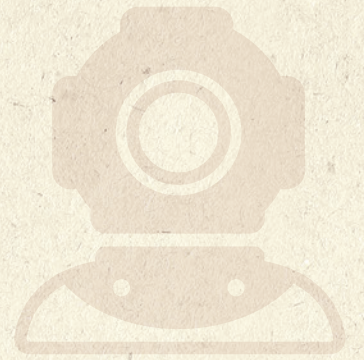


Go Deeper Resources for

The Curious Historian



2A





Go Deeper Resources for *The Curious Historian Level 2A*
© Classical Academic Press®, 2022
Version 1.0

All rights reserved. This publication may not be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior written permission of Classical Academic Press.

Classical Academic Press
515 S. 32nd Street
Camp Hill, PA 17011
www.ClassicalAcademicPress.com

Series editor: Brittany Stoner
Book designer: David Gustafson

Go Deeper Resources

The Curious Historian Level 2A

We are passionate about history, and at times it can be difficult to keep ourselves limited to just the most important, large-scale information when there are so many interesting tangents to explore! For those teachers who find themselves inspired to dig deeper, we have created this free, supplemental PDF that includes additional information you may wish to share with your students or explore for your own interest. Icons in the teacher's edition indicate when to reference this optional resource.

Introduction Part II: The Influence and Personality of the Greeks

- ◆ Learn about [ten recent archaeological discoveries](#) throughout Greece.
- ◆ Explore highlights from the [Penn Museum's collection](#) of 34,000 Greek, Roman, and Mediterranean region artifacts.

Introduction Part III: Greek Geography and Time Periods

IMPORTANT GEOGRAPHICAL REGIONS OF ANCIENT GREECE

REGION	LOCATION	IMPORTANT CITIES	FACTS
The Greek Peninsula			
Messenia	Western part of the Peloponnese “fingers”	Messene	<ul style="list-style-type: none"> ◆ Fertile land ◆ Messenians became Spartan slaves for a time.
Laconia	Eastern part of the Peloponnese “fingers”	Sparta	<ul style="list-style-type: none"> ◆ Fertile land ◆ Eurotas River
Elis	Upper western part of the Peloponnese “palm”	Elis, Olympia (sacred site)	<ul style="list-style-type: none"> ◆ Name means “valley” ◆ Held festival (first Olympic Games) in honor of god Zeus ◆ Highly fertile land ◆ Peneus River
Isthmus of Corinth	Strip of land connecting the Peloponnese to the northern mainland	Corinth, Megara	Temples of Apollo and Poseidon
Attica	Southeastern part of the mainland, just across the Isthmus of Corinth	Athens	<ul style="list-style-type: none"> ◆ Some grain production and good olive trees ◆ Silver mines
Boeotia	North of Attica and the Isthmus of Corinth	Thebes, Plataea	<ul style="list-style-type: none"> ◆ Later the center of the Boeotian League ◆ Battle of Plataea ended Persian Wars on the Greek peninsula
Euboea	Island along the eastern coast of Boeotia and Attica	Eretria, Chalcis	Largest Aegean island
Thessaly	Large area just south of Macedonia	Larissa	<ul style="list-style-type: none"> ◆ Mountain pass at Thermopylae ◆ Had one large plain ◆ Famous for raising horses, and thus for its cavalry



REGION	LOCATION	IMPORTANT CITIES	FACTS
The Anatolian Peninsula			
Aeolia (or Aeolis)	Northwestern tip of the Anatolian coast	Pergamum	Founded by Greeks from Thessaly and Boeotia
Ionia	Central area of the western Anatolian coast	Ephesus, Miletus	Founded by Greeks from Attica and Euboea
Doris	Southwestern Anatolian coast	Halicarnassus	Founded by Greeks from the Peloponnese and Isthmus of Corinth

Unit I: The Greek Classical Period

An Introduction to Classical Greece

- ◆ Check out a short video that shows the [ruins of Mycenae](#), including the Lion's Gate and a beehive tomb. The Mycenae footage begins at 00:03:10.
- ◆ Read about the discovery of [two ancient royal tombs](#) discovered in Pylos, an ancient Greek city mentioned in *The Odyssey*.

