

# GREEK HISTORY

COURSE NO. SOC-169

St. Thomas Aquinas Academy studies history in “narrative” fashion, history related in chronological order and in terms of significant personalities and events of the period. We believe this to best be in keeping with our guiding principle of education: formation, not information. The following is one suggested course plan for studying Ancient Greek History, and is worth 10 high school credits. Each week completed is worth approximately 0.3 high school credits.

Each week have the student identify and briefly notate as many of the study guide questions assembled in Week 1 as can be answered from the reading. \*Besides the specific weekly assignments, some other suggestions for weekly papers and discussion would be to (1) have your student look for God’s preparation for His Son’s Incarnation; (2) compare and contrast Biblical parallels in the beliefs, stories and events he reads about; (3) identify what the Greeks recognized as virtue and vice as illustrated by the stories told and then consider whether the Catholic Church would agree with their judgment; or (4) simply ask him to identify his favorite or the most stunning passage and explain why he chose it. Book reports are highly recommended, of whatever length, for each Greek author, to help your student understand the significance of the writings. The book “Cliffs Notes on Greek Classics” is very helpful in pointing out key points in the readings and for background on the authors. It makes a great teacher’s guide for the course.

Some things to keep in mind when studying Greek and Roman history:

- (1) Jesus was born into the Roman world;
- (2) the intellectual climate of His time was shaped by Greek thought;
- (3) God created man to know, love and serve Him and to be happy with Him in Heaven. The Greeks and Romans did not know of the One True God but had the same need for Him as all men. They had to discover God, goodness and order through their senses and powers of reason;
- (4) Through they did not know Him, God knew them and loved and cared for them;
- (5) The gods and goddesses are myths to us, but not to the Greeks and Romans (and other cultures, as well). They dedicated life and limb to their deities.

It is not necessary to buy every title given below; many are available in public libraries. The books are listed as currently merchandised, with the weeks they appear in our course plan.

## BOOKS TO USE

### *Christ the King: Lord of History*

Anne Carroll

(To be used Course Plan Week 1)

This text gives a Catholic overview to the course. If you do not have this text already, skip this reading. (This text is the central text in Grade 8, the Catholic overview for the Greek and Roman history cycles, the central text for the Old World cycle and some of the New World cycle.)

[Book Information: TAN BOOKS, Rockford, IL; 1976, 1994; 474 pages; 31 lessons; comprehension questions and projects ideas for each chapter; index] Order From: Emmanuel Books / Order # ACC 001 / \$24 / ISBN: 0895555034

### *Old World and America*

Rev. Philip J. Furlong, Ph.D.

(To be used Course Plan Week 1+)

A general overview of Greek history and its significance from a Catholic viewpoint. We keep the text’s exercises tucked in the student’s binder to work through as they progress through the primary sources they will be reading; the questions and ideas help the student take a more active mind to the course as a whole. (This text is the Catholic overview for Greek and Roman history cycles, and the central text for Grades 6 and/or 8.)

[Book Information: TAN Books, Rockford, IL; 1937, 1984; Imprimatur; 371 pages; index; 8 units with 37 chapters; unit reviews, quizzes and projects] Order From: Emmanuel Books / Order # OWA 001 / \$21 / ISBN: 0895552027

## *Greenleaf Guide to Famous Men of Greece*

Cynthia A. Shearer

We use this study guide, the guide to the Famous Men of Greece text used in our elementary grades, as an orientation and resource for the study of Greek history. The “People and Places” and “Discussion Questions” sections suggest research and discussion points in the Greek history, literature and fine arts courses. In this study guide have the student pencil in the name and location in his readings that address “People & Places” and “Discussion Questions”. Copy a chapter that has been completed and mail it in as part of the portfolio entries/work samples for the course.

[Book Information: Greenleaf Press, Lebanon, TN; 1989; 62 pages; 31 lessons; timeline; activity guide; recommended readings] Order From: Greenleaf Press / Order # 1882514025 / \$8.95 / ISBN: 1882514025

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## *Herodotus' The Histories*

tr. Aubrey de Selincourt

(To be used Course Plan Weeks 2-10)

[Book Information: Penguin Books, NY, NY; reissue edition 2003; 622 pgs.; 9 units; introductions, maps, outlines, timelines, endnotes, index] Order From: Retail or Amazon.com / Order # isbn / \$8 / ISBN: 0140449086

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## *Thucydides' History of the Peloponnesian War*

tr. Rex Warner

(To be used Course Plan Weeks 11-14)

[Book Information: Penguin Books, NY, NY; 1954, 1972; 648 pgs; 8 units; introductions, maps, endnotes, appendices; index] Order From: Retail or Amazon.com / Order # isbn / \$11.25 / ISBN: 0140440399

