



# *MS Ancient History*

Yearlong (2021-2022)



## **ELIGIBLE STUDENTS: Grades 6-9**

**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.

**Class Dates:** Begin Tuesday, September 6, 2022; running through Thursday, May 25, 2023.

### **Class Times**

**Section 1:** Tuesdays and Thursdays, 9:30 AM (ET) – 10:45 AM

**Section 3:** Tuesdays and Thursdays, 2:00 PM (ET)– 3:15 PM

**Instructor:** Mrs. Lauren Hartke

**E-mail:** [lhartke.scholeacademy@gmail.com](mailto:lhartke.scholeacademy@gmail.com)

## **SCHEDULE FOR ANCIENT HISTORY:**

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### **CLASS SESSIONS DATES:**

Classes will take place on **Tuesdays and Thursdays:** 9:30 AM – 10:45 AM (EST) **OR** 2:00 PM – 3:15 (EST) for 32 weeks and 63 classes.

**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:** I can be reached by email or phone between 9:00 AM (Eastern) and 6:00 PM, Monday through Friday. Virtual meetings can be arranged by appointment between and 5:00 PM, Monday through Friday. If students or families need to meet and none of these times work, I can make accommodations. Please allow 24-hour notice if you wish to schedule a meeting outside of normal office hours.

## COURSE TEXTS

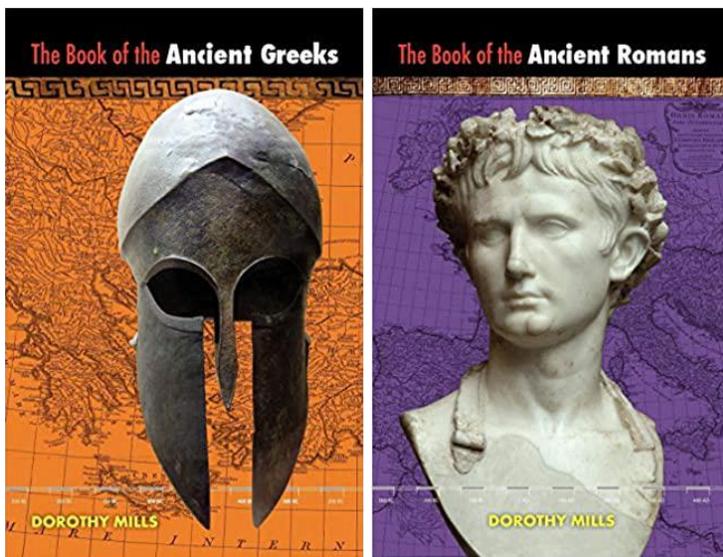
**NOTE ON TEXTS:** Not every chapter in the textbooks will be assigned. Only the chapters most relevant to course material will be required. I also supplement the readings with primary sources and excerpts from other books. PDFs of additional texts used will always be provided. Students are only responsible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

*The Bible*. (Any Translation)



## COURSE MAP:

### Quarter 1 – The Bronze Age

Sumer and Mesopotamia  
Babylon  
Egypt  
Mycenaeans and Minoans  
Greek Mythology  
Troy

### Quarter 2 – Greece

Sparta  
Athens  
Persia  
Greco-Persian War  
Peloponnesian War  
Greek art and architecture  
Alexander the Great  
The Hellenistic World

### **Quarter 3 – Rome I: The Republic**

Etruscans  
Founding Myths and Kings  
Republican Rome  
Daily Life in Republican Rome  
Hannibal and the Punic Wars  
Roman Civil wars  
Julius Caesar and the Triumvirate  
Fall of the Republic

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

Caesar Augustus  
Life in the Roman Empire  
Jewish Revolt  
Early Christianity  
Trajan and Hadrian  
Diocletian  
Constantine  
Augustine and the Fall of Rome

**\*Note on Course Map:** This breaks down a basic outline of the topics covered in the course. A tentative reading schedule will be provided at the beginning of the school year to give students and parents an idea of the kind of workload to expect. However, the instructor reserves the right to adjust the reading schedule throughout the year in order to maintain a deep, yet restful approach to learning in accordance with Scholé Academy learning philosophy.

