Humanities—Sample Four Week Study
Early Agriculture: Ancient China
August - October 2001

Students: Brian, Christi, Isaac, Ashley, Hannah, Cindy, Kaitlin, Parlin, Alex, Francesca, Mara, Henry, Gaelle, Gretchen, Rowan, Henry

Lessons / Presentations:
9/10: The Story of the Universe and the Coming of Human Beings (theories of the origin of the universe and of humankind)
9/11: Historiography: How Do Historians Do History?
   Was agriculture discovered? Theories of how domestication of plants and animals began
9/17: Strategies for studying cultures and history: timelines, note taking, factual charts, maps
9/18: Chinese Origin Myths: Pan Gu and King Yao (Dramatic readings)
9/21: Chinese Historiography Four Assumptions about Chinese History
10/11: Research strategies: source cards, note cards, outline
10/15: Research Strategies: turning note cards into a draft, parenthetical citations, works cited list

Activities / Investigations:
Whole Group Activities:
- Map of Ancient China and early settlements
- Chart of facts from general research reading
- Timeline of key people, events, and important site excavations from 7500 BCE to 500 BCE in China
- Summary of text reading on “Who Was First? East or West?”
- Group presentation of facts and insights into early Chinese culture for Barn Genre Theater

Seminar Readings and Discussions:
“What in the World does the World Eat?” from The Living Fields, by Jack Harlan.
**Other Readings** (for note taking, factual information):


(On Confucius)


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**Individual Research Topics for Research Papers:**

Brian: The Life and Teachings of Confucius
Christi: The Shang Dynasty
Isaac: Metallurgy in Ancient China
Ashley: Rituals, Ceremonies and Religious Beliefs in Ancient China
Hannah: Pottery and Bronze in Ancient China
Cindy: The History of Rice
Kaitlin: The History of Chinese Writing
Parlin: The Life and Teachings of Mencius
Alex: The Zhou Dynasty
Francesca: Peking Man
Henry: The Life and Teachings of Confucius
Gaelle: The History of Chinese Writing
Gretchen: Chinese Myths
Rowan: Transition from the Shang to the Zhou Dynasty
Henry: The Shang Dynasty

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**Individual Creative Expression Projects:**

Brian: Script for skit on Confucius
Christi: Painting of *taotie* image from Chinese bronze work
Isaac: Script for skit on Confucius.
Ashley: drawings of images from Chinese bronze work
Hannah: drawings of images from Chinese bronze work and geometric patterns from early pottery
Cindy: clay bowl with rice
Kaitlin: Dance interpretation of early agricultural peoples
Parlin: on wood of Pan Gu, Chinese creator
Alex: making bronze
Francesca: wood burning of Chinese dragon
Mara: model of Chinese long house
Henry: silk banner of Confucius’s name in Chinese script
Gaelic: Early Chinese pictographs on silk
Gretchen: Dance interpretation of early agricultural people
Rowan: Story in Chinese script on silk
Henry: Script for skit on Confucius
**Materials:**
Maps of China
Reference Books on China
Chinese script brushes, calligraphy pens, silk

**Specialists:**
Alan Peters, Art Instructor
Erin Leigh, Dance Instructor
Early Agriculture: The Inca Civilization
August—October 2001

Students: Zac, Sean, Abe, Mikol, Haley, Elizabeth, Jacob, Christopher, Jaeger, Morgan, Zoey, Lisa, Christopher, Adam, Alex

Lessons / Presentations:

9/10: The Story of the Universe and the Coming of Human Beings (Theories of the origin of the universe and of humankind)

9/11: Historiography: How Do Historians Do History?
How was agriculture discovered? Theories of how domestication of plants and animals began.

9/17: Introduction to the Inca Civilization

9/18: Geography of South America

9/18: Taking notes from a lecture / presentation.

