

Transparency Lesson Plans

Transparency 1 Key Ideas of Plato

About the Transparency Plato, who lived approximately from 427 B.C.–347 B.C., was an ancient Greek thinker who developed a profound and wide-ranging system of philosophy. Plato believed strongly in the power of rational thought, which he said could lead humans to the basic truths needed to create an ethical, just, and organized society. His fundamental beliefs have been so powerful in Western philosophy that the British mathematician and philosopher Alfred North Whitehead said that European philosophy “consists of a series of footnotes to Plato.”

This transparency would be useful in a discussion about the legacy of ancient Greece or about how Plato’s ideas have profoundly affected Western ethical and political beliefs.

Writing-to-Learn Activity Read aloud the quotation from *Gorgias* on the left side of this transparency, and list the items that Plato says hold together “heaven and earth and gods and men”—communion and friendship, orderliness, temperance, and justice. Ask students to write an essay explaining what they believe Plato meant by each of these terms and why each was important. Ask volunteers to share their essays with the class.

Whole-Class Activity Tell students that the word *egalitarian* means “asserting or promoting human equality.” Then ask the class whether they believe Plato was egalitarian. Have students give reasons and examples to support their answers. Encourage students to discuss Plato’s idea of a society divided into three classes. What advantages and disadvantages do they see in these types of divisions?

Transparency 2 Key Ideas of Aristotle

About the Transparency One of the major classical Greek thinkers, Aristotle (384 B.C.–322 B.C.) believed that science and philosophy must find a balance between empiricism (observation and sense experience) and formalism (rational deduction). Such a balance helps us create the proper community.

You might begin discussing this transparency by reading aloud the quotation from *Politics*. Ask: What does Aristotle mean by the word *state*? Then read aloud the key ideas on the right side of the transparency. Ask: What makes up a “good” state in Aristotle’s eyes?

Writing-to-Learn Activity Discuss with students Aristotle’s belief in the “golden mean.” Siddhartha Gautama, the founder of Buddhism, taught the “middle path” between asceticism and over-indulgence. Have students research Buddha’s idea of the middle path and write an essay comparing it with Aristotle’s golden mean. The essay should also discuss any advantages and disadvantages that the student sees in the execution of these ideas.

Interdisciplinary Activity: Science Aristotle studied a wide range of what we would consider today to be scientific topics. Instruct students to research Aristotle’s writings about science and to present their findings in an oral report. Encourage students to use illustrations to add interest to their reports.

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Transparency 3 School of Plato

About the Transparency The transparency shows a mosaic, which is a design created by small pieces of colored material applied to a surface. The mosaic, from the first century B.C., was found in the ruins of the Roman city of Pompeii. It shows a scene from Plato's Academy, which he founded about 387 B.C. The mosaic is said to depict Theophrastus, Plato, Socrates, Epicurus, Pythagoras, and Zeno. These philosophers did not all live at the same time, but their inclusion in a Roman mosaic attests to their influence. Tell students that at the Academy, Plato (and others) often stated problems that the students then attempted to solve. They learned through the give-and-take of sharing and debating ideas.

This transparency would be useful in a discussion about the Greek philosophers.

Writing-to-Learn Activity Based on what they have learned in this chapter, have students write a dialogue that might have occurred between two of the philosophers shown in this mosaic. You may wish to have students ask a partner to help them act out their dialogues for the class.

Individual Activity Tell students to suppose they were starting a "school" similar to Plato's. Their schools would discuss ethical and political topics that are important today. Students should begin by writing a single sentence stating their school's overall purpose. Then they should write a brief description of at least five specific topics they would want discussed at their school.

Transparency 4 Key Principles of Roman Law

About the Transparency It is hard to overemphasize the importance of Roman law in the development of European legal systems. For example, throughout much of Germany, Roman law applied until 1900, unless it specifically conflicted with local codes. The Romans developed two main types of law: *jus civile* (civil law) and *jus gentium* (international law, or the law of nations).

As part of a discussion on the legacy of Rome or the development of western law codes, read each principle of Roman law to the class. Ask students to discuss what each one means to them and how it might be applied in daily life.

Writing-to-Learn Activity Have a volunteer read aloud the Roman saying on the left side of this transparency. Instruct students to write a paragraph to explain the meaning of this saying. Students should provide reasons to support their opinions. Encourage the class to discuss their ideas.

Whole-Class Activity Create a two-column chart in which students list the provisions of Roman law in the left column. In the right column, indicate whether United States law has any similar provisions, and, if so, what they are. For example, is the requirement that guilt be established "clearer than daylight" similar to "beyond a reasonable doubt"?

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Transparency 5 Key Principles of the Magna Carta

About the Transparency The Magna Carta was written in 1215 by English barons in an attempt to protect themselves from what they saw as King John's capricious behavior. King John had been imposing taxes without the consent of the barons. The king's actions violated feudal law and custom. Over time, the Magna Carta has assumed greater significance than it had in 1215. Many see the Magna Carta as a symbol against oppression. Ideas and phrases from the Magna Carta are found in the United States Constitution. The Magna Carta also includes the origins of the principle of "due process of law."

