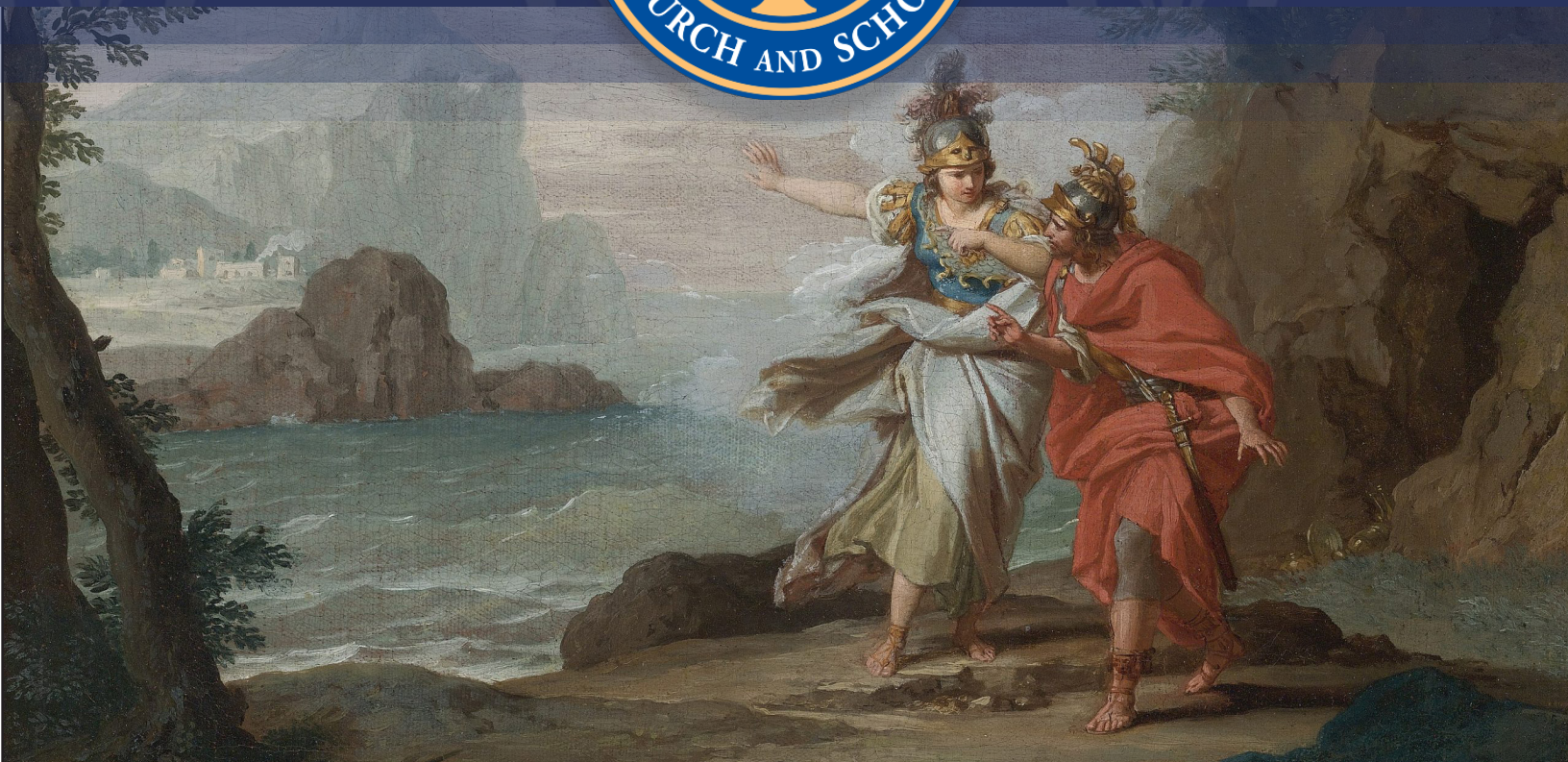
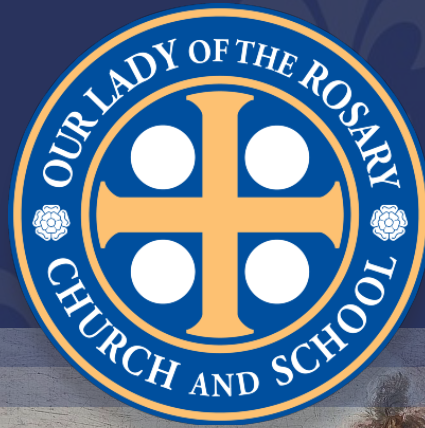


