

# THE INSTRUCTOR'S ACTIVITY GUIDE FOR SNAPSHOTS OF ANCIENT HISTORY

2ND EDITION



*with Supplemental Reading Suggestions,  
Hands-on Activity Instructions,  
Vocabulary and Pronunciation Guides,  
Timeline and Map Work Instructions,  
Review Materials,  
Answer Keys,  
and more!*

**BY VIVIAN MEYERS, M.A.**

THE INSTRUCTOR'S  
ACTIVITY GUIDE FOR  
SNAPSHOTS OF ANCIENT HISTORY  
2ND EDITION

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*by Vivian Meyers, M.A.*  
*contributions by Niki Brooks*

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# INTRODUCTION

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*The Instructor's Activity Guide for Snapshots of Ancient History* is a supplemental resource for *Snapshots of Ancient History*. This book provides activities, supplemental reading, definitions, review materials, and more to enrich your experience using *Snapshots of Ancient History*. The companion book *A Student's Guide to Snapshots of Ancient History* provides worksheets, activities, maps, coloring pages, and review materials for student use. Together, these two books expand *Snapshots of Ancient History* into a complete curriculum.

*Snapshots of Ancient History* is intended to serve as a child's first introduction to history and is targeted at elementary to middle school students. It was written with the homeschooling family in mind, but can also be used in a traditional classroom environment. The reading suggestions in this book cover a very wide age-range from early readers to young adult novels. This wide range was intentional to allow you to add extra depth to *Snapshots of Ancient History* based on your student's age, interest, and ability. The activities in this volume are aimed at elementary students. Most of these activities can be scaled up for middle school students by adding in extra reading or discussion to supplement an activity. Use your best judgment when selecting which books and activities would be suitable for your child(ren).

## **What's Included in *The Instructor's Activity Guide for Snapshots of Ancient History*?**

- **General Reading Suggestions:** A short list of general reading suggestions for the whole year is included at the beginning of the book.
- **Sample schedules:** A handful of sample schedules for using *Snapshots of Ancient History* is included to help making planning your year easier.
- A chapter for each of the 36 chapters in *Snapshots of Ancient History* which includes:
  - **People, Places, and Things in this Chapter:** This section is intended mainly as a reference for instructors. It includes pronunciation guides and short definitions of the proper nouns contained in the chapter. This section can be used as a reference for recalling important facts from the chapter or for creating your own review questions or activities.
  - **Comprehension Questions:** Each chapter has 2–4 comprehension questions. These are basic questions about the information in the chapter. Some are short and have a clear answer. Others are more open-ended and ask a student to recall a broad set of information from the chapter. Sample answers are provided. The student's answer does not need to match the sample answer. On broader questions, the student should not be expected to recall every detail from the chapter, but to instead show a general comprehension of the topic.
  - **What Do You Think Questions:** 1–2 What Do You Think questions are provided per chapter. These are open-ended opinion questions designed to get the child thinking. These questions aren't called Discussion Questions for a reason. Most elementary students aren't capable of having a back and forth discussion on historical topics, but they are capable of offering opinions. The What Do You Think questions are designed to allow students the opportunity to offer opinions and think about history in a more open-ended way. As elementary students, their answers to these questions will probably be short and simple, but being asked to place themselves in a historical situation will help students begin to develop critical thinking and analysis skills.
  - **Timeline:** Timeline work is a key component of *Curiosity Chronicles*. Even though *Snapshots of Ancient History* is told in a broadly chronological order, events happened all over the globe at different paces, making a strictly chronological history impossible. Timeline work allows students the opportunity to visually see the flow of history and understand which events were happening in different parts of the globe at the same time. Each chapter lists which events should be added to the timeline. The expansion product *Ted's Timeline Kit* includes printable wall and notebook timelines as well as printable date markers for important dates in *Snapshots of Ancient History*.
  - **Map work:** Map work is another important component of studying history, and ensures students are familiar with where events happened around the globe. Most chapters include a description of a short map activity about the events of the chapter.

- **Coloring page:** The student book contains a coloring page for each chapter, which is also listed in the instructor book.
- **Reading Suggestions:** Every chapter includes supplemental reading suggestions. Some topics have more supplemental reading suggestions available than others. These suggestions are divided into easy reader books, picture books, informational books, and chapter books to help you determine which books would work best for your child. A short description of each book is provided which will note whether a book is fiction or nonfiction. Most reading suggestions are intended to be read aloud with the student, but for an older or more advanced reader, many could be read independently. Books aimed at older students are marked as such.
- **Cross References:** Relevant pages for the recommended general books are listed for each chapter.
- **Hands-On Activities:** Each chapter includes descriptions of at least two hands-on activities you can complete with your child. These activities provide important opportunities for kinesthetic learners and for making history fun. Generally speaking, each chapter has at least one artistic/crafty activity and one active or STEM-based activity.
- **Minecraft:** Each chapter also includes a suggested Minecraft building activity. Minecraft is a popular game that has many learning benefits. Minecraft can provide your child with a hands-on history project without the mess and expense of many other activities. It is available for PCs, Macs, Android and iOS devices, as well as Xbox, Nintendo Switch, and Playstation. For history class, you will want to play Minecraft offline, using the peaceful and creative mode settings. Other similar building programs could be used instead of Minecraft. Some Minecraft activities could be completed with LEGOs instead, but the scale of some projects may make it difficult to complete them with LEGOs.
- **Review Materials:** Instructions for various review games as well as the questions and answers for certain review activities are included near the end of the book.
- **Answer Key:** An answer key to the various activities in the student book is included at the end of the book. This includes completed map work and answers for the crosswords, word searches, word scrambles, and other activities in the student book.

