

Welcome to The Curious Historian

by Dr. Christopher Perrin

Welcome to History

We are so glad that you are continuing to study history with us! In each book in The Curious Historian series, you will find a rich, engaging presentation of information about important people and civilizations throughout history that still have much to teach us, even in our modern age. You will learn about the language, religion, arts, architecture, monuments, and writing of each of these civilizations. The full-color art and artifacts pictured throughout each book will help you understand what these civilizations created and will give you an appreciation of the wonder and beauty of history.

In *The Curious Historian Level 2B*, you will be delighted with the history and culture of the Romans, who laid the foundation for much of modern Western culture today. In addition to studying the Romans and the changes their republic and eventually empire brought about during the Classical Age, we will continue exploring the fascinating events that took place to the east, in China and India.

The Curious Historian Level 2 is the second part of our three-level history series. The levels, each consisting of two semester-long texts, will cover the following eras:

LEVEL 1: THE ANCIENT WORLD	Book 1A: <i>The Early & Middle Bronze Ages</i> (the Egyptians and Mesopotamians)
	Book 1B: <i>The Late Bronze & Iron Ages</i> (the Egyptians, Phoenicians, Israelites, Assyrians, Persians, etc.)
LEVEL 2: THE CLASSICAL WORLD	Book 2A: <i>Greece & the Classical World</i> (Classical and Hellenistic Periods; the Far East)
	Book 2B: <i>Rome & the Classical World</i> (the Republic and Empire; the Far East)
LEVEL 3: THE MEDIEVAL WORLD	Book 3A: <i>The Early Middle Ages</i> (Migration Era and the Viking Age)
	Book 3B: <i>The Late Middle Ages</i> (Crusades and the High Middle Ages)

Throughout each book, you will learn about important people, leaders, kings, generals, philosophers, artists, and public speakers. You will read about why we remember them, what they did, and what they tried but failed to do. You will learn about what they have left behind that are still of great value to historians: monuments, writings, personal belongings, and more. You will learn these people's stories.

In fact, history is a story—a very long story with many, many interesting events. It is a record of what people have done, what they have thought, what they have built, what they have written, even what they have hoped for and believed in. History helps us remember some of the remarkable things that humans have achieved over thousands of years, such as learning how to farm

and build large cities, inventing systems of writing, and creating beautiful art and monuments.

History is also a story of conflict and failure. While people in the past achieved great things, they also fought terrible wars that destroyed much that was good. People sometimes struggled to do what was wise and good, and sometimes they were drawn to what was foolish, selfish, greedy, and destructive. The study of history shows us both the wisdom and the flaws of the people of the past, helping us to learn from their successes and mistakes.

A It is important that we seek to cultivate virtue in our students and point out examples of vice. It is challenging to find specific, concrete traits to emulate or condemn in these earliest rulers in history, because the records that have survived were often exaggerated or slanted in favor of the rulers. However, we can study how the Romans considered the *virtus* (“excellence” or “goodness”) of its citizens to be the basis of a good, free society. See page E of the Introduction to Teachers for more on how we have incorporated the discussion of virtues and vices in *Level 2B*.