History Curriculum

Grade 06



Course Overview

Course Description

This course traces the ancient foundations of Western civilization, from the rise of early empires to the fall of Rome. Students will encounter a world of myths, monarchs, warriors, and philosophers—each wrestling with fate, glory, law, and virtue. From Achilles and Odysseus to Leonidas, Pericles, Caesar, and Christ, the course follows the heroic ideal as it is tested, refined, and ultimately transformed. Through epic stories, primary sources, and enduring questions, students will ask not only what ancient heroes did, but what made them worthy of remembrance. In a world of conquest and collapse, they will learn to measure greatness not by strength alone, but by sacrifice, wisdom, and the soul's allegiance to the good.

Why We Teach It...

We teach ancient history because to know our civilization, we must first know its heroes. The Greeks and Romans gave the West its language, laws, and vision of greatness—but also its long struggle to unite power with virtue. In the legends of Troy and the battles of Thermopylae, in the laws of Rome and the life of Christ, students discover the roots of our moral imagination. This course does not offer heroes to admire blindly, but men to judge—and to imitate when just. We study them not to glorify the past, but to recover a forgotten question: What makes for the ideal hero? In answering it, students begin the lifelong work of becoming someone worth remembering.

Course Objectives








By the end of this course, students will be able to:



Narrate the rise and fall of major civilizations from the ancient Near East to the Roman Empire with clarity, coherence, and moral discernment.



Course Objectives | Continued...

-  Identify and analyze key figures, events, and ideas that shaped the heroic imagination of the West.
-  Interpret primary sources—myths, inscriptions, laws, epics, and historical texts—with attention to both historical and philosophical meaning.
-  Examine the virtues and vices of ancient leaders in light of natural law, justice, and the classical ideal of greatness.
-  Develop habits of close reading, thoughtful annotation, and eloquent expression through summaries, essays, and Socratic discussion.
-  Practice classical oration through recitation, debate, and reflection on the great deeds and failures of ancient men.
-  Trace how Greek and Roman ideals prepared the world for the coming of Christ and the transformation of the hero's soul.
-  Grow in wonder, courage, and reverence for the past—seeing history not as distant memory, but as a mirror of the moral life.

Source Material

Famous Men of Greece by John H. Haaren and A. B. Poland
Famous Men of Rome by John H. Haaren and A. B. Poland



Key Figures & Terms

Bronze Age	Herodotus	Hellenism
Mycenaeans	Leonidas	Babylonian Captivity
Trojan War	Battle of Thermopylae	Maccabees
Achilles	Themistocles	Roman Republic
Odysseus	Battle of Salamis	Senate
Greek Dark Ages	Pericles	Punic Wars
Polis (City-State)	Peloponnesian War	Julius Caesar
Sparta	Thucydides	Augustus Caesar
Athens	Socrates	Pax Romana
Hoplite	Alexander the Great	Fall of Rome Empire

Central Themes

The Measure of a Hero

From the battlefield to the senate, the ancient world was filled with men who sought glory, conquest, and greatness. But not all who were strong were truly great. This theme traces the evolving ideal of heroism—from Homeric warriors to Roman statesmen—and asks: What kind of man deserves to be remembered? Students will explore how courage, wisdom, sacrifice, and justice shaped the heroic soul—and how that vision was fulfilled and transformed in the coming of Christ.

The Measure of a Ruler

Every empire begins with order, expands through power, and ends in collapse. This theme follows the arc of ancient civilizations as they rise from chaos, reach for dominance, and fall under the weight of their own pride or injustice. Through the study of law, warfare, leadership, and decline, students will learn to see history as a drama of human limits and the moral consequences of power without virtue.