#### **What's Included in *A Student's Guide to Snapshots of Ancient History*?**

- The book contains a chapter corresponding to each chapter in *Snapshots of Ancient History* which includes:
  - A vocabulary word and definition match
  - Comprehension and What Do You Think Questions with space to write answers
  - A list of timeline dates to add
  - Instructions for map work
  - Additional activities such as crosswords, word search, or word scrambles
  - A printable map for the chapter
  - A coloring page for each chapter
  - Some chapters contain additional activity pages or printables to go along with hands-on activities from *The Instructor's Activity Guide*.
- Printable pages for review activities every three chapters.

# GENERAL BOOK RECOMMENDATIONS

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The following books are general reference books that would be valuable resources throughout your study of history. We recommend obtaining most chapter-specific book recommendations from your local library, but these general recommendations will be useful often enough you may consider buying one or more of these books. The general book recommendations are divided into multiple categories. The content of books within the same category will be quite similar, so you will likely only want one from each category.

Cross references to each relevant book are provided for each chapter. The general history encyclopedias and world religions references are useful guides for studying all levels of history, while the other books are mostly focused on ancient history. These books also contain topics not covered in *Snapshots of Ancient History* which would enrich your study of history.

## **General History Encyclopedias:**

*The Kingfisher History Encyclopedia* (Kingfisher, 2016 and 2022)

This book is a general encyclopedia reference book for children. The rich pictures and general information make it a valuable starting places for new topics. There are several editions of this book. We include cross-reference pages for the 3rd edition (2016) and the 6th edition (2022). The differences between editions are minimal, so if you have another edition the page numbers will be the same or very close.

*The Usborne Encyclopedia of World History: Internet Linked* (Usborne Pub Ltd, 2010)

*The Usborne Encyclopedia of the Ancient World: Internet Linked* (Usborne Pub Ltd, 2007)

These books are general encyclopedia reference books for children. The rich pictures and general information makes it a valuable starting places for new topics.

**Note:** The Usborne Encyclopedia includes a bit more information about ancient history than the Kingfisher. However, in later eras of history, the Kingfisher includes more information than Usborne. If you wish to purchase a single encyclopedia that can be used for studying all eras of history, Kingfisher is our top recommendation.

## **General Mythology Reference:**

*Illustrated Book of Myths*, by Neil Philip (DK Publishing, 1995)

This is an illustrated reference book that retells many myths from around the world. The book is arranged by topic of the myth, which allows readers to compare and contrast themes across cultures. Many other books on mythology from specific regions of the world are recommended throughout this book in the relevant chapters.

## **World Religion References:**

*The Kids Book of World Religions*, by Jennifer Glossop (Kids Can Press, 2013)

*The Usborne Encyclopedia of World Religions: Internet-linked*, by Susan Meredith and Clare Hickman (Usborne Pub, 2012)

Both of these books are general encyclopedias on religion aimed at elementary students. Many major religions are discussed throughout *Snapshots of Ancient History* and these encyclopedias can provide valuable insights into various religions.

*The Religions Book: Big Ideas Simply Explained* (DK, 2013)

A general guide to world religions that uses a philosophical lens to understand why religions believe or do certain things. It is aimed at older students. The first 90 pages ask generalized questions and touch on a wide variety of beliefs around the world. The later sections cover major world religions such as Buddhism and Christianity.

**Note:** This book groups certain belief systems, such as Animism practiced by modern Africans and the Dreaming of modern Aboriginals, under the category of “Primal Beliefs.” It also uses terms like “cult” in many sections. While academics use these terms for these topics, these terms are considered insensitive by many people. Please use discretion.

*12 Major World Religions: The Beliefs, Rituals, and Traditions of Humanity's Most Influential Faiths*, by Jason Boyett (Zephyros Press, 2016)

This guide to world religions is best suited to older students or adults who wish to better understand world religions. It covers the origins, sacred texts, beliefs, practices, influential figures, and more of the twelve largest religions in the world as well as Ancient Egyptian, Greek/Roman, and Norse religion. Short text sections, informational boxes, photographs, and timelines keep the text accessible while discussing complex topics.

### **Interactive Reference Guides:**

*Ancient Wonders: Then & Now*, by Stuart Hill (Lonely Planet Kids, 2018)

An interactive lift-the-flap book that explores ancient wonders. By lifting the flaps, readers can see what monuments look like today and what they looked like when they were built.

*Ancient World Magnified*, by David Long (Quatro, 2021)

A search-and-find book about the ancient world that comes with a magnifying glass.

*Wonders of the World: DK Eyewitness*, by Tom Jackson (DK Children, 2022)

An encyclopedia of ancient wonders full of pictures and text blurbs.

*Tales of Ancient Worlds: Adventures in Archaeology*, by Stefan Milosavljevic (Neon Squid, 2022)

Illustrated book that explores several ancient archaeological sites.

### **General Reference:**

*The Ancient World in 100 Words: Start Conversations and Spark Inspiration*, by Clive Gifford (Quatro, 2019)

This book explores 100 topics about ancient history, each one with 100 words of explanation. Cross-references are not provided throughout this book. Instead we recommend generally perusing this book throughout your study of history as you are interested.

## **SAMPLE SCHEDULES**

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*Snapshots of Ancient History* contains 42 chapters and can be completed in a single school year. You can of course complete the book faster or slower. The first edition of *Snapshots of Ancient History* included 36 chapters so it could be completed a traditional 36-week school year by reading one chapter a week. Six chapters have been added to the second edition to expand the global reach of this book, creating a total of 42 chapters. If you still wish to complete the book on a 36-week schedule, we recommend studying the following chapters as a pair of related topics in a single week: chapters 8 and 9, chapters 15 and 16, chapters 20 and 21, chapters 28 and 29, chapters 33 and 34, and chapters 35 and 36.

Depending on your family's schedule you may wish to complete history in one short session each week, 4-5 short sessions a week, or 1 long session a week. Sample schedules are provided below for each of those scenarios. Adapt these schedules however you want to create the optimal schedule for your family.

