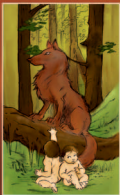


the Story
of the
World
HISTORY FOR THE CLASSICAL CHILD

Activity Book One: Ancient Times

From the Earliest Nomads to the Last Roman Emperor

REVISED EDITION



Edited by Susan Wise Bauer

With activities and drawings by:

Joyce Crandell, Sheila Graves, Terri Johnson, Lisa Logue,
Karla Middleton, Tiffany Moore, Matthew and Katie Moore,
Kimberly Shaw, Jeff West, and Sharon Wilson

The Story of the World Activity Book One

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How to Use This Activity Book

History is the most absorbing and enthralling story you can tell a young child, because it's true. A good history narrative is as strange and wondrous as a good fairy tale. Kings, queens, mummies, wooden horses, knights, and castles can be as fascinating as giants and elves—but they *really existed!*

In classical education, history lies at the center of the curriculum. The chronological study of history allows even small children to learn about the past in an orderly way; after all, the “best way to tell a story,” as the King tells Alice in *Alice in Wonderland*, “is to begin at the beginning and go on to the end.” When the study of literature is linked to history, children have an opportunity to hear the stories of each country as they learn more about that country's past and its people. History teaches comprehension; young students learn to listen carefully, to pick out and remember the central facts in each story. History even becomes the training ground for beginning writers. When you ask a young student to narrate, to tell back to you the information he's just heard in his own words, you are giving him invaluable practice in the first and most difficult step of writing: putting an idea into words.

This activity guide is designed to go along with Volume One of Susan Wise Bauer's *The Story of the World: History for the Classical Child*. Think of each section in *The Story of the World* as a “springboard” into the study of world history. This book provides you with a simple, chronological overview of the progression of history. It isn't intended to be complete, but when you do history with young students, you're not aiming for a “complete” grasp of what happened in the Modern Age. Instead, you want to give the child an enthusiasm for history, a basic understanding of major cultures and an idea of the chronological order of historical events.

Using This Activity Book at Home

The Activity Book has two sections: a parents' guide in the front, and consumable Student Pages in the back. (Note the page numbers at the bottom of each page to see what section you're in.) For each section in *The Story of the World*, follow this pattern:

- 1) Read the child one section from *The Story of the World*. Longer chapters are divided into several sections; each section is appropriate for one session of history. Good readers can read the section to you instead.
- 2) **Review Questions:** These test the student's comprehension. When he has thoroughly studied the chapter, he should answer these questions orally without looking at the book. Encourage him to answer in complete sentences when possible. This is training in reading comprehension (and it will help you evaluate whether the child is listening with attention and whether he's really understanding what he's reading). Answers given are approximate; accept any reasonable answer. You can also make up your own questions.
- 3) **Narration Exercise:** Have the child tell you in two to five sentences what the history lesson was about. You can prompt the child with the Review Questions. Encourage the child to include the major facts from the history reading, but not EVERY fact. We have supplied sample narrations simply to give some idea of acceptable answers, not to imply that you child's narration should match word for word!

Write down the child's narration if the child is not writing independently. Good writers can be asked to write the narration down themselves. To help with this process, listen carefully to the child's narration and repeat it back to her while she writes; this will help with “writer's block.” For any given section, you can instead ask the child to draw a picture of her favorite part of the history lesson and then describe the picture to you. Write the description at the bottom of the picture. Put the narration or the picture in a History Notebook—a looseleaf notebook that will serve as the child's record of her history study.

- 4) When you have finished both sections of a chapter, stop and do **additional reading** and **activities** on the topic covered by that chapter. This Activity Book provides titles of books that you can find at your library for additional history reading, as well as maps, hands-on activities, and other projects. Some topics have many more resources available than others. Ask your local librarian for further suggestions.

When you reach a topic that has a wealth of interesting books and activities connected to it, stop and enjoy yourself; don't feel undue pressure to move on. Check your local library for titles before buying. The recommended titles range in difficulty from books for reading aloud to first graders to advanced books appropriate for fourth graders to read independently. When appropriate, ask the child to draw pictures, to narrate, or to complete brief outlines about the additional reading as well. Put these pictures and narrations into a three-ring History Notebook. This should begin to resemble the child's own one-volume history of the world. Don't ask the child to narrate every book or she'll grow frustrated; use this as occasional reinforcement for a topic she finds particularly interesting.