Preparing the World for Christ

Though unknown to themselves, the Greeks and Romans prepared the way for something greater than empire. Their questions, myths, and achievements formed the soil into which the Gospel would later be sown.



Key Dates

- c. 1200 BC – Collapse of Bronze Age Civilizations
- c. 1180 BC – Traditional Date of the Trojan War
- c. 800 BC – Homer Composes The Odyssey
- 776 BC – First Olympic Games in Greece
- 490 BC – Battle of Marathon
- 480 BC – Battle of Thermopylae
- 431 BC – Beginning of the Peloponnesian War
- 399 BC – Trial and Death of Socrates
- 336 BC – Alexander the Great Becomes King of Macedon
- 323 BC – Death of Alexander the Great; Start of Hellenistic Age
- 167 BC – Maccabean Revolt Begins
- 44 BC – Assassination of Julius Caesar
- 27 BC – Augustus Becomes First Emperor of Rome

Assessments

Summative: 45 %

- Unit Exams
- Formal Essays
- Oral Presentations and Recitations
- Quizzes

Formative: 30 %

- Weekly Reading Responses
- Source Analysis (Documents, Speeches, Maps, Artifacts)
- Key Terms & Dates Quizzes
- Timelines & Graphic Organizers
- Participation in Seminars and Class Debates

Conscientiousness 25 %

- Homework
- Classwork
- Pop Quizzes
- Participation

Scope & Sequence

Unit 1 | Birth of Civilizations

1 Weeks

Week 1-4 Overview

This unit explores the mysterious rise and sudden collapse of the first great civilizations in the ancient world. Students will examine how early peoples in Mesopotamia, Egypt, and the Aegean basin built societies rooted in kingship, religion, and law—and how these fragile orders fell into ruin. From the splendor of the Bronze Age to the shadows of the Greek Dark Ages, students will begin to ask what kind of leader can preserve a people—and what happens when order breaks.

Central One Idea

Civilization begins with the desire to order life—but it can fall as quickly as it rises when rulers forget the limits of power.

Key Terms

Bronze Age; Mycenaeans; Minoans; Medinet Habu; Pharaoh; Empire; Collapse; Oral Tradition; Pottery; Dark Ages; Lawgiver; Ruin; Memory; Civilization

Key Dates

c. 1200 BC – Collapse of Bronze Age Civilizations

c. 1180 BC – Traditional Date of the Trojan War

Great Question

What kind of man can build a civilization—and what kind of man forgets how to keep it?

Sources

Famous Men of Greece

Inscriptions from Medinet Habu (selections)

Greek Dark Age Pottery and Burial Artifacts

The Odyssey by Homer (selections)

Various Archaeological Excavations (Aegean and Near East)



Week 2-3

Overview

This unit examines the rise of the polis—the Greek city-state—as the foundation of Greek identity, politics, and warfare. In the ruins left by the Bronze Age collapse, new communities emerged that prized freedom, law, and glory. Students will trace how Athens and Sparta grew into rival visions of civilization: one ruled by wisdom, the other by discipline. In the forging of the polis, the ideal of the hero was reshaped—not only as a warrior, but as a citizen called to serve.

Central One Idea

When men build together in courage and loyalty, the city becomes the stage for greatness and the school of the soul.

Key Terms

Polis; Athens; Sparta; Hoplite; Citizen; Agora; Tyranny; Oligarchy; Monarchy; Democracy; Lawgiver; Lycurgus; Solon; Phalanx

Key Dates

c. 776 BC – First Olympic Games in Greece

c. 750 BC – Homer Composes The Odyssey

c. 621 BC – Draco Issues Harsh Athenian Law Code

Great Question

Can a hero still be great if he fights not for himself, but for his city?

Sources

Famous Men of Greece

Herodotus, The Histories (selections)

Athenian and Spartan Governmental Structures

Early Greek Poetry and Pottery (as evidence of civic ideals)



Week 4-7

Overview

This unit examines the clash between the mighty Persian Empire and the fiercely independent Greek city-states. Students will explore the causes of the conflict, the courage of leaders like Leonidas and Themistocles, and the unlikely victories at Marathon and Salamis. In defending their homeland, the Greeks also defended a way of life built on freedom and shared identity. The hero emerges not only as a warrior, but as one who stands firm against overwhelming odds for the sake of what is just.