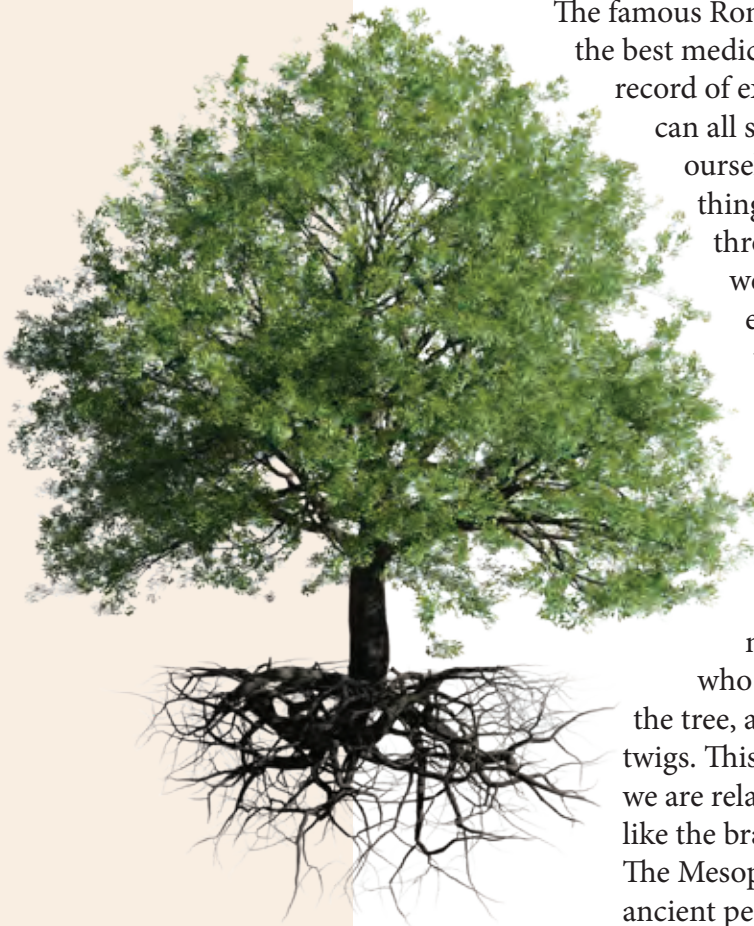
Know What Is Excellent

The study of the past has a lot to teach us about what people are like throughout history. This means it teaches us what we ourselves are like, because we are people too. History introduces us to various heroes and villains who teach us something of virtue and vice. It shows us how some people are tempted to become cowardly in times of danger, but also how some people demonstrate courage (fortitude) and bravery. It shows us how people with great power are easily tempted to become cruel and greedy, but also how some people use their power to generously bless and help others. It also shows us how people can be both kind and cruel at different times—for many people are a blend of virtue and vice! In other words, the study of history can serve as a model to help show us how to be virtuous and wise and avoid being selfish and cruel. It provides us with cautionary tales and warnings but also with inspiring stories that encourage us to be brave, generous, kind, and daring.^{**A**}

The famous Roman historian Livy said, “The study of history is the best medicine for a sick mind” because history gives a long record of examples of human behavior and experiences that we can all see. He said that in this record we will find both for ourselves and our country “examples and warnings: fine things to take as models, base [corrupt] things, rotten through and through, to avoid.” As students of history, we should imitate the virtuous (right or excellent) examples we find in history and avoid those things that are cruel and rotten. If Livy is right, then we can work to become better, more virtuous people by studying history.

Know Ourselves

To study history is to study who we once were and to learn why we are the way we are now. You might say that history is the study of our beginning. If we think of history as a tree, then the peoples who came before us are like the roots and the trunk of the tree, and we are like the most recent branches or the new twigs. This means that while we are the most recent people, we are related to those people who have gone before us, just like the branches of a tree are related to its trunk and roots. The Mesopotamians, Egyptians, Greeks, Romans, and other ancient peoples are the roots and trunk of the “history tree.”



When we study this tree (these ancient peoples), we are studying ourselves, because in some important ways we came from these peoples.

We have built our modern cities, governments, and more on the foundations of these ancient civilizations. For example, if you visit a major American city, such as Washington, DC, you will find many museums, government buildings, and courthouses with great pillars and columns supporting triangular roofs. The design of these buildings



The US Capitol building in Washington, DC

imitates the architectural style of the Greeks and Romans, which in turn were imitating the great columns and angles of Egyptian structures. In other words, the great buildings in American cities are in fact ancient in their style and design!

Know the Future

The study of history helps us to understand ourselves now, but it also helps us to make educated guesses about what might happen in the future. Why is this true? Because humans have shared the same nature over thousands of years! History teaches us that people in all times tend to act in the same ways in similar circumstances.

Here is just one example. Throughout history, when people face threats from an invading army there are almost always some who wish to surrender out of fear, and others who are willing to betray their own city or country to save themselves or even to make a profit. There are also those who are willing to stand up and bravely fight to protect their country and those in danger. Therefore, we can predict that if, during our time, our country or city is threatened, we will likely find each of these types of people. So, as you can see, the study of history helps us to better anticipate what might happen in the future!

So, welcome back, once again, to the study of history. We hope this study will help you learn more about pursuing virtue and wisdom and avoiding selfishness and greed. We hope it will also help you know more about where you have come from and learn to wisely anticipate the future. And last but certainly not least, we hope this series will capture your curiosity and spark your imagination about the world of the past, leading you to see that the study of history is not only important but also fascinating! ^B

^BThe study of history, as the name implies, is to engage in a story: a story on a large scale that involves individuals, groups of people, and nations in an unfolding narrative of events and ideas. If we believe this to be true, then we should expect the study of history to contain meaningful patterns of cause and effect, and even some dramatic moments that make for long-lasting change.