9/20: Brief overview of world events contemporaneous with the Inca civilization

10/9: Writing a research paper

10/11: Using note cards: source cards, note cards

10/15: Writing an outline, works cited

Activities / Investigations
Whole Group Activities:
- Map of South America and the region of the Inca Empire
- Timeline of key people, events, and pre-Incan civilizations
- Open-note test: on notes from the presentation / lecture on 9/20
- Group dramatic presentation of facts and insights into the Inca civilization for Barn Genre Theater

Seminar Readings and Discussions:
**Other Readings** (for note taking, factual information):
Websites and reference books

**Individual Research Topics for Research Papers**
Zac: The Spanish Conquest of the Incas
Sean: Inca Weapons
Abe: Geography of Peru
Mikol: Inca Government
Haley: Inca Religion and Myths
Elizabeth: The Spanish Conquest of the Incas
Jacob: Inca Warfare
Christopher: Animals of Peru
Jaeger: The Nazca Lines
Morgan: Inca Clothing
Zoey: Inca Weapons and War
Lisa: Inca Art
Chris: Inca Architecture
Adam: Inca Religion and Sacrifice
Alex: Gold

**Individual Creative Expression Projects:**
Zac: Dance interpretation of early agricultural people
Sean: Inca club
Abe: Dance interpretation of early agricultural people
Mikol: Wove an Inca sling
Haley: Dance interpretation of early agricultural people
Elizabeth: Painted an Inca design on a wood panel
Jacob: Inca bolas
Christopher: Molded an alpaca from clay
Jaeger: The Nazca Lines in sand
Morgan: Dance interpretation of early agricultural people
Zoey: Painted an Inca design on a wood panel
Lisa: Molded a pot from clay
Chris: Wrote a *dramatis personae* of an Inca builder
Adam: Painted an Incan design on a wood panel
Alex: Dance interpretation of early agricultural people

**Materials:**
Maps of South America
Reference books on the Inca Civilization and Civilizations of Peru
Websites devoted to the study of the Inca civilization
Clay and model magic

**Specialists:**
Alan Peters, Art Instructor
Erin Leigh, Dance Instructor
Early Agriculture: Mesopotamia  
August — October 2001

**Students**: Jeremy, Alex, Lilly, Skyler, Jay, Mark, Ross, Zachary, Melissa, Lindsay, John, Abby, Makella, Virginia, Amanda

**Lessons / Presentations:**

9/10: The Story of the Universe and the Coming of Human Beings (Theories of the origin of the universe and of humankind)

9/11: Historiography: How Do Historians Do History? (reading and discussion) Was agriculture discovered? Theories of how domestication of plants and animals began (reading and discussion)

9/17: Introductory Lecture on Mesopotamia; presentation on how to take notes on a lecture

9/18: Research Strategies: Source cards and note cards, with ongoing one-on-one assistance

10/8: Research strategies: Outlines

10/9: Research strategies Turning note cards in to a draft, with parenthetical citations Writing topic sentences

10/11: Introduction to Hammurabi’s Code

10/16: Vocabulary and Concept Review: chronology, Neolithic, Proto-Neolithic, Aceramic Neolithic, meme, steppe, ziggurat, epic, matriarchal, polytheism, pantheon, chattel, sedentary, cuneiform, BCE, CE, civilization, division of labor

**Activities / Investigations:**

**Whole Group Activities**:

- Map of Mesopotamia, including empires throughout time and modern nations
- Timeline of key events, inventions, discoveries, and important site excavations from 10,000 BCE to 1 BCE
- Introductory lecture on Mesopotamia and follow-up questions
- Short response paper and discussion of women’s role in Mesopotamia
- Discussion of the effects of division of labor on the development of civilization
- Discussion of whether civilization represents the highest form of human social organization
- Hammurabi’s Code: Each student read a section and summarized for the class, followed by discussion
- Group presentation in barn theatre: “Division of Labor.” Each student prepared one or two short statements about occupations in the first civilization of Mesopotamia
Readings:
“The First Civilizations: Food in Sumer,” from Food in History
Selections from Hammurabi’s Code (various websites)

