had its own ruler and walls around it for protection. It was inside these walls that the people lived. The poorest lived nearest to the walls. A city-state usually had a ziggurat found in its center. A **ziggurat**, which means “tall-mountain,” was a temple built for the gods. Long ago, people believed that gods lived on mountaintops. When the leaders wanted to move to Mesopotamia’s fertile land, the people feared the gods wouldn’t live on flat land and didn’t want to come. So, mountains (or temples) were built for the gods to live on. Priests looked after the ziggurat, supplying the temple with food to keep the gods happy and protective over the citizens. People would also come to the ziggurat to bring offerings and ask the gods for advice.

Questioner 4: The people of Mesopotamia were said to have developed the earliest writing system, known as **cuneiform**. Can you tell us about your writing system?

Hammurabi: Cuneiform comes from the words “wedge-shaped” as the writing symbols looked like different wedge shapes. We wrote on clay tablets with a stick called a **stylus**.

Questioner 5: Although not the first known written code of laws, you are famous for what is considered the most preserved written code of laws. Can you share some information on the **Hammurabi Code**?

Hammurabi: We had several classes of people in Babylon. There were the rich families, workers, farmers, craftsmen, and slaves. My code gave everyone, even slaves and women, some rights. I wanted justice for all in Babylon, and I didn’t want the very strong and wealthy to oppress the weaker members of our society. I believed that the gods, especially our main god, Marduk, helped me develop the laws that were carved onto a black stone called a **stelae** (or stele). The stone was seven feet and four inches tall. It took lots of time for scribes to carve all twenty-eight paragraphs, containing a total of 282 laws!

Questioner 6: Your laws actually placed harsher fines on the more educated and wealthy. I remember reading that one of your laws said that if a homebuilder built a house that collapsed, killing a son of the owner, the homebuilder’s son would be put to death. Can you give us a few more examples of your laws?

Hammurabi: The idea of an eye for an eye would apply to my code of laws. For example, if you knocked out someone’s tooth, your tooth would be knocked out. If a son slapped his father, the son’s hand would be cut off. Another law was if someone looted after a fire and was caught, he’d be thrown into a fire! Still another law stated if you broke the bone of someone or caused someone to lose their sight, your bone would be broken or your eye removed. Now, if this happened to a slave, the owner would receive some money, since the slave wouldn’t be able to work much any longer.

Host: Your written code of laws was a wealth of information to those of us living today about what it was like living in your time period. Your laws clearly spelled out that the husband and father was in charge of the family. In fact, men could sell their kids and wives into slavery if they needed to pay off debt. However, women could actually own property and money, something few women could do in other cultures at this time.

Hammurabi: That is correct. As for what you said about the husband being able to sell his children and wife into slavery, please realize, they had to prove such actions were necessary! This gave some small amount of protection to the children and wife. A husband couldn't just do this without some justification. I tried to make sure my laws thought out every detail.

Questioner 7: As king, you felt that in order for Babylon to prosper, peace was needed with other people of Mesopotamia. You signed treaties to make this possible. Did you do anything else while you were leader?

Hammurabi: I encouraged trade with people from other areas and especially liked traders that brought wood to my region. I had irrigation systems built so we could grow crops. During my reign, there was much economic prosperity. City walls were strengthened and I had temples built for several of our many gods. I also improved the calendar.

Questioner 8: The people of ancient Mesopotamia contributed ideas recognized in our world today. For example, your calendar was based on a seven-day week, each day designated to honoring one of your main gods. We still have the seven-day week for our calendar! And your calendar had a day of rest, called the Shabbat, on the last day of the week. Kind of like what our Sunday is for us. Can you share any other ideas we have from the Babylonian people?

Hammurabi: We loved looking up at the stars and contributed ideas to both **astrology** and **astronomy**. We recorded seeing lunar eclipses and studied what you call the planet Venus. Our counting system was based on 60, just as you use for counting time today.

Host: Thank you so much for sharing information about your life, King Hammurabi.

Hammurabi: Thank you for your interest. I've had a great time! I'd like to add that I was called one of the world's greatest lawgivers. My image can be found in both the U.S. Supreme Court and the U.S. Capitol Building.

Did You Know?

- Assyrian king Assurbanipal (668–627 BCE) had one of the world's first libraries built in the area of Mesopotamia.
- Considered the oldest image of a musical instrument, an *Oud* (stringed musical instrument dating back over 5,000 years) was found in Mesopotamia.
- Sargon the Great had the world's first empire in Mesopotamia. He ruled the Akkadians.
- Considered the oldest recorded story, *The Epic of Gilgamesh* was found in the city of Nineveh, Iraq.
- Leonard Woolley found the unrolled tomb of Queen Puabi, known as the Royal Tombs of Ur. Sixteen royal tombs were unearthed.
- Henry Rawlison cracked the deciphering of cuneiform.

Image source: Prologue to the Code of Hammurabi. By unknown artist, the Louvre Museum, AO 10237

Name: _____ Date: _____

Comprehension/Discussion Questions

1. For what is King Hammurabi famous?
2. What were two resources that Mesopotamia had in very small supply? Because of this, what was used for building construction?
3. What was a *ziggurat*? What was the reason they were first built?
4. What was the importance of Hammurabi's code of laws to people living years later?
5. State three of Hammurabi's laws.

6. Why do you think educated people were given harsher fines?

7. What is cuneiform?

8. What are two contributions from the people of Mesopotamia to people living in the present day?

Name: _____

Date: _____

Extension Activities

𐎶 1	𐎶𐎶 11	𐎶𐎶𐎶 21	𐎶𐎶𐎶𐎶 31	𐎶𐎶𐎶𐎶𐎶 41	𐎶𐎶𐎶𐎶𐎶𐎶 51
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𐎻 6	𐎻𐎶 16	𐎻𐎶𐎶 26	𐎻𐎶𐎶𐎶 36	𐎻𐎶𐎶𐎶𐎶 46	𐎻𐎶𐎶𐎶𐎶𐎶 56
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𐎾 9	𐎾𐎶 19	𐎾𐎶𐎶 29	𐎾𐎶𐎶𐎶 39	𐎾𐎶𐎶𐎶𐎶 49	𐎾𐎶𐎶𐎶𐎶𐎶 59
𐎿 10	𐎿𐎶 20	𐎿𐎶𐎶 30	𐎿𐎶𐎶𐎶 40	𐎿𐎶𐎶𐎶𐎶 50	

Numbers

𐎶𐎵	𐎶𐎶	𐎶	𐎶𐎵	𐎶𐎶𐎶	𐎶𐎶𐎶𐎶
𐎶a	b	g	𐎶 (x)	d	h
𐎶𐎵	𐎶	𐎶𐎶	𐎶𐎶	𐎶𐎶	𐎶𐎶
w	z	𐎶 (h)	𐎶	y	k
𐎶𐎵	𐎶𐎶	𐎶𐎶	𐎶𐎶	𐎶𐎶	𐎶𐎶
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𐎶	𐎶	𐎶	𐎶	𐎶	𐎶
s	𐎶	p	𐎶	q	r
𐎶	𐎶	𐎶	𐎶	𐎶	𐎶
𐎶 (θ)	𐎶 (γ)	t	𐎶	𐎶	s ₂

Alphabet

1. Try writing a math problem in cuneiform:

2. Write your name in cuneiform:

3. Hammurabi's code of laws is found in the Louvre Museum (Paris, France). Do you think the famous stelae should be returned to the country of Iraq? Why, why not?

4. Pretending you are King Hammurabi, write about a day in your life. Include three facts learned from the reading.

5. Illustrate one of Hammurabi's laws.

Image sources:

Babylonian Numerals. By Josell7, 2010; CC BY-SA 4.0, 3.0 Unported, 2.5, 2.0, 1.0
Ugaritic Alphabet Chart. By AnonMoos, 2012, via Wikimedia Commons

● Pharaoh Hatshepsut ●

Teaching Notes

- Before reading the play on Hatshepsut, ask the students if they have any prior knowledge of the famous general.
- Using a map of the world, have the students locate the country of Egypt.
- Assign parts to read. You may wish to have more than one student be Hatshepsut so that more students can participate in the reading.
- Encourage the students to “act” out their parts.
- Stop from time to time to ask the students comprehension questions and to make *text-to-self connections*. You also may wish to review some of the different vocabulary words used in the script.
- After reading the play, have the students review and discuss the comprehension questions.
- Decide which extension activities, if any, to assign to students.

Vocabulary

- | | |
|-----------------|-----------|
| • Canopic jars | • Obelisk |
| • Fertile land | • Papyrus |
| • Hieroglyphics | • Pharaoh |
| • Myrrh | • Re |
| • Nile | • Regent |

Comprehension/Discussion Questions with Answers

1. Would you have liked Hatshepsut for a friend? Explain why or why not.
Answers will vary.
2. What is something about Hatshepsut that you found most interesting?
Answers will vary.
3. What are three facts you learned about ancient Egypt?
Egypt is in Africa, rulers of ancient Egypt were called pharaohs, among other answers.
4. What were two important contributions that Hatshepsut made as the pharaoh of Egypt?
Hatshepsut constructed many buildings, bringing prosperity to Egypt, and had peace with other areas.

Egyptian and Mesopotamian Cultures

Pharaoh Hatshepsut

5. Why do you think Hatshepsut's son/grandson tried to erase her record?

Hatshepsut's son and grandson were jealous that she had ruled instead of them. They didn't want women to rule in the family line.

6. How is the Nile River both helpful and harmful to the people of Egypt?

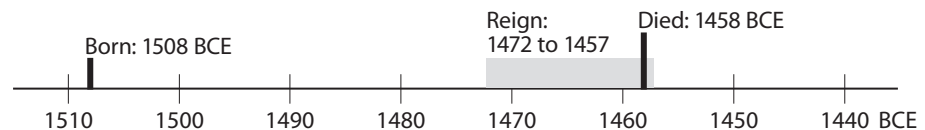
The Nile River would overflow its banks and create necessary fertile land for farming, but the flooding also caused destruction.

7. What was the writing of ancient Egypt called? What did they use to write on?

The ancient Egyptian writing system is called hieroglyphics. Egyptians wrote on a form of paper known as papyrus, which was made from a plant that grew along the Nile River.

8. What is an obelisk? Can you think of a famous monument in the United States that is this shape?

An obelisk is a tall, narrow structure, much like our own nation's Washington Monument.



Additional Resources

- Andronik, Catherine M. *Hatshepsut, His Majesty, Herself*. New York: Atheneum, 2001.
- Galford, Ellen. *Hatshepsut: The Princess Who Became King*. Washington, DC: National Geographic, 2005.
- Wells, Evelyn. *Hatshepsut*. Garden City, NY: Doubleday, 1969.

A Visit with Pharaoh Hatshepsut

Host: Hatshepsut ruled Egypt for twenty-two years during the eighteenth dynasty of the Theban kings of New Kingdom Egypt (1550–1076 BCE). Although there were several women rulers before Hatshepsut, she ruled as the **pharaoh** of Egypt—not as a queen—and was the first woman to do so. One Egyptologist, James Henry Breasted, said that she is “the first great woman in history of whom we are informed.”

Host: Welcome, Pharaoh Hatshepsut. You had the longest reign for a female ruler in ancient Egypt. Your name translates to mean “foremost of women.” You most certainly lived up to that name! It is an honor to have you visit my talk show. My studio audience has many questions to ask you.

Hatshepsut: Thank you for your kind words about me. I am very pleased to be here and I’d love to answer questions from your audience.

Host: I see lots of hands. Let’s start the questioning, shall we?

Questioner 1: Can you share some memories of your childhood with us, Pharaoh Hatshepsut?

Hatshepsut: My father, Tuthmosis I, did not have any royal blood. But the pharaoh before him, Amenhotep, didn’t have any sons, so he selected my father to be next in line as the ruler of Egypt. It was considered proper etiquette to refer to my father in public as “One.”

I remember many trips taken in my father’s royal barge along the Nile River. Did you know the **Nile** is the longest river in the world? When it overflowed, it deposited and created very **fertile land** for farmers to use for crop-growing. Because I was curious and eager to learn, my father let me accompany him to see the large desert areas of our kingdom.

Questioner 2: What was schooling like for the daughter of the pharaoh?

Hatshepsut: Children of the pharaoh didn’t attend school. Instead, we had tutors. It wasn’t common for women to learn to read and write, but I did. I learned math, reading, and writing and learned about the different Egyptian gods that we worshipped. We used a picture-based writing system called **hieroglyphics** that required memorizing about 600 different symbols. I wrote on **papyrus**, a woven paper made from a plant called the papyrus reed that grew along the Nile. I used reed pens dipped into ink as my “pencil.”

Host: I remember reading that it was the custom to shave off girls’ hair once they became teenagers. Is this true?



Hatshepsut

Hatshepsut: That is correct. We wore wigs. We also wore lots of eye make-up. Both men and women did this. It helped keep the glare of the desert sun out of our eyes. I think your football players often wear black under their eyes for the same reason.

Questioner 3: Did you have any activities you enjoyed doing?

Hatshepsut: I learned to throw the javelin and enjoyed hunting quails with nets. I loved doing these activities with my father, Pharaoh Tuthmosis I. I also learned to throw a boomerang at ducks and crocodiles. I also remember enjoying the Royal Zoo and especially going to see the hippos. And, a popular game at the time was a board game called Hounds and Jackals. Perhaps you've heard of it.

Questioner 4: How did you become pharaoh of Egypt?

Hatshepsut: My father died and, as was the custom of the time, women could not become pharaohs. I was required to marry my stepbrother, Mutnofret. I was only about twelve years old. Mutnofret died a few years later, and my stepson, Tutmosis III, was next in line to become pharaoh. Because he was only a boy, I became **regent**. That means I acted as leader until he would be old enough to be pharaoh. Since I was "acting" as pharaoh, I eventually decided to take over as the real pharaoh. I donned the red and white crown (symbolizing the unity of northern and southern Egypt). I took the name Maatkare and began to dress as a man in public, wearing a traditional men's kilt. I even wore a fake golden beard to keep with the traditions of a ruler. And, I often referred to myself as *he*.

Questioner 4: What was your reign like?

Hatshepsut: It was a time of peace. I encouraged trade and had an expedition to the land of Punt (thought to be the area of Somalia or Ethiopia today). Punt was the home of a very special fragrance called **myrrh**. The expedition brought back thirty-one myrrh trees so they could be grown in Egypt. Ivory, gold, and animals including panthers, cheetahs, monkeys, leopards, and a giraffe were also brought back from the expedition. I also encouraged the construction of hundreds of building projects, which created economic growth for the people of Egypt.

Questioner 5: What did you have built during your time as pharaoh?

Hatshepsut: Probably the most famous structure was the temple at Deir el-Bahri called Djeser-djeseru ("holiest of holy places") near the Valley of the Kings. It was built to honor the god Amon and was supposed to be my eternal resting place. It is carved into the side of a cliff.

To honor my fifteenth year as pharaoh, I had two red-granite **obelisks** created to honor the sun god, **Re**. They were ninety-seven feet tall, weighed about 1,000 pounds each, and were the world's tallest structures at the time! I had to have the temple of Karnak's roof removed just to place the obelisks inside the temple. The tips of the obelisks were covered with a gold and silver mixture. One can still be found in Egypt at the temple of Karnak.

Questioner 6: If you were such a famous person in history, how were you forgotten for hundreds of years?

Hatshepsut: I said earlier that I went by the name Maatkare, so many historians thought I was a male pharaoh. I also referred to myself as a male, so this confused historians, too. However, the main reason for my being forgotten was my son, Tutmosis III. He may have hated me because I took power from him. Other historians think it was *his* son (my grandson), Amenhotep II, that did the damage to my memory.

Anyway, it was believed that if there was no memory of someone, they ceased to exist and didn't have an afterlife either! After I died, my statues were smashed, and any inscriptions about me were removed. Tutmosis even ordered a wall erected around the temple of Karnak to hide the obelisks that I had constructed.

Some suggest it wasn't done in hatred of me particularly, but to erase the fact that there was a woman ruler amongst the Tutmosis male rulers. I really don't know.

Questioner 7: How were you discovered *again*?

Hatshepsut: Howard Carter—yes the same Howard Carter that discovered King Tutankhamun's tomb—found a tomb known as KV60 in the Valley of the Kings. There were two female mummies. One was unidentified. She had fingers that were individually wrapped, even her toes. The woman was heavy and had long curly hair. The mummy was missing teeth, too. A wooden box found in another tomb had my name on it. Inside, there was a molar tooth and a mummified liver belonging to me! Archaeologists tried to see if the tooth fit into the mouth of the unidentified mummy. It did. The year was 2007. I was discovered once again.

Host: I want to thank you very much for coming to share information about your life. Thank you very much, Pharaoh Hatshepsut.

Did You Know?

- The oldest mummies haven't been found in Egypt but in Chile and Peru.
- A mummified lion was found in Egypt.
- A mummified gerbil (with some food for the afterlife) was found in Egypt.
- During the mummy-making process, the brain was thought to be of no value and was thrown away.
- The heart, believed to be the center of intelligence and compassion, was wrapped and replaced back into the mummy. Other organs were saved in special containers called **canopic jars**.
- Inside King Tut's tomb was licorice root, watermelon seeds, and a box with underwear.

Image source: Head of a Statue of Queen Hatshepsut or King Thutmose III. By unknown artist, Neues Museum, Berlin, AM 34431

Name: _____ Date: _____

Comprehension/Discussion Questions

1. Would you have liked Hatshepsut for a friend? Explain why or why not.
2. What is something about Hatshepsut that you found most interesting?
3. What are three facts you learned about ancient Egypt?
4. What were two important contributions that Hatshepsut made as the pharaoh of Egypt?

5. Why do you think Hatshepsut's son/grandson tried to erase her record?
6. How is the Nile River both helpful and harmful to the people of Egypt?
7. What was the writing of ancient Egypt called? What did they use to write on?
8. What is an obelisk? Can you think of a famous monument in the United States that is this shape?

Name: _____ Date: _____

Optional Activity

Visitors have had negative effects on the famous tomb of King Tutankhamun since it was discovered in 1922. All the “oohs” and “ahs” of visitors as they walk inside the tomb caused moisture to form on the tomb’s surfaces and paintings, resulting in mold growing on the walls. Body heat and lighting also took their toll. Remember, the tomb was not meant to be a tourist destination, but a burial place for Tutankhamun. To protect King Tut’s tomb from continued deterioration, only 160 people were allowed inside each week, and there was a three year waiting list!

Egyptologists came up with a way to help preserve King Tut’s tomb by making a replica tomb. The idea of creating replica structures is not new. In France, few people are allowed into Lascaux Cave. Instead, a replica cave was created for visitors to enter. Construction for the replica tomb began in 2009 and used high-tech laser scanning and 3-D printers to collect data, the final goal being an exact copy of the original tomb. It was hoped that visitors would get a similar experience of the tomb without actually going into the 3,300-year-old site.

The King Tut replica tomb was unveiled in May 2014. Unlike in the real tomb, where visitors were kept behind a railing, visitors in the replica tomb are able to move around and look at things up close.

1. What do you think of this idea of creating a replica cave? Why?
2. If you were a mummy, what are five things you’d pack away for the afterlife? Why would you place these items in your tomb?

Name: _____ Date: _____

Extension Activities

1. Read about Hatshepsut's Hole, which is found near the temple. Herbert Winlock of the New York Metropolitan Museum of Art found thousands of broken fragments from statues and artifacts connected with Hatshepsut.
2. Pretend you were Hatshepsut and write a diary entry about a day in your life. Include at least three facts learned from the play.
3. Pretend you are Hatshepsut's mummy. What would it be like to spend every day on display? What do you hear? See? Smell? Feel?
4. Write a persuasive paragraph on the following issue: Do you think that mummies should be displayed in museums or left in their tombs? Why or why not?
5. Ancient Egyptian Games: <http://games.talkingpyramids.com/hounds-jackals>

Ramses the Great

Teaching Notes

- Before reading the play on Ramses, ask the students if they have any prior knowledge of ancient Egypt or Ramses.
- Using a map of the world, have the students locate the country of Egypt.
- Assign parts to read. You may wish to have more than one student be Ramses so that more students can participate in the reading.
- Encourage the students to “act” out their parts.
- Stop from time to time to ask the students comprehension questions and to make *text-to-self connections*. You also may wish to review some of the vocabulary words used in the script.
- After reading the play, have the students review and discuss the comprehension questions.
- Decide which extension activities, if any, to assign to students.

Vocabulary

- | | |
|-----------------|--------------|
| • Aton | • Pharaoh |
| • Hieroglyphics | • Polytheism |
| • Hittites | • Sed |
| • Kent Weeks | |

Comprehension/Discussion Questions with Answers

1. What does polytheism mean?
Polytheism is the belief in many gods.
2. What happened at a celebration called the Sed?
At Sed, the pharaoh would become a god.
3. What did Kent Weeks discover in 1995?
Kent Weeks discovered a tomb with the sons of Ramses.
4. Why does Ramses’ mummy have a passport?
The mummy of Ramses was given a passport so that “he” could travel to Paris, France.

5. Why did Ramses have so many buildings constructed during his lifetime?

Ramses constructed many buildings so people would remember him

6. What did archaeologists discover when an X-ray was done on Ramses' mummy? Why was this done?

Archaeologists discovered a stick in Ramses's neck. This was done because the Egyptians believed the body had to be "whole."

Additional Resources

- Ancient Egypt Online, "Ramses II aka Ramses the Great": <http://www.ancient-egypt-online.com/ramses-II.html>
- History in an Hour, "Ramesses the Great: A Summary": <http://www.historyinanhour.com/2012/06/25/ramesses-the-great-summary>
- History Timeline, "Biography of Pharaoh Ramses II": <http://semperfidelis1775.wordpress.com/2011/02/24/biography-of-pharaoh-ramses-ii>
- KingTutOne.com, "Ramses the Great": <http://www.kingtutone.com/pharaohs/ramses2>
- UKEssays, "The King Ramesses II in Egypt, History Essay": <http://www.ukessays.com/essays/history/the-king-ramesses-ii-in-egypt-history-essay.php>
- YouTube.com, "Ramses II Mummy—Cairo Museum": <https://www.youtube.com/watch?v=MtF1qjxoZPw>

A Visit with Ramses the Great, Pharaoh of Ancient Egypt

Host: Ramses II, or Ramses the Great, was born 1303 BCE and died 1213 BCE. He ruled for an amazing sixty-seven years and is considered the most powerful king of ancient Egypt. In addition to being called “the great,” Ramses was also known as the “great ancestor” to the ancient Egyptian people. A famous war leader, Ramses was renowned for his building projects as well, ranging from monuments to cities. Ramses lived to be in his nineties—an amazing age, even by today’s standards.

Host: Welcome, Pharaoh Ramses II. Or, should I say, Ramses the Great? It is a pleasure to welcome you to my talk show. I am sure my studio audience has lots of questions to ask you.



Ramses II Colossus inside the Luxor Temple

Ramses: I am very pleased to be here. Thanks for asking me to talk about my life as ancient Egypt’s most important **pharaoh**.

Host: Audience, I am sure you have many questions for our guest. I see lots of hands. Let’s start the questioning, shall we?

Questioner 1: Can you share some memories of your childhood with us, Ramses the Great?

Ramses: As a youngest son, I knew I wasn’t in line to become the king of Egypt. My eldest brother, Nebchasetnebet, was to become the pharaoh. However, he died. My dad, Pharaoh Sethi I, named me first commander of the army at only the age of ten. At the age of twelve, my father took me into my first of many battles. When I was only fifteen, I knew my future was to be pharaoh of all of Egypt. I was just twenty-five when my dad died and I became pharaoh.

Host: Your name became a popular one for pharaohs of ancient Egypt. How many other pharaohs took your name?

Ramses: All together, I believe nine other pharaohs after me called themselves Ramses. You see, I was very important in Egyptian history.

Questioner 2: I remember reading that you were nicknamed Sese by your people. What were some contributions you made while you were the pharaoh of ancient Egypt?