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## *Xenophon's The Persian Expedition (Anabasis)*

tr. Rex Warner

(To be used Course Plan Weeks 15-20)

[Book Information: Penguin Books, NY; 1949, 1972; 375 pgs; 7 units with 51 chapters; introduction, maps and index] Order From: Retail or Amazon.com / Order # isbn / \$11 / ISBN: 0140440070

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## *Plutarch's Rise and Fall of Athens (Parallel Lives)*

tr. Ian Scott-Kilvert

(To be used Course Plan Weeks 21-24)

[Book Information: Penguin Books, NY; 1960; 320 pgs.; 9 units; introduction; maps] Order From: Retail or Amazon.com / Order # isbn / \$11.48 / ISBN: 0140441026

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## *Alexander of Macedon: Journey to World's End*

Harold Lamb

We recommend this biography of Alexander because of its narrative style, its introduction to the culture of his times, its treatment of Aristotle, etc. This text may be difficult to locate; another biography will do. Some alternatives are listed below:

[Book Information: Doubleday; 1946; 386 pages; out of print - available in libraries and used bookstores only.] Order From: USED book sources like Abebooks.com / Order # / \$ / ISBN:

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## *Alexander the Great*

Charles Mercer

Use if "Alexander of Macedon: Journey to World's End" by Harold Lamb is unavailable to you. Break into 4 weeks of readings, worth 0.3 high school credits per week.

[Book Information: American Heritage Publ/Harper & Row, 1962; 150 pages; 10 chapters; pictures, maps, illustrations] Order From: USED book sources like Abebooks.com / Order # / \$ / ISBN:

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## Alexander the Great

John Gunther

Use if "Alexander of Macedon: Journey to World's End" by Harold Lamb is unavailable to you. Break into 4 weeks of readings, worth 0.3 high school credits per week.

[Book Information: Landmark Book/Random House, 1953; large print; children's biography; 178 pgs; 20 chapters] Order From: USED book sources like Abebooks.com / Order # / \$ / ISBN:

## Cliff's Notes on Greek Classics

Mary Ellen Snodgrass

Very helpful in pointing out key points in the readings and for background on the authors. It makes a great teacher's guide for the course.

[Book Information: Cliffs Notes; 1988] Order From: Retail or Amazon.com / Order # isbn / \$10 / ISBN: 0822005662

LESSON PLANNING		SOC-169 GREEK HISTORY
Week 1	<i>Christ the King</i>  <i>Old World and America</i>  <i>Greenleaf Guide...</i>	a) Read Christ the King, pp. 7 – 14; pp. 43 – 51.  b) Read Old World and America, pp. 11 – 62.  c) Preview Greenleaf Guide to Famous Men of Greece; skim through entirety.  d) Highlight points in the texts of particular interest to you; enter each point on a separate piece of paper and save these in a history binder. As you come to related points in your studies this year, add notes and references (book, author, page numbers) to these pages. e) Copy the study guide sections from the chapters in Christ the King and Old World and America and include them in your history binder, to complete throughout the year as you come to the subjects in the readings.
Week 2	<i>Herodotus</i>	f) Read Herodotus, Book I – Book I.106 thru conquering of Assyria (Penguin pp. 3-44) g) From the selection, discuss one or more of the following: <ul style="list-style-type: none"><li>What did the people expect of their kings? What did the kings expect?</li><li>Discuss Solon's idea of the Happy Life. What does The Church think the Happy Life is like? What would the Modern Man think the Happy Life would be?</li><li>What did the people believe of their gods? What kind of treatment did they receive from their gods and how did they understand and respond to it? What kind of character would the worship of these gods produce in a man?</li></ul>
Week 3	<i>Herodotus</i>	h) Read Herodotus, Book I.105 – Book II.5 thru Egypt, gift...river (Penguin pp. 44-88) i) From the selection, discuss one or more of the following: <ul style="list-style-type: none"><li>Compare and contrast Astyages and Cyrus. What kind of kings were they? What kind of men would serve them and why? What kind of government and social life would each be likely to bring to their people?</li><li>Narrate the story of Harpagus. Why would Astyages trust a man with power again whom he had treated so?</li><li>Tell the story of Croessus. What kind of man was he? Why do you say so?</li></ul>
Week 4	<i>Herodotus</i>	j) Read Herodotus, Book V (Penguin pp. 281-324) k) From the selection, discuss one or more of the following: <ul style="list-style-type: none"><li>Briefly outline the stories of each: Athens, Thebes, Sparta, Corinth.</li><li>Tell the story of Histiaeus.</li><li>Narrate some of the stories of wisdom and virtue from the last three assignments and apply their reasoning to one of your own moral dilemmas.</li></ul>