Chapter 1: The World of the Greek Polis

- ◆ Discover how signs of wear and tear on an [ancient Greek woman's skeleton](#) led researchers to discover she had been a master ceramicist.
- ◆ Read about the various styles, shapes, and colors of [Greek pottery](#).
- ◆ Learn about some of the [archaeological discoveries made at the Agora](#) of Athens over the years.
- ◆ Explore the British Museum's collection of [Greek Archaic Period artifacts](#). You can further filter the search results by region, subject, and material.

Chapter 2: Greek Government

- ◆ Read about how the Greeks [practiced ostracism](#) by voting to exile people without a trial.
- ◆ Read about the [wise reforms of Cleisthenes](#), who introduced significant changes in how the *polis* of Athens was organized and how its people participated in their government.
- ◆ Explore the British Museum's collection of [Greek Classical Period artifacts](#). You can further filter the search results by region, subject, and material.

Chapter 3: Greek Colonization, Warfare, and the Olympic Games

- ◆ Read about the discovery of the [Greek trading vessel](#) *Odysseus*, the world's oldest intact shipwreck discovered (so far).
- ◆ Read about some of the monuments, ceramics, and other archaeological discoveries found during [excavations of the Greek town of Poseidonia](#) in Italy.
- ◆ Go deeper into the history and legacy of the Olympics:
 - Explore the [Penn Museum's "Real Story of the Ancient Olympic Games" website](#).
 - Watch a short video on the [modern Olympic pentathlon](#).
 - Discover the story of [Cynisca](#), the Spartan woman who won the chariot races at the ancient Olympics not just once, but twice!
 - Take a photo tour of the [ruins at Olympia](#).

Chapter 4: The Persian Wars

- ◆ Read about the [Olympias, a replica Greek trireme](#) launched in 1987.
- ◆ Divers in Egypt recently discovered the remains of a [second-century military ship](#) made with a combination of Greek and Egyptian techniques.
- ◆ Marvel at the ancient bronze [helmet of General Miltiades](#).
- ◆ Learn about [Artemisia II, wife of King Mausolus](#), and how she stopped a rebellion that arose just after her husband's death.

Chapter 5: Greek Culture—Literature, Sculpture, and Architecture

- ◆ Read about the [history and excavations of the lost city of Troy](#) and browse photos of the [archaeological site](#).
- ◆ With a ClassicalU subscription, you can enjoy the “[Reading and Teaching The Odyssey](#)” course. Read through Homer's epic while being guided and inspired by St. John's College tutors Dr. Evan Brann (who has tutored at St. John's for over sixty years and is the author of *Homeric Moments*) and her colleague, Dr. Hannah Hintze. In addition to hearing from both Eva and Hannah on *The Odyssey*, you will also find four seminars (discussion-based class sessions), led by Hannah Hintze and featuring several St. John's students and another tutor.
- ◆ Learn more about efforts to [reconstruct the melodies and harmonies](#) of ancient Greek music.
- ◆ Learn why Greek amphitheaters had such [good acoustics](#).
- ◆ Read about [Telesilla of Argos](#), a lyric poet who, when the Spartans attacked her *polis*, exchanged her pen for a sword and led a group of female warriors to victory, successfully defending the city.

Chapter 6: The Peloponnesian War and the *Poleis* Rivalries

- ◆ Watch a video about how scientists discovered that the Parthenon sculptures were once [painted in vivid colors](#), including a shade of [Egyptian blue](#).
- ◆ Learn about how [optical illusions](#) incorporated into the Parthenon's construction make the temple look perfectly symmetrical.
- ◆ Watch an animated video about a [day in the life of the architect Phidias](#) as he oversees the building of the Parthenon and defends himself against charges of embezzlement. The video also discusses some of the Parthenon's optical illusions.