Ramses: Well, one thing I did was bring back the religion of the ancient Egyptians. We were **polytheistic**, believing in many gods. During the rule of Akhenaton, he made the people follow only one god, **Aton**. Once pharaoh, I had my people return to believing in many gods. I was a great warrior and had an army of over 100,000—quite a number for the time period—and my forces were victorious in many battles. One battle against the Hittites had the most chariots ever used in battle. I also was known as a peacemaker for forging a treaty with the **Hittites**, our longtime enemies. The clay tablet peace treaty is still preserved.

Questioner 3: After one ruled for thirty years, there was a celebration called the **Sed**. It was believed that at this festival a pharaoh became a living god. You were one of the few pharaohs to have a Sed. What were some of the things that you built while you were pharaoh?

Ramses: Lots of things! I founded the city of Pi-Ramesses (named for me) and made it the capital city. I also was responsible for the wonderful Abu Simbel. There are four huge seated statues of me at the entrance. A temple called Ramesseum and lots of obelisks were also constructed. Many of the temples and other structures had inscriptions telling about my war victories and other things I did so that people would not forget my achievements. Only an empire with lots of wealth could complete all this construction, so another thing about me is that my people lived prosperously during my reign!

Questioner 4: In 1995, archaeologist **Kent Weeks** made an amazing find in Tomb KV5 located in the Valley of the Kings.

Ramses: Yes, he certainly did. Behind a door was lots of rubble. Nobody thought there was anything to find, but Weeks thought he'd investigate and began removing the rubble. Weeks found 150 corridors and lots of rooms. It is thought that many of my fifty-two sons were buried in this forgotten tomb. So far, four sons have been discovered. It's the largest tomb ever found in the Valley of the Kings! By the way, I had about one hundred children. Amazing, isn't it?

Questioner 5: Is it true that your mummy actually has a passport?

Ramses: Yes. In 1974, my mummy was taken to Paris, France, and I needed a passport in order to get into the country. The passport lists my occupation as king, and when I arrived at the Le Bourget Airport, I was given a full honorary military welcome. The reason for my trip was medical. My mummy had a fungal infection, and it was causing harm to my body. A medical team worked on trying to preserve my mummy and stop the fungal infection. I am the only mummy to have a passport.

Questioner 6: Your mummy is rather well preserved. You have red hair, rare for the area in which you lived, and you have a hooked nose thought to be from an injury in one of your battles. Tell us more about your mummy.

Ramses: Archaeologists took an X-ray of my very thin neck and found a piece of wood had been inserted. They think that my head fell off my body during the mummification process, and the wood was to help put my head back onto my body. We ancient Egyptians believed you had to be "whole" in order to live in the afterlife. Without my head on my body, I would not have moved on into the next world.

Questioner 7: Tell us about your tomb; where is your mummy now?

Ramses: Originally buried in the Valley of the Kings, I've done a great deal of moving since my death. Grave robbers found my tomb, so I was moved to the tomb of my father. Then, I was moved again to another site near a place called Deir el-Bahri. My mummy was uncovered in 1881, and I was moved to the Cairo Museum in Egypt, where people take very good care of me.

Host: Thank you again, Ramses the Great. I think you gave us lots of information about your life.

Ramses: Thanks to your audience for all the great questions. It's been a pleasure to visit with you today.

Did You Know?

- In 2004, a mummified lion was unearthed in a tomb at Saqqara. It is about 3,500 years old.
- The oldest mummy was found in the country of Chile. It is about 7,800 years old.
- One million mummified birds were found in an Egyptian tomb.
- Eating a fried mouse was thought by the ancient Egyptians to cure a toothache.
- The 365-day calendar was created by the ancient Egyptians.
- One of the world's oldest known board games is an Egyptian game called *Senet*.

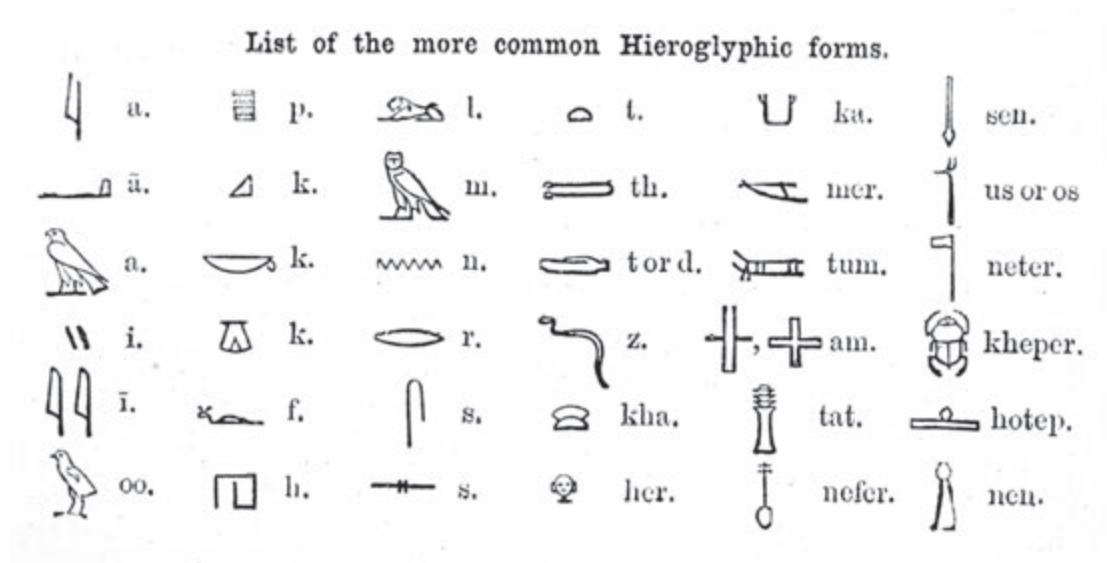
Name: _____ Date: _____

Comprehension/Discussion Questions

1. What does polytheism mean?
2. What happened at a celebration called the *Sed*?
3. What did Kent Weeks discover in 1995?
4. Why does Ramses' mummy have a passport?
5. Why did Ramses have so many buildings constructed during his lifetime?
6. What did archaeologists discover when an X-ray was done on Ramses' mummy? Why was this done?

Extension Activities

1. If you go to the British Museum in London, England, you can see a very large granite statue of Ramses II. It was removed from his burial temple, the Ramesseum. Also, The Place de la Concorde in Paris, France, has one of Ramesses' obelisks, which Napoleon transferred to France from its original location in Luxor. What do you think of countries having artifacts from another country? Should the statue be returned to Egypt and displayed at the Cairo Museum, or should it stay in the British Museum?
2. Do you think a mummy should be unwrapped to study the remains? Why or why not?
3. Using **hieroglyphics** (ancient Egyptian picture writing), write a message to exchange with someone else to translate.



4. About 200 miles south of Aswan, Ramses constructed the temple Abu Simbel. With the construction of Aswan High Dam, a lake called Lake Nasser would be created that would engulf Abu Simbel. The temple was taken apart piece by piece and relocated to higher ground. It cost about \$40 million, and the project, with financial help from several countries including the United States, was completed between the years 1964 and 1968. Do you think that such money should have been used for this project?

5. Pretend you are Ramses and write a diary about one of your days. Include three facts learned from the play.

6. Pretend you are Kent Weeks and write about a day working in the tomb that you discovered. (Option to show students YouTube video of Ramses' mummy.)

Moses

Teaching Notes

- Before reading the play on Moses, ask the students if they have any prior knowledge of him.
- Using a map of the world, have the students locate the countries of Egypt and Israel. Ask the students if they have any prior knowledge of these countries. Show the location of the Red Sea.
- Assign parts to read. You may wish to have more than one student be Moses so that more students can participate in the reading.
- Encourage the students to “act” out their parts.
- Stop from time to time to ask the students comprehension questions and to make *text-to-self connections*. You also may wish to review some of the different vocabulary words used in the script.
- After reading the play, have the students review the comprehension questions.
- Decide which extension activities, if any, to assign to students.

Vocabulary

- | | |
|--------------|-----------|
| • Exodus | • Pharaoh |
| • Heritage | • Prophet |
| • Nile River | • Red Sea |
| • Papyrus | • Staff |

Comprehension/Discussion Questions with Answers

1. What is an exodus?
A departure from a land
2. Why did God punish the Israelites and make them wander in the desert for forty years before allowing them to enter the “promised land”?
They created an idol to worship.
3. Why did the pharaoh order the death of all newborn Jewish-born boys?
He feared their numbers would increase and they would join his enemies to defeat him.

4. Why do you think the pharaoh changed his mind and sent soldiers to recapture Moses and the Israelites?

Answers will vary.

5. When the first born of the Egyptians were dying, the pharaoh changed his mind and allowed the Israelites to leave Egypt. Why do you think it took him until the tenth plague to change his mind?

Perhaps because he suffered personal loss with the death of his two sons.

Additional Resources

- Encyclopedia of World Biography, "Moses Biography":
<http://www.notablebiographies.com/Mo-Ni/Moses.html>
- TheFamousPeople.com, "Moses Biography":
<http://www.thefamouspeople.com/profiles/moses-103.php4>

A Visit with Moses

Host: My guest today is Moses (1391–1271 BCE) The **prophet** Moses brought the Israelites (Jewish community) out of Egypt and slavery. He also received the Ten Commandments, a code of social and religious laws from God, on the summit of Mt. Sinai.

Moses: It's a pleasure to be your guest today. I am looking forward to answering questions from your studio audience.

Host: Let's learn about the life of Moses, called the "lawgiver of Israel" by the Jewish people. Questioner 1, please ask your question.

Questioner 1: Your parents were named Yochebed and Amram. Can you tell us about your childhood?

Moses: The **pharaoh** (king) of Egypt didn't like people that practiced the Jewish faith. He forced the Jewish people into slavery. After a while, he passed a law that all infant Jewish boys were to be killed. This was because he feared that if the Jewish population increased, they might join with Egypt's enemies against his rule. I was born when this law was passed. My parents tried to protect me by placing me in a basket and hiding me in the tall **papyrus** weeds that grew along the **Nile River**. Interestingly, a young woman found me and took me home. She was the daughter of the pharaoh!

Questioner 2: The pharaoh's daughter gave you your name, *Moses*, which means "from the water" or "saved." She knew you were a Jewish baby but saved your life and raised you. Anything else you'd like to tell us about your childhood?

Moses: I grew up in the palace as the adopted son of the pharaoh's daughter. Lucky for me, my real mother was allowed to be my nanny. She helped to teach me about my Jewish **heritage**. As a young man, I got very upset when I saw a Jewish (Hebrew) slave being beaten by his master. Sadly, when I tried to stop the attack, the Egyptian man was killed. I was forced to run away into the desert.

Questioner 3: In the desert, you joined a group of shepherds. One day, you had heard a voice from inside a burning bush. What did this voice say to you?

Moses: The voice said that I was to lead the Israelites out of Egypt. The voice also told me to share with the Jewish people that there was only one God and to stop worshipping many gods, as the Egyptians did. I decided to return to the pharaoh and ask him to "Let my people go" and allow us to go to the promised land.

Questioner 4: You and your brother, Aaron, went to see the pharaoh, but he refused your request to allow the Israelite people to leave Egypt. Did anything happen because of the pharaoh's refusal?



Painting of Moses

Moses: Yes, God had given me a magical **staff** (walking stick), which released ten different diseases called “plagues” each time the pharaoh refused our request. Some of the plagues turned drinking water into blood. Plagues of frogs, locusts, lice, and flies were also released on the Egyptian people. Cattle got sick and died. Finally, the Egyptians’ firstborn sons began to die, including those of the pharaoh! Jewish people placed lamb blood on their door to protect their sons from being taken by the angel of death. It was at this time that the pharaoh agreed to my demands to let the Jewish people leave Egypt.

Questioner 5: Didn’t the pharaoh change his mind and send soldiers to bring you, and all the people with you, back to Egypt?

Moses: Yes, he did send soldiers to capture us and return us to slavery in Egypt. I remember having to part the **Red Sea** so the people in my care could get away to safety. After we crossed the Red Sea, the waters returned to normal, drowning many of the pharaoh’s soldiers in the process. This departure of the Jews from Egypt was called the Exodus.

Questioner 6: Tell us about your time in the desert.

Moses: Difficult times! Very difficult times. And, when the people began to question the powers of God, he punished us all by making our journey take forty years! Only the children of these people would get to the promised land. With such a long journey, some people grumbled about the heat and lack of food. Others started to fight with one another. Water supplies got very low. As I said, it was a very difficult time but we managed to survive.

Questioner 7: You are called a lawgiver. You received the Ten Commandments from God at the top of Mt. Sinai. Can you share some of the commandments on the two stone tablets that you received?

Moses: Some of the Ten Commandments are that you should not steal, murder, or lie about someone else, and that you should always honor your parents.

Questioner 8: You must have been very happy to reach the promised land, called Canaan.

Moses: Unfortunately, I didn’t get to the promised land. God said that I had disobeyed his instructions, and my punishment was that I couldn’t get there. You see, when water was in short supply, He told me to talk to a rock and it would release much needed water. Instead, I hit the rock with my staff. Although I didn’t get to see the promised land, I had lived a very long life. I died at the old age of 120! I was happy that my people did reach the destination.

Host: I want to thank you again for being my guest and for sharing information about your life with my studio audience.

Moses: Again, thanks for inviting me. I had a great time.

Did You Know?

- If you go to the US Supreme Court Building, there is a carving of Moses holding the two tablets with the Ten Commandments.
- There is also a marble statue of Moses in the US House of Representatives. He is one of twenty-three lawmakers displayed in the chamber.
- Famous Italian sculptor Michelangelo created a statue of Moses. It is located in Rome at the Church of San Pietro.
- To date, Moses's tomb has not been located.
- It is said that Moses may have stuttered, as it is mentioned that he was "slow of speech."
- *Manna*, which means "what is it," was food sent by God to the people when they were hungry as they wandered in the desert.

Name: _____ Date: _____

Comprehension/Discussion Questions

1. What is an exodus?
2. Why did God punish the Israelites and make them wander in the desert for forty years before allowing them to enter the promised land?
3. Why did the pharaoh order the death of all newborn Jewish-born boys?
4. Why do you think the pharaoh changed his mind and sent soldiers to recapture Moses and the Israelites?
5. When the first born of the Egyptians were dying, the pharaoh changed his mind and allowed the Israelites to leave Egypt. Why do you think it took him until the tenth plague to change his mind?

Name: _____ Date: _____

Extension Activities

1. Write a diary pretending to be wandering in the desert with Moses for forty years. Tell about one of your days.
2. Make five questions to answer using a map of Egypt. Exchange with a fellow classmate to answer.
3. Make five events about Moses and place them on different pieces of paper. Exchange with another student to place in proper sequence. Place theirs in proper sequence as well.

Greek Culture



Aesop

Teaching Notes

- Before reading the play on Aesop, read one of his fables. Perhaps *The Tortoise and the Hare*, since it is mentioned in the play.
- Ask the students if they have any prior knowledge of Aesop.
- Using a map of the world, have the students locate the country of Greece. Ask the students to share any prior knowledge they may have of the ancient Greeks or of the country of Greece.
- Assign parts to read. You may wish to have more than one student be Aesop so that more students can participate in the reading.
- Encourage the students to “act” out their parts.
- Stop from time to time to ask the students comprehension questions and to make *text-to-self connections*. You also may wish to review some of the different vocabulary words used in the script.
- After reading the play, have the students review the comprehension questions.
- Decide which extension activities, if any, to assign to students.

Vocabulary

- | | |
|------------------|---------------|
| • City-state | • Fabulist |
| • Constellations | • Famine |
| • Debt | • Oracle |
| • Democracy | • Philosopher |
| • Fable | • Solon |

Comprehension/Discussion Questions with Answers

1. It is thought that Aesop had a speech problem. According to legend, how did Aesop overcome this problem?

A priest asked the goddess Isis to give Aesop his speech.

2. What is a fable, and what did Aesop often use in his fables to tell the story?

A fable is a short story that has a moral or lesson. Aesop often used animals in his stories.

3. How did Aesop, who was probably born a slave, gain his freedom?

He was a great storyteller.

4. List the two ideas that began in the city-state of Athens.

Trial by jury and democracy

5. Draco was a very harsh ruler of the city-state of Athens. List two examples of how he was a harsh ruler.

Under Draco's rule, the people were killed for stealing even a piece of fruit. The poor were put into prison for not paying debts. There were different laws for the rich and poor.

6. In which two ways did Solon try to rule with more fairness?

Solon forgave debts, allowed the poor to be on juries, and passed a law that all children learn to read and write.

7. What is a constellation?

A constellation is a pattern of stars that look like an animal or human.

8. Why was Aesop placed on trial by the Delphians? What is a famine?

He was accused of stealing. A famine is a time of little food.

9. How did people remember Aesop's fables, given that he didn't write them down?

They memorized and recited his fables.

Additional Resources

- Ancient-Greece.org, "Greece Timeline":
<http://ancient-greece.org/resources/timeline.html>
- Greek Myths and Greek Mythology, "Aesop and Aesop's Fables":
<http://www.greekmyths-greekmythology.com/aesop-greek-aesops-fables>
- LoveToKnow.com, "Interesting Facts about Aesop":
<http://childrens-books.lovetoknow.com/interesting-facts-about-aesop>

A Visit with Aesop

Host: You probably have heard the story *The Tortoise and the Hare*. This fable about never giving up, with the motto “slow and steady wins the race,” was written by an ancient Greek writer named Aesop (620–564 BCE), who was famous for his short stories. I am pleased to welcome Aesop to my show.

Aesop: Thanks for inviting me to speak with your studio audience.

Host: Let’s get started with the questioning. Questioner number 1, you get to ask our guest the first question.

Questioner 1: Aesop, what is a **fable**? I read that you wrote about six hundred fables. Can you share one of your stories?

Aesop: A fable is a short story that teaches a lesson. Most of my fables used animals. In my story *The Ant and the Grasshopper*, the grasshopper prefers to play and doesn’t think about gathering food for the upcoming winter. The ant works hard to gather food for the winter and says he doesn’t have time to play. When winter comes, the grasshopper doesn’t have enough to eat and dies. The lesson of this story is that it is important to prepare for the future.

Questioner 2: I read that you had a speech problem and didn’t speak very much. It is said that someone helped you overcome your speech issues. Can you explain?

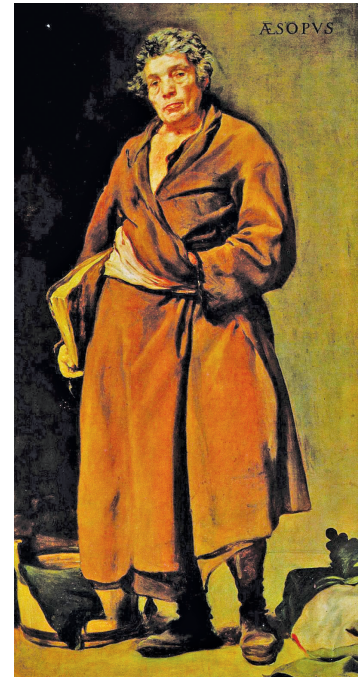
Aesop: Some say that I did a favor for a priestess at the **oracle** of Isis. She was so grateful that she asked the goddess to help give me the ability to speak. Once I had my ability to speak, I went on to spend my life giving speeches and telling stories.

Questioner 3: I read that you may have been a slave on one of the Greek islands called Samos. It’s located in the Aegean Sea. You became famous for your storytelling. How did you earn your freedom?

Aesop: That’s an interesting story. My master boasted that he could drink the sea and foolishly said that if he could not, he’d give up all his money. When he realized he was in trouble, he turned to me to help save his honor and fortune. When people gathered to watch the event, I announced that any water that flowed into the sea couldn’t be counted as actual seawater. All waters from rivers and lakes would have to be removed. Since this couldn’t be done by anyone gathered, my master was able to keep his riches and not look more foolish than he already did. As a thank you, he gave me my freedom.

Questioner 4: Some say you never actually existed. What do you have to say about this claim?

Aesop: Well, famous Greeks including Herodotus, Aristotle, and Plutarch mentioned me in their writings, so I would say there is evidence that I did actually exist. Even the famous **philosopher** Plato mentioned me. He wrote that Socrates, while in jail, recited some of my fables! I never actually wrote my stories down. Other people did this, so I can understand why some people suggest that I may never have existed.



Painting of Aesop

Questioner 5: Can you tell me something about Athens and what it was like living in this **city-state**?

Aesop: It was the city-state of Athens that started the idea of trial by jury and the idea of **democracy**, or “rule by the people.” Of course, only male citizens of Athens could take part in the government. Still, it was an amazing concept.

Questioner 6: Wasn’t Draco a very cruel leader of Athens?

Aesop: It is said that Draco’s rules were written in blood, a symbol of how harsh they were. You could be put to death for stealing even a vegetable! And there were different laws for those who were wealthy and those who were poor. Many people were sold into slavery for their **debt**. When **Solon** came to power, he made the laws more just. He forgave people’s debts to give them a new beginning. Poor people could be on juries, and it became a law that all citizens had to teach their children to read and write. Solon also forbade the death penalty in all cases except for murder.

Questioner 7: I read in the news that a 2,600-year-old pottery cup from the ancient Greeks may have some of the oldest drawings of constellations. I didn’t know the ancient Greeks knew about **constellations**.

Aesop: A constellation is a pattern of stars that looks like animals or people. The Greeks were famous for their contributions to astronomy. In fact, an ancient Greek astronomer named Ptolemy actually named forty-eight constellations!

Questioner 8: You gained fame for your storytelling, and people actually recited your stories to help keep them from being forgotten since you didn’t write your stories down onto paper. Did you have a long and happy life?

Aesop: Actually, people sometimes got upset with me because of my storytelling. In fact, a group of people called the Delphians accused me of stealing a gold cup. Now, why would I do such a thing? Anyway, I was put on trial, found guilty, and sentenced to death by being thrown off a cliff! After my death, the Delphians experienced a **famine** and lots of bad luck. Could it have been connected to what they did to me? This I do not know. But, I did warn the Delphian leaders, “You may kill me, but my unjust death will bring you great misfortune.”

Host: Thank you very much for joining my show today and answering questions from my studio audience.

Aesop: You are welcome. I had a very enjoyable time. I’d like to share with you and your audience one of my sayings: “No act of kindness, no matter how small, is ever wasted.”

Did You Know?

- A **fabulist** is a person who writes fables.
- Aesop was also known as Esop.
- In the 1950–1960s, there was a television show called *Rocky and His Friends* (The Bullwinkle Show) in which Aesop’s fables were turned into short cartoon segments called “Aesop and Son.”
- There are eighty-eight constellations.

Image source: Painting of Aesop. By Diego Velázquez, 1639–40, Prado Museum

Name: _____ Date: _____

Comprehension/Discussion Questions

1. It is thought that Aesop had a speech problem. According to legend, how did Aesop overcome this problem?
2. What is a fable, and what did Aesop often use in his fables to tell the story?
3. How did Aesop, who was probably born a slave, gain his freedom?
4. List the two ideas that began in the city-state of Athens.
5. Draco was a very harsh ruler of the city-state of Athens. List two examples of how he was a harsh ruler.

6. In which two ways did Solon try to rule with more fairness?
7. What is a constellation?
8. Why was Aesop placed on trial by the Delphians? What is a famine?
9. How did people remember Aesop's fables, given that he didn't write them down?

Name: _____ Date: _____

Extension Activities

1. Read one of the following of Aesop's fables and share what you think is the moral of the story:

The Fox and the Grapes

The Ox and the Frog

The Boy Who Cried Wolf

The Bear and the Bees

The Rooster and the Fox

The Fox and the Lion

The Crow and the Pitcher

2. Illustrate one of the following of Aesop's quotes. Write a short paragraph explaining what you think the quote means.

"United we stand, divided we fall."

"Please all, and you will please none."

"Appearances are often deceiving."

"Do not count your chickens before they are hatched."

-
-
- If you were a ruler of Athens, what would be four laws you would make for the people you governed?
- Pretend you are Aesop and write a diary about a day in your life. Include two facts learned from the play.