Because students from a wide range of grades will be using this Activity Book, we have tried to provide a range of activities, appropriate for different levels. Some are more appropriate for younger students; others will require more in-depth thought. We encourage you to select the projects are most appropriate for you and your students.

- 5) **Maps:** Almost every section in Volume One of *The Story of the World* has an accompanying map activity. A blank map is in the Student Pages; an answer key—showing the correct, completed maps begin on page 168.
- 6) We have provided **encyclopedia cross-references** to the appropriate pages in *The Kingfisher Illustrated History of the World*, *The Kingfisher History Encyclopedia* (revised), *The Usborne Book of World History*, and *The Usborne Internet-Linked Encyclopedia of World History*. Use these books for additional supplemental reading, especially for those topics that don't have extensive lists of age-appropriate library books.
- 7) Choose appropriate titles from the recommended **literature lists** and read these with your child. Classical philosophy discourages the use of "reading textbooks" which contain little snippets of a number of different works. These textbooks tend to turn reading into a chore—an assignment that has to be finished—rather than a wonderful way to learn more about the world. Instead of following a "reading program," consider using the "real books" from these literature lists. Following each title is a range of grades showing the appropriate reading level. (RA=read aloud, IR=independent read)
- 8) Every four chapters, you should take one history class to prepare your history review cards. Photocopy the history cards (use stiff cardstock for longer-lasting cards) and cut them out; have the student color the picture. After the cards are completed, use them once or twice a week to review material already covered.
- 9) Optional: You can administer written tests (available separately from Peace Hill Press) if you desire a more formal evaluation or wish to develop your child's test-taking ability.

Multilevel Teaching

The Story of the World series is intended for children in grades 1–4, but is often used by older students: Volume One is written primarily for grades 1–4; Volume Two for grades 2–5; Volume Three for grade 3–6; Volume Four for grades 4–8. The maps and many of the activities in this book are also appropriate for children in grades 4–8. To use *The Story of the World* as the center of a multilevel history program, have your older child independently do the following: Read *The Story of the World*; follow this with the appropriate pages from the *Kingfisher History Encyclopedia*; place all important dates on a timeline; do additional reading on his or her own level. For more book lists and detailed directions on classical education methods for both elementary and middle-grade students, see *The Well-Trained Mind: A Guide to Classical Education at Home*, by Jessie Wise and Susan Wise Bauer (revised edition, W.W. Norton, 2004), available from Peace Hill Press (www.peacehillpress.com) or anywhere books are sold.

An Important Note for Parents

Families differ in their attitudes towards teaching myths, in their willingness to view partially-clothed people in ancient art, and in their sensitivity towards the (inevitable) violence of ancient times. We suggest that you skim through the activities in this book, glance through the literature that we recommend, and skip anything that might be inappropriate for your own family. In addition, both the *Kingfisher History Encyclopedia* and the *Usborne Internet-Linked Encyclopedia of World History* contain a number of pages on prehistoric peoples that may not agree with your family's convictions about humankind's beginnings. If this might pose a problem for you, preview these books before purchasing or using them.

Additionally, we recommend that you **preview** the coloring pages for Chapters 17, 20, and 28 (Student Pages 50, 58, and 87), to make sure that they are appropriate for your family.

Using This Book in the Classroom

Although this Activity Book was initially designed to be used by homeschooling families, it adapts well to the classroom. On the next page is a sample of how each chapter may be taught:

- 1) The teacher reads aloud a chapter section while the students follow along in their own books. When you reach the end of a section, ask the review questions provided in this book to selected students. Depending upon the length of a chapter, you may read the entire chapter in one day or break it up over two days.
- 2) Using the review questions and chapter tests as a guide, type up a list of facts that the students should memorize, perhaps employing a fill-in-the-blank format. Give one to each student to help her prepare for the upcoming test. If you would like to administer formal tests, you can purchase them separately from Peace Hill Press.
- 3) Have the students do the map exercises in the Student Pages.
- 4) Select one or two activities, found in the Student Pages. Some are more appropriate for classroom use than others.
- 5) Each day there should be an oral or written review. You can make it fun by playing oral quizzing games such as “Around the World,” “Last One Standing,” or “Jeopardy!”
- 6) On the last day before the test, have the students color their chapter review cards.
- 7) Test the students.
- 8) Periodically review past lessons so your students will remember history chronologically.