### **1 Short Session (15-30 minutes) per Week A:**

- (Every three weeks, begin with a short review activity)  
Read/listen to the chapter from *Snapshots of Ancient History*.  
Complete the activity pages, timeline work, map work, and coloring page in the student book.

### **1 Short Session (15-30 minutes) per Week B:**

- (Every three weeks, begin with a short review activity)  
Read/listen to the chapter from *Snapshots of Ancient History*.  
Complete one hands-on activity (some activities will take longer to complete, so if time is a concern select the activity accordingly).

### **1 Short Session (15-30 minutes) per Week C:**

- (Every three weeks, begin with a short review activity)  
Read/listen to the chapter from *Snapshots of Ancient History*.  
Read 1-2 supplemental books

### **1 Long Session (45-60 minutes) per Week A:**

- (Every three weeks, begin with a short review activity)  
Read/listen to the chapter from *Snapshots of Ancient History*.  
Read 1-2 supplemental books  
Complete one hands-on activity

### **1 Long Session (45-60 minutes) per Week B:**

- (Every three weeks, begin with a short review activity)  
Read/listen to the chapter from *Snapshots of Ancient History*.  
Complete the activity pages, timeline work, map work, and coloring page in the student book  
Complete one hands-on activity

### **1 Long Session (45-60 minutes) per Week C:**

- (Every three weeks, begin with a short review activity)  
Read/listen to the chapter from *Snapshots of Ancient History*.  
Complete the activity pages, timeline work, map work, and coloring page in the student book  
Read 1-2 supplemental books

### **4 Short Sessions (15-30 minutes) per Week:**

- *Day 1:*  
Read/listen to the chapter from *Snapshots of Ancient History*.  
(Add a review activity every three weeks)
- *Day 2:*  
Read the relevant pages from the Usborne or Kingfisher Encyclopedia.  
Complete the activity pages, timeline work, map work, and coloring page in the student book
- *Day 3:*  
Read 1-2 supplemental books
- *Day 4:*  
Complete one hands-on activity

### **5 Short Sessions (15-30 minutes) per Week:**

- *Day 1:*  
Read/listen to the chapter from *Snapshots of Ancient History*.
- *Day 2:*  
Read the relevant pages from the Usborne or Kingfisher Encyclopedia.  
Complete the activity pages, timeline work, map work, and coloring page in the student book
- *Day 3:*  
Read 1-2 supplemental books
- *Day 4:*  
Complete one hands-on activity
- *Day 5:*  
Complete an additional hands-on activity or supplemental reading  
Every three weeks complete a review activity

# CHAPTER 1: HISTORY IS COOL

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## PEOPLE IN THIS CHAPTER

- **Archaeologist:** A person who studies history and prehistory by excavating and examining artifacts and other physical remains of human life.
- **Historian:** A person who studies human history by studying written sources and physical objects.

## THINGS IN THIS CHAPTER

- **A.D.:** Anno Domini, means “Year of our Lord” in Latin. Used to label dates for things that happened after the birth of Jesus Christ in the Christian calendar system. AD dates are the same as CE dates.
- **B.C.:** Before Christ. Used to label dates for things that happened before the birth of Jesus Christ in the Christian calendar system. BC dates are the same as BCE dates.
- **B.C.E.:** Before Common Era. Used to label dates for things that happened before our calendar system began. BCE dates count backward from the beginning of our calendar system.
- **C.E.:** Common Era. Used to label dates for things that have happened after our calendar system began.
- **History:** The study of events from the past; the study of human events after the invention of writing.
- **Prehistory:** History that occurred before the invention of writing.
- **Timeline:** A visual representation of time. Things that happened a very long time ago are on the left-hand side, more recent events are on the right-hand side.

## COMPREHENSION QUESTIONS

1. What is history? *The study of events from the past; the study of human events after the invention of writing.*
2. What is prehistory? *History that occurred before the invention of writing.*
3. How do dates on a timeline work? *Answer may include explaining that dates on the left are a long time ago and dates on the right are more recent or an explanation of how BCE/CE works.*

## WHAT DO YOU THINK QUESTIONS

1. What are you most interested in learning about in history?

## TIMELINE

- Mark today’s year on your timeline.
- Mark the year you were born.
- Mark the years your parents, grandparents, and siblings were born.
- Pick a few other events in history you know about to add to your timeline, like the first man on the moon or when the light bulb was invented.

## MAP WORK

1. On your world map, label all seven continents.
2. Mark where you live in the world.
3. Locate and label the seven major areas of the world we will be studying this year: Mesopotamia, Egypt, India, China, Greece, Rome, Mesoamerica and Andes.

# READING SUGGESTIONS

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## **Easy Reader Books:**

*Ice Mummy*, by Mark Dubowski and Cathy East Dubowski (Random House, 1998)

A level 4 Step Into Reading book detailing the discovery of a 5,000 year old mummy buried in the ice of the Alps. Warning: this book contains real photographs of the mummy.

## **Picture Books:**

*Archaeologists Dig for Clues*, by Kate Duke (HarperCollins, 1996).

Nonfiction picture book (similar in style to *Magic School Bus* books) which details how archaeologists do their work.

*Me and My Family Tree*, by Joan Sweeney (Dragonfly Books, 2000)

Picture book explaining how a child's family tree works.

*My Family Tree and Me*, by Dusan Petricic (Kids Can Press, 2015)

Picture book featuring a young boy explaining how he came to be by tracing his family tree. The book reads two ways, with the father's family tree starting from the front cover and the mother's family tree starting from the back cover. The two stories meet in the middle with a large family group.

## **Chapter Books:**

*Accidental Archaeologists: True Stories of Unexpected Discoveries*, by Sarah Albee (Scholastic Nonfiction, 2020)

A collection of stories of unexpected archeological discoveries throughout history.

