

Kolbe Academy Home School

GRADE NINE WORLD HISTORY I: ANCIENT GREECE

TABLE OF CONTENTS

I. Syllabus	2
A. Diploma Requirements	3
B. Quarterly Reporting Requirements	3
C. Scope and Sequence	4
D. Texts and Timeline	6
II. Course Plan	
A. The Fallacies	7
B. Quarter 1	10
C. Quarter 2	18
D. Quarter 3	27
E. Quarter 4	38
III. Paper Topics Answer Guide	
A. Quarter 1	51
B. Quarter 2	53
C. Quarter 3	55
D. Quarter 4	57
IV. Quarterly Exams	
V. Answer Keys for the Exams	

COURSE TITLE: World History I: Ancient Greece

COURSE DESCRIPTION:

This course examines the great civilization of ancient Greece, beginning around 600 B.C. with the rise of the Lydian state, and concentrating on the rise and fall of Athens. The course reads the great ancient histories of the Persian and Peloponnesian Wars. It then examines Plato's view of the ideal state. Plato's state can be compared to the actual Greek states and to our own government.

COURSE OBJECTIVES:

This course will enable the student to:

- ❖ Observe the timelessness of human relations and the similarities of man's responses to the conditions in which he finds himself, across time periods
- ❖ Discover the similarities of and difference between ancient Greek and Christian ideas of virtue
- ❖ Trace the cause and effect of political developments in the ancient world and, by extension, in the modern
- ❖ Identify the periods of ancient history and major characters of the period
- ❖ Become familiar with the map of the ancient world and the seeds of modern conflicts
- ❖ Relate modern historical situations and documents to their ancient antecedents

WEEKLY COURSE WORK:

1. Readings
2. Accompanying study guide questions and quizzes
3. Weekly papers: topics are listed in the Course Plan. These papers should be 1- 2 pages type written, point 12 font, double-spaced. Each paper should be comprised of strong introduction, body, and conclusion. See the *Weekly Paper Topics Answer Guide* for grading guidelines.
4. Audio lectures, from Kolbe Academy Classics conference
5. Three-Part Quarterly Exams: given in order to assess the student's understanding and retention of materials and concepts. These tests along with the test answer keys are provided in the Course Plan packet.
6. Students seeking Honors for this course must complete the course of readings, weekly papers, assignments, and quarterly tests in their totality and as laid out in the course plan.

SKILLS TO BE DEVELOPED:

- Knowledge of Ancient Greek history and its influence on the world
- Memory
- Ability to relate the events of one's own age, with the events of history
- Ability to formulate and effectively communicate, both in writing and speaking, a clear, logically-sound argument

DIPLOMA REQUIREMENTS:

Summa Cum Laude students must complete the entire Kolbe Academy proposed curriculum as written. Summa students must fulfill the requirements for the Kolbe Core (K) or Kolbe Honors (H) course as outlined in this History course plan. In 9th grade, **Summa** students must pursue the (H) designation in at least one of the following courses: Theology, Literature, or History. In 10th grade, **Summa** students must pursue the (H) designation in at least two of the following courses: Theology, English, Literature, or History. In 11th grade, **Summa** students must pursue the (H) designation in at least three of the following courses: Theology, English, Literature, or History. In 12th grade, **Summa** students must pursue the (H) designation in all of the following courses: Theology, English, Literature, and History. **Magna Cum Laude** and **Standard** diploma candidates may choose to pursue the (H) or (K) designation, but are not required to do so. If not pursuing either of those designations the parent has the option of altering the course plan as desired. **Magna Cum Laude** students must include 3 years of History in high school, include 1 year of World History and one year of American history. **Standard** diploma students must include 3 years of History in high school, including 1 year of World History and one year of American history.

KOLBE CORE (K) AND HONORS (H) COURSES:

- ❖ Students pursuing the **Kolbe Core (K)** designation should do the readings. **Kolbe Core students need to complete at least 1 or 2 of the 7 weekly papers each quarter;** they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the final exam.
- ❖ Students pursuing the **Kolbe Honors (H)** designations must do all of the readings. **Honors students need to complete 5 of the 7 weekly papers each quarter;** they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the final exam.
- ❖ For students who are not seeking either the Kolbe Core (K) or Honors (H) designation for this course, parents may alter the course as they so desire.