Central One Idea

True heroism is found when a man risks everything to defend his people and their way of life against impossible odds.

Key Terms

Persian Empire; Darius I; Xerxes I; Marathon; Thermopylae; Salamis; Hoplite; Trireme; Alliance; Strategy; Herodotus; Themistocles; Leonidas

Key Dates

490 BC – Battle of Marathon

480 BC – Battle of Thermopylae

480 BC – Battle of Salamis

Great Question

Can a hero be defeated and still be victorious?

Sources

Famous Men of Greece

Herodotus, The Histories (selections)

Accounts of the Battles of Marathon, Thermopylae, and Salamis

Maps of Persian Invasions

Week 8-10

Overview

This unit examines the long struggle between Athens and Sparta for supremacy in the Greek world. Students will study how the Golden Age of Athens produced unmatched achievements in art, drama, philosophy, and politics—even as the city’s pride and ambition sowed the seeds of its downfall. Guided by the account of Thucydides, students will see how war tests the ideals of a civilization, revealing both its glory and its decay.

Central One Idea

A city’s greatness is not measured only by what it builds, but by what it becomes when tested by war.

Key Terms

Peloponnesian War; Delian League; Pericles; Funeral Oration; Plague of Athens; Spartan Strategy; Trireme; Siege; Alcibiades; Thucydides; Hoplite Warfare; Civil War

Key Dates

431 BC – Beginning of the Peloponnesian War

429 BC – Death of Pericles

404 BC – Athens Surrenders to Sparta

Great Question

Can a hero remain true to his ideals when his city chooses the path of pride?

Sources

Famous Men of Greece

Thucydides, History of the Peloponnesian War (selections)

Pericles’ Funeral Oration

Maps of Athenian and Spartan Alliances



Week 11-13 Overview

This unit traces the decline of the great Greek city-states and the rise of Macedonian power under Philip II and his son, Alexander the Great. Students will follow Alexander's conquests across the known world, the spread of Hellenistic culture, and the blending of Greek ideas with those of Egypt, Persia, and beyond. The hero's image expands from the defender of a single city to the ruler of an empire—and students must ask whether greatness lies in conquering the world or in ruling oneself.

Central One Idea

An empire may be won by strength, but it can only be kept through wisdom and self-control.

Key Terms

Philip II; Alexander the Great; Hellenism; Alexandria; Babylonian Astronomical Diaries; Cultural Exchange; Successor Kingdoms; Ptolemy; Seleucus; Maccabean Revolt

Key Dates

336 BC – Alexander the Great Becomes King of Macedon
323 BC – Death of Alexander the Great; Beginning of Hellenistic Age
167 BC – Maccabean Revolt Begins

Great Question

Is the greatest hero the one who conquers the most—or the one who governs best?

Sources

Famous Men of Greece
Plutarch, Life of Alexander (selections)
Babylonian Astronomical Diaries (selections)
First and Second Maccabees (selections)



Week 14-15 Overview

This unit follows the birth of the Roman Republic amid the decline of Greek power. Students will study Rome's legendary beginnings, the virtues that shaped its early leaders, and the laws and institutions that gave it strength. From the courage of Horatius at the bridge to the discipline of Cincinnatus, students will see how the Roman ideal of the hero was bound to service, sacrifice, and the defense of the common good.

Central One Idea

The strength of a republic rests on citizens who place the good of their people above their own glory.

Key Terms

Roman Republic; Senate; Consul; Patrician; Plebeian; Dictator; Horatius; Cincinnatus; Twelve Tables; Virtue; Civic Duty

Key Dates

509 BC – Founding of the Roman Republic

451 BC – The Twelve Tables Written

390 BC – Sack of Rome by the Gauls

Great Question

Can a hero be great if he refuses power when it is offered to him?

Sources

Famous Men of Rome

Livy, History of Rome (selections)

Plutarch, Parallel Lives (early Roman figures)

The Twelve Tables (selections)



Unit 7 | The Republic & Punic Wars 3 Weeks

Week 16-18 Overview

This unit examines how the growing Roman Republic was tested in its struggle against Carthage, the great maritime power of the western Mediterranean. Students will study the causes, strategies, and outcomes of the three Punic Wars, paying special attention to leaders such as Hannibal, Scipio Africanus, and Cato the Elder. Rome's victories brought immense power—but also the seeds of moral and political decline.