*Every Bone Tells a Story: Hominin Discoveries, Deductions, and Debates*, by Jill Rubalcaba (Charlesbridge, 2010)

Aimed at older students, this book uses archeological evidence and research to describe what scientists know and debate about the remains of four uncovered hominins, known as Turkana Boy, Lapedo Child, Kennewick Man, and Iceman.

*Incredible Archaeology: Inspiring Places from Our Human Past*, by Paul Bahn (Smithsonian Books, 2020)

Photographs paired with a brief introduction to various archeological sites around the world.

## **CROSS REFERENCES**

*Kingfisher History Encyclopedia* (2016), p. viii–5; (2022), p. viii–5

*Usborne Encyclopedia of World History*, p. 10–81

*Usborne Encyclopedia of the Ancient World*, p. 8–11

# HANDS-ON ACTIVITIES

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## MAKE A TIMELINE OF YOUR LIFE

### *Materials:*

- Several pieces of colored paper, cut in half and glued/taped into a long strip
- Black marker
- Paper
- Coloring supplies
- Glue/Tape
- Scissors

### *Directions:*

1. Assemble your strips of colored paper to make a long timeline.
2. Draw a straight line with the black marker horizontally across the colored paper.
3. Make evenly spaced vertical marks across the timeline to represent each year of the child's life.
4. Decide which events you want to add to the timeline.
5. Using the separate sheets of paper, create a marker for each important life event.
6. Decorate or illustrate each event as desired.
7. Cut out the events and glue/tape them onto the correct location on the timeline.
8. Hang the timeline up in the child's room or another location.

## MAKE A FAMILY TREE

In this activity, students will trace their own family history back several generations by creating a family tree in order to better understand the flow of time throughout history.

### *Materials:*

- A large piece of paper
- Drawing supplies

### *Directions:*

1. Have your child write their name at the bottom of the sheet of paper. Create a tree trunk illustration around the child's name.
2. Above the child's name, write the name of their parents. Since family is a social concept as well as a biological one, a family tree can include a variety of people. It does not need to follow a particular biological or legal relationship. In the case of adoption, surrogacy, step-families, polyamory, etc., include whichever and as many parents as are appropriate. Draw branches from the child's tree trunk illustration to each parent's name.
3. On a level above the parents, write the name of all the child's grandparents. Connect the grandparent names to the correct parents' names with branch illustrations.
4. On a level above the grandparents, fill in all the great-grandparents' names. Connect the great-grandparent names to the correct grandparent's names with branch illustrations.
5. If the child does not know all the relatives' names to fill out the family tree, this could become a research project where the child interviews family members to learn more about their family's history.
6. The family tree could be expanded to include birth years and death years (when relevant) to help create a sense of time on the family tree.
7. Add illustrations or photographs to the family tree if you wish.

## CREATE YOUR OWN ARCHEOLOGY DIG

This activity would be a good extension after reading *Archaeologist Dig for Clues*.

### *Materials:*

- A small clay pot
- A permanent marker or paint
- A tray to hold the dirt (a disposable tin foil pan minimizes clean up)
- Dirt
- A hammer
- Ribbon or string
- Scissors
- A paintbrush
- Archaeologist Dig worksheet (student page 9)
- Newspaper or another material to help protect from messes (optional)
- A strainer (optional)
- Hot glue gun (optional)

### *Preparation:*

1. Using a permanent marker or paint decorate the clay pot to create an “ancient artifact”.
2. Using the hammer, carefully smash the clay pot into pieces. Don’t smash the pieces too small or it will be hard for the child to find all of them in their dig.
3. Fill the pan with dirt and mix the pieces of the “artifact” into the dirt.
4. Using ribbon or string, create a 3x3 grid pattern over the top of your dirt.
5. Lay down newspaper or another type of cover to help make clean up of spilled dirt easier. Alternatively, you could do this activity outside.

### *Activity:*

1. Discuss how archaeologists carefully excavate artifacts to learn about the past.
2. Create your own archaeologist kit including a paintbrush, the Archaeologist Dig worksheet, and a strainer (optional).
3. Dig through the dirt to excavate the “ancient artifact”.
4. Archaeologists must take careful notes, so you should record your finding on the Archaeologist Dig worksheet (it’s ok if your notes are really rough).
5. You can use the strainer to sift through the dirt to be sure you don’t miss anything.
6. If you want, try to reconstruct the “ancient artifact” using the hot glue gun to reconnect the pieces.

# CHAPTER 2: HUMANS START HUNTING AND GATHERING

## PEOPLE IN THIS CHAPTER

- **Modern humans:** Also known as humans or homo sapiens; the species of sapiens that emerged around 300,000 years ago in Africa and then spread across the entire world; the focus of our study of history.

## PLACES IN THIS CHAPTER

- **Africa:** The origin place of modern humans.

## THINGS IN THIS CHAPTER:

- **Bone, stone, and wood tools:** Early types of tools used by humans during the Stone Age.
- **Cave paintings:** Paintings early humans made in caves showing their creative skills and the beginnings of human culture.
- **Dogs:** The first animal domesticated by humans; a useful hunting companion for early humans.
- **Fishing nets:** Plants woven to create nets to make fishing easier.
- **Glaciers:** Mountain-sized pieces of ice that formed when the earth's temperature dropped during ice ages.
- **Hunters and gatherers:** Humans who find food by hunting animals and gathering edible plants; they move around depending on the season and available food.
- **Ice Age/Glacial Period:** A period when the earth's temperature drops, large glaciers form, and sea levels drop.
- **Last Ice Age/Last Glacial Maximum:** The last ice age the earth experienced which ended around 10,000 years ago; the end of the ice age allowed humans to spread to new parts of the world.
- **Sea level:** The height of ocean water around the world; sea levels are lower during ice ages, exposing more land.
- **Stone Age:** An era of human history where the most advanced technology was stone tools.