Individual Research Topics for Research Papers:
Jeremy: The Assyrian Empire
Alex: Chatal Huyuk
Lilly Architecture in Mesopotamia
Skyler: King Nebuchadnezzar
Ross: The New Babylonian Empire Under the Rule of Nebuchadnezzar
Zachary: Weapons in Mesopotamia
Melissa: The Sumerian Arts
Lindsay: Mesopotamian Religion
John: Jericho
Abby: Pottery in Ancient Mesopotamia
Makella: Mesopotamian Writing and Other Systems of Recording
Virginia: Pottery of Mesopotamian Cultures
Amanda: Cuneiform
Alexandria
November-January, 2001 (Four Weeks)

Instructor: David Kahn

Students: Alex Y., Lisa, Isaac, Abe, Francesca, Alex K., Virginia, Chris, Mara, Morgan, Ross, Zoey, Amanda, Makella, Liz

General Objectives: To show the structure of history embedded in the story, and to view the characters of the past as living players in an interconnected web of fact and legend, true to the historical process and to introduce Latin as a model linguistic penetration of ancient culture.

Lessons/Presentations:
- The Great Story of Alexandria (slide show) with Artistic Responses
- Introduction of the Timeline
- The Overture to the History of Alexandria (Summary of Egyptian, Greek, Persian, Roman, Byzantine, and Arab Epochs of Alexandria)
- The Founding of the City, Alexander’s Tracing in the Sand
- Scientific Inventions of Alexandria (Judy Venaleck)
- Alexandrian Architecture and Lore with Model
- The Rule of the Ptolemaic Dynasty
- Cleopatra, Julius Caesar, Octavian, and Mark Antony
- Review of Roman Numerals
- Constantinople, Constantine, Theodora, and Justinian I
- The Rise of Islam/The Arab Conquest of Alexandria
- Changing Biographical Fact into Dramatic Form (Lines for Actors)
- The Empire of Alexander/Alexander the Great as Character Profile
- Music of Alexandria

Latin Introduction (Isaac, Ross, Elizabeth, Amanda, Virginia, and Chris)
- Introduction to Apollonius
- How is a Word a Thought?
- Human Mind as Symbol Maker
- The Introduction of the Roman Alphabet and Pronunciation
- Introduction to the Virgil Reading
- Three Translations

Activities/Investigations
- Construction of the Light House
- Painting “Sound and Symbols of the Universe”
- Extensive Interpretive Dramatics around Historic Events
- The Philosophy of History/The Mummy Faces
Whole Group Activities:
• Creative dramatics including space utilization, the definition of Greek chorus as “rank and file,” dramatis personae concept brainstorming, acting lessons and skit production.
• Seminar—*The Art of History*, *Crito*

Readings:
*Plato, The Crito* (excerpt)
*The Art of History* (John Wyatt)
*The Greeks* (College Outline)
*Terrarum Orbis et Urbs Alexandrina* (John Wyatt)

Individual Research Topics for Research Papers:
• Morgan – Socrates
• Isaac – Languages of Alexandria
• Virginia – Egyptian, Greek, and Roman Religion
• Lisa – Ptolemy I
• Abe – Caesar Augustus
• Francesca – Gladiator
• Alex – Alexander the Great
• Makella – Greek, Roman, and Egyptian Architecture
• Ross – Egyptian Mythology and Agnosticism
• Zoey – Cleopatra
• Chris W. – Aristotle
• Alex Y. – Gladiators
• Mara – Zenobia
• Liz – Hypatia
• Amanda – Euclid

Individual Creative Expression Projects:
• Morgan – Socrates
• Isaac – Ptolemy IIIIV
• Virginia – Theodora
• Lisa – Ptolemy I
• Abe – Caesar Augustus
• Francesca – Gladiator
• Alex Y. – Tour Guide
• Makella – Townsperson
• Ross – Archimedes
• Zoey – Cleopatra
• Chris W. – Aristotle
• Alex K. – Alexander the Great
• Liz – Hypatia
• Amanda – Euclid
• Mara – Zenobia
**Materials:**
Mummy Cards
Alexandria Timeline
Alexandrian Model
The Dice of Palemedes (The Greek Concept of Fate)
The Art of History (text)
Latin Text (Terrarum Orbis et Urbs Alexandrina)
Various Individual Research Books
Study of Judaism, Christianity, and Islam
February-March 2002