### **COURSE DESCRIPTION:**

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This course introduces the students to the ideas, events, and cast of characters that molded the social, political, religious, scientific, economic, and technological history from the Ancient and Classical world. This class is paired with a corresponding literature class, taught by the same teacher, and scheduled back-to-back in a “block.” Students who take both courses receive a discount. Either course may also be taken as a stand-alone course. Because of this arrangement, and the nature of history and literature, there will necessarily be overlap between the two classes. This integrative experience of history and literature is one of the benefits of the classical model.

I believe that the Biblical mandate to “love thy neighbor” extends even to human beings that came before us. We desire to know and understand how people in the past lived, what they valued, and how they made sense of the world. Augustine wrote that humans are defined by their loves. We can get a sense for the “loves” of past people and cultures by studying their world and by reading the works that they read. This is an act of Christian charity or love that should stir us to humility and gratitude. Students will be seeking truth, beauty, and understanding through history and literature. My hope is that students come out of this course with a historical mindedness that produces a deeper love of God and love for our neighbor.

The main geographical focus of this history course will be the Classical Mediterranean and Europe, but will also include portions of the Middle East, Africa, and Asia 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 a traditional lecture-style lesson to provide historical background and context, but the intention is to keep the classes dialogue-driven.

## **STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS**

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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, 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 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**

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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 in the appropriate Schoology Assignment folder prior to the start of class each day. Students turning in late work will earn a 5% 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**

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While pursuing Ancient History through Scholé Academy will be “restful” and lots of fun, we 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. I can assign the following grades to your student’s level of achievement: *magna cum laude* (with great praise); *cum laude* (with praise); *satis* (sufficient, satisfactory) and *non satis* (not sufficient).

Here are the point values:

**A= 900-1000 Points**

**B= 800-899 Points**  
**C= 700-799 Points**  
**F= 699 or lower**

These point values correspond to the below titles likewise:

***Summa Cum Laude* (970 or higher)**  
***Magna Cum Laude* (900-960)**  
***Cum Laude* (800-890)**  
***Satis* (700-799)**

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.

As much 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. Additionally, the instructor will provide a transcript of that grade to the requesting parent at the end of the year.

### **STUDENT EVALUATION: MASTERY PORTRAIT**

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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. 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 and to see the various topic both in their own light, and in the greater context of Christianity.

## **STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS**

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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. Tests/Quizzes: 150 points
2. Class Participation: 350 points  
(This includes consistent reading logs and discussion grades).
3. Homework: 350 points
4. Papers/Projects: 150 points

## **STUDENT EVALUATION: ACADEMIC DISHONESTY**

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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](#) 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:**

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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](#) 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:**

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Lauren Della Piazza Hartke is a third-generation teacher, raised by parents who instilled in her a passion for history and literature. She graduated from a Christian high school before attending Geneva College in Beaver Falls, Pennsylvania. She had the opportunity to study abroad in Scotland for a semester before she obtained a B.A. in History. As a teaching assistant at Geneva Col-

lege, she fell in love with teaching the humanities. She went on to obtain an M.A. in Public History from Georgia Southern University where she also worked as a teaching assistant and a coordinator for the Ogeechee International History Film Festival.

Lauren's abiding interest is in educating people of all ages in all matters of history, but her favorite eras are classical and medieval Europe. Her experience in both Christian and secular higher education made her consider her own pedagogy and preference for the classical model. She firmly believes that an education in the humanities enables us to better love God and love our neighbors.

Besides reading and watching old films, Lauren loves baking, traveling, playing the piano, and hiking. She and her husband Logan live in Jacksonville, Florida where they share a house with their cat, Katya. They love cooking for friends and family members and can frequently be found at exotic grocery stores shopping for unique ingredients.