Pronunciation Guide

Abram	–	AY	bram	canopic	–	kuh NO	pick	or	kuh NAW	pick																																																																																											
Aegeus	–	EE	jus	or	EE	jee	us	Carthage	–	CAR	thij																																																																																										
Ahmose	–	AH	mos	Carthaginian	–	CAR	thuh	JIN	ee	un																																																																																											
Akhenaten	–	ah	ken	AH	ten	Cassius	–	CASS	ee	us																																																																																											
Akkad	–	AH	kad	Ceres	–	SEER	eez	Cheops	–	KEE	ops																																																																																										
Akkadia	–	ah	KAY	dee	uh	Cincinnatus	–	sin	sih	NAH	tus																																																																																										
Alaric	–	ah	LAR	ic	Claudius Pulcher	–	CLAW	dee	us	PULL	care																																																																																										
Alcibiades	–	al	sih	BYE	uh	deez	Cleopatra	–	clee	o	PAT	ruh																																																																																									
Amenemhet	–	AH	men	EM	het	Confucius	–	con	FYU	shis	Constantinople	–	CON	stan	tih	NO	pul																																																																																				
Amenhotep	–	AH	men	HO	tep	Cyclops	–	SIGH	clops	Cyrus	–	SIGH	rus																																																																																								
Amon-Ra	–	AH	men	RAH	or	AY	men	RAY	Diocletian	–	DIE	o	CLEE	shun																																																																																							
Amun	–	AH	men	or	AY	men	Dorians	–	DOOR	ee	un	E pluribus unum	–	EE	PLUR	ih	bus	OO	num																																																																																		
Amytis	–	uh	MYE	tis	Aphrodite	–	A	fro	DITE	ee	or	AH	fro	DITE	ee	Enkidu	–	en	KEE	doo	or	en	KIE	doo																																																																													
Anansi	–	ah	NAN	see	Appian	–	AP	ee	un	Eris	–	AIR	ris	Et tu, Brute?	–	Et	TOO,	BROO	tay?	Euphrates	–	you	FRATE	eez																																																																													
Anu	–	AY	noo	Ariadne	–	AIR	ree	ADD	nee	familia	–	fah	MEE	lee	ah	floris	–	FLO	ris	frigidarium	–	frih	gih	DAR	ee	um	or	frih	jih	DAYR	ee	um																																																																					
Anubis	–	uh	NOO	bis	Ashurbanipal	–	ash	ur	BAN	ih	pal	Ganga	–	GANG	guh	Gautama	–	GOW	tuh	muh	Gilgamesh	–	GILL	guh	mesh	Gordian	–	GORE	dee	un	Gutians	–	GOO	tee	ANS	Hammurabi	–	hah	mu	RA	bee																																																												
Aphrodite	–	A	fro	DITE	ee	or	AH	fro	DITE	ee	Asia Minor	–	AY	zhuh	MY	nor	Asoka	–	uh	SO	guh	Assur	–	AH	sur	Assyria	–	uh	SEE	ree	uh	Astyges	–	uh	STIH	jeez	or	uh	STEE	uh	jeez	Athena	–	ath	EE	nuh	Attila the Hun	–	uh	TILL	uh	the	HUN	Augustus Caesar	–	uh	GUS	tus	SEE	zer	Belshazzar	–	bel	SHAZ	er	Bhagiratha	–	bah	gih	RAH	thuh	Boadicea	–	BO	uh	dih	SEE	uh	brahmin	–	BRAH	min	Brutus	–	BROOT	us	Bucephalas	–	byoo	SEH	fuh	lus	or	byoo	SHE	fuh	lus	Caesar	–	SEE	zer