Coordinator: Laurie Ewert-Krocker

Students: Sean, Jeremy, Alex B., Alex K., Haley, Lindsay, Francesca, John, Chris, Jaeger, Morgan, Abby, Zoey, Amanda, Lisa, Adam

Lessons / Presentations:
2/4/02: Story: “The Spirit of Man”
2/4/02: The Seven Dimensions of Religion
2/5/02: Levels of Meaning in Judaism: God, Creation, Existence, History, Morality, Suffering
2/11/02: Central Tenets of Christianity; The Qualities and Life of Jesus Chris; The Branches of Christianity
3/11/02: The History of Islam: Before Islam, Mohammad’s Revelations, Islamic Beliefs

Activities / Investigations:
• Made timelines of the history of Judaism, Christianity, and Islam
• Kept journal of personal reflections on belief and faith
• Kept notebook of information from presentations and research
• Produced factual charts on each religion: Leaders/Prophets, Beliefs, Rituals and Practices/Holidays/Festivals, Liturgical Year, Symbols and Sacred Objects, Sacred Writings, Significant events in history
• Did individual readings and reports to the class on specific aspects of each religion.
• Participated in seminar discussions on readings from the Torah, the New Testament, and the Qu’ran
• Participated in seminar discussions on current events the Middle East conflict and the “War on Terrorism”
• Small groups visited different places of worship
• Researched family history of religious practices
• Listened to guest speakers on Judaism and Islam
• Created a piece of art to express belief or celebrate the religions studied
• Contributed poems, reading, song, etc., to community celebration of beliefs

Texts:
Excerpts from Teach Yourself Christianity by John Young.
**Text Readings for Seminar Discussions:**
Each student read one of the following from *The Middle East: Opposing Viewpoints*, David L. Bender and Bruno Leone, Eds:

- “Israel is the Cause of the Conflict,” by Sami Hadawi
- “Arab Rivalries Are the Cause of the Conflict,” Daniel Pipes
- “A Legacy of Colonialism Causes Middle East Conflict” by Phillip Knightley


**Guest Speakers:**
Cantor David Wolinski from Temple Am Shalom (on Judaism)
Hicham Derai (on Islam)
The Ancient Greeks
November 2001 — January 2002

Guide: Nate McDonald

Students: Abby, Sean, Melissa, Jeremy, Haley, John, Alex, Christopher, Jaeger, Lindsay, Elizabeth, Christi, Adam

Lessons / Presentations:
11/12/01: Transition from Neolithic Cultures to Classical Civilizations; Modes of Learning History
11/13/01: Presentation: Overview of Ancient Greece - Eras and Development
11/26/01: Presentation: Greek Mythology
1/7/02: Presentation: Greek Art and Architecture
1/10/02: Presentation: Greek Music (presented by music specialist Ann Stebelton)

Activities / Investigations:
• Timeline of Ancient Greece — key people, events, and eras
• Detailed notes on all lessons and presentations; notes were collected and advice on improving note taking skills was given
• Three open note tests on notes from the presentations on 11/13, 11/26, and 1/7
• Group dramatic presentation (Barn Genre Theatre); presenting questions and insights inspired by the study of the Ancient Greeks through a dramatic interpretation of Plato’s “Allegory of the Cave”
• Throughout the unit, students decorated their Greek study folders with questions, quotations or phrases that were particularly meaningful or interesting to them personally
• Research paper or Dramatis Personae
• Creative expression project