Read aloud each principle and then ask students to give specific reasons why it is important. For example, when discussing the second principle, emphasize that up to this time English monarchs often operated above the law or as the law. Also discuss which group—nobles, freemen, or the Church—stood to gain the most from each principle.

Writing-to-Learn Activity Have students write a quiz containing six to eight true/false questions about the Magna Carta. Encourage students to write questions that compare this document with what they have learned about beliefs and laws in other, earlier cultures, such as Athenian democracy and the Roman republic. When they are done, have students take one another's quizzes.

Individual Activity Have students do research and write a biography of King John. In the biography, ask students to examine specifically how John's personality affected his rule, leading the barons to write the Magna Carta and to force the king to sign it. Students should consider what the effect might have been on the development of western democracy if John had been a better person and a better king.

Transparency 6 Key Principles of the English Bill of Rights

About the Transparency In passing the English Bill of Rights in 1689, Parliament helped assuage the fears of English Protestants who worried that the Roman Catholic Church would be restored in England. While the English Bill of Rights established Parliament's authority and guaranteed individual rights, such as freedom from excessive fines, it also stated that the monarch could not be a Roman Catholic. The Tolerance Act of 1689, another part of the Bill of Rights, granted freedom of religious expression to all Protestants, but excluded Catholics and Unitarians.

You might begin discussing this transparency by asking students what the term *bill of rights* means and why a bill of rights is considered, by most citizens, to be an important legal protection. Then discuss each principle on the transparency and its importance.

Writing-to-Learn Activity Instruct students to rewrite this list of key principles in simpler language. For example, the last principle (on habeas corpus) might be rewritten to read something like, "Stated an individual's right to know the legal reasons why he or she is being detained."

Whole-Class Activity Create a graphic organizer that illustrates how the philosophies and principles of the English Bill of Rights established a limited monarchy and not a democracy. The graphic organizer should have two columns—one that lists principles of the Bill of Rights that are democratic and another column listing principles by which the Bill of Rights limits the monarch's powers.

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Transparency 7 Historical Map Set: Roman Expansion

About the Transparency This four-part map set illustrates Rome's changing political boundaries from 500 B.C. to A.D. 117. The base map shows Rome in 500 B.C., about the time the Romans drove the Etruscans from power and established a republic. Overlay 7a shows that Rome controlled the Italian peninsula at the beginning of the Punic Wars in 264 B.C. and that Roman power extended from Greece to Spain by the end of the Punic Wars in 146 B.C. Overlay 7b illustrates the extent of Rome's power by the time of Julius Caesar's death in 44 B.C., a few years before the Roman empire began. Overlay 7c shows the extent of the Roman empire in A.D. 117, about halfway through the 200-year Pax Romana.

This expansion occurred for various reasons, including a growing population, the drive for land grants for the plebeians, and competition among the most important families.

This transparency map set would be useful for discussing the establishment of the Roman republic, its expansion, and its transformation into an empire. The map set should help students understand why Roman ruins and influences are in places as far from Rome as northern Europe, Africa, and Asia. Have students use the Atlas maps in the Concept Connector Handbook to learn about the physical features of the Roman republic and empire. Have students use the timelines and charts in the Concept Connector Handbook to connect the other historical events occurring in the world to the time period covered by this map set.

Writing-to-Learn Activity Ask students to research the native culture of one of the Roman provinces shown on the transparency map set (*e.g.*, Gaul, Macedonia). Students should write a report on what life was like in the province before the Roman occupation, and discover how Roman civilization influenced the local culture. They should also discuss physical evidence of the Roman occupation (*e.g.*, ruins, coins, roads) that exists there today and obtain pictures, if possible, to share with the class.

Whole-Class Activity Have each student research details about the geography of the region surrounding Rome that contributed to the rise of the Roman republic. For example, Italy is guarded by the Alps to the north and by the sea all around. After students have completed their research, lead a class discussion by asking students to identify by name and location the geographic features that contributed to the rise of the Roman republic.

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Transparency 8 Historical Map Set: Spread of Christianity

About the Transparency This transparency map set consists of a base map and three overlays covering the spread of Christianity from A.D. 200 to 1050.

The base map shows Christian areas in A.D. 200, which included the area around Rome and regions where Paul had worked to spread the Gospel. Overlay 8a shows the expansion of Christianity by 476, when the Germanic leader Odoacer deposed the last Roman emperor in the West. Overlay 8b shows the areas that had become Christian by 1050, just before the “Great Schism” between the eastern and western churches occurred. Overlay 8c shows the Muslim regions at this same time.

Use the map set to point out that the spread of Christianity followed major trade routes and Roman roads. Then ask questions, such as the following, that require students to analyze the map set: Where had Christianity spread by the year 476? Why do you think these areas were among the first to accept Christianity?

This transparency map set can be used when teaching about: (1) the origins of Christianity during the Roman empire; (2) the spread of Christianity during the later dates of the Roman empire; and (3) the emergence of the Church during the Middle Ages as the most powerful force in Europe. You may wish to display the Historical Map Set: “Spread of Islam” as a comparison.