The records we have for much of ancient history are sparse, though, making it hard for historians to accurately interpret precisely just what happened in these earliest civilizations and when, and also to pinpoint causes for various effects. Even when it comes to the study of the Romans, who left behind a wealth of written records, historians still have many unanswered questions. We have tried to avoid presenting all of ancient—and now classical—history as a clearly understood series of events. In several cases throughout the text, we have noted events for which there are conflicting dates and interpretations. These notes are intended to help you familiarize your students with the reality that historical interpretation is not an exact science, but rather an interpretive art that requires patience and humility. As new evidence is uncovered, often our historical interpretations will be changed and the narrative of history updated!

History, too, enables students to stretch their wings and exercise the skills they have been cultivating in other aspects of their education: writing, thinking, reasoning, interpreting, assessing, and persuading. In other words, history proves to be an important place in which students can learn to employ and practice the liberal arts they have been studying. Grammar, logic, and rhetoric are fully employed in the study of history.

We hope that as you teach through The Curious Historian series, you will discern the ways in which we have sought to provide you with a curriculum that will assist you in presenting history as an unfolding, meaningful narrative that cultivates virtue and exercises the skills that comprise the liberal arts.



If you are new to teaching history, or would like to deepen your pedagogy and understanding, you may wish to take the ClassicalU “How to Teach History” course, <https://www.classicalu.com/course/how-to-teach-history>. In this course, veteran history educator Wes Callihan traces the history of history, explores its purpose and value in the classical tradition, and discusses the best means for growing as a student of history—and thus becoming an effective teacher of history. Lesson topics include “History and the Liberal Arts,” “Problems in the Study of History,” and “Essential Qualities and Practices of a History Teacher.”

A Note on the Sidebars, Maps, Images, and Time Lines

History is a story. That’s why each chapter in *The Curious Historian Level 2B* is laid out with the historical narrative taking up the most space on each page. However, each chapter lesson is filled with a variety of sidebars, which are boxes or notes that are placed alongside the main narrative. They provide additional information or summarize key facts, and different icons indicate the different kinds of sidebars.

-  **History Bits:** Often in the form of lists or charts, these sidebars usually include summaries of important information presented in the chapter. They can be useful for you to review before you complete the chapter exercises and quiz. Sometimes, though, a History Bits sidebar includes new, interesting information that can help round out your understanding of events.
-  **Religion in History:** These sidebars point out intersections between classical history and events or figures in biblical history or church history.
-  **To the Source:** Many of our English words come from Latin or another language. When a vocabulary word has interesting or unusual roots, we have supplied this information in a To the Source sidebar. These word origins may be of particular interest if you are also using our Latin for Children series.
-  **Question Box:** Curious historians (like you!) ask a lot of questions. That’s because history is more than a boring list of dates and facts. Asking thoughtful questions helps you think imaginatively. The Question Box sidebars include just such questions to get you started. They encourage you to draw connections between different eras and think deeply about historical patterns and influences that still exist in our own lives today. For example, How can a person balance personal integrity and political pressure? How do those in power use public statements and speeches to justify their actions? What conflicts can arise when cultures attempt to merge? Discussing such questions with your classmates and teacher will lead you to ask more questions. Be curious!
-  **Quips and Quotes Box:** Many chapters include the funny or clever remarks (quips) or the insightful quotations (quotes) of the famous poets, historians, philosophers, and other figures we are learning about. When you read a quip or quote, pause and think: Do you agree? Does it apply to your own life?

As you know from previous books, The Curious Historian series includes another sidebar—the notebook pages of Archibald Diggs: Archaeologist Extraordinaire! This fictional character is a guide of sorts who supplies interesting historical facts or archaeological tidbits that we hope will add flavor, intrigue, and at times even some humor to the lesson.

Also placed alongside the lesson in each chapter are an array of maps and full-color images with captions. Rather than distracting from the main historical narrative, they help you envision the setting, events, and people you are reading about. Similarly, the time lines at the start of each chapter and in each unit introduction not only help you review the lesson but also give you a framework for the story of history. As you learn and enjoy that story, the sidebars, maps, images, and time lines will focus your attention and stimulate your curiosity.

Introduction to Teachers

Welcome back to those of you who have decided to journey with us through the ages of history that we will be exploring in *The Curious Historian* series! We have attempted to write a text that intrigues as much as teaches—one that will be enjoyable for both those students who say they dislike history as well as those students who are fascinated by stepping through the doors of the past and learning about the people who lived so many years ago.