Central One Idea

Victory over an enemy can strengthen a republic—or tempt it to forget the virtues that made it great.

Key Terms

Punic Wars; Carthage; Hannibal; Scipio Africanus; Cato the Elder; Saguntum; Battle of Cannae; Battle of Zama; Roman Navy; War Elephants

Key Dates

264 BC – Beginning of the First Punic War

216 BC – Battle of Cannae

202 BC – Battle of Zama Ends the Second Punic War

Great Question

Does the way a hero wins matter as much as the victory itself?

Sources

Famous Men of Rome

Polybius, Histories (selections on the Punic Wars)

Livy, History of Rome (selections)



Week 19-20 Overview

This unit explores the growing political divisions within the late Roman Republic between the Optimates, who sought to preserve the authority of the Senate, and the Populares, who appealed directly to the people. Students will study how figures like the Gracchi brothers, Marius, and Sulla shaped this conflict and how ambition and rivalry eroded the unity of the Republic. The hero's role becomes more complex—no longer only the defender of the state, but a player in the dangerous game of Roman politics.

Central One Idea

When leaders seek power more than the common good, a republic begins to destroy itself from within.

Key Terms

Optimates; Populares; Tiberius Gracchus; Gaius Gracchus; Gaius Marius; Lucius Cornelius Sulla; Tribune; Reforms; Civil War; Political Violence

Key Dates

133 BC – Tiberius Gracchus Assassinated

107 BC – Marius Elected Consul for the First Time

82 BC – Sulla Becomes Dictator

Great Question

Can a hero remain virtuous when political survival demands ruthless action?

Sources

Famous Men of Rome

Plutarch, Parallel Lives (Gracchi, Marius, Sulla)



Week 21-23 Overview

This unit follows the rise of Julius Caesar from ambitious young politician to Rome's most powerful general and statesman. Students will examine his military conquests, political reforms, and the rivalries that led to his assassination. Caesar's life invites the question of whether a hero's greatness lies in his service to the Republic—or in his ability to bend it to his will.

Central One Idea

The hero who gains unmatched power must decide whether to serve the state—or to become the state.

Key Terms

Julius Caesar; Gallic Wars; Rubicon; Pompey; Dictatorship; Reforms; Ides of March; Assassination; Brutus; Civil War

Key Dates

49 BC – Caesar Crosses the Rubicon

46 BC – Caesar Named Dictator for Ten Years

44 BC – Assassination of Julius Caesar

Great Question

Is it ever right for a hero to break the law for the good of the people?

Sources

Famous Men of Rome

Plutarch, Parallel Lives (Life of Caesar)

Suetonius, The Twelve Caesars (selections on Julius Caesar)



Week 24-25 Overview

This unit examines the transformation of Rome from a fractured Republic to a unified Empire under the leadership of Octavian, later known as Caesar Augustus. Students will study how Augustus secured his power, reformed the government, and ushered in the Pax Romana. The heroic ideal shifts once more—from the conqueror’s battlefield to the ruler’s careful stewardship of peace, stability, and cultural renewal.

Central One Idea

The greatest victories may be won not in war, but in the art of preserving peace.

Key Terms

Octavian; Second Triumvirate; Mark Antony; Cleopatra; Battle of Actium; Princeps; Pax Romana; Res Gestae; Imperial Reforms; Succession

Key Dates

31 BC – Battle of Actium

27 BC – Octavian Becomes Augustus, First Emperor of Rome

AD 14 – Death of Augustus

Great Question

Can a hero’s legacy be greater for what he builds than for what he conquers?

Sources

Famous Men of Rome

Livy, History of Rome (selections)

Plutarch, Parallel Lives (Life of Antony)

The Res Gestae Divi Augusti (selections)



Week 26-30 Overview

This unit surveys the reigns of Rome's most significant emperors and examines the long decline of the Western Empire. Students will compare rulers who governed with justice and restraint to those who ruled with cruelty and excess. They will trace the military, political, and moral causes of Rome's collapse, culminating in the fall of the West in AD 476. The heroic ideal faces its final test: can greatness survive in an age of corruption and decay?