Chapter 7: Religion and Worldview—The Greek Pantheon

- ◆ Explore the [archaeological site of Delphi](#), believed by the Greeks to be the home of a powerful oracle.
- ◆ Learn more about the [Heraea festival games](#), which were especially for women.

Life of a Greek Athlete

Read about how the [Greek Olympic sports spread to Egypt](#).

Chapter 9: Philip II and Alexander the Great

- ◆ Browse the collection of [Macedonian artifacts](#) on display at the Archaeological Museum of Thessaloniki.
- ◆ Explore the [Amphipolis Tomb](#), an ancient Macedonian burial place.
- ◆ Read about the [mysteries of Philip II's tomb](#).
- ◆ See the [many faces of Alexander the Great](#) found in museums all around the world.
- ◆ Read about some of the famous ancient [cities of Alexandria](#)
- ◆ Learn about Egyptian efforts to build an [underwater museum for the Lighthouse of Alexandria](#).



“JUST FOR FUN: GREEK MILITARY VOCABULARY”¹

ITEM TYPES			GREEK NAME
Shields	Long Shield (legionaries/Celts)		<i>Thureos</i>
	Round	Large (hoplites)	<i>Aspis</i>
		Small (light infantry)	<i>Pelta</i> (originally crescent-shaped)
Blades	Sword	(straight/double-edged)	<i>Xiphos</i>
	Knife	(single-edged)	Large <i>Kopis</i>
		Small	<i>Machaira</i>
Shaft Weapons	Spear (long, thrusting, infantry type)		<i>Dory</i> (or <i>Doru</i> , depending on transliteration)
	Pike (two-handed infantry spear)		<i>Sarissa</i>
	Lance (long, thrusting cavalry spear)		<i>Xyston</i>
Armor	Helmet		<i>Kranos</i>
	Breastplate/Cuirass		<i>Throrax</i>
UNIT AND SOLDIER TYPES			GREEK NAME
Soldier Type	Unit Name: English Translation		Soldier Type Unit Name: Greek Word (Transliteration)
Companions (Cavalry)	“Wing” or “Squadron”		<i>Hetairoi</i> <i>Ila</i>
Foot Companions (Infantry)	“Battalion”		<i>Pezhetairoi</i> <i>Syntagma/Speira</i>

Chapter 10: The Successors of Alexander

- ◆ Explore the British Museum’s collection of [Greek Hellenistic Period artifacts](#). You can further filter the search results by region, subject, and material.
- ◆ Read about how [Hellenistic sculptors](#) created works that focused on expressive movement, realistic anatomy, and ornate details.
- ◆ Read about the [Siege of Rhodes and the siege weapons](#) that helped Demetrius I earn his nickname, “the Besieger.”

Chapter 11: The Three Hellenistic Kingdoms

- ◆ Learn more about the three most famous sculptures created during the Hellenistic Period:
 - Discover the mystery of the *Venus de Milo*, on display at the Louvre. Is the statue of [Aphrodite or Amphitrite](#), and was it [carved during the Classical Period or the Hellenistic Period](#)?
 - Take an in-depth look at the [Victory of Samothrace](#), ca. 220–185 BC, a statue of the messenger goddess Victory.
 - [Laocoön and His Sons](#), sculpted ca. 200 BC in Pergamum, is famous for how it portrays both motion and strong emotion.
- ◆ Read about the [construction and legacy](#) of Alexandria, Egypt, and explore some of the [underwater excavations](#) of the ruins.

