

# History At Our House

The Ultimate History Resource for Homeschoolers



## History At Our House

### *Ancient History*

Junior High Syllabus

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## Introduction

This syllabus presents the general objectives for an academic year of Ancient History with HistoryAtOurHouse for the Junior High class. Its purpose is to give parents an overview of what will be covered during the year, and thus to facilitate the purchase or borrowing of books and other resources (both non-fiction and historical fiction) to match with your children's studies in the program.

Various aspects of the HistoryAtOurHouse program remain, and will likely always remain, a work in progress. Since I continually teach a range of clientele spanning age six to sixty, I am always learning new things about history, and new ways to teach it. To meet my clients' and my own needs, I find it essential as a historian to broaden and intensify my understanding of history on a continual basis. I am regularly reassessing the nature and precision of the information I present, as well as the role and significance of historical knowledge in a broader education. Consequently, I am always making pedagogical adjustments to the various programs I offer, and occasionally they are major ones.

In calendar years when I am teaching live Ancient history classes, the general outline below should serve as a reliable guide for the year to come, though I may choose to depart from it in minor ways as the year progresses. In years when I am not teaching live Ancient history classes (such as in 2009-10), this guide will be a fully accurate reflection of the material that is present for the already completed product.

In a general way, the Junior High program will mirror the Upper Elementary program for the next few years—until students begin to move up through the HistoryAtOurHouse program. At that point the program will evolve to reflect the context of knowledge that students will be expected to have when entering the program. For now, since students are not yet armed with that context—certainly, I'm not aware of any significant exceptions to date—a more basic approach is mandated. Nonetheless, there are two significant differences between the Junior High and Elementary classes, apart from the general difference that our discussions will be conducted at a higher level of abstraction. First, students will be introduced to an integration and learning method known as periodization. Second, students will be expected to do independent reading from sources which will be provided by me.

I am very excited about the year to come, and I look forward to working with you to make this academic year a terrific success.

Best regards,

A handwritten signature in black ink that reads "Scott Powell". The signature is written in a cursive style with a large, prominent 'S' at the beginning.

Mr. Powell

## Course Outline

### Ancient Egypt, c.3000-664BC (Weeks 1-6, September to Mid-October)

- Why History?
- The nature and challenges of Ancient history
- Egypt Emerged Into history
  - Napoleon's expedition to Egypt
  - Champollion and the Rosetta Stone
  - The Narmer Palette
- The First Thousand Years
  - Unification
  - Pyramids and Egyptian Religion
  - Kingdom Periods and Intermediate Periods in Egyptian history
- The Middle and New Kingdoms
  - Engineering accomplishments other than pyramids
  - Akhenaten and the failed Egyptian Reformation
  - King Tut
  - Egypt and its Neighbors
- TEST FOR WEEKS 1-6

### Ancient Mesopotamia (Weeks 7-11, Mid-October to Thanksgiving)

- The Behistun Inscription and Assyriology
- Sumer and Akkad
- Gutian Period and Dark Age
- Old Babylonian Empire
- The Kassites
- Assyrian Empire
- Neo-Babylonian/Chaldean Empire
- Persian Empire
  - Persian Kingship and Imperial institutions
  - Zoroastrianism
- TEST FOR WEEKS 7-11

### Ancient Greece (Weeks 12-28, December-February)

- Minoan and Mycenaean Greece
- The Greek Dark Ages
- Rise of Greece (750 BC – 500 BC)
  - Sparta
    - military life
    - Spartan government
  - Athens
    - Draco's Laws
    - Solon
    - Birth of Democracy
  - Greek Colonies
- TEST FOR WEEKS 12-18

**Ancient Greece (continued)**

- The Greco-Persian Wars
- Athenian Empire
- Peloponnesian Wars (431-404BC)
- The Spartan and Theban Supremacies
- Alexander the Great
- The Hellenistic World
- TEST FOR WEEKS 19-23

**Ancient Rome (Weeks 23-37, March-June)**

- The Etruscans
- Legendary Origins of Rome
- The Tarquin Kings
- The Roman Republic (c.509 BC – c.146 BC)
  - Roman Society and Government
    - Patricians and Plebeians
    - The Twelve Tables
  - Licinian Laws
  - Conquest of Italy
    - Roman Municipal System
  - Punic Wars
    - Background: the Phoenecians
    - Hannibal and Scipio Africanus
    - Rome's triumph and its significance
- TEST FOR THE ROMAN REPUBLIC (Weeks 23-28)
- Decline of the Republic
  - Social Wars
  - Reforms of the Gracchi
  - Julius Caesar, Marc Antony, Cleopatra
- Early Empire
  - The Age of Augustus
  - Nero
  - Early Rise of Christianity
  - The Five Good Emperors and the extension of empire
- Decline and Fall of the Roman Empire
  - The Barrack Emperors
  - Diocletian
  - Constantine
  - Theodosius
- Barbarian Invasions (c. AD 376 – 476)
- TEST FOR THE ROMAN EMPIRE (Weeks 29-36)
- REVIEW OF THE YEAR (Week 37)