Central One Idea

A civilization's fate depends on the character of its leaders—and the virtues of its people.

Key Terms

Pax Romana; Trajan; Hadrian; Marcus Aurelius; Constantine; Diocletian; Edict of Milan; Barbarian Invasions; Sack of Rome; Fall of the Western Roman Empire

Key Dates

AD 313 – Edict of Milan Legalizes Christianity

AD 410 – Visigoths Sack Rome

AD 476 – Fall of the Western Roman Empire

Great Question

Can a hero remain true when the world he serves is falling apart?

Sources

Famous Men of Rome

Livy, History of Rome (selections)

Plutarch, Parallel Lives (selected emperors)

Historia Augusta (selections)



Course Catechism

This section is structured as a series of questions and answers—intended to cultivate wisdom, virtue, and a love of tradition in the soul of the reader. Drawing from classical education, Christian orthodoxy, and the accumulated insights of Western civilization, this catechism aims to form not only the mind but the moral imagination.



Each question is crafted to provoke contemplation, and each answer is more than mere information—it is a small liturgy of truth, designed to be memorized, internalized, and lived. In the tradition of ancient catechisms, this section assumes that learning is not just for passing tests, but for becoming someone.

Section I | Unit I

Q: What period saw the first great empires in Mesopotamia, Egypt, and the Aegean?

A: *The Bronze Age.*

Q: Which ancient Greek civilization fought the Trojan War?

A: *The Mycenaeans.*

Q: What Egyptian inscriptions record victories over the Sea Peoples?

A: *The Medinet Habu inscriptions.*

Q: What period followed the collapse of Bronze Age civilizations in Greece?

A: *The Greek Dark Ages.*

Q: Who is the hero of The Odyssey?

A: *Odysseus.*



Section II | Unit II

Q: What is the Greek term for a city-state?

A: *Polis*.

Q: Which city-state was known for its democratic government?

A: *Athens*.

Q: Which city-state was famous for its military discipline?

A: *Sparta*.

Q: What was the heavily armed Greek infantry soldier called?

A: *A hoplite*.

Q: Who was the legendary lawgiver of Sparta?

A: *Lycurgus*.

Section III | Unit III

Q: Who was the Persian king defeated at the Battle of Marathon?

A: *Darius I*.

Q: Which Spartan king died defending the pass at Thermopylae?

A: *Leonidas*.

Q: What Athenian leader commanded the fleet at Salamis?

A: *Themistocles*.

Q: Who is the ancient historian who recorded the Persian Wars?

A: *Herodotus*.

Q: In what year did the Battle of Marathon take place?

A: *490 BC*.



Section IV | Unit IV

Q: Which states fought the Peloponnesian War?

A: *Athens and Sparta.*

Q: Who led Athens during its Golden Age?

A: *Pericles.*

Q: What famous speech by Pericles honored fallen soldiers?

A: *The Funeral Oration.*

Q: Which historian recorded the Peloponnesian War?

A: *Thucydides.*

Q: In what year did Athens surrender to Sparta?

A: *404 BC.*

Section V | Unit V

Q: Who was the father of Alexander the Great?

A: *Philip II of Macedon.*

Q: In what year did Alexander the Great become king?

A: *336 BC.*

Q: What was the name of Alexander's empire-wide cultural blending?

A: *Hellenism.*

Q: Which Jewish revolt challenged Hellenistic rulers in 167 BC?

A: *The Maccabean Revolt.*

Q: What city in Egypt became a great center of learning in the Hellenistic Age?

A: *Alexandria.*



Section VI | Unit VI

Q: In what year was the Roman Republic founded?

A: *509 BC.*

Q: What was Rome's main governing body during the Republic?

A: *The Senate.*

Q: What written code became the foundation of Roman law?

A: *The Twelve Tables.*

Q: Who famously returned to his farm after serving as dictator?

A: *Cincinnatus.*

Q: Who defended the bridge against the Etruscans?