Seminar Readings and Discussions:
11/16/01: Reading on Socrates from Sophie’s World by Jostein Gaarder and a selection from Plato’s Apology
  Follow-up: Seminar discussion
11/19/01: Read all of Hesiod’s long narrative poem Works and Days
  Follow-up: Response paper and discussion
11/30/01: Reading on Plato from Sophie’s World and a selection from Plato’s Phaedo
  Follow-up: Seminar discussion

  Follow-up: Summaries of several myths, response paper to one myth
1/11/02: Reading on Aristotle from *Sophie’s World* and a selection from Aristotle’s *Politics*
Follow-up: Seminar discussion

1/15/02: Selection from *The Odyssey* by Homer, “Odysseus and the Cyclops.”
Follow-up: Reading aloud and guided explication of text

* Students were also required to read an entire book of their choice on the Ancient Greeks over
the holiday break.

**Other Readings** (for note taking, factual information):
Websites and reference books

**Individual Research Topics for Research Papers and Dramatis Personae:**

- Abby: *Dramatis Personae* dialogue between Plato and Socrates (Melissa)
- Sean: Greek War
- Melissa: *Dramatis Personae* dialogue between Socrates and Plato (Abby).
- John: Archimedes
- Haley: The Oracle at Delphi
- Jeremy: Athens
- Alex: Greek Architecture
- Christopher: Aristotle
- Jaeger: Hades and the Underworld
- Lindsay: *Dramatis Personae* - Sappho
- Lilly: Greek Mythology
- Christi: Greek Mythology
- Adam: *Dramatis Personae* - Greek Farmer

**Individual Creative Expression Projects:**

- Abby: Pottery
- Sean: Pottery
- Melissa: Pottery
- John: A game invented by Archimedes
- Haley: Dance
- Jeremy: Dance
- Alex: Pottery
- Christopher: Dance
- Jaeger: Music
- Lindsay: Memorized and performed poems by Sappho
- Lilly: Music
- Christi: Art (painting)
- Adam: *Dramatis Personae*
**Materials:**
Maps
Reference Books (especially *Microsoft Encarta*)
Websites
Clay
Guitar
Hammered Dulcimer
Others

**Specialists:**
Alan Peters, Art Instructor
Erin Leigh, Dance Instructor
Andy Ludick, Pottery Instructor
Ann Stebelton, Music instructor
American History: Changing the American Landscape
April - June 2002

Coordinator: Nate McDonald

Students: Jeremy, Alex G., Abe, Zachary, Mikol, Alex K., Haley, Lindsay, Chris, Jaeger, Mark, Abby, Zoey, Lisa, Chris

Lessons / Presentations:
4/22/02: Migration Story The Migrations of the First Americans, Native Americans and Colonial White Americans: The “Edge of the Woods” Meetings

4/29/02: Research Paper Techniques

4/30/02: Perspectives on Land Ownership - Native Americans and Europeans

5/3/02: The Northwest Ordinance

Skills Worked On:
- Highlighting main ideas in text readings
- Taking notes on main ideas in margins of text readings
- Making study cards for test on factual information
- Interpretation of information in maps
- Research paper skills, finding sources, taking notes on note cards, making source cards, drafting, editing, citing sources in MLA parenthetical style, composing a Works Cited List

Activities / Investigations:
Visited the Allegheny National Forest and camped, hiked, and backpacked during the whole week of May 20th; activities included:
  - 4.5 mile overnight hike into the wilderness
  - Visit to the Kinzua dam and Jake’s Rocks overlooking the Allegheny River Valley
  - Guided tour of the Drake’s Well Museum in Titusville, PA dedicated to the study of the discovery of oil and the development of the oil industry
  - Hikes in the virgin forest area of the Allegheny National Forest including solitary journaling and reflection time in the forest