Pericles

Teaching Notes

- Before reading the play on Pericles, ask the students if they have any prior knowledge of this ancient Greek or of the country of Greece.
- Using a map of the world, have the students locate the country of Greece.
- Assign parts to read. You may wish to have more than one student be Pericles so that more students can participate in the reading.
- Encourage the students to “act” out their parts.
- Stop from time to time to ask the students comprehension questions and to make *text-to-self connections*. You also may wish to review some of the different vocabulary words used in the script.
- After reading the play, have the students review the comprehension questions.
- Decide which extension activities, if any, to assign to students.

Vocabulary

- | | |
|------------------------|----------------------------|
| • Acropolis | • Parthenon |
| • Age of Pericles | • Peloponnesian War |
| • Athena | • Persian Wars |
| • Bay of Salamis | • Philosophy |
| • Delian League | • Physicist |
| • Direct democracy | • Plague |
| • Golden Age of Athens | • Representative democracy |
| • Hexameter | |

Comprehension/Discussion Questions with Answers

1. What was the cause of the Peloponnesian War? Why did King Philip think that this time period would be a good time to conquer the Greeks?

Jealousy and rivalry among the city-states of Greece led to the Peloponnesian War. Philip saw that the civil war had weakened Greece.

2. What is a civil war?

A war between the people of a country

3. What did Pericles think of those who didn't participate in government?

That these people were useless

4. What is the difference between a direct democracy and a representative democracy?

In a direct democracy, people participate in making the laws by voting. In a representative democracy, people elect others to make such decisions on their behalf.

5. According to the play, what were two reasons Pericles always wore a helmet?

He was self-conscious about his very long head and also wanted to show the power of his position in Athens.

6. What did Pericles believe lots of buildings showed about a city?

Power

7. What did Pericles begin to do in Athens so that even the poor citizens would participate in government?

He paid those who participated.

8. In order to participate in Athens's government, you had to be a citizen. What was the rule that Pericles required in order to become a citizen?

Both parents had to be from Athens.

9. What was the disease that killed so many people of Athens (including Pericles)? What caused it to spread so quickly?

The plague, which was caused by overcrowding

Additional Resources

- Biography.com, "Pericles Biography":
<http://www.biography.com/people/pericles-9437722#synopsi>
- Ducksters.com, "Ancient Greece: Biography of Pericles":
ducksters.com/history/ancient_greece/pericles.php
- Encyclopedia of World Biography, "Pericles Biography":
<http://www.notablebiographies.com/Pe-Pu/Pericles.html>
- Simply Biographies, "Biography of Pericles":
<http://www.sacklunch.net/biography/P/Pericles.html>

A Visit with Pericles

Host: Today's guest is Pericles (495–429 BCE), leading statesman of ancient Athens. The golden age of Athens took place during his leadership. Welcome to my show, Pericles!

Pericles: It was very kind of you to invite me to your talk show. I am eager to answer any questions your audience might have about my life.

Host: Questioner 1, why don't you begin by asking a question of our guest?

Questioner 1: I read that you were a very good public speaker. In fact, people could listen to you for hours. Can you share some information about your childhood and education?

Pericles: Well, I was fortunate to have been born into a very wealthy family. My father was a famous general and statesman. I had the best teacher. I learned math from Zeno, a famous **physicist** of Athens. I also learned philosophy from Anaxagoras, and I studied music and the arts as well. I really loved learning.

Questioner 2: When you were only seventeen, you inherited a large amount of money. What is something you did with your money?

Pericles: I mentioned that I loved the arts, so I helped produce a play. It was written by Aeschylus and was called *The Persians*. The story was about how the people of Athens defeated the Persians at the Battle of Salamis. Because of the success of the play, I became very popular among the people of Athens.

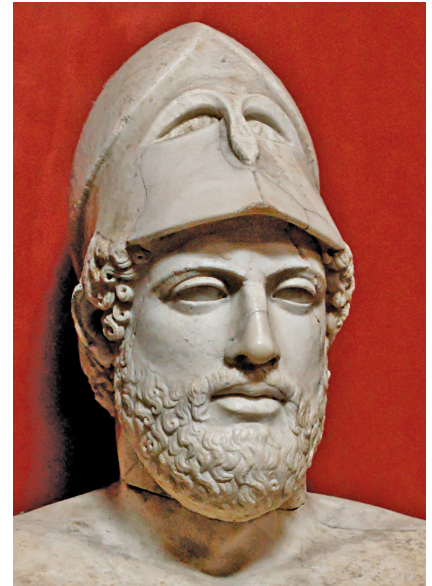
Questioner 3: I'm just curious. You are always depicted wearing a helmet. Why is this?

Pericles: Honestly, it was a bit of vanity. You see, I had an abnormally long head and was very self-conscious about it, so I always wore a helmet whenever I went out in public. Others say that I wore the helmet as a sign of my powerful status in Athens.

Questioner 4: At the end of the second **Persian War**, the Persian king burned the city of Athens to the ground. Can you tell us about this war?

Pericles: I was a boy when the first Persian War occurred. The mighty Persian army lost at the Battle of Marathon. About ten years later, the son of King Darius, now king, decided to return. His name was Xerxes, and his was perhaps the first sea battle in history. It is said King Xerxes had men bring his throne to the top of a hill so he could watch the sea battle in the **Bay of Salamis** near Athens. His ships were too long for the narrow harbor. While turning, their ships actually sunk themselves when they collided! King Xerxes lost the battle and was very angry. He burned my city, Athens, to the ground before returning to Persia!

Questioner 5: Athens was in ruins, and it was under your leadership that Athens was rebuilt and reached a height of power and beauty. Tell us more.



Sculpture of Pericles

Pericles: I believed that buildings showed power, so I had lots of buildings built. I also built temples for our gods. It was under my leadership that the **Acropolis** and **Parthenon** were built. The Parthenon was built in honor of the goddess **Athena**. I also invited sculptors to come to Athens to create beautiful sculptures. I used the money of the **Delian League** to help pay for the construction of these projects. In reality, the money was supposed to be for the defense of Athens and other city-states in the league.

Questioner 6: You were nicknamed the “first citizen of Athens.” Can you tell us some thoughts you had about government?

Pericles: I believed it was the duty of all Athenians to take part in government. I didn’t have much value in people who didn’t feel this way and once said, “We alone regard a man who takes no interest in public affairs, not as a harmless but as a useless character.” We had a **direct democracy**. That means about 6,000 people met a few times a month to vote on issues. Today, in the United States, you have a **representative democracy**. You vote to select people to vote on your behalf. I wanted to make it possible for even poor Athenians to serve, so I began a system where government leaders were paid for their services. I also made a law that only children of parents who were both from Athens could have citizenship.

Questioner 7: During your leadership, Athens became very powerful, and it was the best of times for the city. The years from 446 to 429 BCE were called the **golden age of Athens**, also known as the **age of Pericles**. Tell us more.

Pericles: Arts and literature were very important to me. I wanted Athens to be famous as the educational and cultural city of Greece. Famous Greeks, including Herodotus, the founder of history; the playwrights Sophocles and Euripides; and even the famous philosopher Socrates, lived during Athens’s golden age.

Questioner 8: You were the leader of Athens during the first couple years of the **Peloponnesian War**. What caused this war, and who fought in it?

Pericles: Some say I was to blame for the war. I wanted a powerful Athens, and the other city-states were not happy with Athens. These city-states didn’t like Athens demanding taxes or requiring all city-states to use Athenian money. Eventually, other city-states joined together, led by Athens’s enemy, Sparta, to go to war against Athens. The year was 431 BCE. You can call this a civil war, as it was a war among the Greek people.

Questioner 9: At one point in the war, some tried to make peace with the city-state of Sparta. You were blamed for the poor progress of the war and removed from office. Didn’t you give a famous speech during the Peloponnesian War?

Pericles: Yes, I did. It was called the Funeral Oration. I gave the speech to honor all the men who had already died in the battle. I spoke of my thoughts on government. Many still read this speech to learn more about the thinking of people during my lifetime. And, just so you know, soon after being removed from office, the people returned me to the leadership of Athens. Altogether, I was elected to be the leader of Athens fifteen years in a row!

Questioner 10: Athens lost the Peloponnesian Wars, but it was a short-lived victory for Sparta. Cities eventually joined together to defeat Sparta. Then, Thebes became the leading city-state. King Philip, of Macedonia, decided to conquer the Greeks believing they had been weakened from their civil wars. He was correct. His son, Alexander, would eventually take control after his father's death. Tell us about the end of your life.

Pericles: I had strong walls built around the city-state of Athens. When the war was going on, I allowed those outside the city to come inside for protection. It got very crowded with about 100,000 people living within the walls. Then, disaster happened. A terrible disease called the **plague** came into our city and spread very quickly. More than 20,000 died from the spread of this disease, including my two sons. Then I came down with the plague. I died, too, in 429 BCE.

Host: We have run out of time so we must end our questioning. Again, thank you very much for being my guest.

Pericles: It was my pleasure. Thank you for asking me to appear on your show. It was lots of fun.

Did You Know?

- Twenty thousand tons of marble was used to create the Parthenon. It was built from 447 to 438 BCE.
- During the Peloponnesian War, Athens's enemy Persia helped fund Sparta's efforts against the city-state.
- The word *ostracize* comes from ancient Athens. Broken pieces of pottery called *ostraka* were used to write the names of disliked citizens. Such people were temporarily forced to leave the city (banished).
- The very first Olympic Games were held in the city-state of Athens, in 776 BCE.
- As a general, Pericles got control of the city-state of Delphi from the Spartans. He also conquered parts of the Thracian peninsula of Gallipoli.
- Snow mixed with honey and fruits was eaten in fifth century BCE Athens.

Image source: Sculpture of Pericles. By unknown artist, copy of Kresilas, Pericles, son of Xanthippos, Athenian. Vatican Museums, no. 269

Name: _____ Date: _____

Comprehension/Discussion Questions

1. What was the cause of the Peloponnesian War? Why did King Philip think that this time period would be a good time to conquer the Greeks?
2. What is a civil war?
3. What did Pericles think of those who didn't participate in government?
4. What is the difference between a direct democracy and a representative democracy?
5. According to the play, what were two reasons Pericles always wore a helmet?

6. What did Pericles believe lots of buildings showed about a city?

7. What did Pericles begin to do in Athens so that even the poor citizens would participate in government?

8. In order to participate in Athens's government, you had to be a citizen. What was the rule that Pericles required in order to become a citizen?

9. What was the disease called that killed so many people of Athens (including Pericles)? What caused it to spread so quickly?

Name: _____

Date: _____

Extension Activities

1. Draw a picture of the Parthenon. Write three facts learned about the city of Athens from the play.
2. From the reading, what are two character traits of Pericles? Could you have been friends with Pericles? Why or why not?
3. Pretend you are a citizen of Athens. Write about a day in your life. Include at least three facts learned from the play.
4. Pericles liked the saying, "Nothing to excess." What do you think this means?
5. Write a **hexameter**, a type of Greek poem. It's a six-syllable-per-line poem (about 5 lines). The origin of the poem dates back to an oracle at Mt. Parnassus called Pythia. Pythia sat over the crack in the earth at the Oracle at Delphi. She answered questions about a person's future. The vapor made her dizzy, and she was incoherent with her answers. Others had to translate her message and did so in a poem called a hexameter.

Artemisia

Teaching Notes

- Before reading the play on Artemisia, ask the students if they have any prior knowledge of ancient Greece.
- Using a map of the world, have the students locate the country of Greece. Show the location of Turkey and Iran (Persia).
- Assign parts to read. You may wish to have more than one student be Artemisia so that more students can participate in the reading.
- Encourage the students to “act” out their parts.
- Stop from time to time to ask the students comprehension questions and to make *text-to-self connections*. For example, what do you think of the possibility that Artemisia would hoist a Greek flag in battle? Have you ever watched a marathon? You also may wish to review some of the different vocabulary words used in the script.
- After reading the play, have the students review the comprehension questions.
- Decide which extension activities, if any, to assign to students.

Vocabulary

- | | |
|------------------|------------------------|
| • Asia Minor | • Home court advantage |
| • Bay of Salamis | • Marathon |
| • Colonies | • Mausoleum |
| • Darius | • Peloponnesus |
| • Drachma | • Xerxes |
| • Empire | |

Comprehension/Discussion Questions with Answers

1. What was the cause of the Persian Wars?

A Persian king was angry that Athens got involved with his efforts to take over Asia Minor, and he wanted to teach Athens a lesson.

2. What were the two pieces of advice that Artemisia gave to King Xerxes?

She told Xerxes that the Bay of Salamis was too narrow to turn the long Persian ships. She also told him that the Greeks had a home-court advantage.

3. The Greek founder of history, Herodotus, wrote about the Persian War. Who do you think his account of the wars favored?

The Greeks because he was a Greek

4. What is a mausoleum?

A place to bury someone

5. What does "home court advantage" mean? What were two other reasons why the Greeks won the first Persian War?

Home court advantage means to know your area the best. The Greeks won because they knew their land and waters (that is, the Bay of Salamis) and had a strong desire to win and save their way of life.

6. What running event honors a Greek soldier? What did the Greek soldier do?

A marathon honors the Greek soldier who ran to Athens to share the news that the Persian army had been defeated in the land battle.

7. Why did Artemisia advise Xerxes not to do the naval battle?

The Persian boats were too long to move around in the narrow Bay of Salamis.

8. Why was the outcome of the Persian Wars very important in history?

Ideas of the Greeks were able to continue and be passed down. If the Persians had won, they wouldn't have kept the Greek ideas, such as democracy and trial by jury.

Additional Resources

- Gill, N. S. "Persian Wars: Battle of Salamis." About.com: <http://ancienthistory.about.com/od/greekbattles/gr/salamisstrauss.htm>
- Kuhlman, Erika. "Artemisia of Halicarnassus." In *A to Z of Women in World History*. New York: Facts On File, 2002. Adapted by Leopoldo Costa at <http://stravaganzastravaganza.blogspot.com/2014/09/artemisia-of-halicarnassus.html>
- Lewis, Jone Johnson. "Artemisia: Warrior Queen of Halicarnassus: Fought with Xerxes at the Battle of Salamis." About.com: http://womenshistory.about.com/od/ancientgreece/p/artemisia_5th_c.htm
- PBS.org, "Artemisia, Warrior-Queen of Halicarnassus": <http://www.pbs.org/empires/thegreeks/htmlver>
- Weebly.com, "Artemisia of Halicarnassus": <http://artemisiaofhalicarnassusbyks.weebly.com/life.html>

A Visit with Artemisia, Warrior Queen of Halicarnassus

Host: Welcome to my show! I have a very interesting guest today. Her name is Artemisia, ruler of Halicarnassus (today known as Bodrum, Turkey). Artemisia (about 480 BCE) is considered the first woman admiral for her participation in the Second Persian War. Again, thanks so much for coming to my show, Queen Artemisia!

Artemisia: It was very kind of you to invite me. It will be fun sharing information about my life.

Host: Let's start the questioning of our guest. Questioner 1, would you please start by asking Artemisia a question?

Questioner 1: Little is actually known of you except for the fact that the founder of history, Herodotus, mentioned you in one of his writings, called *Histories*. The date was 490 BCE. Can you tell us something about yourself?



Profile of Artemisia

Artemisia: Well, I became the queen of Halicarnassus following the death of my husband. Since I had a grown son, it is said that I was in my thirties when I commanded a fleet of five ships into battle against the Greeks at the Bay of Salamis.

Questioner 2: Can you tell us about the cause of the Persian Wars?

Artemisia: The first war began in 490 BCE. Persia had an **empire** that stretched to the coast of Asia Minor. You call this area Turkey. There were Greeks living in **colonies** on the coast of **Asia Minor**. When the Persian king named Darius took over the area, the Greeks asked the city-state of Athens to come to their aid. **Darius** was angered that Athens interfered and, deciding to teach Athens a lesson, planned an attack. The first battle was fought in a place called **Marathon**.

Questioner 3: Yes, I remember reading about this war. The Greeks had **home court advantage**. They knew their land better than the invading Persians. They also had a strong desire to protect their way of life. The Persian army must have been tired from their many years of traveling to Greece. Having a huge empire, the Persians were overly confident that they would defeat the Greeks in battle. However, the Greeks actually defeated the Persians! One of the Greek soldiers, who ran all the way to Athens to share the good news, died from exhaustion. The modern marathon race, of 26.2 miles, honors this runner. What caused the Second Persian War?

Artemisia: The new king was named **Xerxes**. He was the son of Darius. He decided he wanted to try again to defeat the Greeks and get Persia's honor back. They were humiliated that their powerful army was defeated ten years earlier. This time, Xerxes planned a sea battle (one of the first in history) in the **Bay of Salamis**. All his advisers told Xerxes that such a sea battle was a great idea. I, however, warned him that I didn't agree. You see, the bay was very narrow, and our ships were very long. I also worried that the Greeks, who were very knowledgeable

in seamanship, would be a mighty foe in a water battle. Xerxes often asked my advice, but he didn't always listen to it. In this case, he did not.

Questioner 4: The different city-states of Greece, including Athens's enemy Sparta, joined together to fight the Persians. This was the battle in which you took part. Please, give us details.

Artemisia: It was in this war that I gained the title Warrior Queen. It wasn't my first sea battle. I had fought earlier at a place called Euboea. The naval battle at the Bay of Salamis took place in 499 BCE. King Xerxes was so impressed with my abilities that he said, "My men have turned into women, and my women into men."

Questioner 5: I read that the Greeks were not very pleased to see a woman fighting them in the Bay of Salamis. They felt it was an insult that a woman would dare to go to war against them.

Artemisia: That is very true. I understand that the Greeks actually had a reward for my capture! Ten thousand **drachmas** were offered for my capture. That was quite a lot of money for the time! Fortunately, they were not successful. Some Greeks, including the son of Hippocrates, called me a cowardly pirate! That may be due to a story that was told of me, claiming that I had a Greek flag as well as a Persian flag aboard my ship, which I would hoist depending on the ships in the area.

Questioner 6: You survived the Battle of Salamis with what some say was a ruthless tactic. Can you share what happened?

Artemisia: My ship was trapped by the Greek ships. In order for me and my soldiers to survive, I rammed a ship that was blocking my ship's escape. The ship was actually an ally of the Persians, so it was on my side! Sadly, that ship quickly sank with all on board drowning. Everyone on my ship survived. Xerxes didn't realize that it was *my* ship that sank the Persian allies.

Questioner 7: Xerxes watched the battle from a golden throne perched on a hill overlooking the bay. He saw his long ships unable to turn in the narrow bay. Hundreds of ships in his fleet were sunk, and not by the Greeks! The battle was lost. Your advice had been correct. Now, Xerxes had another question for which he sought advice. He asked you and his other advisors whether he should continue a land battle against the Greeks on the lower section of Greece, called the **Peloponnesus**. What did you say to King Xerxes?

Artemisia: Well, this time Xerxes listened to me. I said to forget the land battle and return to Persia. However, before he left for home, Xerxes burned the city of Athens to the ground as punishment. He felt a lot better after he did this!

Questioner 8: What happened to you after the Second Persian War?

Artemisia: I actually disappeared into history. Little is known other than the fact that my grandson, Lygdamis (named after my father), became the king after me. One story says that I threw myself off a cliff and died because the man I loved didn't love me in return. Now, after showing such bravery to go into battle, does this behavior sound like the action of a warrior queen?

Questioner 9: Didn't you build the famous Mausoleum at Halicarnassas, which was considered one of the Seven Wonders of the Ancient World?

Artemisia: That was another woman, also called Artemisia of Halicarnassus. In about 350 BCE, she had the structure built in honor of her husband, whose name happened to be Mausolus (thus, the word **mausoleum**).

Host: Thank you for joining us today, Warrior Queen Artemisia! The Greek victory over the Persians was very important, as Greek ideas were able to continue and be passed down through history to us.

Artemisia: It was my pleasure to be with you and your audience today. Again, thanks for inviting me.

Did You Know?

- In the battle of Salamis, there were about 500 Greek ships and 700 Persian ships. The Greeks lost about 40 ships and the Persians lost about 233 ships.
- The Persians built a very long road in their empire. It was about 1,550 miles long from Sardis, in western Turkey, to the capital city of the Persian Gulf, Susa.
- Ships had to be very close in order to use bows and arrows, and were made of wood. Fires were set to sink ships.
- The Great Pyramid of Giza is the only structure left of the Seven Wonders of the Ancient World.
- Many of the Persian soldiers didn't know how to swim! Plus, they were wearing armor!

Name: _____ Date: _____

Comprehension/Discussion Questions

1. What was the cause of the Persian Wars?
2. What were the two pieces of advice that Artemisia gave to King Xerxes?
3. The Greek founder of history, Herodotus, wrote about the Persian War. Who do you think his account of the wars favored?
4. What is a mausoleum?

5. What does “home court advantage” mean? What were two other reasons the Greeks won the first Persian War?

6. What running event honors a Greek soldier? What did the Greek soldier do?

7. Why did Artemisia advise Xerxes not to do the naval battle?

8. Why was the outcome of the Persian Wars very important in history?

Name: _____ Date: _____

Extension Activities

1. Write a diary pretending to be Artemisia describing a day in the naval battle at the Bay of Salamis. Include three facts learned from the play.
2. Read a short summary on the Persian Wars. Make a newspaper headline and draw or color an illustration to go with the newspaper headline.
3. Read "Forty Fortunes: A Tale of Iran," by Aaron Shepard, a short story from ancient Persia. Write a summary of the folktale.
4. Find several facts and opinions about Artemisia and the Persian Wars and write them down.

Socrates

Teaching Notes

- Before reading the play on Socrates, ask the students if they have any prior knowledge of the ancient Greeks, the country of Greece, or Socrates.
- Using a map of the world, have the students locate the country of Greece.
- Assign parts to read. You may wish to have more than one student be Socrates so that more students can participate in the reading.
- Encourage the students to “act” out their parts.
- Stop from time to time to ask the students comprehension questions and to make *text-to-self connections*. You also may wish to review some of the different vocabulary words used in the script.
- After reading the play, have the students review the comprehension questions.
- Decide which extension activities, if any, to assign to students.

Vocabulary

- | | |
|------------------|----------------------|
| • Agora | • Peloponnesian Wars |
| • Athens | • Philosopher |
| • City-state | • Socratic method |
| • Homer | • Sparta |
| • <i>Iliad</i> | • Trial by jury |
| • <i>Odyssey</i> | • Zeus |
| • Oracle | |

Comprehension/Discussion Questions with Answers

1. What is a philosopher? Can you think of any great thinkers of today's world?
A lover of wisdom. Answers will vary.
2. Socrates willingly took the poison after being found guilty. Why did he do this when he had a chance to escape? Would you have done this? Why or why not?
He believed in the concept of trial by jury. Answers will vary.

3. Socrates once said that a pitcher was just a lump of clay that had been arranged into a particular shape and that it was its use that gave the pitcher its beauty. What do you think about this?

Answers will vary.

4. Why do you think people become bullies toward other people?

Perhaps they are really feeling inferior, or perhaps they have been bullied and don't know any other way of dealing with their issues.

5. Socrates said that a medal wasn't needed to do the right thing. What do you think of this statement? Should someone who finds a wallet and returns it be rewarded for his or her actions?

Answers will vary.

Additional Resources

- Biography.com, "Socrates Biography":
<http://www.biography.com/people/socrates-9488126#execution>
- Linder, Doug. "The Trial of Socrates." University of Missouri-Kansas City, 2002. <http://law2.umkc.edu/faculty/projects/ftrials/socrates/socratesaccount.html>
- PBS.org, "Socrates, 469 BC–399 BC":
http://www.pbs.org/empires/thegreeks/characters/socrates_p2.html
- Social Studies for Kids, "The Life and Death of Socrates":
<http://www.socialstudiesforkids.com/articles/worldhistory/socrates1.htm>

A Visit with Socrates

Host: Socrates lived in ancient Greece and is remembered as an amazing **philosopher**, which means “a lover of wisdom.” He was born around 469 BCE. He spent his days in the **agora** (open marketplace) of Athens, teaching young people and talking with visitors and traders. Socrates is known for a learning process that carries his name. The **Socratic method** uses lots of questioning. In fact, Socrates is nicknamed, “the Great Questioner.”