## COMPREHENSION QUESTIONS

1. About how long have modern humans existed? A few hundred years? A few thousand? Hundreds of thousands of years? *Hundreds of thousands of years. (Note: this date refers to homo sapiens; other hominid species have existed for millions of years.)*
2. What was life like for early humans? *They lived in small groups; they used stone tools; they moved from place to place; they hunted animals for food; they gathered plants for food; etc.*
3. How did early humans get food? *They hunted animals and gathered plants.*
4. What continent did the first modern humans live on? *Africa.*

## WHAT DO YOU THINK QUESTIONS

1. Take a look at Ted's Timeline. The red section is how long humans have been living in cities. The red section is pretty short compared to the gray section. Before you saw Ted's Timeline how long would you have guessed humans had been living in cities? Are you surprised by how short the red section is?
2. What do you think it would be like to be a nomad? Would you like living in a tent or cave and traveling around a lot? Do you think it would be interesting to have to find your own food?

## TIMELINE

- Today's history is so far back we can't include it on our timeline without making it SUPER long. Take a minute to study Ted's Timeline and notice how long it took before humans left Africa or started building cities. That's most of human history right there!

## MAP WORK

1. Take a look at the map on page 14 of *Snapshots of Ancient History*. On your map, draw arrows beginning in Africa to trace humankind's movement around the world.

## COLORING PAGE

- Caves of Lascaux

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## READING SUGGESTIONS

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### **Easy Reader Books:**

*Discovery in the Cave*, by Mark Dubowski (Random House Books for Young Readers, 2010)

A Level 4 Step Into Reading Book about the Caves of Lascaux.

### **Picture Books:**

*Boy*, by James Mayhew (Orchard Books, 2011)

The story of a boy exploring his prehistoric world.

*Stone Age Boy*, by Satoshi Kitamura (Walker Books Ltd, 2008)

Picture book where a young boy travels back in time and meets a Stone Age girl and her tribe and learns about their way of life.

*The First Dog*, by Jan Brett (HMH Books for Young Readers, 1992)

Fictional picture book about a young cave boy and how a wolf may have become the first dog.

*The First Drawing*, by Mordicai Gerstein (Little, Brown Books for Young Readers, 2013)

Fiction picture book speculating about how the world's very first drawing may have come to be.

*The Secret Cave: Discovering Lascaux*, by Emily Arnold McCully (Farrar, Straus and Giroux, 2010)

Picture book about how four young boys discovered the cave paintings at Lascaux.

*When We Became Humans: Our Incredible Evolutionary Journey*, by Michael Bright (Words & Pictures, 2019)

Aimed at older elementary students, this book is an illustrated introduction to how humans have evolved throughout history.

### **Informational Books:**

*Human Migration*, by Judy Dodge Cummings (Nomad Press, 2016)

This book discusses human migration throughout history. Chapters 2 and 3 deal with archeology and the out-of-Africa theory of human migration.

*Sabertooths and the Ice Age: A Non-Fiction Companion to Magic Tree House #7: Sunset with the Sabertooths*, by Mary Pope Osborne and Natalie Pope Boyce (Random House Books for Young Readers, 2005)

A non-fiction guide that adds extra depth and details to *Sunset with the Sabertooths*.

### **Chapter Books:**

*Clan*, by Sigmund Brouwer (Tundra Books, 2020)

A coming of age survival story set in prehistoric times featuring a boy trying to prove his worth and a saber tooth cub that he rescues.

*Could You Survive the New Stone Age: An Interactive Prehistoric Adventure*, by Thomas Kingsley Troupe (Capstone Press, 2020)

A choose-your-own-adventure book about the Stone Age.

*Lucy & Andy Neanderthal*, by Jeffrey Brown (Yearling, 2018)

The first book in a humorous graphic novel series detailing the life of two siblings that live in the Ice Age.

*Maroo of the Winter Caves*, by Ann Turnbull (HMH Books for Young Readers, 2004)

Historical fiction chapter book about a young girl and her brother struggling to survive harsh winter conditions at the end of the last Ice Age.

*Sunset with the Sabertooth: Magic Tree House #7*, by Mary Pope Osborne (Random House Books for Young Readers, 1996)

This chapter book is the seventh book in the *Magic Tree House* series. Jack and Annie travel back in time to visit prehistoric people and animals.

*Your Mother Was a Neanderthal: Time Warp Trio #4*, by Jon Scieszka (Puffin Books, 1993)

This chapter book is the fourth book in the *Time Warp Trio* series. It follows the adventures of the Time Warp Trio as they travel back in time to the prehistoric Stone Age.

*You Wouldn't Want to Be a Mammoth Hunter: Dangerous Beasts You'd Rather Not Encounter*, by John Malam (Franklin Watts, 2004)

Part of the popular *You Wouldn't Want to Be* series, this nonfiction illustrated chapter book describes life as an Ice Age hunter.

### **CROSS REFERENCES**

*Kingfisher History Encyclopedia* (2016), p. 6–7; (2022), p. 4–5

*Usborne Encyclopedia of World History*, p. 82–99

*Usborne Encyclopedia of World Religions*, p. 106–107

*Tales of Ancient Worlds*, p. 8–17; 22–27

*Wonders of the World*, p. 35–35

# HANDS-ON ACTIVITIES

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## PAINT LIKE A CAVEMAN

### *Materials:*

- Charcoal (can be purchased in the art section of a local store or you can use bits of charcoal collected from a campfire)
- Several large stones or paper

### *Directions:*

1. Using the charcoal, draw designs, animals, or people onto the large stones or paper. You can look at pictures of prehistoric cave paintings for inspiration.
2. If coloring on stones, you can place the stones in various locations outside (exposed to the elements, well hidden, etc.) to experiment with how long the charcoal will stay on the stone.
3. After coloring, discuss how using charcoal was different than other drawing materials (like crayons or pencils). Does this give you a new understanding of the work that went into the creation of cave paintings?