Writing-to-Learn Activity Ask students to list the problems early Christians faced during the first three centuries A.D. Have students write as many as they can think of. When they are finished, ask students to share their lists with the class as you record their ideas on the chalkboard or on an overhead. After establishing a sufficient list, have students select the four or five problems they think are the most important, and explain why they think these were the most significant problems.

Interdisciplinary Learning: Drama Divide the class into small groups to create a brief skit. The skit is titled “Constantine’s Decision.” The skit should portray a scene in Rome during the time of the emperor Constantine in A.D. 313. Have students include a variety of characters and points of view in their skits. In the skit, characters will discuss Constantine’s decision to issue the Edict of Milan, granting Christians the freedom to worship. Students can take their skits in whatever direction they like, as long as the dialogue and action remain historically accurate. Students should conduct the necessary research to write appropriate dialogue. When students are ready, have them perform their skits in class.

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Transparency 9 Historical Map Set: Spread of Islam

About the Transparency This map set consists of a base map and two overlays illustrating Islam's expansion over a period of about 120 years. The base map shows Islam at the time of Muhammad's death in A.D. 632. Overlay 9a shows Islam's spread from 632 to 661. During this time Islam split into the Shiite and Sunni divisions that exist today. Overlay 9b shows Islam's continued spread from 661 to 750 under the Umayyad caliphs. This overlay also illustrates the extent of the Byzantine empire at this time.

This historical map set would be useful when discussing the origins and spread of Islam. Ask students questions that require them to interpret this map set: (1) Which regions were Muslim at the time of Muhammad's death? (2) At what time did Islam spread into Western Europe? (3) During which time period did Islam expand the most?

You may wish to display the map set titled "Spread of Christianity," and have students compare the spread of both religions.

You also may wish to remark that the dates given on this map set are based on the Christian era, which begins with the birth of Jesus Christ. (The abbreviation A.D. stands for *anno Domini*, or "in the year of the Lord.") By contrast, the first year of the Muslim calendar corresponds to the year of the hijra (A.D. 622), when Muhammad journeyed from Mecca to Medina. For example, a date that occurred 17 years after the hijra would be stated as A.H. 17, where A.H. stands for *anno Hegirae*, "in the year of the hijra."

Writing-to-Learn Activity Ask students to speculate about the reasons for the swift rise of Muslim control in the seventh and eighth centuries. Have them pay particular attention to the ways in which the beliefs of Islam itself contributed to the expansion of the Muslim empire. Have students write a short paper naming the three most important reasons for the spread of Islam as illustrated on the transparency map set.

When students have finished their papers, allow them to present their ideas in class for discussion. Ask: Do you think Islam was more attractive to people in some regions than it was to people in other regions? What accounted for these regional differences?

Individual Activity Ask students to research the significance of the following sites to the Muslim empire: Baghdad, Damascus, Tours, Granada, and Constantinople. Have them create maps based on the transparency map set that show the location of these sites and an explanation of their importance.

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Transparency 10 Historical Map Set: European Knowledge of the World

About the Transparency This three-part map set shows how European knowledge of the world expanded from about 950 to 1800. The base map shows that by 950, educated Europeans were aware of only a small portion of the world, including the northern half of Africa and parts of South and Southwest Asia. Overlay 10a illustrates that by 1490, events such as Marco Polo's travels to China and the early voyages of exploration caused Europeans' knowledge of the world to expand farther south and east. Overlay 10b shows the extent of European knowledge of the world by 1800.

This transparency map set would be useful for discussing the Middle Ages and the age of exploration. It could also be used to examine the results of Europeans' increasing contacts with other peoples. Remind students that the transparency map set illustrates only European knowledge of the world. Maps sets based on Chinese or South American knowledge of the world would look quite different.

In addition, tell students that most Europeans—particularly during the Middle Ages—were aware of even less of the world than the map set shows. Only well-educated Europeans in the Middle Ages had a sense of the world outside their immediate regions or even their own communities.

Writing-to-Learn Activity Have students select a time period from this map set and suppose that they are part of a European expedition. Have them decide where they are going and why. Students should use what they have learned in class and the information in their textbooks to write a letter home describing their journey. Letters should focus on the sights and the cultural differences they encounter. You may want to have each student exchange first drafts with a partner to check for accuracy, grammar, and spelling. Place the completed letters in a folder titled "Letters to Home" for everyone in class to read.

Individual Activity Instruct students to select a region outside of Western Europe that is discussed in this chapter. (You may wish to assign areas to make certain that a broad range will be covered.) Using their textbook and other appropriate sources, students should research how Europeans first became aware of the selected region. Students should also research the economic and social impact of European interaction with this region—on both Europe and the local culture.

Students then should make fifteen-minute presentations based on what they have learned. In the presentation, they might answer questions such as: When was contact made? Did the local people welcome Europeans? Did the two groups conduct trade? If so, what did they trade? Students should discuss the advantages and disadvantages of the interactions on each group. Encourage students to use visual aids in their presentations, such as maps, illustrations of buildings, artwork, and so forth.