Host: Welcome, Socrates. It is a pleasure to welcome you to my talk show. I am sure my studio audience has lots of questions to ask you.

Socrates: I am very pleased to be here. Thanks for asking me to talk about my life in ancient Greece with your audience.

Host: I am sure you have lots of questions for our guest, Socrates. I see lots of hands. Let’s start the questioning, shall we?

Questioner 1: Can you share some memories of your childhood with us, Socrates?

Socrates: I remember that my father, a stonecutter, was disappointed in me. He said that I didn’t have what it took to follow in his footsteps and become a stonecutter. I remember one particular day he said to me that inside a slab of marble were things waiting to be set free. It got me thinking that the mind is like this as well. There are lots and lots of ideas waiting to be released if the right questions are asked of us.

Questioner 2: In our world today, many kids are bullied by others. I was wondering if you had this problem in your time as well?

Socrates: Sadly, things like bullying existed in my time, too. I had thick lips, a stubby nose, and my eyes seemed to bulge out of my head. Children teased me about my looks. Some taunted me and called me “frog face!” I still remember how hurt I felt at such treatment, but I tried to find positive things about my face. My bulging eyes gave me the ability to see in more directions, and my nose, well, it gave me a better sense of smell.

Questioner 3: I read that you really liked the poet **Homer’s *Iliad*** and ***Odyssey***. Is there anything else about your childhood that you’d like to share with us?

Socrates: I very much enjoyed music and thought that music helped to train one’s mind. The ancient Greeks’ chief god was called **Zeus**. He liked to throw lightning bolts when angry and lived with the other gods and goddesses atop Mt. Olympus. I remember I prayed to him that he might make me beautiful on the inside since I wasn’t very good-looking on the outside. I also believed the gods gave me a “funny feeling,” which I used to help me work out problems.

Host: During the war between your **city-state** of **Athens** and **Sparta**, called the **Peloponnesian Wars**, you bravely saved your friend who was wounded in a battle. His name was Alcibiades. You actually turned down an award offered to you for your bravery.



Drawing of Socrates

Socrates: Yes, that is correct. I didn't feel a medal was needed to do the right thing!

Questioner 4: You loved spending your time in the agora teaching young people, so why were you arrested and placed on trial in 399 BCE?

Socrates: Unfortunately, I was put on trial for the crime of corrupting young minds and being disrespectful to the gods. **Trial by jury** was a new idea started in Athens, Greece. I was found guilty by my peers (about 500 instead of your 12 jurors today). The verdict was 281 for guilty and 220 for innocent. Because I was so well known in Athens, I was asked to determine my own punishment. I suggested free food and the highest honors that the city-state of Athens could bestow on me. I guess this really angered the jurors because they then took another vote to decide whether my punishment should be death. Even more voted to put me to death.

Questioner 5: I read that you had an opportunity to escape your jail cell but didn't do so. Why didn't you run away when you had the chance? Why did you take the poison willingly?

Socrates: You see, I believed in the idea of trial by jury. If an important person of Athens such as myself ignored the verdict, why would anyone else obey the decision of a jury? I may not have agreed with the decision but I felt it was my obligation to obey it. I drank poison hemlock. I was about seventy years old at the time.

Questioner 6: You once said, "The unexamined life is not worth living." You also said, "True wisdom comes to each of us when we realize how little we understand about life, ourselves, and the world around us." Do you have any other sayings you'd like to share with us?

Socrates: "The greatest way to live with honor in this world is to be what we pretend to be." Another I'd like to share is, "Regard your good name as the richest jewel you can possibly be possessed of."

Host: I would suggest that your last comment is very important, Socrates. Once you lose your good name it is very hard to get it back--great advice for us all to ponder. Thank you for coming to share a bit about yourself with us.

Socrates: It has been my pleasure to come to speak with you today.

Did You Know?

- Plato was a student of Socrates. A famous student of Plato was Aristotle.
- Ancient Greeks chewed tree resin, called *mastiche*, an early type of chewing gum.
- In the fifth century BCE, ancient Greeks sold snow cones mixed with honey and fruit in the markets of Athens.
- King Minos of Crete had a flush toilet over 2,800 years ago!
- Ancient Greek children played with a toy that resembled a clay yo-yo.

Image source: Drawing of Socrates. By William Jennings Bryan and Francis Whiting Halsey, Greece, Vol. 1 of *The World's Famous Orations* (New York: 1906)

Name: _____ Date: _____

Comprehension/Discussion Questions

1. What is a philosopher? Can you think of any great thinkers of today's world?
2. Socrates willingly took the poison after being found guilty. Why did he do this when he had a chance to escape? Would you have done this? Why or why not?
3. Socrates once said that a pitcher was just a lump of clay that had been arranged into a particular shape, and that it was its use that gave the pitcher its beauty. What do you think about this?

4. Why do you think people become bullies toward other people?
5. Socrates said that a medal wasn't needed to do the right thing. What do you think of this statement? Should someone who finds a wallet and returns it be rewarded for his or her actions?

Name: _____ Date: _____

Extension Activities

1. Illustrate one of Socrates quotes:

"Wisdom begins in wonder."

"He is the richest who is content with the least."

"I know that I am intelligent because I know that I know nothing."

2. Pretend you are Socrates and write about a day in the agora. Tell about two people you spoke with and what you asked of them.

3. Greeks believed they could go to a shrine called an **oracle** to ask questions about their future. At the Oracle at Delphi, the priest said that Socrates was the wisest man in all of Athens. When Socrates heard this, he decided to try to prove that the oracle was incorrect. He questioned many people to find someone wiser who would know what was really worthwhile in life. Unable to find this person, Socrates said that since he didn't pretend to know what he did not, he may have actually been a wiser person than most for admitting his own ignorance. What do you think of this?

4. Pythia was an oracle at Delphi located on Mt. Parnassus. Pythia supposedly received her messages from the god of the sun, Apollo. For hours, Pythia would sit on a stool over a crack in the ground and answer questions about the future from people who came to see her. Fumes coming from the crack would make her dizzy, and her words sounded like garbled nonsense. Messages were translated into a poem called a hexameter. Pretend to be Pythia being asked a question at the oracle. Ask a question in your title and then write five lines (with six syllables per line) to respond to the question. Such questions might be, Should I take my soldiers to war? Did my slave steal my grapes? Should I marry?

Teaching Notes

- Before reading the play on Aristotle, ask the students if they have any prior knowledge of the ancient Greeks or Aristotle.
- Using a map of the world, have the students locate the country of Greece. Ask if the students have any prior knowledge of the country.
- Assign parts to read. You may wish to have more than one student be Aristotle so that more students can participate in the reading.
- Encourage the students to “act” out their parts.
- Stop from time to time to ask the students comprehension questions and to make *text-to-self connections*. You also may wish to review some of the different vocabulary words used in the script.
- After reading the play, have the students review the comprehension questions.
- Decide which extension activities, if any, to assign to students.

Vocabulary

- | | |
|-------------|------------------------|
| • Aether | • Four basic qualities |
| • Botany | • Lyceum |
| • Causality | • Peripatetic |
| • Democracy | • Philosopher |
| • Dissect | • Trial by jury |
| • Empire | • Virtues |
| • Ethics | • Zoology |

Comprehension/Discussion Questions with Answers

1. How did Alexander help keep Greek ideas alive?
He passed them along to those he conquered.
2. Describe the way of teaching known as peripatetic.
Peripatetic is the practice of walking around while teaching.
3. What were two incorrect scientific beliefs held by Aristotle?
Sheep and goats could change sex by the way the wind blew; the earth was the center of the universe; heavier objects fall faster; others.

4. Aristotle divided animals into which two groups?
Animals with red blood and without red blood
5. What were two ways in which Aristotle learned?
Questioning and observing
6. What was Plato's nickname for Aristotle?
The Mind
7. In addition to being called the "founder of science," what do some call Aristotle?
The most intelligent man to ever walk on this planet

Additional Resources

- Ducksters.com, "Ancient Greece: Biography of Aristotle":
http://www.ducksters.com/history/ancient_greece/aristotle.php
- FamousScientists.org: <http://www.famousscientists.org/aristotle/>
- GreekMedicine.net, "Aristotle":
http://www.greekmedicine.net/whos_who/Aristotle.html
- History for Kids, "Greek Philosophy":
<http://www.historyforkids.net/greek-philosophy.html>
- Shuttlesworth, Martyn. "History of the Scientific Method." Explorable.com: <https://explorable.com/history-of-the-scientific-method>
- Stevens, Patsy. "Aristotle, Greek Philosopher." Gardenofpraise.com: <http://gardenofpraise.com/ibdarist.htm>

A Visit with Aristotle

Host: The name Aristotle means “the best purpose.” Aristotle, born in northern Greece, lived between 384 and 322 BCE. In addition to being Alexander the Great’s teacher, Aristotle, one of the most famous **philosophers** of all times, was also known as the First Teacher and the Philosopher. Many also call Aristotle the “founder of science.” In addition to science, Aristotle wrote about politics, **ethics**, music, and poetry. His scientific method was a new way of studying things around him, and his use of questioning to gain knowledge was used by many who followed him. Welcome to my talk show, Aristotle!

Aristotle: I really appreciate your asking me to speak with your studio audience.

Host: Some say that you were the most intelligent man to ever walk on this planet. I am sure there are lots of questions for our guest. Audience questioner number 1, would you like to ask the first question of our guest?

Questioner 1: You were very interested in nature and the human body. Is there something in your childhood that sparked such an interest?

Aristotle: Well, my father, Nichomachus, was a doctor. In fact, he was the physician for King Amyntas of Macedonia. It was here that I met his son, Philip, who would eventually become king. Later, when Philip became king, I became the tutor of his son, Alexander. I think that since my dad was an educated man, I was lucky to get an education and learned to value knowledge. I especially enjoyed learning about biology. I would **dissect** different animals, and I liked to draw and illustrate many organs. I tried to learn the purpose of the different organs I observed.

Questioner 2: Did you know the famous philosopher Plato, a student of Socrates? I read that Plato, whose real name was Aristocles, was Socrates’ most prized student.

Aristotle: Yes, when I was a teenager I went to the Plato Academy in Athens, Greece. It was here that I learned logical thinking and learned philosophy. In fact, I liked the academy so much that I stayed there for almost twenty years! I eventually became one of the teachers at the academy. Plato called me the Mind, and I was his prized student, even though we didn’t always see eye to eye on many topics! When I left in 347 BCE, I did some traveling, got married, and wrote several books. Some of my works were *The Natural History of Animals*, *The Reproduction of Animals*, and *The Parts of Animals*. I returned to the city of Athens and opened my own school of philosophy called the **Lyceum**. There were beautiful gardens and even covered walkways so my students and I could walk about as I gave my lectures.

Questioner 3: Can you tell us more about the Plato Academy?



Bust of Aristotle

Aristotle: Of course. It wasn't a school like the ones you have today. It was more for debating with other students on different topics that were brought up for discussion. As I mentioned a few minutes ago, I very much liked to walk as I taught, and to hear me, my students would have to follow me. This way of teaching became known as **peripatetic** (per uh puh TET ik) meaning to "walk about."

Questioner 4: You said that King Philip of Macedonia asked you to become his son's teacher. Please, tell us more about you and your student Alexander.

Aristotle. I shared with Alexander, who would eventually take over most of the known world, all the facts about Greek culture. From me, Alexander learned about the Greek writing system, its religion, and the famous writers of Greece. I also shared with Alexander several new ideas that the Greeks developed, including **trial by jury** and the idea of **democracy** (rule by the people). Alexander eventually had a huge **empire**. Wherever he went, he spread the Greek ideas. Also, when Alexander came upon unusual plants, he would have messengers bring them back to me to study. As an adult, Alexander shared my love of **botany** and **zoology**. He used the powers of observation I taught him to be very successful in his life.

Questioner 5: I read that you actually invented a new branch of science called **causality** to explain why things happen. The power of observation was very important to you. You also believed that experimentation was an important aspect of learning. Tell us more.

Aristotle: I took notes and recorded all the different things I observed. I remember especially enjoying studying and recording my data on sea life. In fact, I detailed 120 kinds of fish. I also studied 500 animals and 60 insects! I was one of the first to do a large amount of dissection. I classified animals into those with red blood and those without red blood. Today, you use the terms *vertebrates* and *invertebrates* in a similar way. My methods of experimentation, questioning, and observation are still used today.

Questioner 6: You were quoted as saying, "The rattle is a toy suited to the infant mind, and education is a rattle or toy for children of larger growth." Can you share some other thoughts you expressed?

Aristotle: I once said, "Knowing yourself is the beginning of all wisdom." I also said, "We are what we repeatedly do. Excellence then is a habit."

Questioner 7: You were known for something called the **four basic qualities**. Can you explain this idea?

Aristotle. I believed that when observing nature, you can see four basic elements interacting. They are *hot*, *cold*, *dry*, and *wet*. Hot actually meant a lot of energy being displayed. Cold meant little energy or activity. Dry and wet had to do with moisture.

Questioner 8: You basically believed that one should continue to ask themselves the following question through life: "What kind of person ought I to be?" You believed in something called "the mean." Can you explain this and some of your other ideas?

Aristotle: Today, you would say to that live in moderation is to avoid behaving in extremes. That's what I meant by living the mean. I loved astronomy and came to believe that although the earth was round, it didn't move, and that it was the center of the universe. I realize now that this wasn't correct, but with the technology we had in my time, it made the most sense. I also believed the heart was the center of intelligence (like the ancient Egyptians before me). And, I must admit, I believed that a sheep or goat could be born either male or female depending on how the wind was blowing! I also incorrectly believed that heavier objects fall faster than lighter ones. I think men named Galileo and John Philoponus proved this wasn't the case. I also believed that in addition to the four elements of earth, air, fire, and water, of which everything was made, there was a fifth element. I called it **aether**, which is what I believed the planets and stars were made from.

Questioner 9: Sadly, much of your writings were lost in history. Only about thirty-one of your two hundred works exist today. When the Greek civilization collapsed, Arabian scientists preserved many of your works and passed them along to people they met in Europe and Asia. Can you tell us some other things that you studied and wrote about?

Aristotle: I was very interested in lightning, earthquakes, wind, meteors, rainbows, thunder, and the Milky Way. I am credited with naming comets. *Kountng* or *Kometes* was Greek for "stars with hairs" or "long haired." I also wrote on **virtues**, believing that in order to be happy, you needed to live a life that showed good moral standards. In fact, I very much believed that the highest virtue one could have was the exercise of one's reasoning.

Host: Thanks again, Aristotle, for joining my show today and for answering so many questions from my audience.

Aristotle: It's been a real pleasure to visit with you today. Thanks for inviting me.

Did You Know?

- 12 percent of our words come from Greek.
- The first flushing toilets were said to have been created by the ancient Greeks. About 2,800 years ago, King Minos of Crete had a flush toilet!
- The Olympics began in Athens, Greece. Under penalty of death, women could not attend the games.
- A Greek man named Ptolemy named forty-four constellations.
- Aristotle lived most of his life in Athens. Athens is the capital of Greece.
- The Parthenon, a temple built for Athena, is found in Athens.

Image Source: Bust of Aristotle. By unknown artist, Copy of Lysippos, Greek bronze bust of Aristotle, 330 BCE, National Museum of Rome.

Name: _____ Date: _____

Comprehension/Discussion Questions

1. How did Alexander help keep Greek ideas alive?
2. Describe the way of teaching known as peripatetic.
3. What were two incorrect scientific beliefs held by Aristotle?
4. Aristotle divided animals into which two groups?
5. What were two ways in which Aristotle learned?
6. What was Plato's nickname for Aristotle?
7. In addition to being called the "founder of science," what do some call Aristotle?

Name: _____ Date: _____

Extension Activities

1. Illustrate one of the following quotes by Aristotle. Write a paragraph explaining what you think the quote means.
 - "The rattle is a toy suited to the infant mind, and education is a rattle or toy for children of larger growth."
 - "Knowing yourself is the beginning of all wisdom."
 - "We are what we repeatedly do. Excellence then is a habit."
 - "In all things of nature there is something of the marvelous."
 - "Time crumbles things; everything grows old under the power of Time and is forgotten through the lapse of Time."
 - "Misfortune shows those who are not really friends."
 - "He who has overcome his fears will truly be free."

2. Pretend you are a student of Aristotle, following him around as he gives a lesson. What are you thinking? Write a diary entry.

3. Could you have been a friend of Aristotle? Why or why not. Write a paragraph explaining your reason.

4. List four character traits of Aristotle. What would you list as four character traits of yourself?

Alexander the Great

Teaching Notes

- Before reading the play on Alexander the Great, ask the students if they have any prior knowledge of Alexander the Great or the regions he conquered.
- Using a map of the world, have the students locate the regions that Alexander the Great conquered.
- Assign parts to read. You may wish to have more than one student be Alexander the Great so that more students can participate in the reading.
- Encourage the students to “act” out their parts.
- Stop from time to time to ask the students comprehension questions and to make *text-to-self connections*. You also may wish to review some of the different vocabulary words used in the script as well as show a time line and review how someone such as Alexander the Great could be born in 356 BCE and die in 323 BCE.
- After reading the play, have the students review the comprehension questions and discussion questions.
- Decide which extension activities, if any, to assign to students.

Vocabulary

- | | |
|--------------|-----------------|
| • Achilles | • <i>Iliad</i> |
| • Ancestor | • Olympic games |
| • Aristotle | • Perched |
| • Bucephalus | • Pindar |
| • Empire | • Revolt |
| • Homer | • Ruthlessness |

Comprehension/Discussion Questions with Answers

1. What did a wise man see at Alexander’s birth that predicted he’d be a great ruler?
Two eagles perched on the roof
2. Using powers of observation, Alexander saw why Bucephalus was a difficult horse. What was this reason?
The horse was afraid of its shadow.

3. What famous philosopher became Alexander's teacher? How was this important in history?

Aristotle taught Alexander about Greek culture, which he spread to all the areas he conquered.

4. There is a story that Alexander wanted to learn more about ocean life. What did he supposedly do?

He went down in a glass barrel into the Mediterranean Sea.

5. Alexander collected many things from the people he conquered. What did he hope to have built?

A library

Additional Resources

- Alexander-the-Great.co.uk, "The Gordian Knot":
http://www.alexander-the-great.co.uk/gordian_knot.htm
- Bent, Samuel Arthur, comp. "Alexander the Great." In *Familiar Short Sayings of Great Men, with Historical and Explanatory Notes*. Rev. ed. New York: Houghton Mifflin, 1910. <http://www.bartleby.com/344/7.html>
- Gunther, John. *Alexander the Great*. New York: Random House, 1953.
- Suggs, Robert. *Alexander the Great, Scientist-King*. New York: Macmillan, 1964.

A Visit with Alexander the Great

Host: One of the greatest military leaders the world has seen was Alexander the Great (356–323 BCE). Alexander conquered the known civilized world, including Greece and Egypt, and extended his **empire** as far east as India. Unlike other rulers, Alexander the Great gave equal rights to all in his empire. Important to history is that Alexander spread the ideas of the ancient Greeks to all the areas he conquered.

Host: Welcome, Alexander the Great. It is a pleasure to welcome you to my talk show. I am sure my studio audience has lots of questions to ask you.

Alexander: You may call me Alexander. Thanks for asking me to talk about my life with your audience.

Host: I am sure you have lots of questions for our guest, Alexander. I see lots of hands. Let's start the questioning, shall we?

Questioner 1: You were the son of King Philip of Macedonia and Queen Olympias. Can you share some memories of your childhood with us, Alexander the Great?

Alexander: My mom told me that the Greek hero **Achilles** was my **ancestor**. And I was told I was extra special because of something that happened at my birth. A wise man said that I would one day rule two great nations after spotting two eagles **perched** on the roof of the room when I was born. Many in history would say that this became true. I was a great leader.

Questioner 2: You learned to throw spears, ride horses, and use a sword, in addition to learning math, writing, and reading. Can you share any other information about your education?

Alexander: My parents were able to get the famous Greek, **Aristotle**, to be my tutor. From him, I learned all about Greek culture and came to really love learning about their civilization. I especially liked the Greek poet **Homer** and slept with his book, the **Iliad**, under my pillow. Aristotle taught me how important the powers of observation can be. I remember that I also loved music and learned to play the harp.

Questioner 3: You were very athletic and a very good runner. Did you ever compete in the **Olympic Games**, which were held every four years in Greece?

Alexander: No, I did not. I felt that I could only take part if I had "kings as my competitors." Since I could not, I didn't participate in the games.



Mosaic detail of Alexander at the Battle of Issus, in the Naples National Archaeological Museum

Questioner 4: There is a story that as a boy, you asked your dad to give you a very difficult horse, which threw anyone off who tried to mount him.

Alexander: Oh, yes, the black horse was called **Bucephalus** (which means “bullheaded” in Greek). I really wanted the colt, but my father said that the horse was too difficult to handle. Using powers of observation, I saw that the horse was actually afraid of its own shadow. Turning the horse away from the sun, it didn’t see its shadow, and I was able to get atop of him. My father was really impressed and gave me the horse. Bucephalus stayed with me for many years. When he died, I actually had a funeral for the horse and named a city after him. The city was called Bucephala (today known as Jalalpur Sharif, in Pakistan)

Host: It wasn’t easy becoming king when you were only twenty years old. Didn’t people think you were too young to have the power to rule over city-states?

Alexander: I showed my power and somewhat **ruthlessness** by burning the Greek city of Thebes to the ground for thinking that I wasn’t up to the task of ruling. Thousands died, and even more were sold into slavery. I had to show other city-states what would happen to them if they thought they could ignore my rule. To be fair, burning cities to the ground that **revolted** against a leader was the custom during my lifetime. I liked the poetry of a Greek poet named **Pindar** and enjoyed reciting his works, so I ordered that his house not be burned.

Questioner 5: Aristotle encouraged curiosity in you. What is something that you did to learn about the world?

Alexander: I had a glass barrel made, and I went down into the Mediterranean Sea to watch sea life in 333 BCE. Workers pumped oxygen into the barrel so I could stay under the water for long periods. I also was interested in astronomy and the Nile River. I sent an expedition to explore the area.

Questioner 6: There is a city in Egypt called Alexandria. Does this city have anything to do with you?

Alexander: Yes, it certainly does. I built the city by the Mediterranean Sea to encourage trade. I founded a total of almost seventy cities, many of which bear my name. I also collected many objects and books from my empire and wanted to establish a museum and library in Alexandria. I had seen the Library of Ashurbanipal in Mesopotamia and thought such a library on a grander scale would be most valuable. I died before the library was built. Luckily, a leader that came after me made it a reality.

Host: There is a story told about you and a knot in an old chariot. Can you share this story with our audience?

Alexander: Well, there was a story that a knot tied to the axle of an old chariot was almost impossible to undo. It was in a city called Gordium (in present-day Turkey). It was said that if someone could untie the Gordian knot, they would become king of Asia. Since no one said you had to use your fingers, I simply sliced the knot with my sword.

Host: Thank you very much for joining in our audience discussion, Alexander the Great.

Alexander: It was my pleasure to be your guest.