1. Based on Peter Connolly’s reconstructions in *Greece and Rome at War* (London: Greenhill Books, 1998.)

Chapter 12: Gifted Greeks—Scientists, Historians, Philosophers, and More

- ◆ Learn more about the world of ancient Greek medicine, including:
 - Hippocrates, Aristotle, and the [four humors of the body](#)
 - The [Sanctuary of Asclepius](#) at Epidaurus, a form of ancient health care center where visitors received medicines, underwent surgeries, made requests of the gods for healing, or even walked an underground maze
- ◆ Discover how a tablet found in Iraq shows that the [ancient Babylonians used the Pythagorean theorem](#) long before Pythagoras lived.
- ◆ Learn more about the early Greek scientists and mathematicians:
 - [Eratosthenes](#), the Greek scientist who worked at the Library of Alexandria and estimated the circumference of the earth
 - [Hypatia](#), a female scholar of astronomy, math, and philosophy in Alexandria
 - Discoveries made during the [Greek scientific revolution](#) of the fifth century
 - [Early Greek understandings of astronomy and cosmology](#)
- ◆ Discover more about the Greek philosophers:
 - The [pre-Socratics](#)
 - Some scholars think Socrates was influenced by [Aspasia of Miletus](#), an upper-class Athenian woman who may have been a companion of both Socrates and Pericles and is said to have been an intelligent elocutionist and early philosopher.
 - Want to learn more about the Socratic method? In the ClassicalU course “[Socratic Teaching: How to Lead Effective Seminars and Socratic Discussions](#),” instructors address why classical educators must learn the skill of Socratic teaching and describe several approaches to leading a Socratic seminar or discussion, noting various advantages and disadvantages associated with each approach. Each presenter is interviewed on his/her preferred approach and then shown leading live, recorded seminars and discussions.
 - Also on ClassicalU, the brief, [five-seminar course on Plato](#) led by Dr. David Diener (dual PhD, philosophy and philosophy of education and author of *Plato: The Great Philosopher-Educator*) provides an introduction to the foundational philosopher and his thoughts on education. Plato’s philosophy of education has shaped the educational principles and practices of the Western world for over two millennia. In this course, Dr. Diener guides educators through a discussion of Plato’s background and context, some of his key insights on curriculum and pedagogy, and his educational legacy, closing with the relevance and implications of Plato’s views for educators in the twenty-first century.
 - Excavations of the archaeological [site of Aristotle’s Lyceum](#)



Philosophies of the Age: *Thales*

In chapter 12, you read about three famous Greek philosophers: Socrates, Plato, and Aristotle. However, they were not the first philosophers in Greece! Before them came a group known as the “pre-Socratics.” Among these early philosophers was a man named Thales. He was likely born in the 620s BC and lived in Miletus, an Ionian city on the Anatolian peninsula. During his lifetime, Miletus was a popular place for philosophers to gather and ponder (think deeply about) things.² They looked at the natural world around them and asked questions such as “How did the world come about?” They also asked more scientific questions, such as “Why do the rivers twist and turn the way they do?” and “How far away are the stars, and what makes them shine so brightly?” Thales was one of those men who asked these kinds of serious questions, and he became known as a philosopher and as a mathematician and astronomer.³ In fact, Thales is remembered for accurately predicting a solar eclipse that took place in 585 BC.

Thales was a curious man. Pick any field of study, and he wanted to know all about it. Because of his curiosity and his love of learning, he had questions about everything! He was always asking, “Why?” In order to find some answers to his questions, he did many experiments. He would then come up with a theory to help explain the results of the experiments and what he had discovered. Like some other Greeks of his time, Thales did not think that the Greek myths provided a satisfactory explanation about why the world was the way that it was.⁴ He wanted to use his reason (his mind) to find answers to the big questions in life and to understand how the universe worked. (Using your reason means that you exercise your mind to reach a conclusion about something.) Thales’s way of thinking about the world and his method of using reason to answer questions came to be known as the “Milesian School.” (In this case, “school” refers to a way of thinking, not to a physical school building.)

Unfortunately, none of Thales’s writings have survived. So, we cannot read in much detail his theories about how the world worked. However, we do know that his ideas caused thinkers who came after him to see the world in a new way. Because of Thales, philosophers began to rely on their logic and reasoning skills to answer questions.