Honoria – on or EE uh
 Horus – HORE us
 Huang Di – hwang DEE
 Hyksos – HICK sos
 imperator – im PEAR uh tor
 Indus – IN dus
 Ishtar – ish TAR
 Isis – EYE sis
 Jakata – ja KA tah
 Janus – YAH nus
 Jericho – JAYR ih ko
 Jove – JOHV
 Judah – JOO duh
 Judea – joo DEE uh or joo DAY uh
 Julius Caesar – JOO lee us SEE zer
 Juno – JOO no
 Khufu – KOO foo
 Kish – KISH
 Knossos – NAW sus
 Kush – KUSH (the “u” sounds like the “oo” in “foot”)
 Lei Zu – lay TZU
 liber – LEE bear
 Londinium – lon din EE um
 Macedonians – mah suh DO nee unz
 Mahayana – MAH high yah nuh
 Marduk – MAR duke
 Mari – MAH ree
 mastaba tombs – MAH stuh buh toomz
 Mauryan – MAR ee un
 Maximian – mack SIH mee un
 Mayans – MY unz
 Medes – MEEDZ
 Media – MEE dee uh
 Menelaus – men uh LAY us or men uh LOUSE
 Menes – MEN eez
 Mesopotamia – MESS uh puh TAY mee uh
 Milvian – MILL vee un
 Min Lai – min LIE
 Minos – MY nus or MY nos or MEE nos
 Minotaur – MIN uh tar or MY nuh tar
 Momyllus – muh MILL us
 murex – MYUR eks
 Mycenaean – MY suh NEE uns
 Narmer – NAR mare
 navis – NAH vis
 Nazca – NAZ kuh
 Nebuchadnezzar – NEH buh kud NEH zer
 Nefertiti – NEH fer TEE tee
 Nero – NEER o
 Nineveh – NIN uh vuh
 Ningal – NING gul
 Nubia – NOO bee uh
 Numitor – NOO mih tor
 Octavian – ock TAY vee un
 Odysseus – o DIS ee us
 Olmecs – OLE mecs
 Olympus – o LIM pus
 Orestes – o REST eez
 Osiris – o SYE rus
 Parthenon – PAR thuh non
 Pax Romana – PACKS ro MAH nah
 Peloponnesian – pel uh puh NEE zhun
 Pericles – PEAR ih cleez
 Pheidippides – fih DIP uh deez or fie DIP uh deez
 Pictograms – PICK toe gramz
 Plato – PLAY toe
 Pompey – POM pee
 Poseidon – po SYE din
 Potiphar – PAH tih far
 princeps – PRIN keps or PRIN seps
 Proserpine – PRO ser PEE nuh
 Ptolemy – TALL uh mee
 Purusha – POO ruh shuh
 Qin – CHIN
 Qin Zheng – chin ZHUNG
 Ra – RAH or RAY
 Remus – REE mus
 Romulus – ROM you lus

Rubicon – ROO bih con
Sakka – SACK uh
Sarai – SAIR eye
Sargon – SAR gone
Scipio – SKIP ee o or SIP ee o
scriptum – SKRIP tum
secutor – sec YOO tur
Seleucids – seh LOO sidz
Seleucus – seh LOO cuss
shaduf – sha DOOF
Shamshi-Adad – SHAM shee ah DAD
Shang – SHANG
Shi Huangdi – SHIH hwang DEE
Shiva – SHEE vuh
Siddhartha – sid ARE thuh or sih DART uh
Sparta – SPAR tuh
sphinx – SFINKS
Stilicho – STILL ih ko
Suddhodana – SUD ho DAN uh
Suetonius – soo TOE nee us
Sumer – SOO mer
Sumerian – soo MARE ee un
Sutra – SOO truh
Syrians – SEER ee enz
T'ang – TANG

Terah – TARE uh
Thebes – THEEBZ
Theodosius – thee uh DO shus
Thera – THAYR uh
Theseus – THEE see us
Thutmose – THUT mohs
Tiber – TIE ber
Tiberius – tie BEER ee us
Tiglathpileser – TIG lath pih LAY zer
Tigris – TIE gris
Tiye – TIE ee
Tripitaka – TRIP ee TAK uh
Tutankhamen – toot ang KAH men
Tutankhaten – toot ang COT en
Tyre – TIRE
Ulysses – you LIS eez
Uruk – OO rook
Utnapishtim – ut nah PISH tim
Veni, Vidi, Vici – VAYN ee, VEE dee, VEE chee
or WAYN ee, WEE dee, WEE kee
Visigoth – VIZ ih gawth
Xi'an – SHYAN
Xiling Ji – SHEE ling JEE
Yangtze – YANG see or YANG dzu

INTRODUCTION

How Do We Know What Happened?

Encyclopedia Cross-References

Usborne Book of World History: 2–3

Usborne Internet-Linked Encyclopedia: 104–105

Kingfisher Illustrated History of the World: 1–8

Kingfisher History Encyclopedia: viii–ix

Review Questions — What is History?