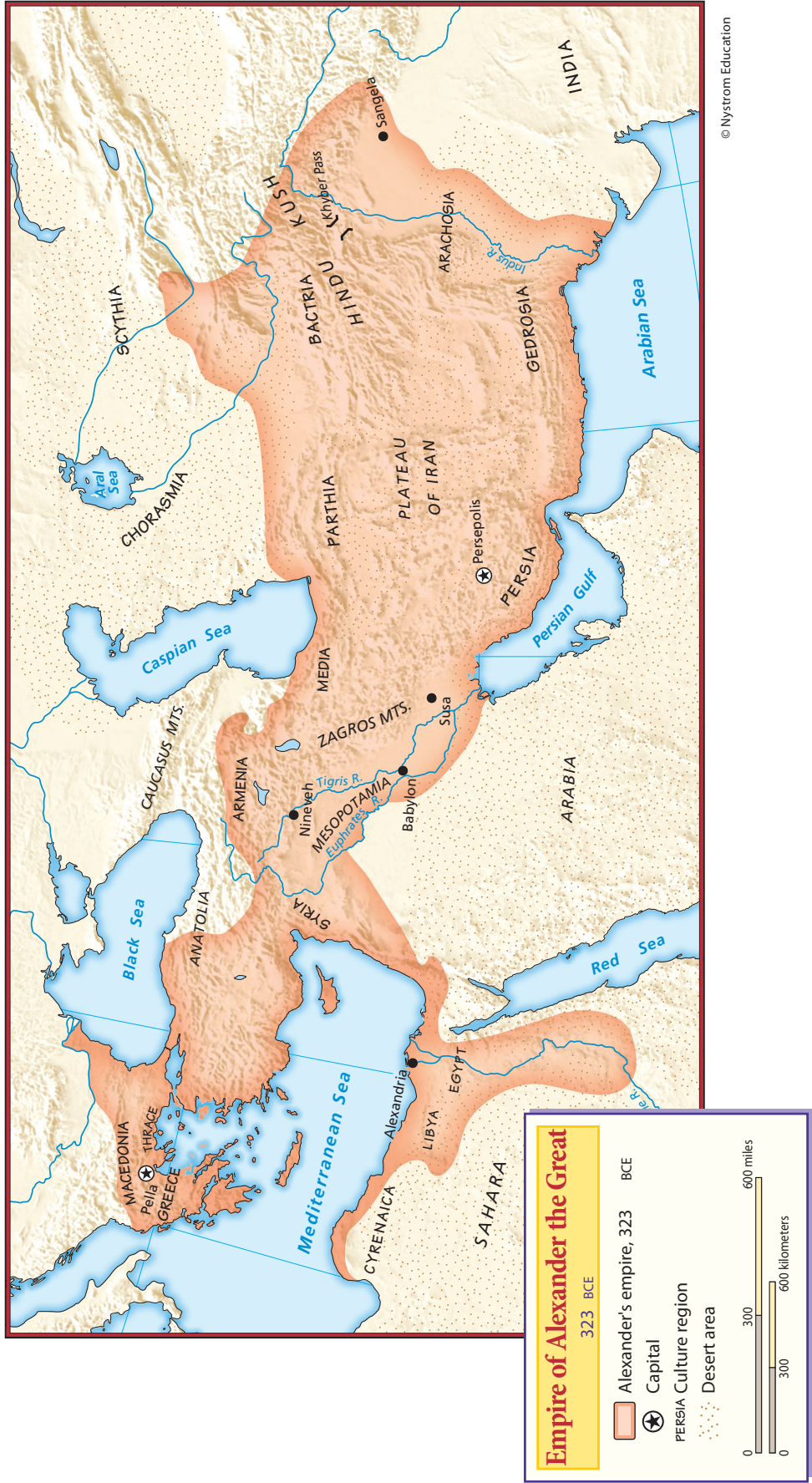
Did You Know?

- Alexander died at the age of only thirty-three. His tomb has yet to be discovered.
- In addition to soldiers, Alexander brought along architects, construction workers, and engineers so they could build structures in the cities that he conquered.
- Alexander had blond hair and very blue eyes. And during a time when men usually wore beards, he did not. He also required his soldiers to shave!
- Alexander once said, "If my father wins any more battles, there won't be anything left for me to conquer!" He said this when he was about twelve years old.

Name: _____ Date: _____

Comprehension/Discussion Questions

1. What did a wise man see at Alexander's birth that predicted he'd be a great ruler?
2. Using powers of observation, Alexander saw why Bucephalus was a difficult horse. What was this reason?
3. What famous philosopher became Alexander's teacher? How was this important in history?
4. There is a story that Alexander wanted to learn more about ocean life. What did he supposedly do?
5. Alexander collected many things from the people he conquered. What did he hope to have built?



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Name: _____

Date: _____

Extension Activities

1. Pretend you are Alexander the Great and write a diary entry about your adventure into the Mediterranean Sea in a glass barrel.
2. Look at a world map showing the empire of Alexander the Great.
3. Draw or color a picture of Alexander's horse, Bucephalus. Write five facts learned about Alexander the Great (in complete-sentence form) from the play.
4. If you could go to five countries, where would you visit, and what would be something you'd bring back from each culture?
5. Would you have wanted Alexander as a friend? Why or why not?

6. Alexander the great once said, "There is nothing impossible to him who will try." What do you think this means?

7. How did Alexander the Great help spread Greek ideas?

8. The Library at Ashurbanipal in Nineveh, Mesopotamia (present-day Iraq) housed thousands of clay tablets and dates back to the 7th century BCE. It is thought to be the first library in the world. What does a library say about the people who build one? What does a person or group who burns books say about that person or group?

9. Alexander had the famous scientist and philosopher of ancient Greece, Aristotle, as his teacher. If you could have anyone be your teacher, which famous person in history would you select, and why?

● Hypatia of Alexandria ●

Teaching Notes

- Before reading the play on Hypatia, ask the students if they have any prior knowledge of ancient Greece.
- Using a map of the world, have the students locate the country of Greece.
- Assign parts to read. You may wish to have more than one student be Hypatia so that more students can participate in the reading.
- Encourage the students to “act” out their parts.
- Stop from time to time to ask the students comprehension questions and to make *text-to-self connections*. You also may wish to review some of the different vocabulary words used in the script.
- After reading the play, have the students review the comprehension questions.
- Decide which extension activities, if any, to assign to students.

Vocabulary

- | | |
|------------------------|------------------|
| • Astrolabe | • Papyrus |
| • Earth-centric theory | • Philosopher |
| • Hydrometer | • Plutarch |
| • Hydroscope | • Qur'an (Koran) |
| • Julius Caesar | • Rills |
| • Mare | • Scholar |

Comprehension/Discussion Questions with Answers

1. Why do you think Hypatia was able to accomplish what she did in a time when most women could not?

Hypatia was successful because of her determination and her important father, among other reasons.

2. What was named in honor of Hypatia? If you could have something named after you, what might it be?

A crater on the moon and a system of rills. Answers will vary.

3. What two things caused the destruction of the famous Library of Alexandria?

The library was destroyed by Caesar's fire and by the hands of Arabian invaders.

4. So many books from the ancient world were lost with the destruction of the Library of Alexandria. If you could save five books for future generations to find, what would they be and why?

Answers will vary.

5. What were the two areas for which Hypatia was famous?

Math and science

6. What did Hypatia earn, which she wore proudly? What is something that you are proud of possessing?

A laurel wreath. Answers will vary.

Additional Resources

- Academic Kids Encyclopedia. "Hypatia of Alexandria." AcademicKids.com: http://academickids.com/encyclopedia/index.php/Hypatia_of_Alexandria
- Lewis, Jone Johnson. "Hypatia of Alexandria: Philosopher, Astronomer, and Mathematician." About.com: <http://womenshistory.about.com/od/hypati1/a/hypatia.htm>
- TheWomanAstronomer.com, "Hypatia": <http://www.womanastronomer.com/hypatia.htm>
- Zielinski, Sarah. "Hypatia, Ancient Alexandria's Great Female Scholar." Smithsonian.com: <http://www.smithsonianmag.com/womens-history/hypatia-ancient-alexandrias-great-female-scholar-10942888/#5eIWlv10ri4KL5Mf.99>

A Visit with Hypatia of Alexandria

Host: Hypatia of Alexandria (350–415 CE) is thought to be the first woman to have written about mathematics in a time when few women were educated. Hypatia is considered to be the first woman astronomer who also became a professor, teaching philosophy and astronomy to male students.

Host: Hypatia, it is a pleasure to welcome you to my talk show. Because you are the first woman in recorded history to be recognized as a mathematician and scientist, I am sure my studio audience has lots of questions to ask you.

Hypatia: Thank you for your kind words. I am very pleased to be here. Thanks for asking me to talk about my life in Alexandria, Egypt.

Host: I am sure you have lots of questions for our guest, Hypatia. I see lots of hands. Let's start the questioning, shall we?

Questioner 1: Can you share a bit about your childhood and education?

Hypatia: Few women were fortunate to get an education during my time. My dad, Theon of Alexandria, was a mathematician, a **philosopher**, and a well-respected astronomer. He was the director of the university at the Museum of Alexandria and wanted me, his daughter, to be a "perfect human being." He taught me science, literature, the arts, philosophy, and mathematics. My father sent me to study at the University of Athens. I actually earned a laurel wreath from the university, which I enjoyed wearing proudly!

Host: Doing math must have been a challenge, as the Arabic numeral system didn't exist in Alexandria. You had to use Greek letters for your computations, correct?

Hypatia: Yes. And the zero for place value didn't exist in my time, either!

Questioner 1: You did not act like the traditional woman of your time. Most Greek women of all groups, rich and poor, were responsible for caring for children, keeping a household, and helping the sick. What were other ways in which you defied gender norms?

Hypatia: Well, in addition to actually being a **scholar**, I also taught male students. I dressed not in traditional women's clothing but chose to wear the white cloak of a scholar. And, I also did something very out of the ordinary for women: I loved to drive my own chariot around the city of Alexandria!

Questioner 2: Can you tell us a bit about the famous library at the Museum of Alexandria?

Hypatia: It was a wonderful place. It housed thousands and thousands of books written on **papyrus** scrolls. Scholars from many lands came to the library. There were books on astronomy, physics, mathematics, and so many other topics. I loved to walk among the books.

Questioner 3: What became of the library and its many books?



Portrait of Hypatia

Hypatia: Sadly, papyrus scrolls burn easily. There were several fires, one around the 4th century. The Greek writer **Plutarch** wrote about **Julius Caesar's** fight in Alexandria. The enemy surrounded him, and Caesar resorted to setting fire to his own vessels, which quickly spread to the library. Some of the library still remained. However, in 642 CE, when the Arabs captured the city of Alexandria, the library books were destroyed.

Questioner 4: Why would people burn books on purpose?

Hypatia: It is said that the Arab leader Caliph Omar stated that if the contents of the books at the Library of Alexandria agreed with their holy book, the **Qur'an**, they weren't needed. He also argued that if the books taught things that were against the teachings of the Qu'ran, they should be destroyed. So much knowledge of the ancient world was lost, including several books I wrote on the topic of mathematics.

Questioner 5: What were some of the books you wrote?

Hypatia: I wrote books on mathematics with my father, Theon, including books on Ptolemy and Euclid. Although my books are gone, there is some evidence that I wrote about thirteen volumes on the founder of algebra, Diophantus, called *Commentary on the Arithmetica of Diophantus*. I may also have written books on astronomy, including *The Astronomical Canon*.

Questioner 6: You loved astronomy, and you and your dad believed in the **earth-centric theory** of the universe. Can you explain what this theory believed? Didn't you also invent some things?

Hypatia: Yes, I was fascinated with the stars from an early age. Earth-centric thinking believed that the earth, not the sun, was the center of the universe. To your second questions, some say that I invented the **hydrometer**, but others say it was known before my time. I also may have discussed an idea for a navigation device called the **astrolabe** and developed a **hydroscope** with one of my favorite students, Synesius of Greece.

Questioner 7: You were well respected, and people came from all over to listen when you spoke. People were very impressed by your wisdom. People of Alexandria threw flowers at you and chanted, "Long live the daughter of Theon." Did you live a long and productive life?

Hypatia: No, unfortunately, I did not. I died very young, only in my thirties. I was taken from my chariot by a mob of angry men and killed.

Questioner 8: I thought you were well respected. Why would a group of men kill you?

Hypatia: Some thought I was a witch because of all the time I spent studying the planets. Others just didn't like my nontraditional role or my thoughts on astronomy, mathematics, and philosophy. Cyril, the archbishop of Alexandria, didn't like my popularity and convinced his followers that I needed to die because I was a threat to the Christian Church's teachings.

Questioner 9: I read that there is something named for you but I can't remember just what it is.

Hypatia: Well, I have a lovely and honorable namesake. Two features on the moon are named after me. One is an irregularly shaped crater, and the other is a system of **rills**. They are located

between Mare Tranquillitatis and Mare Nectaris, about 60 miles from where the first human spaceflight to the moon (Apollo 11) landed. **Mare**, by the way, means “sea.”

Host: Thank you so very much for joining us today. Do you have any parting comments you’d like to share with us?

Hypatia: Yes, I do. I would like to say to your audience to remember this thought: “Reserve your right to think, for even to think wrongly is better than not to think at all.”

Host: Well stated, Hypatia of Alexandria!

Did You Know?

- Alexandria, Egypt was founded by Alexander the Great in 331 BCE.
- Some of the books at the Library of Alexandria destroyed in 641 by the Arabs were used as fuel to heat the water for baths!
- Hypatia became a director of a school in Alexandria, very unusual for the time.
- Euclid is called the “founder of mathematics” (especially geometry).
- It was a law that all visitors to the city of Alexandria had to give their books to the authorities. After copies were made, the copies were returned to the owners and the original books placed in the Library of Alexandria.
- Hypatia believed in a divine being, “the One.” She said people needed to search within themselves for the “eye buried with us,” the soul, in order to get closer to “the One.”

Name: _____ Date: _____

Comprehension/Discussion Questions

1. Why do you think Hypatia was able to accomplish what she did in a time when most women could not?
2. What was named in honor of Hypatia? If you could have something named after you, what might it be?
3. What two things caused the destruction of the famous Library of Alexandria?

4. So many books from the ancient world were lost with the destruction of the Library of Alexandria. If you could save five books for future generations to find, what would they be and why?
5. What were the two areas for which Hypatia was famous?
6. What did Hypatia earn, which she wore proudly? What is something that you are proud of possessing?

Note: Synesius of Cyrene, who was to become the powerful bishop of Ptolemais, was a student of Hypatia. Much of what is remembered about Hypatia is from his written letters that still exist.

Name: _____ Date: _____

Extension Activities

1. Pretend you are Hypatia and write a diary entry about a day in your life. What were you thinking? What were you doing? Include three facts learned about Hypatia from the play.
2. Pretend you are a book at the Library at the Museum of Alexandria during the time when the Arabs were burning books. Write about what is happening. Will the book that you are be saved or destroyed?
3. Write a paragraph explaining what you think this quote means: "Reserve your right to think, for even to think wrongly is better than not to think at all."
4. If you can have something named for you after you have died, what would you like it to be and why?

Roman Culture



Teaching Notes

- Before reading the play on Hannibal, ask the students if they have any prior knowledge of the famous general.
- Using a map of the world, have the students locate the country of Italy, the island of Sicily, and the northern coast of Africa.
- Assign parts to read. You may wish to have more than one student be Hannibal so that more students can participate in the reading.
- Encourage the students to “act” out their parts.
- Stop from time to time to ask the students comprehension questions and to make *text-to-self connections*. You also may wish to review some of the different vocabulary words used in the script.
- After reading the play, have the students review the comprehension questions.
- Decide which extension activities, if any, to assign to students.

Vocabulary

- | | |
|--------------------|------------------------------|
| • Capsized | • Submit |
| • Defeat | • Techniques |
| • Infested | • Victorious |
| • Rally | • World war of ancient times |
| • Second Punic War | |

Comprehension/Discussion Questions with Answers

1. What was the cause of the Punic Wars?
Rome and Carthage both claimed the island of Sicily and fought over the control of the area.
2. What were two animals used by Hannibal in battle? What was the purpose of using these animals in battle?
Snakes and elephants were used as scare tactics and for distracting the opposing side.
3. What did Hannibal think was the best way to learn?
By listening to others

4. How was the expression “Hannibal is at the gates” used by Romans?

It was used to frighten.

5. What were two characteristics of Hannibal? Would you have wanted someone like Hannibal as a friend? Why or why not?

Hannibal was brave, loyal, kept his promises, and didn’t act superior to others. Answers will vary.

6. What promise did Hannibal make to his father? Do you think keeping a promise is important? Why or why not? Is there ever a time when you should break a promise? Explain.

He promised to fight the Romans until his death. Answers will vary.

Additional Resources

- Biography.com, “Hannibal Biography: Warrior, General”:
<http://www.biography.com/people/hannibal-9327767#synopsis>
- KidsPast.com:
<http://www.kidspast.com/world-history/0083-punic-warst.php>
- MrDonn.org, “Hannibal”: <http://rome.mrdonn.org/hannibal.html>

A Visit with Hannibal

Host: Hannibal Barca (247–181 BCE) was considered one of the greatest generals in history. The Carthaginian general tried to defeat the Romans and conquer the city of Rome in what was called the **Second Punic War**. Although he wasn't **victorious** in his attempt, Hannibal showed strong leadership and used some very unique military ideas in battle. Welcome to my talk show, Hannibal.

Hannibal: I really appreciate the opportunity to speak with your studio audience. Thanks for inviting me!

Host: Let's get started with our questions. Questioner 1, why don't you ask the first question of our guest, Hannibal?

Questioner 1: I read that as a young boy you promised your father that you would always be an enemy of Rome. That was a pretty big promise for a young kid! Can you tell us more about your childhood?

Hannibal: My father, Hamilcar, brought me along to his military camps when I was just a child. He repeatedly told me that I must never **submit** to the Romans. I also learned lots of things by listening to the soldiers at the camps. My father taught me that a good leader must not act superior to his men. For this reason, as an adult, I did not dress differently from my men and would sleep on the ground as they did. Also, I would be the first into battle and the last to return to camp at night.

Questioner 2: Your father ensured that you received a good education and learned much about the Greeks and their culture. You especially liked the poet Homer. What started the Punic Wars?

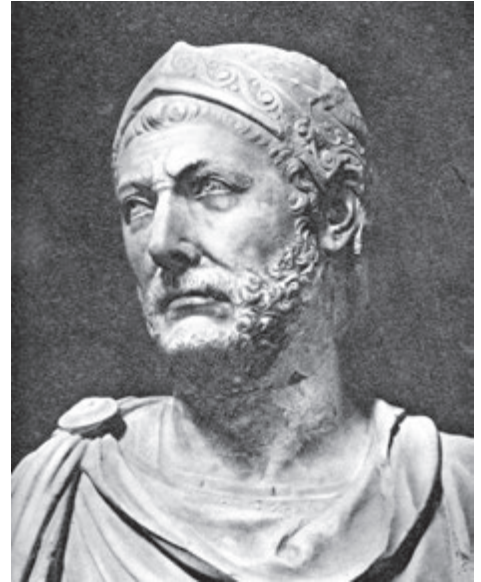
Hannibal: The Phoenicians settled the city of Carthage on the coast of northern Africa. The people of Carthage claimed three islands in the Mediterranean Sea, which the Romans claimed too. The most important was the island of Sicily. Control of Sicily and the other islands led to three wars. The first lasted for about twenty years. I fought in the Second Punic Wars. It was called the "**world war of ancient times**."

Questioner 3: Can you tell us something about yourself?

Hannibal: Well, I preferred to be by myself. I also preferred to listen and not be the main speaker. I believed you learn much by listening. And, I guess you would say that since I honored the promise to my father all my life, I believed in loyalty and making sure I kept a promise!

Questioner 4: As a military leader, you had some interesting **techniques** for battle. One involved snakes. Could you share how you used snakes during one of your battles?

Hannibal: Yes, snakes were useful tools in battle. Back in my time, ships had to come very close to one another in order to have a battle. I had the idea of throwing snakes onto our enemy's ship.



Bust of Hannibal

With the venomous snakes slithering about, the soldiers couldn't concentrate on fighting, and they quickly surrendered.

Questioner 5: In order to surprise the Romans on an attempt to take the city of Rome, you and your soldiers went to the present-day country of Spain and then walked across the Pyrenees into France and then over the Alps into Italy. Can you share some memories of this particular effort?

Hannibal: I brought along about 60,000 soldiers. I also brought forty elephants! People in Europe hadn't seen elephants, and I thought this might work like the snakes and scare people into surrendering. It was very difficult getting over the Alps. I lost nearly half of my soldiers to the icy and snowy conditions. I also lost a number of my "animal tanks."

Questioner 6: Elephants! That's amazing. Can you tell us any memories of using elephants in battle?

Hannibal: I remember one day we needed to cross a river, the Rhone to be specific. The waters were very high, and the elephants wouldn't budge and cross the water. We had to build rafts to bring them across. They still wouldn't budge. Finally, we built ramps and the elephants walked onto the rafts. However, several of the rafts **capsized** from the weight of the elephants. Several men drowned, but the elephants were able to get back to shore. I also remember another elephant story. We were surrounded by mosquitoes near the swampy Arno River. I actually slept on the back of a dead elephant so I'd be above the mosquito-**infested** swamp. I got an infection and actually lost the sight in one of my eyes.

Questioner 7: You spent nearly fifteen years in Italy trying to **defeat** the Romans. With so many soldiers lost while getting to Italy, you didn't feel you could actually attack the city of Rome. You had one specific victory at Cannae. It is said you and your men killed about 50,000 Roman soldiers in just one day. This is amazing since you and your men were outnumbered by the Roman soldiers. Despite the victory, you had to go back to Carthage. Why?

Hannibal: While we were trying to defeat the Romans in Italy, the Romans sent many of their soldiers to Carthage, so I went back home to defend *my city*.

Questioner 8: The Romans were able to defeat Carthage. The year was 201 BCE. What happened to you?

Hannibal: For a time, I actually was allowed to govern the city of Carthage. However, the Roman leaders began to fear my growing power, and I had to flee the city. When I realized that I would be captured, I took poison hidden in a ring that I always wore.

Questioner 9: Stories of your exploits as a military leader lived long after you! It is said that Roman parents who needed to discipline their children would frighten them with tales of Hannibal and would say, "Hannibal is at the gates." Also, Romans used this expression whenever they needed to **rally** their people.

Hannibal: Yes, that is an interesting story about my name being used to help discipline unruly children, isn't it?

Host: For those in my audience who didn't know, I'd like to share some information about the third and final Punic War. Many years later, Rome was worried about the prosperity of the city of Carthage and feared they might attempt another attack, so the Romans set out to defeat Carthage once and for all. In 146 BCE, Romans defeated Carthage, and this time they burned the city to the ground. Those citizens who were not killed were sold into slavery.

Thank you again, Hannibal, for sharing information about your life with my studio audience.

Hannibal: I have had a wonderful time.

Did You Know

- The island of Sicily was the location of the first battle of the Punic War. It was basically a sea battle.
- The Second Punic War (with Hannibal) was mainly battled on land.
- The Third Punic War was also a land battle.
- *Punic* is a Latin word for "Phoenician," the people who founded the city of Carthage.
- The Phoenicians invented the first alphabet.
- The Phoenicians were famous for the color purple.

Name: _____ Date: _____

Comprehension/Discussion Questions

1. What was the cause of the Punic Wars?
2. What were two animals used by Hannibal in battle? What was the purpose of using these animals in battle?
3. What did Hannibal think was the best way to learn?
4. How was the expression "Hannibal is at the gates" used by Romans?
5. What were two characteristics of Hannibal? Would you have wanted someone like Hannibal as a friend? Why or why not?
6. What promise did Hannibal make to his father? Do you think keeping a promise is important? Why or why not? Is there ever a time when you should break a promise? Explain.

Name: _____ Date: _____

Extension Activities

1. Explain this quote by Hannibal: "I will either find a way, or make one."
2. Pretend you are a soldier on the boat where snakes were used. How did you feel? What did you do?
3. Pretend you are one of the elephants that Hannibal brought across the Alps. Tell about your day. Include three facts learned from the reading.

4. Write something in the Phoenician alphabet (find sample alphabets on the Internet).

5. Draw or color a Phoenician ship (find sample ships on the Internet).

6. Write a paragraph on why the people of Carthage claimed the island of Sicily.

● Julius Caesar ●

Teaching Notes

- Before reading the play on Julius Caesar, ask the students if they have any prior knowledge of Julius Caesar.
- Using a map of the world, have the students locate the country of Italy. Ask the students to share any prior knowledge they may have of the ancient Romans or of the country of Italy.
- Assign parts to read. You may wish to have more than one student be Caesar so that more students can participate in the reading.
- Encourage the students to “act” out their parts.
- Stop from time to time to ask the students comprehension questions and to make *text-to-self connections*. You also may wish to review some of the different vocabulary words used in the script.
- After reading the play, have the students review the comprehension questions.
- Have the students review a map of Italy and make five map-skill questions to exchange with another group.
- Decide which extension activities, if any, to assign to students.