- Participated in a controlled burn on the Farm School property re-enacting the pioneer and Native American approach to making the forest into arable land
- Visited the Museum of American Art in Youngstown
- Journaled reflective or fictional accounts of the nature of pioneer life
- Wrote a research paper on a topic pertinent to the evolution of the American landscape (e.g. the railroad, discovery of oil, the Louisiana Purchase, etc)
- Highlighted, took marginal notes, and summarized text readings
- Participated in seminar discussions on the Constitution of the Iroquois Confederacy and the Northwest Ordinance
- Took a quiz on the reading from Ohio Our State and The Sign of the Beaver
- Read one of two novels, The Sign of the Beaver or The Last of the Mohicans
Text Readings:
The Sign of the Beaver or The Last of the Mohicans
Excerpts from Into the American Woods by James Merrill
“Landscape and Patchwork” and “Seasons of Want and Plenty,” from Changes in the Land by William Cronon.
“What Happened to the Natives When the Europeans Came,” from Ohio Our State by Robert T. Howe.

Text Readings for Seminar Discussions:
Excerpts from The Constitution of the Iroquois Nations
Excerpts from The Northwest Ordinance
Primary source readings including excerpts from the writings of John Winthrop, pioneer William Corbett, pioneer woman Guri Endresin, and Shoshone Indian, Washakie

Guest Speakers:
Alan Peters: Professional artist who escorted students on a visit to the Museum of American Art in Youngstown
Eric Flood: Naturalist at the Allegheny National Forest who gave the students a short presentation on the history and evolution of the forest
Ancient Rome
November — January 2001-2002

Presentations / Lessons:
11/12/01: Transition from Neolithic Cultures to Classical Civilizations; Modes of Learning History
11/27/01: Greek Culture vs. Roman Culture
1/15/02: The Decline of Roman Civilization: Transformation, not Fall

Activities / Investigations:
• Dramatic enactments of the Timeline of Roman History; quizzes on timeline events
• Detailed note taking on text
• Drawing of two maps: the city of Rome and the extent of the Roman Empire
• Vocabulary sheet: definitions of terms from Ancient Rome
• Fact sheet on significant Roman leaders
• Video: PBS Documentary; Rome in the First Century
• Collective wall reflections: Images of Ancient Rome, Quotes about Ancient Rome, Voices from Ancient Rome
• Test on factual information studied (timeline, vocabulary, Roman leaders, Roman writers)
• Independent research for research paper, *dramatis personae* monologue, or biography paper
• Creative expression projects: each student participated in or created an artistic expression of their experience of Ancient Rome in a visual art medium, in dance, or in writing
• In-class essay comparing Ancient Rome and modern western civilization or reflecting on lessons learned from Rome

Each student chose and read an entire book on the history of Rome over winter break

Text Readings (for factual information / note-taking):
“The Romans,” by Alfred Duggan
Excerpts from *The City in History* by Lewis Mumford: “Cloaca and Aqueduct,” “Forum, Vomitorium, and Bath, and “Death in the Afternoon.”

Seminar Readings and Discussions:
Catullus, selected poems
Ovid, selected poems from *Metamorphosis*
Marcus Aurelius, “Meditations”
Horace, selected poems
Juvenal, excerpts from *Satires*
Cicero, “A Practical Code,” excerpt from *On Duties*
“America Revisits its Fears,” *The Plain Dealer*, Friday, November 14, 1997
Independent Books and Research Projects
Zac: *dramatis personae* on Julius Caesar
Brian: research report on Caligula
Ashley: research report on Agrippina
Hannah: *dramatis personae* monologue on Ovid
Cindy: *dramatis personae* monologue on Commodus
Kaitlin: research report on Agrippina
Mikol: *dramatis personae* monologue on Julius Caesar
Skyler: *dramatis personae* on Caesar Augustus
Parlin: *dramatis personae* monologue on a gladiator
Henry: *dramatis personae* monologue on Caesar Augustus
Gaelle: *dramatis personae* monologue on Claudius
Jay: research report on slavery in Rome
Jacob: *dramatis personae* monologue on a Roman soldier
Gretchen: *dramatis personae* monologue on an aristocratic woman
Rowan: *dramatis personae* monologue on Hadrian
Henry: *dramatis personae* monologue on