What do we call someone who reads letters, journals and monuments to find out about the past? *A historian.*

What do we call the story that historians write about the past? *History.*

Narration Exercise — What is History?

Ask the child to tell you in his own words about two ways that historians learn about the past. Acceptable narrations might include, “Historians read letters and look at monuments,” or “People wrote letters and kings told people to write down stories. Historians can read them.”

Review Questions — What is Archaeology?

What do *archaeologists* do? *Dig objects out of the ground and learn about them*

What kinds of things did people leave behind them, in the story we read? *Dishes, tools, toys*

Narration Exercise — What is Archaeology?

Ask the child to tell you in his own words about the kinds of things that archaeologists dig out of the ground. An acceptable narration might be, “Archaeologists dig things like dishes and toys out of the ground.” You can prompt the child to add, “They find out about the past from these things.”

Additional History Reading

Me and My Family Tree, by Joan Sweeney, illus. Annette Cable (Dragonfly, 2000). A picture-intensive book that explains a family tree in very simple terms. (RA [read-aloud])

Archaeologists Dig for Clues, by Kate Duke (HarperCollins, 1997). Explains archaeological work using a cartoon format. (RA)

The Magic School Bus Shows and Tells: A Book About Archaeology, by Jackie Posner (Scholastic, 1997). The Magic School Bus goes on a dig; also available on video. (RA)

I Can Be an Archaeologist, by Robert Pickering (Children’s Press, 1987). Explains archaeology with simple text and real pictures. **Out of print; check your library.** (RA)

Writing Down the Days: 365 Creative Journaling Ideas for Young People, by Lorraine M. Dahlstrom (Free Spirit Publishing, 2000). For children who enjoy writing. (RA)

Activity Projects

Writing/Craft Project: Make a History of My Family Book

Materials:

- History of My Family cover and Family History page (Student Pages 1–2)
- crayons, pencils, and pens

- photographs of family members
- double stick tape or glue
- hole punch
- brass plated fasteners
- tape recorder (optional)

Directions:

1. Color the cover page for your *History of My Family* book and write your name where it says “taken by.”
2. Make a copy of the Family History page for each member of your family.
3. Interview family members using the questions on each person’s history page. Use a tape recorder if one is available. Paste or tape their picture on the page.
4. Punch holes and fasten book together with brass fasteners.

Writing / Craft Project: Make a “This is My Life” Timeline

Materials:

- timeline (Student Page 3)
- photographs
- double stick tape or glue

Directions:

Use the timeline sheet to record the important dates in your history. Each number on the timeline represents a year in your life so this timeline will last until your tenth birthday. You can leave the timeline in one piece or cut it on the dotted line and cover it with contact paper for durability.

1. Start at zero and write in your birthday and paste your first picture close to the date. You can draw a line or glue a piece of string from the date to your picture.
2. Add as many dates and pictures as you can. You can even draw pictures and glue souvenirs like theater tickets on your timeline.

Some ideas for things to include on your timeline are when you got your first tooth, when you first sat up, crawled, or ate with a spoon, your birthdays, and when your brothers and sisters were born.

Activity: A Dirty Dig!

(a simulation of an archaeological dig)

Materials:

- items from your household that represent our civilization
- a place to bury the above items
- a small shovel or garden trowel
- small brushes (old toothbrushes work well ... but don’t plan on using them again!)
- bucket and containers
- a screen or sieve for sifting dirt
- plastic bags, string, paper, pencil

Setup Directions:

1. Assemble items to bury. Try to find things that would answer these kinds of questions: What did these people eat? What kind of transportation did they have? What kind of houses did they live in? What did they do for entertainment? Did they read and write? Think of some questions of your own.
2. Make a list of the “artifacts” and then bury them in a sandbox. If you can, spray the site with water and let it sit for a few days.
3. You will pretend you are an archaeologist digging up the ruins of an ancient civilization.

Activity Directions:

1. Use the string to mark off sections of the dig area (make a “grid” with the string across the surface of the ground). For elementary students, you should probably use only two strings to divide the ground into quarters; older children can use three or more pieces of string to divide the “dig” area into six or nine spaces.
2. Excavate one section at a time using the small shovel. Work carefully so the artifacts don't get damaged.
3. Use the small brushes to gently brush dirt from the artifacts.
4. Sift the dirt you remove from the hole so the smaller artifacts aren't missed.
5. As you remove the artifacts write down what you found and what square of the “grid” you found it in. Use plastic bags and containers to hold the artifacts.
6. Tell what you learned about this “ancient civilization.”

