

## Reading Guide for *The Curious Historian Level 1B*

*This recommended reading list has been compiled by the series authors; Leslie Rayner, curator of [The Classical Reader](#); and Laura Kadyszewski, director of student support at Logos Academy in York, Pennsylvania.*

### A Note from Dr. Christopher Perrin

One way to regard history is as a record of the past. There are various kinds of “records” that we can turn to: inscriptions, monuments, buildings, statues, written documents, and other preserved artifacts. Literature is certainly a kind of document that we can add to this list, and is itself a large category that can include historical accounts, biography, myths, legends, poetry, novels, political philosophy, and so on.

Literature from many historical periods can be a very rich source of information for the historian. To understand both Greece and Rome well, for example, one should know at least some of the great literature of these civilizations. Homer’s *The Iliad* and *The Odyssey* are critical to understanding the Greek mind, just as Virgil’s *The Aeneid* is to understanding the Roman mind. We could say the same about other civilizations for which we have extant literature.

The historian will not only be a reader of the great, enduring literature of any given civilization that he or she studies, but will also want to be a reader of the history and context of a given literary work. History and literature are thus interrelated disciplines that shed light upon each other while also preserving their differences. This is why in *The Curious Historian Level 1B (TCH1B)* we have, where appropriate, referenced great literary works such as *The Tale of Sinuhe* and noted their contributions to our historical understanding. We want students to see the valuable and complementary role that literature plays in the study of history.

We also want to encourage students’ inquisitive natures. Therefore, we have compiled this collection of reading recommendations, sorted by genre and subject, for students (and teachers) who would like to dive deeper into the topics covered in the *TCH1B* text. We encourage you to look for additional opportunities to integrate literature into your course and to help students learn to appreciate the interdisciplinary benefit of both their historical and literary studies.

### General Resources for Parents and Teachers

*Timelines of History: The Ultimate Visual Guide to the Events That Shaped the World* by DK Publishing. This vibrant text breaks down different civilizations across history, from prehistoric peoples to the modern world, focusing on the important inventions, leaders, and events of each civilization, and much more. Full-color illustrations and photographs of artifacts provide engaging visuals to help guide readers through their study of world history.

*Common Arts Education: Renewing the Classical Tradition of Training the Hands, Head, and Heart* by Christopher Hall, MAT. The liberal arts—the trivium and quadrivium—represent the core, the academic foundations, of a classical education. And yet, they alone cannot meet our basic needs, for we must eat, heal, defend ourselves, trade, build, find our way around, and more. It is these common arts that provide the experiences in real application that will allow students to become not only fully functional in their knowledge, but fully charitable in the world. In this book, author Chris Hall outlines a vision for the resonance between the liberal, fine, and common arts, supplies concrete steps that teachers can take to implement a common arts curriculum, and provides a series of experiences to try in any classroom, at any grade level. As you read, you will find the liberal arts applied, the fine arts situated, and the common arts revealed as a critical element of a classical education.