Vocabulary

- | | |
|---------------|------------------|
| • Assassinate | • Genealogy |
| • Civil war | • Ides of March |
| • Colosseum | • Leap year |
| • Consul | • Orator |
| • Dictator | • Roman Republic |
| • Gaul | • Toga |

Comprehension/Discussion Questions with Answers

1. What were two things Caesar did as dictator to make the common people like him?

He forgave debts, stopped crime, and gave extra food to the poor, among other things.

2. Why did the consuls in the government vote to make Caesar dictator for life?

Caesar said he'd bring peace to Rome, and he had his own army.

3. Why do you think the early Roman government had two leaders, or consuls?

So one ruler didn't gain too much power.

4. In times of war, the one consul would be called dictator. Why do you think in such times only one ruler was desired? What was the limitation on a dictator's rule?

So that commands wouldn't conflict during a time of high pressure. A dictator only ruled for one year.

5. Why was Caesar killed by people in the government?

Others were jealous of his power and his popularity with the people, and they said he was acting like a king.

6. Why do early cultures develop calendars?

To remember important events in history.

Additional Resources

- Biography.com, "Julius Caesar Biography: Dictator, General":
<http://www.biography.com/people/julius-caesar-9192504>
- Ducksters.com, "Ancient Rome: Biography of Julius Caesar":
http://www.ducksters.com/history/ancient_rome/julius_caesar.php
- Nardo, Don. *Julius Caesar: Roman General and Statesman*. Minneapolis: Compass Point Books, 2009.
- Social Studies for Kids, "The Life of Julius Caesar":
<http://www.socialstudiesforkids.com/articles/worldhistory/juliuscaesar1.htm>

A Visit with Julius Caesar

Host: Julius Caesar (100–44 BCE) was an important leader of ancient Rome. A general, politician, and first dictator of ancient Rome, Caesar has come to my show to share his life with my studio audience. Welcome, Julius Caesar!

Caesar: It was very kind of you to invite me to be your guest. I am looking forward to answering questions from your audience.

Host: Let's start the questioning, shall we? Questioner 1, what would you like to ask my guest?

Questioner 1: Julius Caesar, you were born Gaius Julius Caesar. Tell us a little about your childhood.

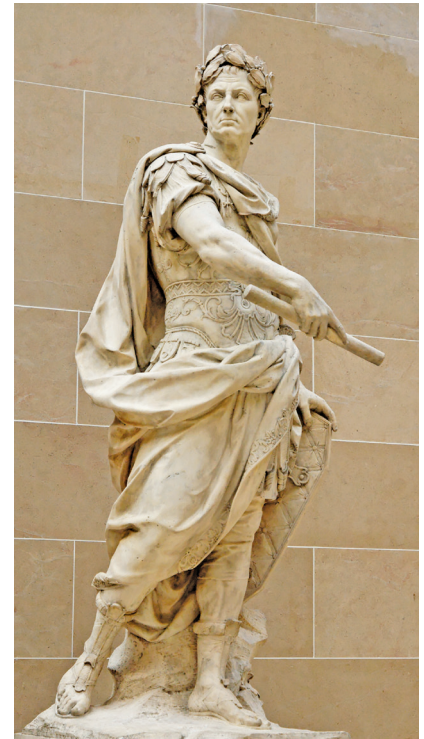
Caesar: **Genealogy** is the study of the history of one's family. My family's ancestors were some of the founding families of Rome. My family was wealthy and could afford to hire a tutor to educate me. I learned not only reading, math, and writing, but also public speaking and how to be a successful **orator**. I also learned about Roman laws. I especially enjoyed public speaking and was very good at it. My father died when I was just sixteen, so the responsibility of caring for my mother and sister was left to me.

Questioner 2: What was the story about you and pirates?

Caesar: As a young man, I was captured by pirates. They demanded a ransom for my release. I was insulted when I learned that they were only asking twenty talents, so I told them they should ask for fifty. When I jokingly said that once released, I would find them and have them all killed, they laughed. The last laugh was mine. Later, I did search for the pirates, and when I found them, I ordered that they be put to death.

Questioner 3: Rome's government had two **consuls**, or leaders, so that neither could gain too much power. In times of war, one would become the "**dictator**" but could only stay in that role for one year. How did you become dictator for life?

Caesar: I got into the government and eventually ruled with two other consuls, Crassus and Pompey. We all were jealous of one another and each wanted to control the government without the others. I had gained importance from my battles in areas including **Gaul** (you call it the area of France). I even wrote a book to brag about my military abilities. I commanded my own personal army, which I brought back to Rome. That was against the law, but who was going to question me? When a **civil war** broke out, I promised I could bring peace to Rome. My condition was that the leaders had to vote to name me dictator for life. They didn't want to do it, fearing I would become a king, but they eventually did. Having my own army helped to convince them! Once I was dictator for life, in 44 BCE, the **Roman Republic** came to an end.



Statue of Julius Caesar

Questioner 4: Although those who had had power disliked you, what did the common people think of you as dictator?

Caesar: The common people liked me. Peace had returned to Rome, crime was lessened. I built roads, created jobs, and helped to rid Rome of corrupt leaders. I forgave the debts of poor people and gave out more food to those in need. I also gave citizenship to some people who were not from Rome.

Questioner 5: Coins were made with your profile. You wore gold and purple togas and sat on what some called a throne. However, you actually were dictator for about one year. The **Ides of March** means the middle of the month or day 15. On March 15, 44 BCE, you died. What happened on this day?

Caesar: A fortune-teller predicted harm would come to me by the Ides of March. "Beware the Ides of March are upon us" is what was said. I didn't believe the predictions of a fortune-teller, so I left for the Theater of Pompey. I saw the fortune-teller and said that nothing had happened to me. She said that the Ides had yet to be gone. As I walked up the stairs, sixty senators circled me, including one of my friends Brutus. Daggers were removed from their **togas**, and they began to stab me a total of twenty-three times.

Questioner 6: I read that your last words before you died were "Et tu, Brutus?" This was Latin for "And you too, Brutus?" Then again, it could have been words used in William Shakespeare's play about you. Why did these leaders **assassinate** (kill) you?

Caesar: There are several possible reasons. When I took power for life, the governing of Rome was all mine. They were jealous of my power and resented the lack of power they now had. Also, they didn't like that I was popular with the common people of Rome or that I tried to put an end to corrupt leaders.

Questioner 7: Isn't our calendar named after you?

Caesar: Yes, indeed it is. It is called the Julian calendar. Some called it the Caesarian calendar. There were 365 days in a year (like you still have today). I also gave the calendar the idea of the **leap year**. Some of the months were named for our gods, including March; for our god of war, Mars; and June, named for our queen of all the gods, Juno. The first month of the year, January, was named for our god Janus. The month of July was named for me. And August was named for my nephew, Augustus Caesar.

Questioner 8: Just two years after your death, you were given a very big honor. Can you explain what this was?

Caesar: The new senate made me the first Roman to be named a god. Also, they gave me another title, the Divine Julius.

Questioner 9: You brought panthers, lions, and even a giraffe back from your travels. These were animals never seen before in Rome. Some people thought the giraffe was a "half leopard." The giraffe became your pet. What happened to it?

Caesar: To show I had great wealth, I had the giraffe taken to the **colosseum** and fed to the lions in front of a huge audience.

Host: After your death, there was a time of civil war, but your nephew, Octavian, eventually took power. He would take on the new title, emperor of Rome. I want to thank you, Julius Caesar, for being my guest today. I think we all learned a lot about your life.

Caesar: Thanks for inviting me to your show. I had a great time!

Did You Know?

- Caesar never lost a battle.
- The first newspaper, posting the actions of the government so the public could be informed, was said to have been created by Caesar. It was called *Acta Diurna*.
- Married three times, Caesar wanted to marry Cleopatra. But Roman law only allowed Romans to marry one another. Cleopatra was Egyptian.
- Famous quote of Julius Caesar: "I came, I saw, I conquered." He said it in Latin, which is "*Veni, Vidi, Vici.*"
- Caesar invaded Britain in 55 and 54 BCE in an attempt to bring Roman civilization to Britain.

Name: _____ Date: _____

Comprehension/Discussion Questions

1. What were two things Caesar did as dictator to make the common people like him?
2. Why did the consuls in the government vote to make Caesar dictator for life?
3. Why do you think the early Roman government had two leaders, or consuls?

4. In times of war, the one consul would be called dictator. Why do you think in such times only one ruler was desired? What was the limitation on a dictator's rule?
5. Why was Caesar killed by people in the government?
6. Why do early cultures develop calendars?

Name: _____

Date: _____

Extension Activities

1. Two quotes of Julius Caesar were: "Experience is the teacher of all things" and "Men willingly believe what they wish." Take one of these quotes and write a short paragraph explaining what you think the quote means.
2. Draw or color a picture of a giraffe, and write four facts learned about Julius Caesar in complete sentence form.

3. Pretend you are Julius Caesar either as a captive of the pirates, as dictator for life, or on the Ides of March. Write a diary entry, including three facts learned about Caesar from the play.

4. State three character traits of Caesar and find evidence in the play that show these traits.

Teaching Notes

- Before reading the play on Cicero, ask the students if they have any prior knowledge of ancient Rome.
- Using a map of the world, have the students locate the country of Italy.
- Assign parts to read. You may wish to have more than one student be Cicero so that more students can participate in the reading.
- Encourage the students to “act” out their parts.
- Stop from time to time to ask the students comprehension questions and to make *text-to-self connections*. You also may wish to review some of the different vocabulary words used in the script.
- After reading the play, have the students review the comprehension questions.
- Decide which extension activities, if any, to assign to students.

Vocabulary

- | | |
|-----------------------|---------------|
| • Mark Anthony | • Patrician |
| • Julius Caesar | • Philosopher |
| • Consul | • Plato |
| • Nicolaus Copernicus | • Republic |
| • Octavian | • Surname |
| • Orator | |

Comprehension/Discussion Questions with Answers

1. Which founders of the United States were influenced by Cicero? What does the term founder mean?

Thomas Jefferson and John Adams; someone who was involved with starting or helping a movement, in this case the start of our government.

2. Why was it an accomplishment for Cicero to get elected consul?

His family was not part of the patrician class that was allowed to participate in government.

3. What idea did Copernicus have about the earth that went against popular belief?

The theory that the sun, not the earth, was the center of our solar system, and that the earth moved around the sun

4. Which Greek philosopher did Cicero find to be especially interesting?

Plato

5. Why do you think Caesar and Mark Anthony didn't like Cicero?

They didn't wish the people to have a say in government. They sought to have complete power.

Additional Resources

- Academic Kids Encyclopedia, "Cicero": http://academickids.com/encyclopedia/index.php/Marcus_Tullius_Cicero
- American Federation of Arts, "Interesting Facts about Ancient Rome": <http://www.afaweb.org/exhibitions/details/documents/InterestingFactsaboutAncientRome.pdf>
- Bingley. "Cicero Biography: Roman Intellectual and Politician." About.com: <http://ancienthistory.about.com/cs/people/a/bingleycicero.htm>
- The European Graduate School, "Marcus Tullius Cicero": <http://www.egs.edu/library/cicero/biography>
- National Geographic Kids, "Ten Facts about Ancient Rome": <http://www.ngkids.co.uk/history/10-facts-about-the-ancient-Romans>
- Swirk Online Education, "A Person in the Life of the Republic: Cicero": http://www.skwirk.com/p-c_s-14_u-172_t-469_c-1695/a-person-in-the-life-of-the-republic-cicero/nsw/history/rome-part-ii/ancient-societies-rome

A Visit with Cicero

Host: Today's guest is Marcus Tullius Cicero (106–43 BCE). Cicero was a politician, lawyer, **philosopher**, and **orator** of ancient Rome. He was so famous for his public speaking that he is sometimes called the “greatest speaker of Rome.” It is my pleasure to have you as my guest, Cicero!

Cicero: Thanks for inviting me to be here with you and your studio audience.

Host: Let's learn more about the life of Cicero by starting with Questioner 1. What would you like to ask our guest?

Questioner 1: I understand that your **surname**, Cicero, means “chickpea.” Can you tell us a bit about the history of your last name?

Cicero: Well, there are actually two stories about my last name, which does mean “chickpea.” One is that my ancestors sold chickpeas, and so the word became associated with my family. The other origin of Cicero is that one of my ancestors had a wart on his nose resembling a chickpea, and that's how we got the family name, Cicero!

Questioner 2: You were born into a wealthy family of ancient Rome, so you were lucky to get an education. Can you tell us a little about your education?

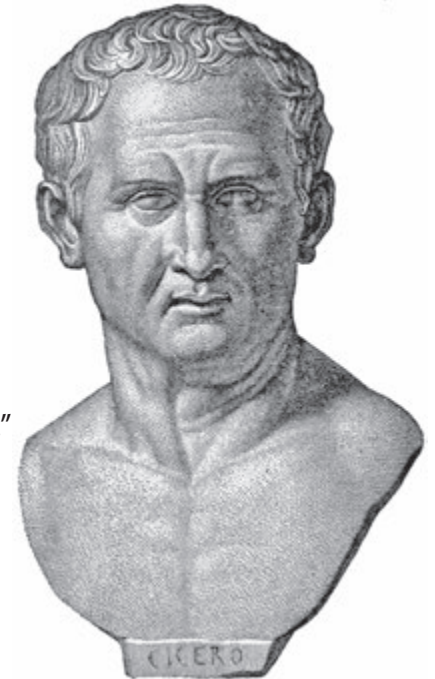
Cicero: I loved learning and was a very good student. I learned both Latin and Greek in school. I was actually called one of the brightest kids in Rome. You would think this would make me a bit conceited, wouldn't you? I loved poetry and liked all things Greek. I especially liked reading works of the famous philosopher **Plato**. Eventually, I traveled to Greece to study law and public speaking.

Questioner 3: You earned a reputation as a very good lawyer and decided to try politics. You were elected as one of the **consuls** of the **republic** of Rome. Tell us about your time in government.

Cicero: First, it wasn't an easy goal to get elected a consul of the senate. You see, although my family was wealthy, we were not the highest class in ancient Rome, called the **patricians**. But I was determined to become the first in my family to become a consul, or a *novus homo* (“a new man”). It was only after people learned about my skills as a lawyer and orator that I got a role in the government, in 69 BCE. By 63 BCE, I reached my goal and was elected consul!

Questioner 4: You were a strong believer in the Roman Republic. You got the nickname Pater Patriae, or “father of the country.” Tell us about your time as a leader.

Cicero: I believed that all people, regardless of their position in society, deserved justice, and that all people have rights. I wrote my thoughts on this issue in my work called, “On Duties.” I also wanted Romans to work to make Rome a better place and believed in limiting the power of the generals. It saddened me to see people such as **Julius Caesar** trying to take power and



Bust of Cicero

end our republic. I spoke out about how our way of governing, a republic, was in danger from such men as Caesar and his friend **Mark Anthony**. People trusted me and listened to what I had to say. This angered Julius Caesar, and when I refused to work with him, I was forced to leave Rome in fear for my life.

Questioner 5: Did you ever return to Rome?

Cicero: Yes, I did. When Julius Caesar was killed and his nephew, Octavian, was trying to take power, my return made me very popular among the people of Rome. However, **Octavian** didn't protect me, and Mark Anthony ordered my death. I was captured and killed. My last words were, "There is nothing proper about what you are doing, soldier, but do try to kill me properly."

Questioner 6: Your thoughts on government influenced the founders of the United States. Can you tell us more?

Cicero: I don't like to be a name-dropper, but John Adams and Thomas Jefferson both said that I was an influence on their thoughts on government. Jefferson used my thoughts on "public right" in the formation of his Declaration of Independence!

Questioner 7: The famous astronomer **Nicolaus Copernicus** was also influenced by something you wrote. Is this true?

Cicero: I understand that he read something that I wrote about a Greek philosopher, Hicetas, who suggested that the earth moved. Copernicus went on to create the theory that the sun, not the earth, was the center of our solar system, and that the earth moved around the sun. Most people believed it was Earth that didn't move, and that all things revolved around it.

Host: I think we learned a lot about your life, Cicero. It's been an honor to have you as my guest.

Cicero: Thank you for inviting me to be your guest. May I leave you and your audience with this thought? "Any man can make mistakes, but only an idiot persists in his error."

Host: Such a very true statement, Cicero! Again, thank you.

Did You Know?

- Dormice, especially dipped in honey and poppy seeds, were a popular dessert for wealthy people in ancient Rome!
- Extending for almost 130 miles, Appian Way (*Via Appia*) was one of the most famous paved roads in ancient Rome. People buried their dead along this road in underground tombs called catacombs.
- People in ancient Rome actually used, as a sweetener and to preserve foods, Sugar of Lead, which was made from a lead compound and was poisonous.
- Romans cleaned themselves by applying oil, not soap, which was rubbed into the skin and scraped off with a tool called a strigil.
- Flamingo was a popular food item for wealthy Romans. Romans also ate lying down and used spoons to eat.

Image source: Bust of Cicero. By Ennio Quirino Visconti, published in August Baumeister, *Denkmäler des klassischen Altertums* (K. A. Baumeister, 1885)

Name: _____ Date: _____

Comprehension/Discussion Questions

1. Which founding fathers were influenced by Cicero? What does the term *founding father* mean?
2. Why was it an accomplishment for Cicero to get elected consul?
3. What idea did Copernicus have about the earth that went against popular belief?

4. Which Greek philosopher did Cicero find to be especially interesting?

5. Why do you think Julius Caesar and Mark Anthony didn't like Cicero?

Name: _____

Date: _____

Extension Activities

1. Illustrate a saying of Cicero. Write a paragraph explaining what you think the saying means.

- A. "A home without books is a body without soul."
- B. "While there's life, there's hope."
- C. "If you have a garden and a library, you have everything you need."
- D. "To be ignorant of what occurred before you were born is to remain always a child."
- E. "A friend is, as it were, a second self."
- F. "He is his own worst enemy."
- G. "One does not have to believe everything he hears."

2. Write a paragraph explaining if you would like Cicero as a friend. Why or why not?

3. Read a folk story from ancient Rome.

4. Recite a poem to the class. Shel Silverstein has some great poems!

Teaching Notes

- Ask the students if they have any prior knowledge of Augustus Caesar.
- Using a map of the world, have the students locate the country of Italy. Ask the students to share any prior knowledge they may have of the ancient Romans or of the country of Italy.
- Assign parts to read. You may wish to have more than one student be Augustus so that more students can participate in the reading.
- Encourage the students to “act” out their parts.
- Stop from time to time to ask the students comprehension questions and to make *text-to-self connections*. You also may wish to review some of the different vocabulary words used in the script.
- After reading the play, have the students review the comprehension questions.
- Decide which extension activities, if any, to assign to students.

Vocabulary

- | | |
|---------------|--------------|
| • Assassinate | • Hispania |
| • Charioteer | • Laurels |
| • Civil war | • Oratory |
| • Colosseum | • Pax Romana |
| • Empire | • Scepter |
| • Heir | • Strategies |

Comprehension/Discussion Questions with Answers

1. What event made Julius Caesar impressed with Augustus’s abilities and prompted Caesar to make him his heir?

Augustus was shipwrecked and returned through enemy territory.

2. What is a civil war? Can you think of other civil wars in history? How can a civil war cause the possibility of being attacked from other lands?

Civil war is a war among a group of people. A country that is weakened from a civil war makes it easier to be invaded.

3. What are three positive things that occurred during Augustus's reign?

Pax Romana began, lots of buildings were constructed, and he doubled the land of Rome.

4. What took place at the Circus Maximus?

Chariot racing

5. What did Augustus prefer to be called instead of king?

First citizen

Additional Resources

- Biography.com, "Caesar Augustus Biography: Emperor":
<http://www.biography.com/people/caesar-augustus-39561>
- Ducksters.com, "Ancient Rome: Biography of Augustus":
http://www.ducksters.com/history/ancient_rome/augustus.php
- Encyclopedia of World Biography, "Augustus Biography":
<http://www.notablebiographies.com/An-Ba/Augustus.html>
- Illustrated History of the Roman Empire, "Augustus: Gaius Julius Octavius, 63 BC–AD 14": <http://www.roman-empire.net/emperors/augustus-index.html>
- Orrow, Andrew. "Augustus: The First Roman Emperor." Headstuff.org:
<http://www.headstuff.org/2014/02/augustus-first-roman-emperor>

A Visit with Augustus, Rome's First Emperor!

Host: Born Gaius Octavius (63 BCE–14 CE), Octavian is also known as Augustus. Adopted by Julius Caesar, Augustus was the heir to the throne when Caesar was murdered. Octavian became Rome's first emperor. Welcome to my show, Augustus.

Augustus: Thanks for inviting me to your show. I am eager to answer questions that your audience may have to ask me about my life.

Host: Let's start the questioning with Questioner 1. What would you like to ask my guest?

Questioner 1: Julius Caesar made you his **heir** to become ruler when he died. How were you related to Julius Caesar?

Augustus: I was only four years old when my father died. My mother remarried, and I was brought up by my grandmother Julia Caesaris. She was Julius Caesar's sister! So, I guess you would say that Julius Caesar was my great uncle.

Questioner 2: Can you share some information about your childhood?

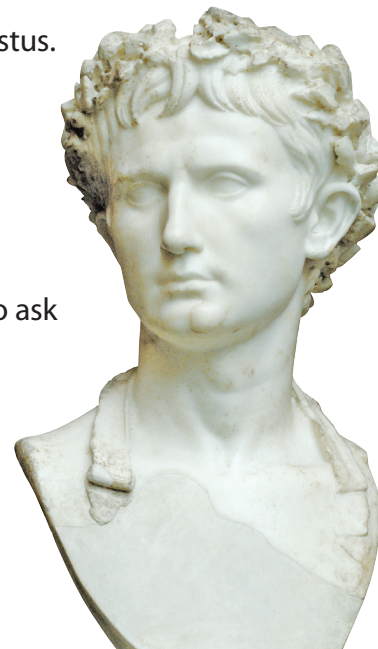
Augustus: I was born to a wealthy family. My father was a member of the Roman government. I was a very sickly child, so my mother made sure I had the best tutors come to our home to teach me. I learned Greek and Latin and also studied public speaking. This is called **oratory**. I was a very good public speaker, and my great uncle, Julius Caesar, was impressed with what I said at the funeral of my grandmother (his sister). I was only ten years old at the time.

Questioner 3: Due to your health, you couldn't actually participate in military battles, but you were a smart young man. Julius Caesar wanted you to learn more about military **strategies** so you could be a good military leader. At just 16, you went to **Hispania** (today known as Spain). During a battle, you were shipwrecked and traveled through enemy lands to get back to Caesar. He was very impressed with you! How did you come to power?

Augustus: Yes, my great uncle was very impressed with me, and it was after this battle that he decided to name me his heir. With the **assassination** of Caesar, I came back to Rome to claim my inheritance and the throne. I was only seventeen years old! Unfortunately, many others hoped to take power after Caesar's death, including Mark Anthony and Cleopatra VII. These powerful people gathered their armies to take power for themselves. A **civil war** began. Eventually, I was victorious and took power, my birthright!

Questioner 4: I understand that you set up a police force and fire department in the city of Rome. What was it like living in Rome while you were the emperor?

Augustus: I ruled from 27 BCE until my death in 14 CE. I had the longest reign of all the Roman rulers, ruling for 40 years. Roads were built, bridges were constructed, and I am credited with helping to rebuild the Circus Maximus after a fire in 31 BCE. The Roman Empire increased with



Bust of Augustus

much of the region around the Mediterranean Sea under Roman control. Actually, I almost doubled the **empire** of Rome as its leader. During my reign, a 200 period of peace, known as **Pax Romana** or Pax Augusta, began.

Questioner 5: The title Augustus means “majestic” and was given to you by the Roman senate, but you preferred another title. What was it?

Augustus: I preferred to be called *Princeps Civitatis* and not king. *Princeps Civitatis* means “first citizen.”

Questioner 6: Can you share some information about the **Circus Maximus**, which you helped restore after a fire?