CHAPTER EIGHTEEN

Life in Early Crete

Encyclopedia Cross-References

Usborne Book of World History: 24–27

Kingfisher Illustrated History of the World: 38–39

Usborne Internet-Linked Encyclopedia: 124–127

Kingfisher History Encyclopedia: 16

Review Questions — Bull-Jumpers and Sailors

Why did the Minoans hold bull-jumping festivals? *To honor the gods of Crete*

Were the bull-jumpers treated well? *Yes; they were given food, beautiful clothes, jewelry, and gold.*

Was bull-jumping dangerous? *Yes; bull-jumpers were often killed.*

What did pirates do in the Mediterranean Sea? *They attacked and robbed people who tried to sail on the sea.*

What did the Minoans build to get rid of the pirates? *Ships*

What is a navy? *An army that fights on water*

Narration Exercise — Bull-Jumpers and Sailors

“The Minoans lived on Crete. They jumped over bulls to worship their gods. The king of the Minoans wanted a navy. He built ships to drive pirates away.”

Review Questions — King Minos and the Minotaur

What kind of monster was the Minotaur? *Half man and half bull*

Why did King Minos tell Athens to send him seven girls and boys every year? *To feed them to the Minotaur*

Where did the Minotaur live? *Under the palace, in a maze*

How did Theseus get out of the maze? *With a ball of wool that Ariadne gave him*

What color sail was Theseus supposed to put on his ship? *A white sail*

What happened when he forgot to put on the white sail? *His father jumped off a cliff.*

The father of Theseus was called King Aegeus. What sea was named after him? *The Aegean Sea*

Narration Exercise — King Minos and the Minotaur

Ask the child to retell the story of Theseus and the Minotaur to you. Aim for a narration of four to six sentences; if the child wants to include every detail, suggest a more condensed version of the story. (For example, if the child says, “Theseus went down to the seaside. He found out that people were being sent to Athens for the Minotaur to eat. He said he wanted to go. His father didn’t want him to go,” suggest, “We could just say, “Theseus wanted to go to Athens, even though his father told him not to.”)

OR

Ask the child to draw a scene from the story and to describe the picture to you. Write this description at the bottom of the page.

Review Questions — The Mysterious End of the Minoans

Why did the Minoans leave Crete? *Because a volcano erupted nearby*

What island did the volcano erupt on? *Thera*

What happened to Thera? *It sank beneath the sea.*

What did the volcano do to the air and land of Crete? *A tidal wave hit Crete; ash, dust, and rock covered the fields and towns, so that people couldn't breathe and crops couldn't grow.*

Narration Exercise — The Mysterious End of the Minoans

Ask the child to tell you why the Minoans had to leave Crete. Acceptable narrations might include, “A volcano erupted near Crete. All the people on Crete had to leave.”

OR

“A volcano blew up the island of Thera. The ash and the dust fell all over Crete, and the people couldn't grow crops any more. So they had to leave.”

Additional History Reading

Where Was Atlantis? by Brian Innes (Raintree Steck-Vaughn, 1999). The legend of Atlantis may have been based on the destruction of the island of Thera; this book (along with others that may be at your library) discusses this factual foundation. (RA)

Atlantis: The Lost City (DK Eyewitness Readers: Level 4), by Andrew Donkin (Sagebrush, 2001). This 2–3rd grade reader begins with Plato telling the story of Atlantis, and then discusses the possible evidence. (RA 1–2, IR 2–4)

The Mystery of Atlantis, by Holly Wallace (Heinemann, 2001). Slightly more difficult than the Eyewitness Reader listed above, this text focuses on various theories about the disappearance of Atlantis and the evidence for each. (RA 1–3, IR 3–5)

Ancient Aegean [videorecording], produced and directed by JWM Productions (Schlessinger Media, 1998). Join archaeologist Arizona Smith and a young detective-in-training as they explore the mysteries of the ancient Minoan civilization. You can buy this video from Amazon.com, but check your local library first.