## CREATE A PREHISTORIC SHELTER

### *Materials:*

- An outdoor area with natural materials you can move around to try to create a shelter

### *Directions:*

1. Head outside to your backyard or another outdoor area.
2. Examine the area around you to try to decide what area might offer the best protection from the elements.
3. Move leaves, branches, etc. to try to create your own mini shelter.
4. When you're done have a discussion about how easy or hard it was to create a shelter. Then discuss if you were a caveman, what type of climate and geographic location might be the easiest to survive in?

## MINECRAFT: BUILD A PREHISTORIC CAVE DWELLING

Create a Minecraft world to be the home of your many history creations throughout this school year. You will want this world to be in creative mode, so you can easily build with any material. You may want to set the world to Peaceful, so there are no monsters (you wouldn't want a creeper to blow up your work!).

Once you've created your Minecraft world, explore the world to become familiar with its geography. Make a map, so that later you can find different areas of the world.

Find a cave to turn into your prehistoric home. Hang paintings on the wall to be cave paintings. Add a few other basics to your home such as a bed and chest.

# CHAPTER 3: MESOPOTAMIA STARTS FARMING

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## PLACES IN THIS CHAPTER

- **Euphrates River** (*you-fray-tees*): One of the two rivers that creates Mesopotamia. It floods annually leaving behind silt, making farming along it easier.
- **Jericho** (*jer-i-ko*): Ancient city located in the Fertile Crescent. It's city walls may be the oldest in the world.
- **Mesopotamia** (*mess-o-po-tame-ee-a*): The land between the Tigris and Euphrates Rivers. This is the location of the earliest human farming and civilization. Located in modern-day Iraq.
- **Middle East**: A modern term used to describe the land where Europe, Asia, and Africa all meet. Location of the Fertile Crescent.
- **Tigris River** (*ti-gris*): One of the two rivers that creates Mesopotamia. It floods annually leaving behind silt, making farming along it easier.

## THINGS IN THIS CHAPTER

- **Agriculture**: Farming; Humans intentionally planting, tending, and harvesting plants for food.
- **Civilization**: An organized society that has 1) a surplus of food and 2) a division of labor.
- **Crops**: The food grown through agriculture.
- **Division of labor**: Different humans have different jobs and specialties such as farming, fishing, herding, pottery making, or weaving.
- **Domesticated**: When an animal is tamed so that it can live peacefully with humans. Cows, pigs, goats, chickens, ducks, horses, and camels are examples of animals that have been domesticated.
- **Drought**: A lack of rainfall for an extended period of time. Led to decreased food supply in the ancient Middle East.
- **Fertile Crescent**: The place where many early humans first found success in farming because the ground here was particularly fertile and good for farming. It stretches from the end of the Tigris and Euphrates Rivers and curves around the coast of the Mediterranean Sea and then curves down along the Nile River.
- **Irrigation**: The process of humans controlling how river water reaches their crops, such as by building ditches.
- **Surplus of food**: A community has more food than is necessary to survive.
- **Silt**: Fine, rocky soil rich in minerals left behind by flooding rivers.

## COMPREHENSION QUESTIONS

1. Why did humans invent agriculture? *Drought caused a food shortage; to get more food*
2. What two things does it take to form a civilization? *Surplus of food and a division of labor; extra food and different jobs*
3. What was the alternative to hunting that early city-dwellers developed? *Herding*

## WHAT DO YOU THINK QUESTIONS

1. If you lived in ancient Mesopotamia, would you rather be a farmer or a herder? Why?
2. One of the things necessary for a civilization to form is a division of labor, that means people had different jobs. What kinds of jobs do you think were the first to develop? Why do you think those jobs were so important?

## TIMELINE

- There's no timeline events to add today because the development of agriculture happened really slowly across a long period of time.

## MAP WORK

1. On your map, color the area of the fertile crescent green.
2. Color the surrounding land yellow.
3. Color the Tigris and Euphrates Rivers blue and label them.
4. Draw an arrow pointing to Mesopotamia.

*Note:* The Fertile Crescent includes Mesopotamia and also stretches to into Africa to include the area around the Nile. Mesopotamia refers specifically to the land between the Tigris and Euphrates Rivers.

## COLORING PAGE

- Mesopotamian farmer

# READING SUGGESTIONS

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### **Picture Books:**

*Lugalbanda: The Boy Who Got Caught Up in a War: An Epic Tale from Ancient Iraq*, by Kathy Henderson (Candlewick, 2006)

A beautiful retelling on an ancient Mesopotamian story about a boy in a time of war.

### **Informational Books:**

*DK Eyewitness Books: Mesopotamia*, by Philip Steele and John Farndon (DK Children, 2007)

A non-fiction guide to Mesopotamia, this book would be a useful reference for chapters 5, 12, 17 and 20 as well.

*Mesopotamia (A True Book)*, by Sunita Apte (Children's Press, 2009)

Part of the Scholastic *True Book* series, this nonfiction chapter book is written for young readers and includes lots of fun facts about ancient Mesopotamia.

Also recommended for chapter 14.

### **Chapter Books:**

*The Golden Bull: A Mesopotamian Adventure*, by Marjorie Cowley (Charlesbridge, 2012)

A middle grade historical fiction about two siblings that live in Mesopotamia during a drought that forces them to find work.

## CROSS REFERENCES

*Kingfisher History Encyclopedia* (2016), p. 8; (2022), p. 6

*Usborne Encyclopedia of World History*, p. 100-111

*Usborne Encyclopedia of the Ancient World*, p. 12-15

*Tales of Ancient Worlds*, p. 28-35

# HANDS-ON ACTIVITIES

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## BEAN GROWING EXPERIMENT

Learning how to farm took a lot of trial and error. Conduct your own growing experiment to learn what plants need to grow.