Augustus: I guess you might say it was like a car race in your world. Men in chariots made of wicker and leather, pulled by as many as four stallions, would race around a track. The races were very popular, even more so than the gladiator matches at the nearby **Colosseum**. As many as 250,000 people could attend! **Charioteers** tied themselves to the reins, which were circled around the waist. A knife in a charioteer’s belt would be used to cut himself loose if the chariot crashed. One of the most famous charioteers was named Diocles.

Questioner 7: You didn’t wear a crown or hold a **scepter**. You also didn’t wear the color purple, a color for royalty, which Julius Caesar wore. Anything else you’d like to share with us?

Augustus: I did have **laurels** placed outside the door of my house and an oak crown placed above the door.

Questioner 8: When you died, the Roman senate declared that you were a god. Is there anything else you’d like to share about yourself?

Augustus: Did you know that the month August was named for me? Before this, the month was called *Sextilis*, and was the sixth month. Also, I was said to have stated the following on my deathbed: “I found a Rome of bricks; I leave to you one of marble.”

Host: Thank you very much, Augustus, for being my guest.

Augustus: I appreciate you inviting me to share my life with your studio audience.

Did You Know?

- Jesus was born during the reign of Augustus Caesar.
- A delicacy in Augustus’s time was eating stuffed dormice!

Name: _____ Date: _____

Comprehension/Discussion Questions

1. What event made Julius Caesar impressed with Augustus's abilities and prompted Caesar to make him his heir?
2. What is a civil war? Can you think of other civil wars in history? How can a civil war cause the possibility of being attacked from other lands?
3. What are three positive things that occurred during Augustus's reign?
4. What took place at the Circus Maximus?
5. What did Augustus prefer to be called instead of king?

Name: _____

Date: _____

Extension Activities

1. State three character traits of Augustus and find evidence in the play that he showed these traits.
2. Pretend you are a person living in Rome under the rule of Augustus. Write about a day in your life story of attending the Circus Maximus or working on rebuilding the Circus Maximus. What do you do? What do you see? How do you feel?
3. Look at a map of Italy. Make five map-skill questions that your fellow students will answer using the same map.
4. Learn about oral speaking. These links have some suggestions on how to speak in front of a group: <http://www.buzzle.com/articles/public-speaking-tips-for-kids.html> and <http://www.publicspeakingforkids.org/blogs/speeches>.

Asian Cultures



Siddhartha Gautama

Teaching Notes

- Before reading the play on Siddhartha Gautama, ask the students if they have any prior knowledge of the religion of Buddhism.
- Using a map of the world, have the students locate the countries of Nepal and India.
- Assign parts to read. You may wish to have more than one student be Siddhartha Gautama so that more students can participate in the reading.
- Encourage the students to “act” out their parts.
- Stop from time to time to ask the students comprehension questions and to make *text-to-self connections*. You also may wish to review some of the different vocabulary words used in the script.
- After reading the play, have the students review the comprehension questions.
- Decide which extension activities, if any, to assign to students.

Vocabulary

- | | |
|------------|---------------------|
| • Ascetic | • Eightfold Path |
| • Brahma | • Four Noble Truths |
| • Buddha | • Middle Way |
| • Buddhism | • Nirvana |
| • Cremated | • Stupa |
| • Dharma | • Vihara |

Comprehension/Discussion Questions with Answers

1. Why did Siddhartha Gautama’s father try to shield his son from life outside the palace walls?

He didn’t want him to see suffering, as he feared that his son would want to become a monk and not the future king.

2. What was the state of peace that Siddhartha attained called?

Nirvana

3. Explain the Gautama quote, “Be where you are; otherwise you will miss your life.”

Answers will vary.

4. Siddhartha Gautama's name means, "he who achieves his aim." What is something you hope to achieve in your lifetime?

Answers will vary.

5. What does the Middle Way mean?

A balanced approach to life

6. Explain the Four Noble Truths.

Realizing that suffering exists in the world; understanding the causes for suffering; learning that suffering can end; showing the pathway to end suffering and reach Nirvana

7. What is often left at a Buddhist temple and why?

Flowers, to symbolize that people can also wilt and die

Additional Resources

- Barrow, Mandy. "Buddhism." Primary Homework Help.
<http://www.primaryhomeworkhelp.co.uk/religion/buddhism.htm>
- Biography.com, "Buddha Biography: Religious Figure":
<http://www.biography.com/people/buddha-9230587>
- MrDonn.org, "The Buddha and Buddhism for Kids":
<http://ancienthistory.mrdonn.org/Buddhism.html>
- PBS.org, "The Buddha," various video clips:
<http://video.pbs.org/program/the-buddha>

A Visit with Siddhartha Gautama

Host: Born in the area of present-day Nepal, Siddhartha Gautama's teaching founded the religion of **Buddhism**. Gautama (563–483 BCE) became known as Buddha, the *enlightened one*. Let's learn about the life of Siddhartha Gautama and the religion founded after his teachings. Welcome, Siddhartha. I understand your name means, "he who achieves his aim." It is an honor to have you as my guest.

Gautama: I am very thankful to be asked to visit with you and your studio audience.

Host: Questioner 1, please ask the first question of our guest.

Questioner 1: Siddhartha, or Buddha, can you tell us about your childhood? Were you a poor boy?

Gautama: I was born into great wealth. My father was actually a king, King Suddhodana. He ruled the Shakyas tribe. I grew up in a beautiful area, the foothills of the great Himalayan Mountains. Sadly, my mom died a few days after I was born. Interestingly, a holy man said that I would be a great spiritual leader or a great king!

Questioner 2: What was it like growing up in a great palace as the son of a king?

Gautama: My father didn't want me to see poverty or people suffering. I was not allowed to see the hardships people faced. One of the reasons for this is that it was predicted that if I saw such misery, I would wish to become a monk and not the future king.

Questioner 3: You were a good student and at an early age realized that you didn't wish to do harm to any living creature. You showed sympathy to the problems of others and didn't want to see anything suffer. Can you share a memory of how you showed your caring nature to other living creatures?

Gautama: Why yes, I can. I remember that some boys were hitting a snake with a stick. I told them to stop and not to harm the snake. I remember another time when some boys wounded a swan with an arrow. I felt so bad for the swan that I took it home and nursed it back to health.

Questioner 4: Your father was worried about your becoming a monk if you thought about the sadness and misery in the world. When you got married at sixteen, as was the custom, your father built a beautiful palace for you and your young wife. There was also a beautiful garden for you. Only healthy, youthful, and happy people were allowed to see you. You were not allowed to see old and sick people. How did you learn about life outside the palace?



Teaching Buddha Statue

Gautama: My father didn't give me just one palace. He actually gave me a palace for each season of the year! Eventually, I went outside of the palace walls to see what was outside my palace grounds. The first time I saw a poor, old, and sick man, I was shocked. I didn't realize we all were aging and had to eventually die. It made for many sleepless nights. I began to think about human suffering and how people could be free from it. On another trip, I spotted a man in a robe. He looked happy. I was told he was a monk. I decided that I wished to be a monk and gave up all my wealth and role as a future king. I left my wife, my young child, and went off to live the life of a monk. I wanted to try to learn why there is suffering in the world and how to end such sadness in one's life.

Questioner 5: You saw people about to kill a sheep as a sacrifice. You told the people that all creatures want to live and that life is very precious. You convinced the people not to kill the sheep. You said if "one wishes to be shown mercy, one must show it in return." You became an **ascetic** for several years. Can you explain what this means?

Gautama: I led a life of strict discipline and self-denial. I thought this way of life would help me become "enlightened" and learn about suffering in the world. I begged for food and ate very little, fasting almost to starvation. I was near death. It was then that I realized that one must follow a balanced path, or the **Middle Way**. I accepted water and rice from a young girl. I believed you needed to conduct yourself in a certain behavior and that doing so would cost nothing except effort and care. This was also known as the **Eightfold Path**. I then sat under a tree, saying I would remain there until I learned the truth about life. I stayed there for days. I saw that greed and thinking we are better than others causes suffering. I realized that good deeds take our suffering away and give us peace. I saw that such learning may take many lifetimes, and that once we reach a freedom from suffering, we are at true peace, or **Nirvana**. Reaching this stage was so peaceful that I didn't wish to leave this state of being. However, the king of gods, **Brahma**, said I needed to spread what I had learned to others, so I got up from sitting under the tree and started teaching.

Questioner 6: You became known as the Supreme Enlightened One, **Buddha**, at the age of thirty-five. I read that you always slept on your right side and only slept for a couple of hours. Can you share the **Four Noble Truths** you taught your followers?

Gautama: The Four Noble Truths are the following:

- Realizing that suffering exists in the world
- Understanding the causes for suffering
- Learning that suffering can end
- Showing the pathway to end suffering and reach Nirvana, or peace

I also wanted to say that I allowed women to become disciples. I also didn't care what race or class of person you were. All were invited to become followers.

Questioner 7: Your teachings were called the **Dharma**, and you traveled for about forty-five years spreading your teachings. What did you tell your followers at your death?

Gautama: I told my followers that there should be no “leaders,” and, as was the custom, my earthly body was to be **cremated**. My remains were given to family. Hundreds of years later, Emperor Ashoka placed my remains into 84,000 different **stupas**. Stupas are mound-like structures. Many statues of the Buddha show me laughing. Laughter is to remind us that we need to start each day with joy!

Host: Thank you very much for coming to speak with us today, Siddhartha Gautama.

Gautama: Thanks for inviting me. I very much enjoyed speaking with you and your studio audience. May I add that I once told my followers, “Be where you are; otherwise you will miss your life.”

Did You Know?

- There are between 500 million and 1.5 billion followers of Buddha’s teachings. The religion based on his teaching is called Buddhism. It is the fourth largest religion in the world.
- Leshan Giant Buddha, a 233-foot-tall stone statue, found near Leshan, China, is the largest stone Buddha in the world. It is so big that one hundred people can sit on its feet!
- Siddhartha Gautama is known as a teacher and is not a god.
- One can not wear shoes in a Buddhist temple.
- A Buddhist temple is called a **Vihara**.
- The largest reclining Buddha in the world is 300 feet in length. The head of Buddha is 60 feet high. It is found in the country of Myanmar.
- There is no special holy day for Buddhists. You can go to temple on any day of the week, but especially on a day with a full moon.
- The world’s tallest Buddha is found in Pattaya, Thailand.
- Flowers are often placed by Buddhist statues. Flowers are a symbol that people do not live forever and eventually die.

Name: _____ Date: _____

Comprehension/Discussion Questions

1. Why did Siddhartha Gautama's father try to shield his son from life outside the palace walls?
2. What was the state of peace that Siddhartha attained called?
3. Explain the Gautama quote, "Be where you are; otherwise you will miss your life."
4. Siddhartha Gautama's name means, "he who achieves his aim." What is something you hope to achieve in your lifetime?

5. What does the Middle Way mean?
6. Explain the Four Noble Truths.
7. What is often left at a Buddhist temple and why?

Name: _____

Date: _____

Extension Activities

1. Read the following of Buddha's sayings. Write a paragraph explaining what you think he was trying to teach with the saying. Illustrate one of the sayings.
 - A. "It is better to do nothing than to do what is wrong."
 - B. "For whatever you do, you do to yourself."
 - C. "The mind is everything; what you think you become."
 - D. "The tongue, like a sharp knife . . . kills without drawing blood."
 - E. "There are only two mistakes one can make along the road to truth; not going all the way, and not starting."
 - F. "Nothing remains without change."
2. From the play, what are three character traits of Siddhartha Gautama? Find examples to support these traits. Would you like to have been a friend of Siddhartha Gautama? Why or why not? Use some of the character traits to explain your opinion.
3. Pretend you are on a trip and visiting one of the famous Buddha temples. Draw a picture and create a postcard. Write a comment to a friend. (See <http://www.oncoloring.com/buddhism-coloring-pages.html> coloring sheets.)

Confucius

Teaching Notes

- Before reading the play on Confucius, ask the students if they have any prior knowledge of him or of the country of China.
- Using a map of the world, have the students locate the country of China.
- Assign parts to read. You may wish to have more than one student be Confucius so that more students can participate in the reading.
- Encourage the students to “act” out their parts.
- Stop from time to time to ask the students comprehension questions and to make *text-to-self connections*. You also may wish to review some of the different vocabulary words used in the script.
- After reading the play, have the students review the comprehension questions.
- Decide which extension activities, if any, to assign to students.

Vocabulary

- | | |
|----------------------------------|---------------|
| • The <i>Analects</i> | • Philosopher |
| • Chaos | • Province |
| • Communists | • Silver Rule |
| • Golden Rule | • Sobriety |
| • One Hundred Schools of Thought | • Virtues |

Comprehension/Discussion Questions with Answers

1. What are the *Analects*?
A book of Confucius’s sayings
2. How did some people say that the teachings of Confucius hurt China?
They claimed that his teachings prevented the country from modernizing.
3. What was the time known as One Hundred Schools of Thought?
It was a time when many different teachers tried to bring peace to China.

4. Who did Confucius say people should respect?
Those in authority over them
5. How did Confucius believe rulers should govern?
With fairness, honesty, and compassion
6. What is the Golden Rule?
Treat others as you wish to be treated.
7. For what is Confucius remembered on September 28?
Being the most famous teacher of China

Additional Resources

- Easy Science for Kids, "Who Was Confucius":
<http://easyscienceforkids.com/all-about-who-was-confucius>
- TheFamousPeople.com, "Confucius Biography":
<http://www.thefamouspeople.com/profiles/confucius-84.php#WKquiQ4RW3VFRoro.99>
- United Religions Initiative Kids, "Confucianism":
http://www.uri.org/kids/other_conf.htm

A Visit with Confucius

Host: Confucius, or Kong Qui (551–479 BCE), was a **philosopher** and teacher. In fact, he is considered one of the most important teachers in Chinese history. We are very lucky to have Confucius visiting my talk show. A big welcome to you, Confucius!

Confucius: It is a pleasure to be able to visit with you and your studio audience. I'm eager to answer any questions your guests may have to ask me about my life.

Host: Well, let's begin the questioning with Questioner 1.

Questioner 1: You were born in Lu, now the **province** of Shantung, China. Can you share something about your early childhood, Confucius?

Confucius: My father was a wealthy man. During this time period, men could have more than one wife. My mother was much younger. I was just a little boy when my father died. The other wives treated my mom very badly so we were forced to leave. We had little money and were very poor.

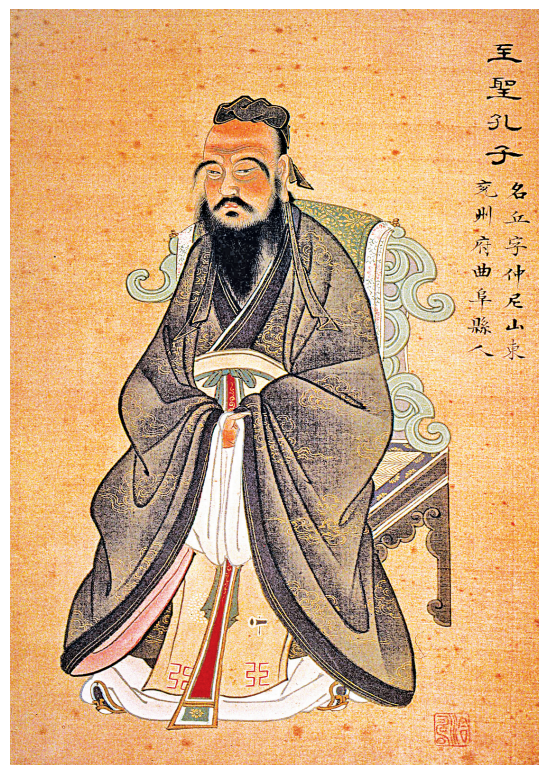
Questioner 2: I read that you were a cow herder, a shepherd, and a bookkeeper. How did you get an education?

Confucius: During my lifetime, only the wealthy could get an education. When my mother died, I supposedly stayed inside to mourn her for three years, as was the custom of the time. I spent much of this time studying. Then, I got a job working for a nobleman. I was able to travel with him when he visited the capital city of China on business. I learned as much as I could from him, as well.

Questioner 3: What was China like during your lifetime?

Confucius: It was a time of **chaos**. China was made up of warring leaders competing for power. There was little peace. Traveling teachers such as myself walked throughout China seeking to end the violence and bring peace to China. It was called the time of **One Hundred Schools of Thought**. I tried to teach people that they should respect those with authority over them. I also felt that those in power must rule with kindness and be fair and honest. Unfortunately, few leaders listened to the teachings of traveling teachers like me. I returned home and opened a school in my house.

Questioner 4: You actually let some of your poorer students live in your home. Can you explain what your teaching was like?



Painting of Confucius

Confucius: I believed that everyone, not just the wealthy, should be able to get an education if they desired one. It is said that I was the first private teacher in China! I believed that as a teacher, I could influence the leaders of the future to govern in a compassionate way. I required hard work and honesty from those I taught. I asked lots and lots of questions, believing that this method required my students to think. I also believed that my students needed to respect one another and develop compassion towards others. One of my famous teachings was similar to the **Golden Rule**. Some called it the **Silver Rule**, which stated that, "What you do not wish for yourself, do not do to others."

Questioner 5: Confucianism is named for you. Can you explain its ideas?

Confucius: Although Confucianism is sometimes considered a religion, it is a way of how to act during your life. To me there are five basic behaviors that we should all follow:

- Avoid extremes in behavior and emotion
- Respect your ancestors; children must obey their parents
- Always be considerate of other people
- Seek balance and harmony in all things
- Living in peace and harmony will bring you into contact with spiritual forces in the universe and nature

I also believed that there were five **virtues** that were important to follow:

- Wisdom
- Kindness
- Trustworthiness
- Righteousness
- **Sobriety**

Questioner 6: Were you well liked by the leaders of China during your lifetime?

Confucius: Not really. Those in government were often corrupt. They treated the poorer people badly. I spoke out about such practices, saying that, "If you govern your province well and treat your people kindly, your kingdom shall not lose any war." After a while, I was no longer welcomed in the court of Prince of Lu, and I left. Some leaders actually wanted to do me harm and were jealous of the influence I was gathering among the people. I was most unwelcome in their kingdoms.

Questioner 7: Some of your followers wrote down many of your sayings. This is called the **Analects**. One of your sayings was, "Our greatest glory is not in never failing, but in rising every time we fall." Can you share some other thoughts?

Confucius: I once was told by a student that another student had fallen asleep during my lesson. My response was to let him sleep. "You can't carve on rotten wood." Still another quote from me, "To see what is right and not do it is a lack of courage or principle."

Questioner 8: Years after your death, many Chinese rulers saw the value in your teachings. Kids had to pass tests memorizing your words. However, some believed that your teachings of honoring the past helped to prevent China from modernizing. When the **communists** took control of China in 1949, they nullified a holiday that honored you. Then in the 1990s, the people of China once again began recognizing you on September 28. Can you tell us more?

Confucius: September 28 is my birthday, and I am honored on this day. It is called Teacher's Day in China. Remember, in China, I am often called the country's first teacher. Also, my hometown area (Qufu, Shandong Province) holds the Qufu International Confucius Festival every September 26 to October 10.

Host: I want to thank you again for taking the time to visit with us today. We certainly learned lots of information about your life.

Confucius: It's been lots of fun. I'd like to leave this final thought with you and your audience:

"Once you speak, not even four horses can overtake your words." What do you think I mean by this?

Did You Know?

- An asteroid discovered in 1973 was named for Confucius. It was called "7853 Confucius."
- China is the third largest country in the world.
- China's official name is the People's Republic of China.
- Confucius met another famous Chinese philosopher, Lao-Tzu. It is said that Lao-Tzu didn't like Confucius.
- The Chinese invented gunpowder, paper, and kites.
- Chinese say their last name (surname) first as a sign of respect for their family.
- The first invention to detect earthquakes was invented in China, in 130 CE.
- The panda bear is native to China.

Name: _____ Date: _____

Comprehension/Discussion Questions

1. What are the *Analects*?
2. How did some people say that the teachings of Confucius hurt China?
3. What was the time known as One Hundred Schools of Thought?
4. Who did Confucius say people should respect?
5. How did Confucius believe rulers should govern?
6. What is the Golden Rule?
7. For what is Confucius remembered on September 28?

Name: _____ Date: _____

Extension Activity

1. Illustrate or color one of Confucius's sayings. Write a short paragraph explaining what you think one of Confucius's sayings was trying to teach.

Here are some of Confucius's sayings:

- A. "I hear and I forget. I see and I remember. I do and I understand."
- B. "Once you speak, not even four horses can overtake your words."
- C. "Seal your mouth three times before speaking."
- D. "He who does not work hard in his youth will be sorry in his old age."
- E. "A man who committed a mistake and doesn't correct it is committing another mistake."
- F. "Respect yourself and others will respect you."

Emperor Ashoka

Teaching Notes

- Before reading the play on Alexander the Great, ask the students if they have any prior knowledge of India.
- Using a map of the world, have the students locate the country of India.
- Assign parts to read. You may wish to have more than one student be Ashoka so that more students can participate in the reading.
- Encourage the students to “act” out their parts.
- Stop from time to time to ask the students comprehension questions and to make *text-to-self connections*. You also may wish to review some of the different vocabulary words used in the script as well as show a time line and review how someone such as Ashoka could be born in 304 BCE and die in 232 BCE.
- After reading the play, have the students review the comprehension questions and discussion questions.
- Decide which extension activities, if any, to assign to students.

Vocabulary

- | | |
|----------------|-------------|
| • Ahimsa | • Stambha |
| • Buddhism | • Stupa |
| • Caste system | • Tolerance |
| • Sacrifice | • Viharas |

Comprehension/Discussion Questions with Answers

1. What two symbols in modern-day India were started by Ashoka?

The lion and the wheel

2. What event caused Ashoka to change his ways?

Seeing all the death and sadness of those who lost loved ones after battle

3. What is a *stambha*? In what ways were these amazing feats of engineering?

Stambhas were stone pillars that were 50 feet tall and weighed 50 tons. These massive structures were considered amazing because they were built before modern machinery was available.

4. What are three things that Ashoka, as a Buddhist ruler, did to help his people?

He built roads, hospitals, wells, and universities.

5. What were two things that Ashoka did to show compassion toward animals?

He set up hospitals, stopped the destruction of their habitats by banning burnings in forests, and stopped sport hunting.

6. Explain the caste system.

The caste system in India divided people into different social classes depending on their birth.

7. All of us can change our behaviors if we want to do so. What might be one behavioral trait about yourself that you might like to change? Why?

Answers will vary.

Additional Resources

- Cultural India, "Ashoka": <http://www.culturalindia.net/indian-history/ancient-india/ashoka.html>
- Freeman, Larry. "Ashok: A Short Biography of Ashoka the Great of India." Hubpages.com. <http://larryfreeman.hubpages.com/hub/Ashok-A-Short-Biography-of-Ashoka-the-Great-of-India>
- History for Kids, "The Reign of Ashoka in Ancient India": <http://www.history4kids.co/2013/07/the-reign-of-ashoka-in-ancient-india.html>
- I Love India.com, "Asoka the Great": <http://www.iloveindia.com/history/ancient-india/maurya-dynasty/ashoka.html>
- Indya Unlimited, "Emperor Ashoka the Great": <http://www.india-intro.com/history/historical-figures/699-emperor-ashoka-the-great.html>
- Szczepanski, Kallie. "Ashoka the Great: India's Mauryan Empire." About.com. <http://asianhistory.about.com/od/india/a/ashoka.htm>

A Visit with Emperor Ashoka

Host: The first ruler to unify India, Ashoka (304–232 BCE) is considered one of the greatest leaders of India. He ruled for about thirty-eight years. He is also called Ashoka the Great and Samraat Chakravartin, which means “emperor of emperors.” Welcome to my show, Emperor Ashoka.

Ashoka: I am very happy to be your guest and answer the questions of your studio audience. Thanks for inviting me to your show!

Host: Let’s start the questioning. Questioner 1, what would you like to ask of Emperor Ashoka?

Questioner 1: Your father, King Bindusara, had a number of wives, as was the custom at the time. Your mother was a commoner, so it wasn’t thought that you would ever become king. Can you tell us something about your childhood?

Ashoka: I was born Bindusara Maurya, and I was the grandson of Chandragupta Maurya, who began the Mauryan Empire. At an early age, I received military training. I was also a great hunter. It is said that I once killed a lion with a wooden stick!