Corresponding Literature Suggestions

Monster in the Maze: The Story of the Minotaur (All Aboard Reading, Level 2), by Stephanie Spinner (Penguin, 2000). This version can be read independently by advanced readers, and even beginners should be able to read a page or two alone. (IR/RA)

Atlantis: The Legend of a Lost City, by Christina Balit (Henry Holt, 2000). A retelling of the ancient Greek legend about the creation of Atlantis by Zeus, and its sinking to the bottom of the sea. (RA)

The Hero and the Minotaur: The Fantastic Adventures of Theseus, by Robert Byrd (Dutton, 2005). This retelling includes the story of Icarus; illustrations are very un-scary. (RA 1–3, IR 3–4)

Corresponding Audiobook Suggestions

Heroes in Mythology, read by Jim Weiss (Greathall Productions). Three of the world's greatest adventures—Theseus and the Minotaur, Prometheus, Bearer of Fire, and Odin and the Norse Men—each featuring a quest for wisdom. Available at www.greathall.com.

Map Work

Chapter 18: Life in Early Crete (Student Page 51)

1. On your map, find the **Aegean Sea**. Shade it lightly in blue.
2. Find the island of **Crete** and color it yellow.
3. Find **Athens** and circle it in green. Then draw a line from Athens to Crete. This is the path that Theseus took.
4. Can you find the island of **Thera**? Circle it in red to remind you that a volcano erupted there!

Coloring Page

Bull Jumper (Student Page 52)

Projects

Activity Project: The Minotaur's Maze

Help Theseus slay the Minotaur—color the maze and help Theseus find his way through the labyrinth to the Minotaur at the center. (Student Page 53)

Craft Project: Build Your Own Labyrinth

Materials:

- cardboard sheet
- clay (variation: LEGOS or building blocks)

Directions:

1. Roll the clay into long, skinny (snake-like) pieces.
2. Place the clay on the cardboard to make your own Labyrinth.
3. Tape a piece of string at the start and wind it through your Labyrinth so you can find your way out.

Variation: Use your LEGOS or blocks instead of clay.

Craft Project: Build a Minoan Ship

Note: Archaeologists disagree over whether most Minoan boats had sails.

Suggested Materials (many different things will work for this project):

- styrofoam or plastic container (takeout, or from grocery store meat counter)
- styrofoam floral arranger
- styrofoam plate
- small wooden dowel
- hot glue
- paints (optional)

Directions:

1. Wash the container well. This is the hull of your boat. If you plan to paint it, do that now.
2. Glue a 1½-inch thick piece of styrofoam floral arranger to the inside floor of the hull. This will hold the mast up.
3. Push the dowel rod into the styrofoam floral arranger and glue. This is the mast for your boat.
4. Cut a rectangular sail from the styrofoam plate.
5. Poke a small hole in the top and bottom of the sail. Gently push the dowel rod through the bottom hole then through the top hole.

Take this project a step further and make some oars for your ship.

Materials:

- thin dowel rod or 3 bamboo skewers
- 1 package of “Woodsies,” small, medium and large circles, teardrops and ovals (available at craft stores)
- wood glue

Directions:

1. Cut the dowel rod or skewers into 6-inch lengths. These are the oars.
2. Glue a large oval Woodsie on the end of each oar to make the paddle end.
3. Carefully poke three evenly spaced holes on each side of the hull.
4. Poke the ends of the oars through the holes so the paddles are outside the hull.
5. Glue a small oval Woodsie on the end of each oar for a handle.

Craft Project: Make an Erupting Volcano

(This project is a little messy, but is a lot of fun!)

Materials:

- plaster of Paris or self-hardening clay
- an 8 oz. drink bottle
- pie tin or plastic plant saucer
- water proof paint
- baking soda and vinegar
- red and yellow food coloring
- liquid dish soap
- funnel
- water

Directions

1. Spread newspapers and wax paper over work area.
2. Mix plaster of Paris with just enough water to make thick clay.
3. Working quickly, shape the plaster of Paris or clay around the bottle to resemble a mountain. Use small amounts of water to smooth the surface. Let volcano dry completely.
4. Paint your volcano, let it dry, and then put it in the pie plate or plant saucer.
5. Use the funnel to pour $\frac{1}{4}$ cup of water and 1 or 2 tablespoons of baking soda into the bottle. Add about three drops of yellow food coloring.
6. Mix red food coloring and liquid soap with $\frac{1}{2}$ cup of vinegar.
7. Quickly pour vinegar mixture into the bottle and stand back!