REQUIRED SAMPLE WORK:

Designation*		K	H
Course Title	World Hist I: Ancient Greece	World Hist I: Ancient Greece	World Hist I: Ancient Greece
Quarter 1	1. Any written sample work	1. <i>Complete</i> Quarter 1 Exam	1. <i>Complete</i> Quarter 1 Exam 2. One Paper Topic Essay
Quarter 2	1. Any written sample work	1. <i>Complete</i> Quarter 2 Exam	1. <i>Complete</i> Quarter 2 Exam 2. One Paper Topic Essay
Quarter 3	1. Any written sample work	1. <i>Complete</i> Quarter 3 Exam	1. <i>Complete</i> Quarter 3 Exam 2. One Paper Topic Essay
Quarter 4	1. Any written sample work	1. <i>Complete</i> Quarter 4 Exam	1. <i>Complete</i> Quarter 4 Exam 2. One Paper Topic Essay

*Designation refers to designation type on transcript. K designates a Kolbe Academy Core course. H designates a Kolbe Academy Honors course.

The Kolbe academic advisor will verify that the required work was completed successfully and award the Kolbe Core (K) or Honors (H) designation. The Kolbe academic advisor has the final decision in awarding the

designation for the course. **If no designation on the transcript is desired, parents may alter the lesson plan in any way they choose and any written sample work is acceptable to receive credit for the course each quarter.** If you have any questions regarding what is required for the (K) or (H) designations or diploma type status, please contact the academic advisory department at 707-255-6499 ext. 5 or by email at advisors@kolbe.org.

SCOPE AND SEQUENCE:

FIRST QUARTER

I. Herodotus: *The Histories*.

Herodotus traces the relations of the Greek city-states with the Persian Empire from around 600B.C. to the stunning Greek victories over the invader Xerxes, ending around 480 B.C. This is the eve of the golden age of Athens.

- A. The rise of the Persian Empire: Books I to V. (If time is short, this section may be omitted, provided that the historical developments are filled in from other sources. Alternatively, Book II, which is largely an exposition of Egyptian history, geography, and customs, may be omitted. Please note that the course plan provides for the reading of Book I, a small portion of Book II, and Books V – IX.)
- B. The Persian Wars with the Greek city-states: Books VI to IX. (This section is essential.) The military union between Athens and Sparta, and the Greek virtues displayed in various leading figures. Their lives will be examined later by Plutarch as well.

SECOND QUARTER

II. Thucydides: *The History of the Peloponnesian War*.

Thucydides provides a wealth of information on the “golden age” and decline of Athenian democracy during the Peloponnesian War between Athens and Sparta (432 – 404 B.C.) His work contains many aphorisms and observations about the nature of man and the causes of war. A large number of comparisons between the events of the Peloponnesian War and modern parallels are possible.

- A. The causes of the war: Book I. These events can be profitably related to the pre-World War I situation, as well as that of the Cold War.
- B. The outbreak of war and the policies of Pericles: Book II. Pericles’ funeral oration anticipates Lincoln’s “Gettysburg Address.” Athenian democracy affords illuminating parallels with American republican government.
- C. The war widens: Books III – IV. Contrasts between Athens and Sparta in Mytilene and Plataea. (Sections about military operations may be omitted if necessary.)
- D. Peace attempts: Books IV – VI. The truce and peace of Nicias. “Peace movements” throughout history. (Sections about the military operations may be omitted in necessary.)
- E. The Sicilian campaign and disaster for Athens: Books VI – VIII. (Sections about the military operations may be omitted in necessary.)

THIRD QUARTER

III. Xenophon: *The Persian Expedition (Anabasis)*.

Xenophon: a leader of the Ten Thousand, a Greek mercenary army in the employ of Cyrus the Younger of Persia (401 B.C.). Throughout the book he considers various qualities of leadership, as well as the details of the encounters of the Greek culture with various barbarian tribes. The course plan follows the expedition long enough to expose the weakness of the Persian empire, which would later provide an opportunity for Alexander the Great, and to narrate the soldiers’ famous sighting of the sea.