For digital resources that supplement this book, go to ClassicalAcademicPress.com/Pages/Subject-History. See pages F–G of this teacher's introduction for more details about what is available.

Sometimes the information about these early civilizations is uncertain, but we have attempted to put together the story of history in a clear, cohesive way that all can enjoy. To help students engage history with interest, throughout the narrative we have incorporated full-color art and pictures of artifacts, time lines, maps, various informative sidebars, and much more. This teacher's introduction will introduce our approach to teaching history and our intentions for this course of study. It will also supply an overview of the various elements found in the student edition and teacher's edition, and guidance for how best to use them.

Our Approach to Understanding and Teaching History

We have created *The Curious Historian* series with the following classical approach and pedagogy in mind.

- We believe it is important to teach students to begin thinking like historians rather than memorizing facts. The study of how human societies have changed over time lays the foundation for seeing history as more than just a list of dates and names.
- It is also important to help students understand that historians must engage in some degree of interpretation or puzzle-solving as they try to understand and then recount what has happened in the past and what the evidence means. Often the available evidence is limited or—in the case of some written records—exaggerated, making historical interpretation difficult and subject to change. Throughout the book, either in the student text or in teacher's notes, we will occasionally note where there are important debates among historians about the meaning, significance, and even basic facts or chronology of various events. Young students of history ought not fret about the point of view that every historian will bring to his or her work, but they should be introduced to the idea that we all bring our personal assumptions to any interpretive work.
- History can be studied for multiple purposes, and those purposes will evolve as students mature. In our view, following the classical tradition, the chief purpose for studying history is to cultivate virtue and wisdom in students. This means that they should learn to praise what is virtuous (right or excellent) and blame that which is not. Various historical figures and events will often exhibit both praiseworthy and blameworthy elements (virtues and vices). We should help students learn to be discerning and not to expect historical figures or events to be categorized easily as just “all good” or “all bad.”
- As noted in the series introduction (“Welcome to the Curious Historian” by Dr. Christopher Perrin), another important reason for young students to study history is to know their world and thus to better know themselves. The record of events and persons that have shaped our world is foundational to knowing who we have been, are now, and might possibly be in the future. In dozens of ways, students who have studied the past are well equipped to examine our current cultural moment and make wiser decisions about what is happening and what perhaps could or should happen. If our young students become curious about history—wanting to know the causes of events and movements and hungry to understand the motives of various people and the consequences of their actions—then they will be on their way to becoming thoughtful human beings, family members, workers, and citizens.

Book Introductions

The Curious Historian Level 2B (TCH2A) begins with a robust introduction, which is divided into two parts. This introduction sets the scene for the study of Rome and the classical world. The vocabulary and

concepts in these two introductions will be important in order to understand the rest of the text, so we highly recommend that you take time to cover the concepts.

Part I, “Roman Contributions and Legends,” explores how the Romans contributed to our modern world in many ways, particularly through language and government, as well as their remarkable practical engineering, creating aqueducts and roads that still stand thousands of years later. The second half reviews the lively legends the Romans treasured that described their origins as a people and gave them their sense of “Roman-ness.”

Part II, “Roman Geography and the Seven Kings,” provides students with an overview of the most important geographical features of the Roman Empire, beginning with Italy’s “boot” peninsula and including the Alps, the Po River valley, and the Apennine Mountains, but focusing on the seven hills of Rome itself. The second section summarizes the early Roman kings and why *rex* became such a hated word. And, since BC turns into AD during this course of study, we review how centuries are named and numbered.

Unit Introductions

Each unit opens with an introduction that sets the scene for the rest of the unit. For unit I (the Roman Republic) and unit II (the Roman Empire), the introductions include overviews of the changes occurring in Rome’s growing empire that the chapters will cover. The unit III introduction presents a brief overview of the Far East and the historical periods in China and India that coincide with the Roman Classical Period. These three introductions include time lines (also found in appendix E) that place each unit’s lessons in the context of other world events.

Chapter Elements

Time Lines

Each chapter opens with a time line that records pertinent dates discussed in the chapter, as well as additional “spotlight” events presented for context. It is important to keep in mind two key notes regarding the dates in *TCH2B*. First, when there is no scholarly consensus about dates or date ranges, we use “ca.” (circa) before them, indicating our inability to provide an accurate, exact date. As in previous volumes, we have again chosen to round a number of the date ranges, typically to the nearest decade, for the major periods and kingdoms we will be covering. Students are not required to memorize these dates, but a familiarity with the date spans will help them to keep the events in sequence.