Questioner 2: I hope you don’t mind me saying this, but I read that you had a very bad temper and may have actually killed 99 of your brothers to gain power in 274 BCE.

Ashoka: That was the “old” Ashoka before I became a Buddhist. Yes, for a time I was known for my cruelty and was called Ashoka the Fierce. I created quite an empire, including most of the present-day country of India. My kingdom reached as far as Bangladesh on the east and Afghanistan and Pakistan on the west.

Questioner 3: You were the first ruler to adopt the religion of **Buddhism** and ruled as a Buddhist. You were once known as Chandashoka, or “cruel Ashoka.” What caused such a change in you?

Ashoka: It is true that I ruled harshly and was responsible for the deaths of many. There was a very bloody battle at Kalinga, on the east coast of India. I was angry that I had heard that one of my brothers was in the kingdom, so I decided to teach the people a lesson for allowing him to hide there. About 100,000 people died, as well as 10,000 of my soldiers. Walking the field and seeing all the dead and hearing the cries of pain of those saddened by seeing their loved ones dead made me ask myself, “What have I done?” I vowed never to fight again and found comfort in Buddhism.

Questioner 4: You were badly injured in the battle and almost died. Those who cared for you and nursed you back to health were Buddhists. You learned about Buddhism from these caring people. When you became a Buddhist, you called your people your children. You said, “I am



Indian Relief

like a father to them. As every father desires the good and the happiness of his children, I wish that all men should be happy always." Can you share how you ruled your kingdom as a Buddhist ruler?

Ashoka: Well, I signed peace treaties with neighboring kingdoms. I adopted **ahimsa**, or nonviolence and encouraged **tolerance** toward all. Roads, irrigation systems, hospitals, and universities were built. I also banned the death penalty and the practice of an eye for an eye and other brutal treatments. I tried to put an end to the **caste system**, in which a person's status in society was based on their birth. I had wells built, planted trees, and banned slavery in my kingdom.

Questioner 5: You stopped the practice of burning forests so the homes of animals wouldn't be destroyed. Can you share more ways in which you showed compassion towards animals?

Ashoka: I banned sport hunting and the killing of animals for **sacrifices**. I encouraged my people to become vegetarians. I even had hospitals built to treat sick animals!

Questioner 6: As Dhammashoka, or "pious Ashoka," you had lots of things built. Can you tell us some of the things you had constructed?

Ashoka: I had places constructed where travelers could spend the night free of charge. I also had many **stupas** built. Stupas are mounds that hold important Buddhist objects. The most famous stupa is called the Great Sanchi Stupa. I also had many carvings placed on stone pillars, called **stambhas**, along the roadways. Some were fifty feet tall! I understand about ten are still standing today. On these pillars, I had messages carved. One message reminded people that they should show "obedience to mother and father." I also had monasteries, called **viharas**, built.

Questioner 7: You were not only the first Buddhist ruler but also made Buddhism the official religion of your kingdom. You also helped to spread Buddhism to areas outside India. Can you tell us more about how you did this?

Ashoka: I encouraged followers of Buddhism to act as missionaries and spread the teachings of Buddhism. Even my son, Mahinda, and my daughter, Sanghamitra, were sent to the area of Ceylon (Sri Lanka) to share the teachings of Buddhism with the people there.

Questioner 8: I understand that the symbol of a wheel, with 24 spokes, was used in a number of your constructions. Can you explain?

Ashoka: The Wheel of Dharma represented love, courage, patience, kindness, gentleness, self-control, truthfulness, mercy, and other acts of behavior that Buddhists follow. And the Ashoka Chakra Wheel was adopted as a symbol for the national flag of India. Atop the stone pillars, most about 50 tons in weight, I also had carvings. One famous pillar has four standing lions. This particular carving of the lions became the national symbol of modern-day India.

Host: Thank you very much for being my guest. We certainly learned a lot about your life!

Ashoka: Again, thanks for inviting me to be your guest. I had a great time.

Did You Know?

- In India, you greet someone by pressing your hands together, bowing your head, and saying "Namaste."
- You always walk around a Buddhist temple in a clockwise pattern and never wear shoes inside the temple.
- Did you know that India, not the United States, is the largest English-speaking country in the world?
- Some of the *stambhas*, which weight fifty tons, were moved from a quarry about one hundred miles away!

Name: _____ Date: _____

Comprehension/Discussion Questions

1. What two symbols in modern-day India were started by Ashoka?
2. What event caused Ashoka to change his ways?
3. What is a *stambha*? In what ways were stambhas amazing feats of engineering?
4. What are three things that Ashoka, as a Buddhist ruler, did to help his people?
5. What were two things that Ashoka did to show compassion toward animals?
6. Explain the caste system.
7. All of us can change our behaviors if we want to do so. What might be one behavioral trait about yourself that you might like to change? Why?

Name: _____

Date: _____

Extension Activities

1. Read about Siddhartha Gautama, whose teachings are the basis for Buddhism.
2. Pretend you are the son or daughter of Ashoka and have traveled to Sri Lanka (Ceylon) to spread the teachings of Buddhism. What might be something you'd share about the religion with a person you meet?
3. Sometimes legends are created about people who lived long ago, such as the story that young Ashoka killed a fierce lion with a stick. Why do you think such a story was told about him?
4. Draw or color a picture of the four lions, the symbol of India. Write three facts learned about Ashoka on your drawing.



सत्यमेव जयते

Emblem of India

Image source: Emblem of India. By unknown artist, The National Emblem of India, the Supreme Court of India

- Note:** Some spell “Ashoka” as “Aśoka.”

● Shi Huang Ti ●

Teaching Notes

- Before reading the play on Shi Huang Ti, ask the students if they have any prior knowledge of Chinese history, Confucius, or Shi Huang Ti.
- Using a map of the world, have the students locate the country of China.
- Assign parts to read. You may wish to have more than one student be Shi Huang Ti so that more students can participate in the reading.
- Encourage the students to “act” out their parts.
- Stop from time to time to ask the students comprehension questions and to make *text-to-self connections*. You also may wish to review some of the different vocabulary words used in the script.
- After reading the play, have the students review the comprehension questions.
- Decide which extension activities, if any, to assign to students.

Vocabulary

- | | |
|---------------|---------------|
| • Alchemist | • Han Dynasty |
| • Characters | • Legalist |
| • Concoctions | • Regent |
| • Diviner | • Revolt |
| • Dynasty | |

Comprehension/Discussion Questions with Answers

1. How was Shi Huang Ti cruel to the people he ruled? (2 examples)
He killed many scholars and forced people to connect the walls and perform certain jobs.
2. What is a “bibliocaust”?
The burning of books
3. What are three ways Ch’in unified the areas of China into one great kingdom?
Same weights/measures, same money, same size of cart wheels, same writing system

4. Explain how early Chinese people got their fortunes told. Explain how this practice was helpful to archaeologists?

They wrote messages on a turtle shell or ox bone, heated it, and had a diviner read the cracks. This left behind a wealth of information about life in ancient China.

5. What is a regent?

A regent is someone who rules until the child in line to become ruler reaches the age to rule.

6. Shi Huang Ti was a legalist. What do such people believe?

Legalists believe that people are inherently bad and need to be controlled so they don't do bad things.

7. Why didn't Shi Huang Ti like scholars?

He thought the teachings of scholars confused the common people.

8. List two facts learned about the Great Wall of China from the play.

The Great Wall is over 5,500 miles long, extends over mountains and deserts, can't be seen from space, has watchtowers, is wide enough for seven horses, and was considered a highway that helped supply goods and men.

9. Why haven't archaeologists excavated all of Shi Huang Ti's tomb?

They are afraid that the artifacts could be destroyed.

Additional Resources

- Ducksters.com, "Ancient China: Emperor Qin Shi Huang": http://www.ducksters.com/history/china/emperor_qin_shi_huang.php
- MrDonn.org, "Qin Dynasty: Ancient China for Kids." <http://china.mrdonn.org/qin.html>
- Szczepanski, Kallie. "Qin Shi Huang, First Emperor of China." About Education. <http://asianhistory.about.com/od/profilesofasianleaders/p/qinshihungbio.htm>

A Visit with Shi Huang Ti, Famous Emperor of China

Host: The first emperor of China was Shi Huang Ti (270–210 BCE). He is remembered for unifying the different kingdoms of China and connecting many smaller walls into what is known as the Great Wall of China. Today, the emperor is my guest. Welcome, emperor!

Shi Huang Ti: I appreciate the opportunity to share information my life with your audience.

Host: Let's start the questioning with Questioner 1.

Questioner 1: You have several different names. I have seen you called Qin, Ch'in, Shi Huang, and Shi Huang Ti. Can you explain your different names?

Shi Huang Ti: Actually, I was born Ying Zheng. When I became emperor of the state of Qin, I took the name Qin Shi Huang Ti, which means "first emperor." The **dynasty** that I started was the Qin (sometimes called Ch'in) Dynasty. You can see that the country got its name from me. As for the dynasty, it didn't last long. I ruled only about twelve years. After my death, one of my sons became emperor, but there was a **revolt**, and he was taken out of power. A peasant became the leader, and he started what would be known as the **Han Dynasty**.



Painting of Qin Shi Huang

Questioner 2: Can you tell us about turtle shells and how the ancient Chinese people used them?

Shi Huang Ti: People believed that you could write a question on a turtle shell (or ox bone), and then a **diviner** would heat the shell or bone until it cracked. The diviner, like a fortune-teller, would read the cracks and tell you the answer to your question. Archaeologists have learned many things about ancient China from what was written on the shells and ox bones that they have unearthed. For example, one question on a shell asked if a king should go to war. These turtle shells and ox bone writings are the oldest examples of Chinese writing. Our picture writings were called **characters**.

Questioner 3: When your father died, you became ruler at the young age of thirteen. **Regents** were to rule until you were old enough to take power. Eventually, there was an attempt to get someone else on the throne, and you were successful in preventing this from happening. How did you unify the different kingdoms into one large kingdom?

Shi Huang Ti: One of the first things I did was require the same writing system and the same weights and measures to be used by all. I also required the same currency. These laws helped to encourage trade. Imagine if you went to another state and they used different weights and money. It would make trading difficult. I also required all carts and wheels to be the same so they could follow the same path tracks on the roads.

Questioner 4: Some called you the Tiger of Qin. Your people disliked you for your cruel rule. Can you explain?

Shi Huang Ti: I organized people into groups. If one in the group did something wrong and the others didn't tell on that person, I punished the entire group. This helped me to get control very quickly. Spies were paid well! I sometimes walked around in disguise so I could see if the people were obeying my rules. Punishment could be death or being forced to work on connecting the different walls into the Great Wall. I also assigned specific jobs to people. If you didn't like the job you were given, you either did it anyway or were put to death! I know I was hated, as there were several attempts on my life. I actually started staying in different palaces at night so no one would know where I was. I also had several people who looked like me attend functions on my behalf in case someone tried to kill me.

Questioner 5: I love reading books. I read that you burned many books. Why would you do such a thing?

Shi Huang Ti: In order to have control of my people, I had to rule forcefully. Some call me a **legalist**, someone who believes that all people are bad and need to be controlled to make sure that they don't do bad things or hurt others. I believed that scholars confused the common people. I had 450 scholars buried alive. Many others who disagreed with me were also killed. The great teacher Confucius said rulers should treat their subjects fairly and with honesty. Since I didn't rule in such a manner, I didn't want the teaching of Confucius around so, yes, I burned many of his books. I also burned any other books I thought were not necessary. Books on farming and medicine, I kept. Believe it or not, some people actually memorized books so that one day, the memorized books could be written down again on paper.

Questioner 6: Can you share information about the Great Wall of China?

Shi Huang Ti: The Himalayan Mountains and the deserts, such as the Gobi, kept invaders out from the south and west, but we had no such protection from the north. There were lots of small walls, so I decided to have the walls connected to make one great wall. It was nicknamed the Longest Cemetery in the World because many thousands of people died during its construction. Officially, the length is about 5,500 miles long and snakes over mountains and deserts. Soldiers in the many watchtowers sent along messages using smoke signals. And, the wall was wide enough for seven horses to travel side by side, enabling the transportation of soldiers and supplies. Oh, and despite what people say, you cannot really see the Great Wall from space!

Questioner 7: I read that you were fascinated with living forever and searched for the fountain of youth. Can you tell us more?

Shi Huang Ti: Yes, it is true that I wanted to find a way to have a very long and healthy life. Living forever would have been great. I funded an expedition of explorer Xu Fudong (Hsu Fu) to search out the fountain of youth. The ships and hundreds of young people that went on the voyage reached the area of Japan. Since they found no fountain of youth, they didn't return to China in fear that I would punish them. I also drank different **concoctions** made by **alchemists**, thinking the drinks would help me live longer. Some say that I actually drank mercury! People now know that mercury is poisonous, and that the mercury drinks may have led to my death at the age of only forty-nine. I had a beautiful tomb built to house my body and possessions for the afterlife.

Questioner 8: I read that you died while away from the palace, and your body was secretly returned in a cart, covered with dead fish. Your officials didn't want anyone to know about your death until your son could be ready to take over as emperor. Is it true you had an omen of your death?

Shi Huang Ti: It is true that I was superstitious of my coming death. A meteor fell to earth in 211 BCE, and someone wrote on the stone that I would die and my kingdom would be divided. When I ordered the person who wrote this to come forward, he did not, so I killed all those living in the area and destroyed the meteor. Interestingly, I died about a year later!

Questioner 9: You mentioned your tomb. Found by farmers digging a well in the 1970s, the tomb is really amazing. It is one of the most popular tourist sites in the country of China and is found near the city of Xi'an. Tell us about your tomb.

Shi Huang Ti: I built my tomb near the capital of Zianyang (or Xi'an). It is still being excavated. Over 8,000 life-size soldiers protect my burial tomb. The soldiers are made of terra cotta used in clay pots. There are life-size horses and over 130 chariots. Archaeologists sent probes into the ground because they didn't want to unearth the rest of the tomb until they could find a way to do so without harming the artifacts. The probe found a life-size model of a wetland. There are sculptured swans, cranes, and other aquatic birds. It is also said that there is a huge map of China with rivers of mercury and pearls. Archaeologists also think that my tomb still holds my body and treasures for the afterlife and, that there may be booby traps to keep people away!

Host: We certainly learned a lot of information about you and your rule of China.

Shi Huang Ti: Thank you for allowing me to share my life story with you and your audience.

Did You Know?

- Each face of the terra cotta soldiers is different. Some have beards and mustaches, and some are clean-shaven. Their hair styles vary too.
- The statues were once painted, but the paint has faded with exposure to the light. Some of the paint colors include reddish brown, pink, purple, dark blue, and green.
- "Bibliocaust" is a word for the destroying of books. Another word, "libricide," also applies.
- Bats are considered good luck to the Chinese.
- Despite being the third largest country in the world, China has only one time zone!
- The Chinese invented toilet paper in the 1300s, but only the emperors were allowed to use it!

Image source: Painting of Qin Shi Huang. By unknown artist, Qin Shi Huang, the first emperor of China, circa 1850 in Zhongyi Yuan, China's Terracotta Army and the First Emperor's Mausoleum: The Art and Culture of Qin Shihuang's Underground Palace (Paramus, NJ: Homa & Sekey Books, 2010)

Name: _____ Date: _____

Comprehension/Discussion Questions

1. How was Shi Huang Ti cruel to the people he ruled? (2 examples)
2. What is a "bibliocaust"?
3. What are three ways Ch'in unified the areas of China into one great kingdom?
4. Explain how early Chinese people got their fortunes told. Explain how this practice was helpful to archaeologists?
5. What is a regent?

Name: _____ Date: _____

Extension Activities

1. Learn more about the Terra Cotta Tomb:
http://www.travelchinaguide.com/attraction/shaanxi/xian/terra_cotta_army
2. Make paper like the Chinese did:
http://www.ehow.com/way_5828931_steps-making-chinese-paper.html
3. Pretend you are working on the Great Wall of China. How do you feel? What do you do? What do you see? Include two facts learned about the Great Wall in the writing.
4. Try this webquest: <http://www.gailhennessy.com/index.shtml?chinesedam.html>
5. Learn more about China: <http://www.gailhennessy.com/index.shtml?china.html>

Cai Wenji

Teaching Notes

- Ask the students to share any prior knowledge they may have of the country of China. Also locate the country of Mongolia.
- Using a map of the world, have the students locate the country of China.
- Assign parts to read. You may wish to have more than one student be Cai Wenji so that more students can participate in the reading.
- Encourage the students to “act” out their parts.
- Stop from time to time to ask the students comprehension questions and to make *text-to-self connections*. For example, could you have left your children behind to get your freedom? You also may wish to review some of the different vocabulary words used in the script.
- After reading the play, have the students review the comprehension questions.
- Have the students review a map of China and make five map-skill questions to exchange with another group to read. <http://www.factmonster.com/atlas/country/china.html>.
- Decide which extension activities, if any, to assign to students.

Vocabulary

- Calligraphy
- Customs
- Qin (also spelled Guqin)
- Silk Road

Comprehension/Discussion Questions with Answers

1. Do you think it was possible for Cai Wenji to memorize 400 written works of her father? If not, then whose works may they have been?
Answers will vary.
2. Today, there are still people and groups, such as the Taliban, that believe girls should not get an education. What does this say about a group of people that feel this way?
Answers will vary.
3. What were the topics of Cai Wenji’s poetry? Where did she get the topics for her poetry?
Sad topics that were inspired by her twelve years of imprisonment

4. Could you have left your children behind and gone back to your homeland without them?

Answers will vary.

5. Where can you find something named for Cai Wenji?

A crater on the planet Venus

6. What is calligraphy?

Decorative, handwritten writing

7. In addition to things such as silk, what else was exchanged with traders from China meeting with traders from Europe along the Silk Road?

Ideas and customs

Additional Resources

- Culture in Cart, "Cai Wenji: A Talented Woman and Famous Poet":
<http://www.cultureincart.com/story/cai-wenji-a-talented-women-and-famous-poet.html>
- FamPeople.com, "Cai Wenji: Biography":
<http://www.fampeople.com/cat-cai-wenji>
- Journey to the East, "Cai Wenji":
http://journeyeast.tripod.com/cai_wenji.html
- Women of China, "Cai Wenji: A Brilliant but Stifled Talent": <http://www.womenofchina.cn/womenofchina/html1/people/history/7/4002-1.htm>

A Visit with Cai Wenji

Host: In ancient China, it was very unusual for a female to get an education and also become a musician. That is why I am very honored to have as my guest today, Cai Wenji (also called Cai Yan). Although we don't actually know her actual birthday and death, she lived during the Han Dynasty (around 170–220 CE). Cai Wenji was also a poet and was known for her beautiful **calligraphy**. Thank you for being my guest, Cai Wenji!

Cai Wenji: I am very eager to share with your studio audience some facts about my life. Thanks for inviting me.

Host: Questioner 1, what would you like to ask my guest?

Questioner 1: In a time when few females learned to read and write, you did. Why were you able to get an education?

Cai Wenji: I was very lucky to have a father who was a famous scholar. He was an astronomer, mathematician, and historian. Since my father didn't have any sons, and I was his only child, he taught me to read and write. I also learned history, music, and the art of calligraphy. When I was just a girl, I heard my father playing the **qin** (or seven-stringed zither). I told my father that one of the strings sounded like it was broken. He was amazed at my ability to hear the sounds of the strings. He then broke another string to see if I could detect it was broken, too. I did. My father said I had an ear for music, and I was soon learning to play the instrument.

Questioner 2: You grew up during a time of unrest in China. It was a dangerous time, and, when you were a young woman, you were captured and taken prisoner. Please share some information about this time in your life.

Cai Wenji: I was a prisoner for twelve years. During that time, I was forced to get married and have two sons. I was forced to live far from my family, in what is now the area of Mongolia. The people didn't speak the same language as me. They also had different **customs**. Most of the women could not read or write. I was very lonely and missed my father and family. Life was very difficult for me. Eventually, a powerful man named Cao Cao, who had been a friend to my father, paid a ransom of a thousand pieces of gold and a jade hoop for my freedom. I was most grateful.

Questioner 3: Why would this man help you and get your freedom?

Cai Wenji: People were very superstitious back then. I was the last remaining person of my clan. Cao Cao believed he needed me to make my ancestral spirits get peace. My big regret is that, although I was allowed to leave, my two sons were not. As much as I loved my children, I left. One of my poems, called "Agony," was about leaving my children.



Portrait of Cai Wenji, with her husband and sons, painted during the Southern Song Dynasty (1127-1279)

Questioner 4: Your father's many written works were lost during the fighting in your homeland. You were asked by Cao Cao to try to remember some of his works. How did you do this?

Cai Wenji: Yes, my father had about 4,000 writings, and I had memorized about 400 of them. I wrote them down so they would not be forgotten. The fancy script in which I wrote my father's writings was called calligraphy.

Questioner 5: You were also a poet and a composer who wrote music to go along with your poetry. What kind of poems did you write?

Cai Wenji: Most of my poetry was very sad. I was very unhappy during the twelve years I was kidnapped and imprisoned. Much of my work was about these years. One of my most famous musical works was called *Eighteen Beat of Hujia* and was performed on the Chinese qin.

Questioner 6: You really had a sad life. Your first husband died soon after you were married. Then, you were kidnapped and held prisoner. Did your later life have any joy?

Cai Wenji: Well, I married again to a man named Dong Si. He got into trouble and was sentenced to death. I traveled to see the ruler Cao Cao, and pleaded with him to spare my husband's life. I interrupted a party with many guests. Cao Cao and his guests were very moved by my words, so Cao Cao pardoned my husband. It seems that my life was always hard.

Questioner 6: Your actual death is not known, although some suggest you died around 250 CE. Anything else you'd like to tell us?

Cai Wenji: Would you believe that there is actually a crater on the planet Venus named for me? There is also a very pretty memorial to me that is located in Xi'an, China. Also, there was a Chinese coin (five yuan) which had an illustration of me holding a qin.

Host: Thank you very much for being my guest. I think we all learned a lot about your life and accomplishments.

Cai Wenji: I very much enjoyed coming to your show and answering the many questions of your audience. Thank you for having me as your guest. (*Cai Wenji claps along with the audience.*)

Did you Know?

- In China the performer often claps to thank an audience for being so welcoming.
- In China it is the custom to say the family surname (last name) first to honor your family.
- The trade route known as the **Silk Road** was created during the Han Dynasty.
- The Buddhist religion came to China during the Han Dynasty.
- The Han Dynasty lasted about 400 years and was begun by a peasant named Liu Bang around 206 BCE. He took the name Han Gaozu and came to power after the unrest following Emperor Shi Huang Ti's death.

Image source: Portrait of Cai Wenji. By unknown artist, unknown title, 1127–1279, CHINA Art Pic Stock (China Artistic Publisher Beijing Panoramic Visual Pic LTD), PD-Art

Name: _____ Date: _____

Comprehension/Discussion Questions

1. Do you think it was possible for Cai Wenji to memorize 400 written works of her father? If not, then whose works may they have been?
2. Today, there are still people or groups, such as the Taliban, that believe girls should not get an education. What does this say about a group of people that feel this way?
3. What were the topics of Cai Wenji's poetry? Where did she get the topics for her poetry?
4. Could you have left your children behind and gone back to your homeland without them?

5. Where can you find something named for Cai Wenji?

6. What is calligraphy?

7. In addition to things such as silk, what else was exchanged with traders from China meeting with traders from Europe along the Silk Road?

Name: _____ Date: _____

Extension Activities

1. Pretend you are Cai Wenji and write about a day in your life being held in captivity.
2. Listen to the qin (also called Guqin) being performed. Close your eyes as you listen. Write down four descriptive words that come to mind as you hear the musical instrument. An example is available at <http://www.silkqin.com/06hear/xltq/xl034xt.mp3>.
3. Learn about the groups of people not believing girls should get an education. Read about Malala Yousafzai, the teenage girl shot in the head by the Taliban for her attempt at getting an education in the country of Pakistan. She won the 2014 Nobel Peace Prize for her campaign for girls' rights to get an education.

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