What’s happening here? The baking soda reacts with the vinegar and carbon dioxide gas is produced. As the gas bubbles build up in the bottle the liquid or “lava” is forced out. Experiment with different mixtures of the ingredients to create different effects.

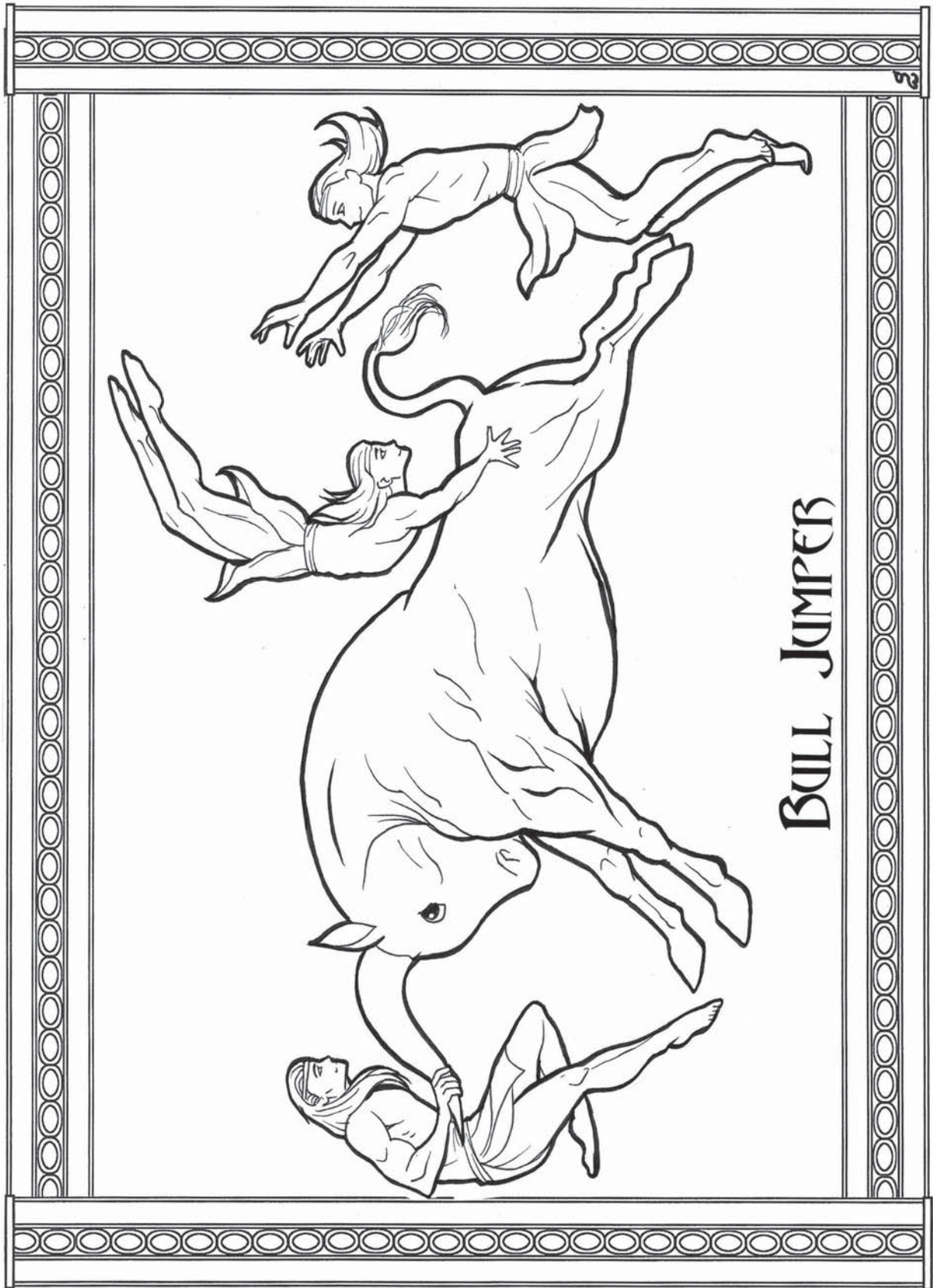
Take this one step further and make an ancient city out of clay to place at the foot of your volcano.

Name _____

Date _____

Chapter 18: Life in Early Crete





Theseus and the Minotaur