Vocabulary

The chapter vocabulary is divided into three sections on the first page of each chapter: Important Words (key terms), Important Figures (key people), and Important Highlights (key periods, geographical concepts, and so forth). The vocabulary words are bolded and defined the first time they appear in each chapter lesson, and are included in the chapter exercises and quiz. We recommend beginning each chapter by spending a portion of class time reviewing the words and their definitions. Pronunciation for more challenging words, as well as expanded definitions for some terms, can be found in the alphabetical glossary.

Chapter Lesson

Weekly chapter lessons guide students chronologically through the history of Rome, as well as the continuing (and often intertwined) history of those kingdoms surrounding it that the empire warred with, many of which Rome ultimately subdued. We explore how Rome began and how its early kings ruled; the gradual formation of the Roman Republic, which eventually gave way to the establishment of Caesars and the Pax Romana; the series of ruling dynasties and their struggles to both hold the empire together and bolster their own power; and finally Constantine’s momentous decision to favor Christianity and the changes that new religion would put in motion that still have ramifications in our world today. And in unit III, we continue our study of the Far East with chapters on the emergence of the first unified empires in China and the early Middle Kingdoms of India. Interspersed with the chronological history, we also devote space in each chapter to delving into the fascinating culture of each civilization.

Throughout each chapter, we keep in mind some of the larger questions and great ideas that apply to all of us, both past and present: the importance of writing and communication, humanity's tendency toward creativity and beautiful art, the value of a professional military for a nation's defense, and our innate desires to be powerful and remembered long after we die.

We have tried to present a chronological narrative that is as simple and understandable as possible; however, striving for clarity often means having longer chapters, as shortening the text would leave too many gaps and make the narrative confusing. Therefore, we recommend that you review each chapter in advance of teaching it and exercise discernment in determining what content you wish to cover with students and what pacing will work best for your class. If you do choose to skip any chapter(s) entirely, be sure to reference the alphabetical glossary at the back of the book for definitions to review with students for general context as needed.

You might read the chapter narrative aloud, with the student(s) following along, or have your student(s) read the text aloud to you. Either way, be sure to pause throughout to emphasize key points, check for comprehension, and engage in periodic discussions. (The Question Box sidebars, while optional, will be particularly helpful here to prompt further dialogue.)

Other Features in Each Chapter

Culture readings

In *TCH2B*, we continue to include in many of the chapters lengthier spotlight pieces that discuss important literature, technologies, monuments, languages, and religions of the age. These cultural “of the Age” pieces are considered optional but highly encouraged reading material. Depending on your schedule, you might choose to select just one or two to highlight for students, to assign them as homework, or to skip them if needed.

Sidebars

Each chapter lesson is interspersed with a variety of sidebar elements, which are described in more detail at the end of the series introduction on page iv. These sidebar pieces, indicated by icons, are optional but help to provide additional context or summarize information:

-  *History Bits*
-  *Religion in History*
-  *To the Source*
-  *Question Box*
-  *Quips and Quotes Box*

As noted in the series introduction, the Religion in History sidebars are brief indicators of the intersections between classical history and events or figures in biblical history or church history. If you would like to further integrate biblical and early church history into your study of *TCH2B*, you can purchase *The Curious Historian's Archive: Extra Resources for Level 2A* (see page G of this introduction), which includes a Biblical Connections PDF with additional content. Icons in the teacher's edition indicate when to reference this optional piece. If you are planning to use both *The Curious Historian* and *God's Great Covenant* (also from Classical Academic Press) in the same school year, you can find at www.ClassicalAcademicPress.com/Pages/Subject-History a free PDF showing how the historical narrative presented in *TCH Level 2* overlaps with the New Testament narrative presented in *God's Great Covenant New Testament 1* and *New Testament 2*.

Archibald Diggs: Archaeologist Extraordinaire!

The notebook pages of our fictional archaeologist, Archibald Diggs, are another sidebar element that complements the main narrative in each chapter. With his initials of A.D., this character is a guide of sorts to modern historical discoveries as he supplies interesting, factual archaeological or historical tidbits that we hope will add flavor, intrigue, and at times even some humor to the lesson content.

(Example)

Human bones can sometimes tell us just as much as artifacts. Skeletons found during this time period have many severe injuries. This could mean that these people died in battle or in brutal attacks. —A.D.