IV. Plutarch, *The Rise and Fall of Athens (from Parallel Lives)*.

The Penguin edition of Plutarch offers brief biographies of nine prominent Athenians, allowing for continuing considerations of leadership qualities and character begun in Herodotus, Thucydides, and Xenophon.

- A. Solon and Greek law. Comparisons with Mosaic and Christian law systems.
- B. Themistocles, Alcibiades, Pericles: additions and alterations to the pictures from Herodotus and Thucydides.

(Other editions of Plutarch include leaders of Sparta, Persia, and Macedonia. These portraits of Lycurgus, Artaxerxes, Alexander, etc., can supplement those found elsewhere.)

FOURTH QUARTER**V. Plato, *The Republic*.**

Plato's theoretical considerations about the nature of the ideal state make illuminating comparisons with actual ancient and modern states. His utopian social blueprint can be compared with *Mein Kampf f* (Hitler) and *The Communist Manifesto* (Marx).

- A. The nature of justice: Books I – II. Is injustice more profitable than justice?
- B. The ideal education: Books II – III. Useful comparisons with the classical education and modern educational fads.
- C. The perfect city and its government: Books III – VI. The upbringing of children by the state: cf. Sparta and modern totalitarianisms.
- D. Plato's cave: Book VII. The necessity for classical studies!
- E. Four types of constitutions: Books VIII – IX: aristocracy, timocracy, oligarchy, and democracy. An analysis with lasting value. Trace (briefly) the history of Germany from Bismarck through Hitler.

SUPPLEMENTAL MATERIALS:

- **Aristotle, *Nicomachean Ethics*.**
 - The good in general and the good of politics (Book I: Chapters 1 & 2)
 - The three classes of the good life (Book I: Chapter 5)
 - The idea of the good in opposition to Plato (Book I, VI – VIII)
 - How to acquire happiness (Book I: Chapters 9 – 10). Cf. Herodotus and Sophocles
 - "The Golden Mean" (Book II: Chapter 5 – 6)
 - Evaluation of moral behavior and the virtues: the basis of Thomist ethics (Books III – VIII). These virtues are seen enfolded in the various characters of the earlier works studied.
- **Chester Starr, *History of the Ancient World*.** Oxford University Press.
 - Excellent for historical background.
- **H.D.F. Kitto, *The Greeks*.** Penguin.
- **Edith Hamilton, *The Greek Way*.**
- **Fustel De Coulanges, *The Ancient City*.** Doubleday.
 - This book is useful to understand the pagan mind.

A GREATLY ABBREVIATED CHART OF AGES, DATES AND EVENTS(DATES BEFORE 600BC ARE APPROXIMATE; AUTHORS ARE IN PARENTHESES)¹

The Bronze Age	3000-1250 BC	Also referred to as the Age of Palace Cultures; the Mycenaeans establish and expand their kingdom.
The Dark Ages	1250BC-900 BC	A breakdown occurs in settlements in Greece, and Mycenaean culture is destroyed. The Trojan War probably takes place about 1200 BC.
Archaic Period	900-478BC	Colonization expands, and cities like Corinth, Sparta and Athens grow politically, culturally and artistically. The Persian War occurs in the early 5 th century. (Homer)
Classical Period	478-403 BC	Athens' Golden Age occurs around 478-429 BC; it flourishes, politically and culturally. Athens develops her empire, and tension between Sparta and Athens leads to war. Athens is defeated by Sparta. (Herodotus, Thucydides)
Late Classical Period	403-323 BC	Athens, Sparta and Thebes struggle for control, and Persia is dominant. Philip of Macedon rises to power and expands his influence, and, upon his death, his son Alexander expands the Macedonian empire as far as Russia, Afghanistan and India. (Plato)
Hellenistic Age	323-200 BC	After Alexander's death, his generals fight between themselves; eventually, three Hellenistic powers dominate: Egypt, Macedon and the Seleucid Empire (which ruled from Turkey, through Palestine, to India)

COURSE TEXTS:

- HERODOTUS** ❖ Herodotus: *The Histories*. Tran. Aubrey De Sélincourt. Penguin Books: London, 1996.
- THUCYDIDES** ❖ Thucydides: *The History of the Peloponnesian War*. Tran. Rex Warner. Penguin Books: London, 1954.
- PLUTARCH** ❖ Plutarch, *The Rise and Fall of Athens: Nine Greek Lives*. Tran. Ian Scott-Kilvert. Penguin Books: London, 1960.
- XENOPHON** ❖ Xenophon: *The Persian Expedition (Anabasis)*. Tran. Rex Warner. Penguin Books: London, 1949.
- PLATO** ❖ Plato, *Great Dialogues of Plato*. Trans. W.H.D. Rouse. Signet Classic: New York, 1984.
- KING** ❖ Carroll, Anne W. *Christ the King Lord of History*. Tan Books and Publishers, Inc.: Rockford, 1994.
- CLASSICS** ❖ King, Abigail. *Classics Conference The Greeks*. Kolbe Academy Press: Napa, 2002.
- GRK HST** ❖ *Kolbe Academy Weekly Quiz Book for Greek History*. Kolbe Academy Press: Napa, 2002.
- HERO** ❖ *Kolbe Academy Study Guide to Herodotus*. Kolbe Academy Press: Napa, 2005.
- THUCY** ❖ *Kolbe Academy Study Guide to Thucydides*. Kolbe Academy Press: Napa, 2005.
- XENO-PLU** ❖ *Kolbe Academy Study Guide to Xenophon's Persian Expedition & Plutarch's Rise and Fall of Athens*. Kolbe Academy Press: Napa, 2005.
- PLATO** ❖ *Kolbe Academy Study Guide to Great Dialogues of Plato*. Kolbe Academy Press: Napa, 2000.

¹ Dates and events taken from *The Oxford History of the Classical World*, Boardman, Griffin and Murray, 1986, and <http://ancienthistory.about.com/od/timelines/>

COURSE PLAN METHODOLOGY: Parents should use the teacher editions of the study guides for guidance and answers for the topics and questions in the Key Points section each week. The study guide questions and study sheets can be completed by the student during the week as he reads the material, unless otherwise noted. The quizzes should be given at the end of each week after the student has read the chapters assigned.

◆◆◆ FIRST QUARTER ◆◆◆

KOLBE FRESHMAN WELCOME WEEK												
CLASSICS	CD 1 CD 2 CD 9 LECTURE 2	⊕ Introduction to the Classic (for Student & Parents) ⊕ Introduction to the Greeks (for Student & Parents) ⊕ Teaching Classics & Assignments (for Parents)										
HERODOTUS	pp. vii – xlvi maps	⊕ Preface, Introduction, Glossary, Structural Outline, Chronology ⊕ Maps (Read and study these sections carefully)										
<i>Study Guides</i>	HERO	➤ Foreword & Introduction										
<p>🔑 Key points</p> <p>⊕ Read the Fallacies section above.</p> <p>The Classics Conference CDs provide an excellent introduction to study of the classics. Important concepts to understand laid out therein are the Greek ideas of:</p> <table border="0"> <tr> <td>⊕ Heroism</td> <td>⊕ East vs. West (and the superiority of the Greeks)</td> </tr> <tr> <td>⊕ Humility</td> <td>⊕ Disunity of Greece geographically & culturally</td> </tr> <tr> <td>⊕ Hubris or hybris (a sort of reckless, arrogant pride)</td> <td>⊕ Wit or Cleverness</td> </tr> <tr> <td>⊕ Man vs. God</td> <td>⊕ Fate</td> </tr> <tr> <td>⊕ Suffering yields Wisdom</td> <td>⊕ The Delphic Oracle</td> </tr> </table> <ul style="list-style-type: none"> • Discuss the ideas above that dominated Greek thought and culture. <p>⊕ What are the Classics? [a) Anything pertaining to Classical Civilization – the Greeks and Romans, and b) in a more general sense, from the class of the best (Louise Cowan).]</p> <p>⊕ Why study the classics? [a) Backbone of Western civilization, b) Back drop for Christianity, c) develop critical thinking, logic and judgment (separate the wheat from the chaff), d) develop language and communication skills, e) develop comprehension and memorization abilities.]</p> <p>⊕ How should one approach studying history?</p> <p>⊕ Make sure to reference the maps as you read and pay attention to the location and interaction of each people discussed.</p> <p>⊕ Study the time line in the course plan now and throughout the course. Each week you can add important figures and events to it.</p> <p>⊕ It is helpful to create a chart as you read about the various civilizations, the sequences of rulers and the interactions between them in order to keep them straight.</p>			⊕ Heroism	⊕ East vs. West (and the superiority of the Greeks)	⊕ Humility	⊕ Disunity of Greece geographically & culturally	⊕ Hubris or hybris (a sort of reckless, arrogant pride)	⊕ Wit or Cleverness	⊕ Man vs. God	⊕ Fate	⊕ Suffering yields Wisdom	⊕ The Delphic Oracle
⊕ Heroism	⊕ East vs. West (and the superiority of the Greeks)											
⊕ Humility	⊕ Disunity of Greece geographically & culturally											
⊕ Hubris or hybris (a sort of reckless, arrogant pride)	⊕ Wit or Cleverness											
⊕ Man vs. God	⊕ Fate											
⊕ Suffering yields Wisdom	⊕ The Delphic Oracle											
<div style="border: 1px solid black; padding: 5px; width: fit-content;">Notes</div>												