A: *Horatius.*

Section VII | Unit VII

Q: Who was Rome's main enemy in the Punic Wars?

A: *Carthage.*

Q: What Carthaginian general crossed the Alps to invade Italy?

A: *Hannibal.*

Q: In what year did the Battle of Cannae take place?

A: *216 BC.*

Q: Which Roman general defeated Hannibal at the Battle of Zama?

A: *Scipio Africanus.*

Q: What Roman senator ended every speech with "Carthage must be destroyed"?

A: *Cato the Elder.*



Section VIII | Unit VIII

Q: Who were the two brothers who sought land reform in Rome?

A: *Tiberius and Gaius Gracchus.*

Q: What political faction defended the power of the Senate?

A: *The Optimates.*

Q: Which Roman general reformed the army and allowed the poor to serve?

A: *Gaius Marius.*

Q: Who became dictator after defeating Marius's supporters?

A: *Lucius Cornelius Sulla.*

Q: In what year was Tiberius Gracchus assassinated?

A: *133 BC.*

Section IX | Unit IX

Q: In what year did Julius Caesar cross the Rubicon?

A: *49 BC.*

Q: What Roman general and former ally became Caesar's main rival?

A: *Pompey.*

Q: What series of wars brought Gaul under Roman control?

A: *The Gallic Wars.*

Q: On what date was Caesar assassinated?

A: *March 15, 44 BC (the Ides of March).*

Q: Who was the most famous of Caesar's assassins?

A: *Brutus.*



Section X | Unit X

Q: Who was the adopted heir of Julius Caesar?

A: *Octavian.*

Q: In what year did Octavian defeat Antony and Cleopatra at Actium?

A: *31 BC.*

Q: What title was given to Octavian in 27 BC?

A: *Augustus.*

Q: What long period of peace began under Augustus?

A: *The Pax Romana.*

Q: What document lists Augustus's achievements in his own words?

A: *The Res Gestae Divi Augusti.*

Section XI | Unit XI

Q: Which emperor legalized Christianity in the Roman Empire?

A: *Constantine.*

Q: In what year was the Edict of Milan issued?

A: *AD 313.*

Q: Which barbarian leader sacked Rome in AD 410?

A: *Alaric the Visigoth.*

Q: In what year did the Western Roman Empire fall?

A: *AD 476.*

Q: Who was the last emperor of the Western Roman Empire?

A: *Romulus Augustulus.*



Section XII | Dates to Live in the Heart

c. 1200 BC – Collapse of Bronze Age Civilizations

c. 1180 BC – Traditional Date of the Trojan War

776 BC – First Olympic Games in Greece

490 BC – Battle of Marathon

480 BC – Battle of Thermopylae

431 BC – Beginning of the Peloponnesian War

336 BC – Alexander the Great Becomes King of Macedon

323 BC – Death of Alexander the Great; Start of Hellenistic Age

167 BC – Maccabean Revolt Begins

509 BC – Founding of the Roman Republic

264 BC – Beginning of the First Punic War

49 BC – Julius Caesar Crosses the Rubicon

27 BC – Augustus Becomes First Emperor of Rome

AD 313 – Edict of Milan Legalizes Christianity

AD 476 – Fall of the Western Roman Empire

Section XIII | Recitations

Homer, The Odyssey (Book IX – Odysseus Declares His Name)

“Cyclops, if any mortal man ever asks you who it was that inflicted upon you the shameful blinding of your eye, say it was Odysseus, the sacker of cities, son of Laertes, who lives in Ithaca.”

Thucydides, History of the Peloponnesian War (Pericles’ Funeral Oration)

“Our form of government does not enter into rivalry with the institutions of others. We do not copy our neighbors, but are an example to them. Our constitution is called a democracy because power is in the hands not of a minority but of the whole people.”

Plutarch, Life of Caesar (Crossing the Rubicon)

“When he came to the river Rubicon, Caesar paused, and, reflecting on the magnitude of the step he was taking, turned to his friends and said, ‘The die is cast.’”