Maps

We have included a variety of maps in this text because being able to visualize the geographical location of historic places and events is important for comprehension. In the review chapters as well as in Introduction Part II, which covers Roman geography, we have supplied a Label the Map exercise for students to practice identifying key locations in classical history. Appendix D includes an index with thumbnail maps, so you and your students at any point in the semester can easily find particular maps for reference and review. Look for downloadable PDF versions of the maps and map exercises at ClassicalAcademicPress.com.

Chapter Exercises

Each chapter includes an array of exercises that provide ways for students to review the material they have learned. We have incorporated many different kinds of review, both written and oral, to help students retain and expand upon the knowledge they have gained in the lessons. Also included in each chapter are exercises that sharpen students' critical thinking and writing skills. You will find in appendix B, Creative Projects, an extra exercise per chapter that enriches the students' experience of the history lesson with a hands-on assignment. Altogether, there is such a wealth of exercises available that you will need to select the ones that best meet the needs of your student(s). Here is a sampling of the types of exercises provided:

- *Talk It Over:* These questions present a topic to explore and discuss either together as a class, in smaller groups, or at home with a parent. Usually the Talk It Over questions give students the opportunity to apply the chapter content on a larger scale.
- *Content Review Exercises:* Chapter exercises vary but typically include a mix of matching, multiple-choice, short answer, fill-in-the-blank, true/false, and other formats to assess students on the specific vocabulary and important events and figures from each chapter.
- *Think About It and Write About It:* These questions present additional opportunities for students to think creatively and critically, and at times do some further research, to more deeply apply their knowledge and draw connections between the chapter material and their own modern lives. We have supplied lines for students to write down their answers, but you could also choose to use the Think About It questions as additional in-class discussion prompts.
- *Label the Map:* These exercises included in the review chapters as well as Introduction Part II are an optional way to incorporate geography into students' study of history.
- *Creative Projects:* Some of these extended exercises included in appendix B ask students to complete a lengthier writing assignment, such as a short story or essay, mini biography, interview questions and a subsequent article about a key ruler's achievements, and so forth. Others are hands-on activities, such as basic craft projects or simple games, as a way for students to apply their knowledge firsthand.

Teacher's Notes

In the Teacher's Edition, small, lettered icons sprinkled throughout the historical narrative refer you to notes that are found in the teacher pages at the end of each chapter. Many of these notes supply more full explanations and background for material that is in the student edition. Others provide sample answers for discussion ques-

tions. Some notes also recommend online resources and even videos that you can share with the students when you might want some *scholé* (or restful learning) in the classroom. Let us highlight here two kinds of teacher's notes that appear in every chapter:

- *Spotlight on Virtue*: In the first teacher's note of each pertinent chapter, we have indicated a particular virtue (or sometimes two) that you may wish to highlight or discuss with your students throughout the week as you read the lesson narrative. We have also supplied, on the last page of that chapter's teacher pages, an optional virtue-based discussion question and a sample answer that you can use as a guide (though the sample answers are by no means the full answers or the only ways to answer the questions!). The questions themselves are fully developed in engaging paragraphs that help students relate their own experience to historical understandings of virtue. A downloadable PDF of the questions is available for purchase as part of *The Curious Historian's Archive: Extra Resources for Level 2B* (see The Curious Historian series page, ClassicalAcademicPress.com/Pages/Subject-History). Plus, both the editions for students and teachers include a chart that synthesizes the categories of virtues in appendix C, *Virtue and Vice—A Roman Overview*.
- *Integration with Susan Wise Bauer's The Story of the World, Volume 1—Ancient Times*: We think very highly of Susan Wise Bauer's The Story of the World series and her engaging, narrative approach to history. While we have chosen to present our study of history in a more standard, chronological progression of important events and figures, throughout *TCH2B* we have noted where you may supplement by reading sections or chapters from *The Story of the World: History for the Classical Child*, vol. 1, *Ancient Times*. We also encourage you to peruse Dr. Bauer's corresponding activity book if you think your students would enjoy additional hands-on activities and projects. For homeschooling families and co-ops, supplementing The Curious Historian series with Susan Wise Bauer's books can help students of all ages learn history together. Similarly, we have also supplied suggestions in various teacher's notes for ways to integrate chapter lessons with our Writing & Rhetoric and/or Well-Ordered Language series.

Unit Review Chapters and Daily Life Pieces

Each unit ends with a review chapter and a “Life of . . .” piece. The unit review provides a short narrative that summarizes the main concepts from the previous unit and introduces the next unit (or next book). This summary is then followed by several pages of review questions and activities.