One of the things Thales believed was that everything in the world was made of or came from water. (The Babylonians shared this belief!) To him, this theory made sense because water is the only thing that can be found as a gas, a liquid, and a solid, and because without water life cannot exist! However, not all of Thales’s followers agreed with him. They usually agreed that there was one basic substance in the world, but they had different ideas about what that substance was. Some of them thought everything was made of air, while others thought everything was made of fire. —A.D.

2. Much later, in 494 BC the Persians captured Miletus when they crushed the Ionian Revolt.

3. Diane Harris Cline, *The Greeks: An Illustrated History*, National Geographic (Washington, DC: National Geographic, 2016), 110.

4. Patricia O’Grady, “Thales of Miletus (c. 620 B.C.E.–546 B.C.E.),” *Internet Encyclopedia of Philosophy*, accessed August 17, 2021, <http://capress.link/tch2agd1213>.

5. Paul Cartledge, “Philosophy and Science,” in Cartledge, *The Cambridge Illustrated History of Ancient Greece* (New York: Cambridge University Press, 1998), 291.

Unit III: The Far East

Chapter 14: India—The Three Empires

- ◆ Watch a short, animated video that tells the story of how the [Ganges \(Ganga\) River came to be considered sacred](#) to Hindus and why the important river is so polluted today.
- ◆ Read about how Indian rulers such as Ajatashatru of Magadha and Chandragupta Maurya [employed chariots as a key part of their army](#) (in addition to war elephants, of course).
- ◆ Read about the ancient Indian [capital city of Pataliputra](#).
- ◆ Explore the history of the [Barabar Caves](#), a popular tourist destination in India. The caves date as far back as the time of the Mauryan Empire and were once used by practitioners of Ajivika, an ancient Indian religion that began around the same time as Buddhism and Jainism but has since vanished. The caves were later used by Hindus, Buddhists, and Jains.
- ◆ Read English translations of [Ashoka's rock edicts](#). His Edict XIII (part of the Fourteen Rock Edicts series) outlines his horror and regret over the violence of the Kalinga War.
- ◆ Learn about a forty-year project to create a “more readable” and thoroughly annotated [English translation of The Ramayana](#).

Chapter 15: India—The Three Religions

- ◆ Watch a short video on the various [stages and elements of Hindu temple architecture](#).
- ◆ Learn more about Buddhism:
 - See photos and learn about four sacred Buddhist sites:
 1. [Lumbini](#), the birthplace of Siddhartha Gautama
 2. [Bodh Gaya](#), where Siddhartha is believed to have meditated under the Bodhi tree and received enlightenment
 3. [Sarnath](#), where Siddhartha is said to have preached his first sermon
 4. [Kushinagar](#), where the Buddha died
 - Discover some of the long-hidden [Buddhist art within the Ajanta Cave monuments](#).
 - Read the story of how the first woman allowed entry into the Buddhist *sangha* was the Buddha's foster-mother and maternal aunt, [Mahapajapati Gotami](#).
 - Learn about the excavation of a [medieval Buddhist monastery led by a woman](#).
- ◆ Learn more about Jainism:
 - Browse a collection of photos of the various [architectural styles of Jainist temples](#).
 - Marvel at the detailed artwork found on the pages of [Jainist illuminated manuscripts](#).



