

Ancient Literature/History

Yearlong (2022-2023)

**Instructor:** Madeleine Kirkpatrick

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**Eligible Students:**

**Grades 6-8**

**Prerequisites**: Student reads independently at or above a seventh-grade level, composes complete sentences and writes a focused paragraph. They should also possess basic computer skills, be capable of clearly narrating or explaining a new passage he/she has just read and participating in thematic class discussions about history and literature. Students should also demonstrate a teachable spirit and a willingness to discover how men and women lived, learned, and worked in

the ancient past.

**Course Description:**

This course introduces the students to the ideas, events, and cast of characters that molded the social, political, religious, scientific, economic, and technological history and literature of the Ancient and Classical world. These two classes are paired together, taught by the same teacher, and scheduled back-to-back, creating the “humanities block,” although either course may be taken separately. Students who take both courses receive a discount. Because of this arrangement, and the nature of history and literature, there will necessarily be overlap between the two classes.

In this course, students will learn to understand the people and culture of the ancient world not only by reading about them, but by reading what they read. This integrative experience of history and literature is one of the benefits of the classical model. Students will get to know how ancient people lived, what they valued, and how they viewed themselves, others, religion, and much more.

*History*

The main geographical focus of this course will be the Classical Mediterranean and Europe, but will also include portions of the Middle East, Africa, Asia, and the Americas when relevant. Classical civilization did not exist in a vacuum but was shaped by exchanges and encounters with the broader world before it became the cultural tradition that we inherited. Each class period is intended to be primarily seminar/discussion style. The instructor may open a history class with an occasional 15-minute lecture to provide historical background and context, but the intention is to keep the classes dialogue-driven.

*Literature*

The literature section of the humanities block aims to introduce students to several of the “great books” of classical literature. Classes will consist of seminar-style discussions of the readings, with the instructor serving as the facilitator. The goal is to encourage a deeper understanding and appreciation for the readings and their timeless truths through thoughtful dialogue on a book’s characters, plot, themes, and cultural context. Students are expected to participate actively in these discussions by formulating thoughtful questions and interacting with their peers.

**Schedule for Ancient History/Literature*:***

**Class Sessions Dates:**

Begin Wednesday, September 6, 2021; running through Wednesday, May 25, 2022.

**Class Times:** *Tuesdays and Thursdays, 9:30 - 10:45 pm ET (Literature – section 1); 11:00 - 12:15 pm ET (History- section 2)*

**Please see https://scholeacademy.com/academic-calendar/ for specific dates and school holidays.\***

*\*Please note the above dates and times are the anticipated class sessions for this course. However, all dates are subject to change as the instructor’s circumstances might dictate (e.g. illness, family emergency). Any classes canceled by the instructor will be made up at an alternate time designated by the instructor.*

**Office hours**: *By appointment*. (Please include time zone in your appointment request.)

**Course Texts**

**NOTE ON TEXTS: Not every chapter in the textbooks will be assigned. Only the chapters most relevant to course material will be required. I also supplement the readings with primary sources and excerpts from other books. PDFs of additional texts used will always be provided. Students are only responsible for obtaining required books.**

***History Texts***

Mills, Dorothy. *The Book of the Ancient Romans.* Brooklyn, NY: Angelico Press, 2007. 1597313548

Mills, Dorothy. *The Book of the Ancient Greeks.* Brooklyn, NY: Angelico Press, 2007. 1597313564

Hamilton, Edith. *Mythology: Timeless Tales of Gods and Heroes.* (Any edition works). ISBN: 978-0446574754.

*The Bible.* (Any Translation)

***Literature Texts***

Homer and Robert Fagles (Translator), *The Odyssey*. New York: Penguin Classics, 1996. ISBN: 978-0140268867

Virgil and Frederick Ahl. *The Aeneid*. New York: Oxford World Classic, 2008. 9780199231959

Lewis, C.S. ‘*Til We Have Faces.* New York: HarperOne, 2017.

**Course Map:**

**Quarter 1 – The Bronze Age**

Sumer

Mycenaeans and Minoans

Greek Mythology

Troy

Egypt

Israel

Babylon

**Quarter 2 – Greece**

Sparta

Athens

Persia

Greco-Persian War

Peloponnesian War

Greek Philosophers

Alexander the Great

India

Nubia and Cush

Hellenistic World

Carthage

**Quarter 3 – Rome I: The Republic**

Etruscans

Founding Myths and Kings

Republican Rome

Punic Wars and Hannibal

Iberia

Roman Civil wars

Julius Caesar and the Triumvirate

**Quarter 4: Rome II: The Empire and Christianity**

Caesar Augustus

Virgil

Jewish Revolt

Early Christianity

Trajan and Hadrian

Diocletian

Constantine

Augustine

Fall of Rome

**Student Expectations: Executive Function Skills**

Students are expected to have proficient reading and writing skills as well as the interest and capacity for engaging in discussion about history and literature. Students suited for this course will also be cultivating the following scholarship skills:

* Actively and independently engage in notetaking. *(Since this is a skill that requires practice and cultivation, I do not expect them to have mastered this. They should at least be willing to improve this skill. There will be opportunities throughout the course for them to receive guidance on this).*
* Reads independently, using annotations and underlining to highlight important or unclear information. *(Again, this is a skill that requires practice. We will be cultivating this practice throughout the course).*
* Receive and apply teacher critiques
* Adhere to deadlines
* Be responsible for class and project preparedness
* Take initiative to ask questions for understanding and comprehension

**Student Expectations In Action**

Students are expected to read the said materials and come to class ready to actively engage in thoughtful group discussions.