The “Life of . . .” piece tells the story of a fictional person living in the geographical area students have just studied. The entertaining characters of Metilia, Flamma, and Li Jing explain, from a student-friendly perspective, more about what life was like as, respectively, a Roman matron managing her household, a highly trained gladiator anticipating a match at the Colosseum, and young villager in Han China completing her chores and enjoying her day.

End-of-Book Review

TCH2B concludes with an end-of-book review containing a summary of the high-level concepts and a few final Talk It Over questions for discussion. The second half of the review includes short chapter-by-chapter summaries that ask students to fill in the blanks and supply key vocabulary terms or names of key figures. If you wish, you could have these chapter summaries serve as an end-of-book exam for students. If time permits, you may choose to spend an entire week working through this review chapter, as well as building in more extensive review, such as incorporating all the chapter vocabulary terms. This is a thorough, though not exhaustive, way to review the material covered over the course of the semester, and also a good way to more easily review the essence of the book and the flow of the historical chronology without all of the peripheral material.

Alphabetical Glossary

TCH2B includes an alphabetical glossary of all vocabulary words in this book and in the previous three books of the series. The definitions of some terms are expanded versions of those that appear in the vocabulary charts in the chapters, and pronunciations are supplied for Latin words and other challenging words.

Quizzes

If you would like to assess your students' recall of the content, each chapter has a corresponding short quiz that tests them on the most important vocabulary and facts. These quizzes can be found in the Teacher's Edition in appendix I. You can also download blank versions of the quizzes as a printable PDF found in the Bonus Digital Resources at ClassicalAcademicPress.com/Pages/Subject-History.

Other Appendices

TCH2A includes a variety of appendices for easy reference. In this introduction, we've already briefly described these appendices: (B) Creative Projects, (C) Virtue and Vice—A Roman Overview, (D) Maps Index, (E) Unit Time Lines, (I—TE only) Quizzes. The others are as follows:

- *Appendix A, Song Lyrics*: Each unit is accompanied by a song that summarizes its highlights, chapter by chapter, and the full lyrics are provided in this appendix. A song icon in the chapter text will prompt you to introduce each chapter's verse(s) to students at the beginning of each lesson.
- *Appendix F, Timetable*: This Ancient and Classical Civilizations timetable is supplied as an alternate way to view the events of history, condensing more information into a small space than is possible with a time line. Students need not be expected to memorize the timetable, but it gives them an at-a-glance summary of much of the content of both Level 1 and Level 2 of the series.
- *Appendix G, Reference Archive*: Included here for easy reference is an index to all the charts that are provided throughout the book. Plus, extra charts that supplement specific chapters are provided.
- *Appendix H, Guide to Holding a Roman Day Event*: Everything you need to know to host a day full of activities celebrating Roman history.

TCH Series Page

We offer a variety of optional, supplemental resources for *TCH2B*, some of which are free. Others are available for purchase either as part of *The Curious Historian's Archive: Extra Resources for Level 2B* or as part of the Bonus Digital Resources. (Note: the Bonus Digital Resources are complimentary for those who purchase their books at ClassicalAcademicPress.com.) The Curious Historian series page, ClassicalAcademicPress.com/Pages/Subject-History, makes it easy to find information and links for all these resources at any time.

Free Resources

- Scope and sequence for the entire series
- **Go Deeper PDF**: We are passionate about history, and at times it can be difficult to limit ourselves to just the most important, large-scale information when there are so many interesting tangents to explore! For those teachers and students who find themselves inspired to dig deeper, we have created a free, supplemental Go Deeper PDF that includes additional information you may wish to share with your students or explore for your own interest. This includes, but is not limited to, fun tidbits, links to museum collections of artifacts, links to virtual tours of ruins and key sites, and much more. Icons in the teacher's edition indicate when to reference this optional PDF resource. 
- Printable PDF of the song lyrics
- Suggested weekly and yearly teaching schedules
- A chart of the overlaps with the God's Great Covenant series

Available for Purchase: Bonus Digital Resources (complimentary for CAP customers)

- Printable PDF of the chapter quizzes and answer keys (also found in Teacher's Edition appendix I)
- Printable PDF of the Four Categories of Virtues (and Vices) chart included in appendix C
- Printable PDF of the charts in the Reference Archive (appendix G)

- Printable PDF of the chapter maps
- Printable PDF of the unit time lines (appendix E) and the timetable (appendix F)

Available for Purchase: *The Curious Historian's Archive: Extra Resources for Level 2B*