Chapter 16: China—The Spring and Autumn Period

- ◆ Read one archaeology professor's perspective on how [Eastern archaeological discoveries are often overlooked](#) compared to Western archaeological discoveries.
- ◆ Browse the British Museum's collection of [Eastern Zhou dynasty artifacts](#).
- ◆ In August 2021, archaeologists discovered a [coin mint](#) in the region of Zheng, an important state during the Zhou dynasty. Based on radiocarbon dating, the mint was likely active around 640–550 BC, during the early centuries of the Eastern Zhou Period.
- ◆ Read about a [set of bronze bells](#) that date to the Spring and Autumn Period and were discovered in a noble's tomb.
- ◆ Learn more about Confucianism:
 - Browse pictures of the [Kong family mansion in Qufu, Shandong Province](#), where Confucius grew up and is buried.
 - The [oldest image of Confucius known to date](#) was found etched on a bronze mirror found in a Han dynasty–era tomb.
 - Take a [virtual tour of the Confucius Museum in Qufu, Shandong](#). Although the subtitles are only in Chinese (as of this writing), students might still enjoy seeing a glimpse of the museum's images of Confucius and its artifacts.
- ◆ Learn more about Daoism:
 - Browse photos of [Mount Qingcheng](#), which is said to be the birthplace of Daoism.
 - Read about the [excavation of the Great Shangqing Palace](#), China's largest Daoist temple, and [browse photos of the excavation and some of the artifacts](#).

^A In TE note T of chapter 15, we mentioned how whether or not violence is acceptable is a question with which humans all throughout history have had to grapple. Generally speaking, there are three broad categories with regard to how we view and control violence in our societies today: just war, proportional punishment, and reasonable self-defense. The following is a brief summary of and the questions involved with each category.

1. **Just War:** This theory answers the question, “When is it okay for rulers and governments to wage war or commit other forms of violence in order to control what they see as evil in the world?” Nearly all societies have some sort of just war theory, even if it isn’t fully developed. Without some way to limit and control human violence, a society would become a place of chaos. And without some way to protect itself from outside attack, a society would be taken over by outside forces and cease to exist as an independent society. Perhaps some people in a society can be absolutely nonviolent in all circumstances, but if violent people are to be stopped, then *someone* has to do what’s necessary to defend the defenseless. Some other aspects of just war theory to consider include the role of local police in protecting the people and preventing crime and violence from happening in the society; and when a nation should go to war, whether it is to protect itself from an outside force that is threatening danger or in defense of another nation that is being threatened.
2. **Proportional Punishment:** This principle addresses the question, “What do we do with those who violate a society’s laws?” The concept of proportional punishment attempts to address the issue of the extent to which violence should be punished and whether it is okay to use violence to punish a person who has committed a crime. Most people would agree that the punishment for a crime should fit the severity of the crime. For example, as we touched on back in *Level 1* when we studied Hammurabi and the Assyrians, it would certainly be an extreme punishment to cut off a person’s hand just because he or she stole a candy bar from the grocery store! Even though some societies have followed (and some still do) a system that gives very harsh punishments for small crimes as a way to stop all crime, most societies today have been moving toward a concept of proportionality, or the view that the severity of the crime determines the severity of the punishment. Some other aspects of proportional punishment to consider include how best to discourage people from committing crimes, what crimes are the most serious, and how a civilization should determine the punishment/penalty for crimes.
3. **Reasonable Self-Defense:** Finally, most societies recognize that people can (and perhaps should) have a right to defend themselves when they are attacked and to defend (if possible) others who are being attacked. Today, it is generally considered acceptable to fight back only if it is done in a reasonable way that would end the immediate threat of danger (for example, using self-defense techniques to stop an attacker). But just how much force *is* reasonable in a given situation? The answer to that question is not simple.

On the other hand, it is not usually considered appropriate to fight with a person as a way to get revenge after the conflict is over. However, in the past, many societies thought it was acceptable—and even necessary and virtuous—to fight with a person in order to defend someone’s “honor” or to avenge an insult. As late as the nineteenth century, in many societies throughout history and even in the United States, duels with swords or guns were a common way to right a wrong or to respond to an insult to oneself or one’s family. And what about “dueling” in a non-lethal way, such as by wrestling or fistfights? Reasonable self-defense attempts to answer these and many other questions, including how people should protect themselves if they live in a remote location where there is no government or local law enforcement presence, and whether it is ever appropriate and necessary to defend our honor.