Week 1

Weekly Logos | Birth of Civilizations

This week introduces students to the ancient hero as both a man of action and a founder of civilizations. In the earliest stories and records, heroes are the ones who shape the order of their people—whether through strength in war, wisdom in law, or cunning in survival. Students will begin to ask: What makes a man worthy to lead the birth of a civilization? Is it power, virtue, or the ability to endure when the world collapses? Through myth, archaeology, and the earliest histories, they will learn to read the past not only for what happened, but for the measure of the men who made it.

What Are We Assessing? | The Facts

- 🏛️ Definition of “civilization” and its basic characteristics
- 🏛️ Key Bronze Age civilizations in Mesopotamia, Egypt, and the Aegean
- 🏛️ Identification of the Mycenaeans and their role in the Trojan War
- 🏛️ Definition and significance of the Greek Dark Ages

What Are We Assessing? | The Skills

- 🏛️ Identify basic features of an ancient civilization on a map
- 🏛️ Recognize the connection between leaders and the stability of societies
- 🏛️ Compare mythic and historical accounts of the same event
- 🏛️ Practice close reading of primary sources for cultural values

What Are We Assessing? | The Truths

“To Build is to be Remembered”

This truth unifies every element of the lesson:

- That civilizations are shaped by their leaders’ virtues and flaws
- That myths often preserve truths about the ideals of a people
- That the fall of a civilization tests whether its heroes endure beyond its ruins



Assessments | Suggested Types

- Short Essay: “What is the first duty of a hero who founds a civilization?”
- Discussion Seminar: Compare Odysseus to a historical leader, what makes a hero?
- Visual Timeline: Bronze Age collapse through Greek Dark Ages
- Oral Recitation: Memorize and present the definition of “civilization” and one example from Week 1

Pacing | By Week

Day	Focus	Homework
Monday	What is a civilization? What is a hero?	Reflect: “What kind of man can lead his people from chaos to order?”
Tuesday	Bronze Age civilizations of Mesopotamia, Egypt, and the Aegean	Activity: Map the earliest centers of civilization and label key features.
Wednesday	The Mycenaeans and the Trojan War (myth and history)	Write a reflection on the good and bad qualities of these kings.
Thursday	The Greek Dark Ages: loss, memory, and survival	Discussion: How does a people keep its heroes alive when the cities are gone?
Friday	EoC Question: “Can a hero still be great if his world has fallen apart?”	None



Teacher Tips

Begin with the soul: Ask students not “What did heroes do?” but “What kind of men were they?” Make it clear that heroism in ancient history is a moral as well as a physical question.

Use tension, not easy answers: Present contrasting figures—Agamemnon and Odysseus, or a conquering pharaoh and a wise lawgiver—and let students wrestle with the differences.

Anchor in story and artifact: Pair readings from *The Odyssey* with images of pottery or inscriptions to make the ancient world tangible.

Connect to personal experience: Invite students to name someone they admire who built something lasting—a teacher, artist, athlete, or leader—and discuss whether that work required courage, wisdom, or both.

Return to the logos often: Repeat the year’s guiding question—What makes for the ideal hero?—and let each class period sharpen the answer.

End with reverence: Remind students that history is not just a record of what men built, but a study of the kind of men who could build at all.



Appendix

Essays In This Course...

Each of the three major essays in this course will follow the structure and spirit of our Classical Writing Curriculum at Our Lady of the Rosary. Students are expected to write with clarity, order, and persuasive force, employing the Classical Oration form:

- Exordium – The introduction that gains attention and builds ethos
- Narratio – Background/context, statement of facts/narration of events
- Divisio – Outline of major arguments
- Confirmatio – 3 Proofs & Sub-Proofs (body paragraphs)
- Refutatio – Address and refute opposing arguments
- Peroratio – The conclusion: moving the heart, restating the truth

Each essay must be a minimum of 1 full page, with a cover page.

Prompt I | Persuasive

What Makes for the Ideal Hero?

Objective: Students will craft a persuasive essay defending one ancient figure—mythic or historical—as the ideal founder of a civilization. The chosen figure may come from the week’s study of the Bronze Age and Greek Dark Ages, such as Odysseus, a Mycenaean king, or a leader recorded in archaeology or legend. The essay must argue not only for the leader’s accomplishments, but for the virtues of his character, showing why he is worthy to stand as the first model of the heroic ideal.