- **Songs:** It is a well-known fact that students rarely forget what they sing! *TCH2B* includes four catchy and entertaining songs that you and your students will enjoy singing in class and even as you go about the rest of your day. A song for each unit summarizes the key events and cultural pieces of each chapter, and a “Top 12 Things to Remember” tune is a great way for students to impress their friends and family with the most interesting tidbits about the classical world, including Roman history and culture, and the dynasties, empires, and idea systems of the Far East! The lyrics are found in appendix A, and a PDF download of the song lyrics is included for easy reference if your students want to sing in the car, on vacation, or at a friend's house.
- **Profiles and Legends for *TCH2B* PDF:** The farther forward we travel in our study of history, the more primary sources we have to tell us about the key figures, legends, and events of many civilizations, and the richer some of the stories become. Since our curriculum is, first and foremost, an overview of world history, we have chosen to privilege a chronological, historical narrative. The Profiles and Legends PDF is a collection of optional readings intended to complement the *TCH2B* chapters by shedding further light on interesting historical achievements by important figures, such as Cincinnatus and Spartacus, whom we could only spend a limited amount of space discussing in the context of each chapter. You can choose one or two of the readings to assign as homework, read them together with your students as part of your weekly class time, or save the pieces for supplemental readings during unit review weeks.
- **Biblical Connections in *TCH2B* PDF:** For teachers and parents who would like to integrate religious history/biblical studies with their study of classical history, we have created a supplemental PDF that draws connections to biblical history and locations, scripture verses, and so forth. Icons in the teacher's edition indicate when to reference this optional PDF resource. 
- **The Curious Historian's Reading Guide for *Level 2B* PDF:** For those who would like to continue their exploration of classical history beyond the pages of this text, we have supplied an annotated recommended reading list, featuring titles for both students and teachers. This PDF includes clickable links for easy browsing and purchasing.
- The “**Top 12 Facts from *TCH2B*,**” beautifully designed as a convenient reference sheet
- The discussion questions from the “**Spotlight on Virtue**” teacher's notes, compiled in a printable PDF that can be distributed to students.

Pedagogical Principles

The classical tradition has passed down a rich collection of successful methods for teaching children well. We encourage teachers of The Curious Historian series to become familiar with and to employ these methods while teaching history. Below is a list of key pedagogical principles that come to us from the classical tradition of education. You can read an annotated version of these principles of classical pedagogy under the Recommended Resources section at <https://classicalacademicpress.com/pages/what-is-classical-education>, and a video overview is available at <http://www.ClassicalU.com/Course/Principles-of-Classical-Pedagogy>. A subscription to ClassicalU.com will grant you access not only to additional videos that cover the nine essential principles in more detail, but also to scores of other online training videos for classical educators.

1. *Festina Lente*: Make Haste Slowly

Master each step rather than rushing through content.

2. *Multum Non Multa*: Do Fewer Things, But Do Them Well

It's better to master a few things than to cursorily cover content that will be forgotten.

3. *Repetitio Mater Memoriae*: Repetition Is the Mother of Memory and Makes Learning Permanent

Lively, regular review and repetition makes learning permanent.

4. Embodied Learning: Rhythms and Routines That Profoundly Teach

The rhythms, practices, traditions, and routines we create in our classroom are just as important for learning as our front-of-the-class instruction is.

5. Songs, Chants, and Jingles: How Singing Delights Students and Makes Learning Permanent

Mainly in the lower school, the most important content/skills we wish to emphasize should be taught or reinforced with a song, chant, or jingle.

6. Wonder and Curiosity: Modeling Wonder to Cultivate Lifelong Affections for Truth, Goodness, and Beauty

We should regularly seek to impart a love for Truth, Goodness, and Beauty by modeling our own wonder or love of that which is lovely, and by asking good questions to inspire students' curiosity.

7. Educational Virtues: Cultivating Habits of Learning Necessary for a Student to Be a Student

We should seek to cultivate virtues of love, humility, diligence, constancy, and temperance in the lives of students. In particular, when studying history we should ask, "What key figures and values should we emulate and praise?" and "What key figures and values should we avoid and blame?"

8. Restoring *Scholé* to School: Cultivating Restful Learning That Enables Deep Learning That Delights and Sustains Students

We should provide adequate time for reflection, contemplation, and discussion of profound and important ideas, both inside and outside the classroom, both with and without students.

9. *Docendo Discimus*: By Teaching We Learn—Why Students Must Teach to Master Learning

Older students should teach younger students to master material; you don't truly know something until you can teach it.