Students are expected to arrive to class on time and with all assigned material completed. The instructor will facilitate learning for the student, but the responsibility for staying up-to-date with classwork and assignments ultimately falls to the student.

All assignments will be due into the appropriate Schoology Assignment folder prior to the start of class each day.  Students turning in late work will earn a 10% penalty for each day the assignment is late.  Students will submit their work by scanning their homework pages and uploading it into the Schoology assignment window.

**Student Evaluation: Grading**

While striking a “restful” posture of learning in this class through Scholé Academy, I also recognize the need to provide grades for students who will be using this course as part of their prepared college transcript. It’s a delicate balance to achieve both restful learning and excellent academic performance. Earning a specific grade should not overshadow achievement goals for mastery of this discipline. It is my aim as a teacher to uphold and model the worth of such gain, and the application of it.

Here are the point values:

**A= 90% - 100%**

**B= 80%-89%**

**C= 70%-79%**

**F= 69% or lower**

These point values correspond to the below titles likewise:

**Summa Cum Laude (97% or higher)**

**Magna Cum Laude (90-96)**

**Cum Laude (80-89)**

**Satis (70-79)**

Ideally, every average student working diligently should do praiseworthy work (cum laude).  Those who excel beyond this expectation will be the *magna cum laude* students.  Students who do adequate but not praiseworthy work be designated *satis*.  *Non satis* means lacking sufficiency or adequacy.

Inasmuch as you might be fully on board with this grading method in theory, there will undoubtedly be the need to complete a college transcript with either a numeric or traditional letter grade.  Traditional percentage grades will be provided and will be readily accessed on the **Ancient History** Schoology page.

**Student Evaluation: Mastery Portrait**

Mastery portrait: Students who are prepared to take this class are typically early to late teens, adolescents approaching young adulthood. This developmental stage is an interesting one, brimming with lots of new characteristics. It is imperative, then, that this course not only provide the academic components necessary to achieve mastery of the content of the class (knowledge) and skills associated with analytical thought; but to also help engage the student in development of their moral virtues. These three aspects of the course would comprise the “learning target”.

Mastery in this course will go beyond just reading and recalling content. At the completion of this course *cum laude* students will be able to name the major people involved in the time period studied, as well as be able to explain their significance and major deeds. Apart from naming important figures, *cum laude* students should be able to discuss the major themes of the period and large topics that are discussed and read about in class. In short, they should not just recall, but understand, analyze, and apply what they have learned and see how it fits within the broader scope of western history.

For the Literature course, students should be able to see and explain how these major ideas and developments are expressed through the literature.

• Additionally, students should be able to consistently improve in their reading ability (comprehension, speed, annotation skills, etc), note-taking ability, and critical thinking ability (especially in a verbal communal setting)

• Students will be guided in truth, goodness, and beauty throughout the course. It is expected

that students will be able to see the various topic both in their own light, and in the greater context of Christianity.

**Student Evaluation: Assignments, Types & Weights**

Mrs. Hartke will communicate with students regarding assignment feedback and grading through the free online grading system, Schoology. The teacher will provide students with more detailed information and access to the Ancient History course page.

Student’s grades will be comprised of:

1. Essay (Midterm and Final)

2. Class Participation

3. Homework & Response Papers

4. For history students: Timeline work

**Student Evaluation: Academic Dishonesty**

Students will often take assessment tests and/or quizzes privately at home.  Students are on their honor to abide by [Scholé Academy’s Learning Philosophy](http://www.scholeacademy.com/student-parent-handbook/) which assumes the personal cultivation of Student-Virtues described in the Student-Parent Handbook.

Additionally, plagiarism is a serious and punishable offense.  Proper citation of all sources is essential to the academic endeavor.  Remember to cite any source if the information is not common knowledge or is an opinion obtained through any source.  A plagiarized assignment will result in a failing grade.  Students should consult their chosen style manual (see Student Expectations above) for specific direction on obtaining, quoting and paraphrasing sources.

**The Virtual Classroom:**

We will be using the free online “virtual classroom” software provided by Zoom, one of the leading companies that provides such software.  The virtual classroom will provide students with interactive audio, text chat and an interactive whiteboard in which texts, diagrams, video and other media can be displayed and analyzed. We will provide students with a link (via email) that will enable students to join the virtual classroom.

Specific information regarding the technology used by Scholé Academy (including required technology) can be found by visiting the [Technology in the Classroom](http://www.scholeacademy.com/student-parent-handbook/) section of the Student Parent Handbook.

Students will submit documents by scanning and uploading them to their personal computer, then attaching those files as .pdfs to an email.  They will submit their work to the Ancient History Schoology assignment page (access granted after enrollment is secured).

**About the Instructor:**

Madeleine holds her Bachelor of Arts in English and Multimedia Journalism from Evangel University in Springfield, Missouri. She is currently pursuing her Master of Arts in English Literature at Missouri State University. Madeleine was classically educated all the way through high school and is passionate about seeing others fall in love with learning. She has gotten to see, throughout all of her education, the value and power of critical thinking, reading well, and skillful, effective communication.

Madeleine’s hobbies include reading, writing, building her personal library, trail-running, travelling, cooking, and thrift-shopping. She lives in Springfield, Missouri with her husband, Nathan, in a renovated 1890’s carriage house.