WEEK 1		
KING	Chapter One	⊕ What Is History All About (Optional)
HERODOTUS	Book I (pp. 1 – 64)	⊕ Beginning of the tensions between the Greeks and the Persians ⊕ Croesus; Cyrus’s early history
Study Guides	HERO GRK HST	➤ Book One (Q. 1-72: These may be answered orally) ➤ Week One Quiz (optional)
Paper Topic	<i>How did hubris (pride) lead Croesus to destroy his empire?</i>	
<p>Key points</p> <p>Herodotus begins Book I by telling how the strife between the East and West first began with the crime of woman stealing. According to his account, the Trojan War began when Paris (evaluating past incidents) the decided he could steal Helen of Argos without retribution. However, rather than letting the matter slide as in times past the Greeks banded together and went to war for Helen.</p> <p>The rest of the week’s readings deal with the reign of Croesus king of Lydia, the destruction of his empire, and with Cyrus the Persian’s rise to power.</p> <p>Herodotus tells the history of how Croesus [the 5th in Gyges line of ancestors] family came to power in Lydia. When Croesus was considering attacking Cyrus, he consulted the oracles and received the message that he would destroy a great empire if he attacked the Persian. Out of hubris he assumed that this meant he would destroy the Persian empire, and thus, despite wise advise against it, he planned to attack Persia. First, he made an alliance with the Lacedaemonians (Spartans) and then proceeded to attack Persia. As Cyrus gained the upper hand in the fighting, Croesus sent word to the Spartan for help. When the Spartan received the message from Croesus they were engaged in a battle [the famous Battle of the 300] against the Argives, and so were delayed in going to Croesus’s aid. When Sparta was finally was ready to set out for Lydia to help Croesus, it was too late. Cyrus had conquered Lydia and Croesus was taken prisoner; these events happened in 547 BC. Cyrus decided to spare Croesus’ life upon hearing the story of Solon and considering his own mortality and fortune.</p> <p>This week’s readings also include the account of Cyrus birth, discovery of his survival, and of his coming to power in Persia.</p> <p>DISCUSS: BOOK I</p> <ul style="list-style-type: none"> • Why did Herodotus write the <i>Histories</i>? [Note: By barbarians Herodotus is referring to any non-Greek people.] • How did the tensions begin between the Greeks and Persians? How did the Trojan War begin? • Discuss he career and character of Croesus. • Who were Candaules and Gyges? How are Gyges and Croesus connected? • Describe some incidents and commentary Herodotus includes that demonstrate the Greek wit and trickery. • Discuss the nature of the oracles. • What is hubris? Explain three events of this week’s readings where someone’s hubris affected actions and the subsequent events of the story. How could these events have been otherwise? • How do Athenian and Spartan customs differ? 		
<div style="border: 1px solid black; padding: 5px; display: inline-block;">Notes</div>		