*Materials:*

- Lima beans
- Plastic sandwich bags (3)
- Cotton balls/paper towels

- Small container
- Dirt
- Tape

*Directions:*

1. Discuss what you think a seed needs to grow.
2. Fill the small container with dirt. Plant one or two of the lima beans in the dirt. Water. Leave on a sunny windowsill.
3. Then get a few cotton balls/paper towel damp. Place inside a sandwich bag. Add a few lima beans.
4. Tape the bag onto a sunny window.
5. Prepare another bag with damp cotton balls/paper towel and a few lima beans. Place this bag inside away from sunlight.
6. Place a few lima beans in a sandwich bag with no cotton ball/paper towel. Tape this bag up on the sunny window next to the other bag.
7. Place a final lima bean in a plastic bag by itself and leave in a shady place inside.
8. Check on all of your lima beans a week later. Which beans grew the best? Which didn't grow at all? Why? If you were an ancient farmer and didn't know anything about growing plants, how hard do you think it would be to learn how to farm?

## **ROASTED BARLEY PILAF**

One of the most important crops in Ancient Mesopotamia was barley. Try this roasted barley pilaf recipe which is based on an Ancient Mesopotamian recipe.

*Ingredients:*

- 2 tablespoons butter
- 1 cup whole barley, cleaned
- 1/4 cup pine nuts or slivered almonds (optional)
- 4-5 cloves garlic, minced
- 3 shallots (or 1 onion), chopped
- 1/2 tsp salt
- 1 tsp ground coriander
- 1 cup stock (chicken, vegetable, or another variety)
- 2 cups water

*Directions:*

1. In a large saucepan, melt the butter then add the barley, nuts, garlic, and shallots.
2. Saute for a few minutes until the shallots are cooked and the barley has turned golden.
3. Stir in the salt, coriander, stock, and water. Bring to a boil.
4. Reduce heat. Then cover and cook over medium-low for 30-40 minutes until the barley is tender.
5. Remove from heat and serve.

## **MINECRAFT: BUILD IRRIGATION CANALS**

Build a basic farm in Minecraft. First build a home for the farmer to live in. Remember, the Ancient Mesopotamians didn't have very much stone or wood available to them. They built mainly with mud bricks. Dirt blocks or hardened clay are good Minecraft materials to use while building your house.

Make sure you build your house near a river, so you can place your fields along the river.

To build your farm, pick out the piece of land you'd like to put your fields on. Then build canals coming off the river, so your fields can be naturally watered. Till the dirt and make sure it turns dark, showing that it has water near enough. If some of your tiles aren't turning dark because they're too far from the water, redesign your irrigation system. Then plant your crops.

# ANSWER KEY

## CHAPTER 1

### VOCABULARY:

1. E 2. D 3. A 4. F 5. B 6. G 7. I  
8. C 9. H

### COMPREHENSION QUESTIONS:

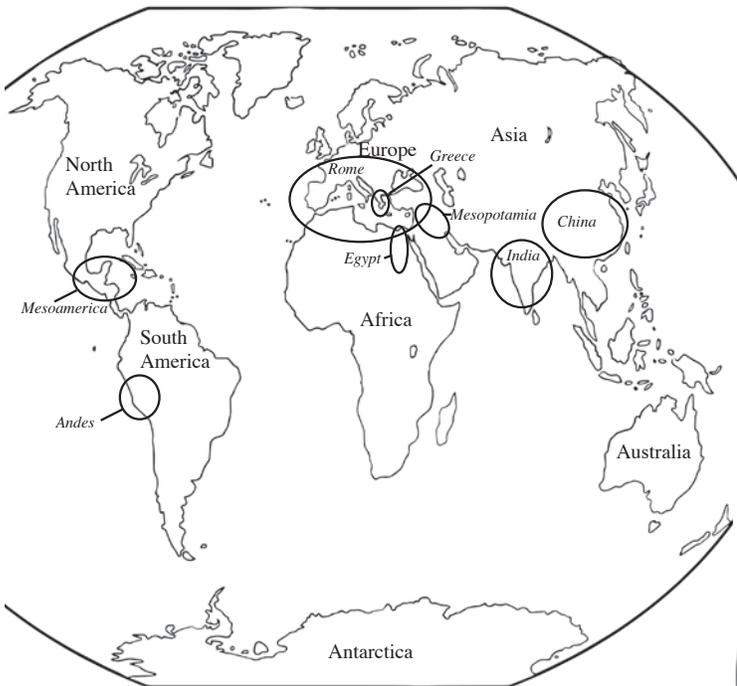
1. *The study of events from the past; the study of human events after the invention of writing.*
2. *History that occurred before the invention of writing.*
3. *Answer may include explaining that dates on the left are a long time ago and dates on the right are more recent or an explanation of how BCE/CE works.*

### WORD SCRAMBLE:

- tipsrrehyo = prehistory
- mielinte = timeline
- ytishor = history

### MAP WORK:

Continents are labeled in standard text.  
Major civilization areas are circled and labeled in italics



## CHAPTER 2

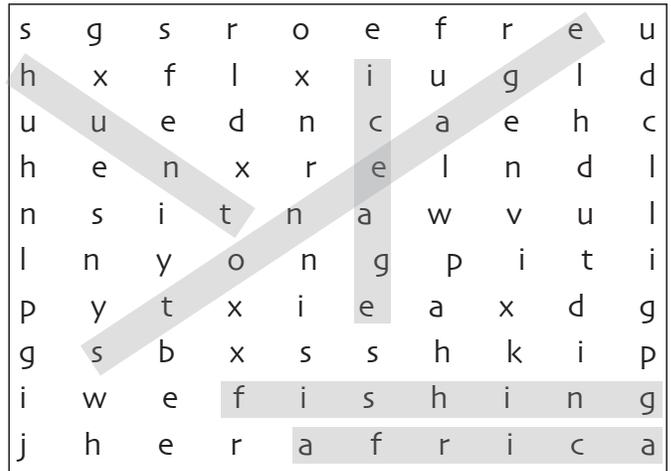
### VOCABULARY:

1. C 2. D 3. A 4. B 5. E

### COMPREHENSION QUESTIONS:

1. *Hundreds of thousands of years. (Note: this date refers to homo sapiens; other hominid species have existed for millions of years.)*
2. *They lived in small groups; they used stone tools; they moved from place to place; they hunted animals for food; they gathered plants for food; etc.*
3. *They hunted animals and gathered plants.*
4. *Africa.*

### WORDSEARCH:



### MAP WORK:

Sample of what a student's version of a human migration map may look like. See page 14 in *Snapshots of Ancient History* for additional details.



## CHAPTER 3

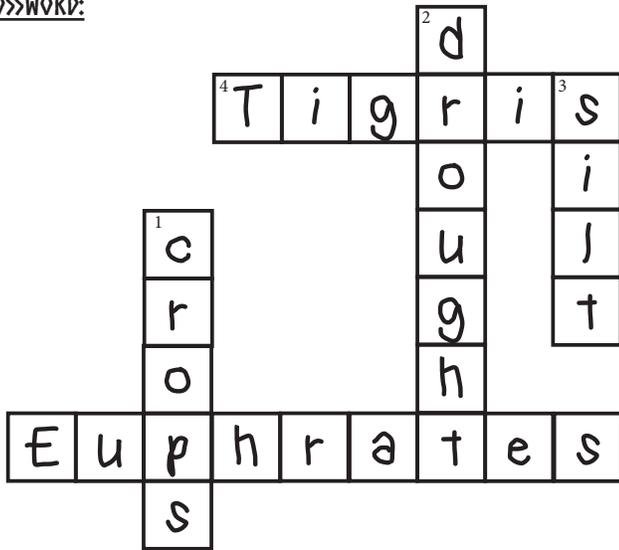
### VOCABULARY:

1. C    2. E    3. F    4. G    5. A    6. B    7. I  
8. H    9. J    10. D

### COMPREHENSION QUESTIONS:

1. Drought caused a food shortage; to get more food
2. Surplus of food and a division of labor; extra food and different jobs
3. Herding

### CROSSWORD:



## CHAPTER 4

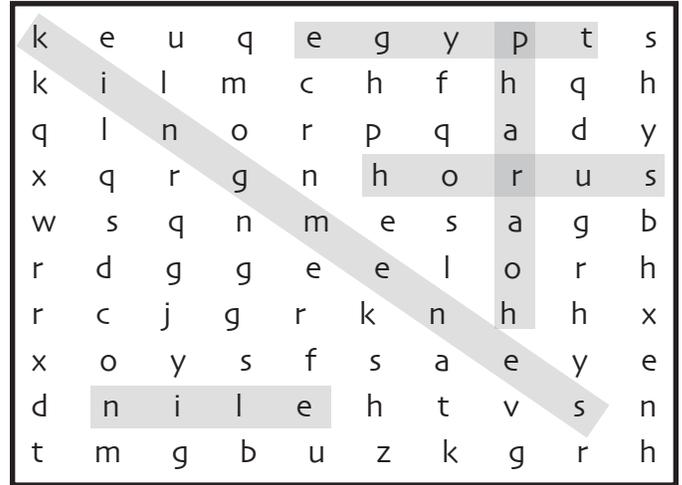
### VOCABULARY:

1. F    2. A    3. G    4. B    5. H    6. D    7. E  
8. C

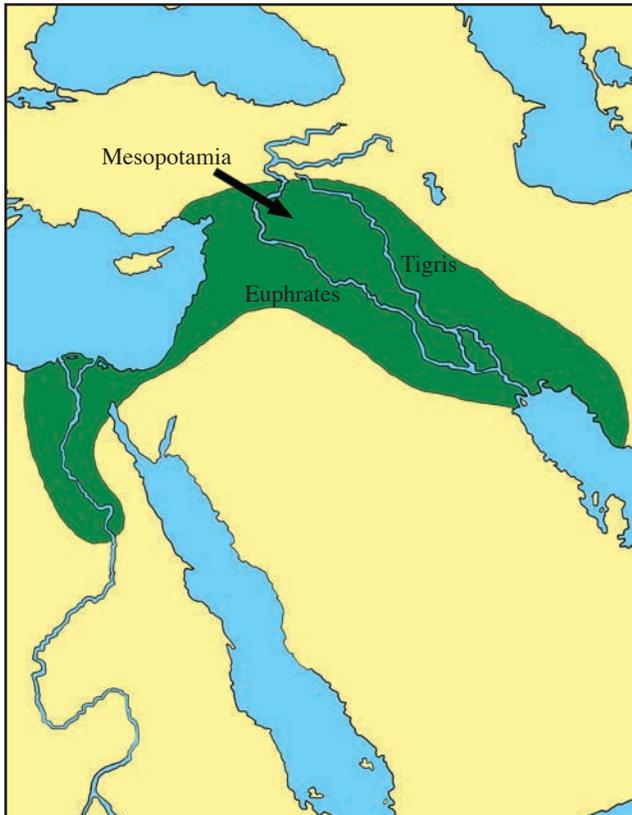
### COMPREHENSION QUESTIONS:

1. The Nile
2. King Menes (or Narmer or Hor-Aba)
3. A god-king that ruled Egypt
4. Pharaoh, official, servant, craftsman, farmer

### WORDSEARCH:



### MAP WORK:



### MAP WORK:

