

THE PENNSYLVANIA STATE UNIVERSITY
SCHREYER HONORS COLLEGE

DEPARTMENT OF CLASSICS & ANCIENT MEDITERRANEAN STUDIES

Navigating the Odyssey of Social Studies State Standards:
Ancient History in Pennsylvania Education

MORGAN K. R. PHILIPS
SPRING 2021

A thesis
submitted in partial fulfillment
of the requirements
for a baccalaureate degree in Classics & Ancient Mediterranean Studies
with honors in Classics & Ancient Mediterranean Studies

Reviewed and approved* by the following:

Dr. Scott A. Metzger
Associate Professor of Social Studies Education
Thesis Supervisor

Erin M. Hanes
Lecturer in Classics and Ancient Mediterranean Studies
Honors Advisor

*Electronic approvals are on file.

ABSTRACT

The use and feasibility of ancient history, and more specifically ancient Mediterranean history, in social studies curriculum, has been a point of contention in curriculum and instruction academia across the nation. The purpose of history education, as dictated by federal and state standards, is to develop students' higher-order thinking skills. Frequently, these state standards exclude ancient history content from the curriculum requirements in favor of a more modern focus (Pennsylvania Dept. of Ed., 2002). This paper examines the ability of ancient Mediterranean content to meet the developmental objectives set forth by the Pennsylvania Department of Education's *Academic Standards for History* (Pennsylvania Dept. of Ed., 2002). Through a comparative analysis between the state standard statements outlined in section 8.1.12 and anecdotal case studies of three ancient regions (Greece, Rome, and the Ancient Near East), this paper will explore the feasibility of ancient history aiding in high school students' historical analysis and thinking skills.

TABLE OF CONTENTS

LIST OF FIGURES.....	iii
ACKNOWLEDGEMENTS.....	iv
Chapter 1: Introduction.....	1
Chapter 2: The Purpose of History Education.....	3
Chapter 3: Case Study One – Greece.....	7
Chapter 4: Case Study Two – Rome.....	13
Chapter 5: Case Study Three – Ancient Near East.....	18
Chapter 6: Case Study Four – Comparative.....	23
Chapter 7: Contemporary Problems with Ancient Solutions.....	25
Chapter 8: Concluding Remarks.....	30
APPENDIX.....	33
BIBLIOGRAPHY.....	35

LIST OF FIGURES

Figure 1. “Historical Analysis and Skill Development”, *Academic Standards for History*,
Pennsylvania Department of Education..... 4

ACKNOWLEDGEMENTS

I would like to first and foremost thank my Thesis Supervisor, Dr. Scott Metzger, and my Honors Advisor, Dr. Erin Hanses for the unbelievable support and patience throughout this process. I cannot thank you both enough.

Additionally, thanks to Greydon Tomkowitz, Isabella Rovito, Sarah Lamaster, Jacob Lemler, Hayden D'Elena, Lucas Forest, and Conor Whitlark for your help and support as I completed this thesis. It would not have been a possibility without you all.

Finally, I want to thank Robert Farmer III for pushing me to write this thesis and believing in me when I could not.

CHAPTER 1: INTRODUCTION

With every year that passes, there is more history available for study in secondary education. Ultimately, the purpose of history education is not content-focused but rather framed around higher-order thinking skill development (Monte-Sano, 2014). Students are expected to develop their observation, comprehension, evaluation, analysis, inference, and research skills through engagement with historical materials and concepts. Federal and state academic standards dictate at what levels students should be in their development of these skills at different grade levels (Pennsylvania Dept. of Ed., 2002). There is such an abundance of content available for history education, it can be difficult for states, school districts, and instructors to discern which content will meet the expectations set forth by state standards.

In the United States education system, early modern and contemporary history are often the content focus at the high school level; ancient history is primarily being mentioned in primary or middle-level education. To avoid superfluous differentiations, early modern (1500—1800 CE) and contemporary history (1800 CE—present) will be framed as ‘modern history’; ‘ancient history’ encompassing everything from prehistory (3500 —300 BCE) to the classical and post-classical eras (200 BCE—1500 CE). With that distinction made, this paper argues that ancient history specifically focused on Mediterranean regions, can be used to meet secondary level state standards set forth by the Commonwealth of Pennsylvania section 8.1.12., as well as, supplement for the faults or weaknesses of modern history (Pennsylvania Dept. of Ed., 2002). Using the Pennsylvania Department of Education’s state standards for *Historical Analysis and Thinking Skills* as the basis for exploring this subject, this paper will use a comparative analysis

using anecdotal case studies of three prominent regions (Greece, Rome, and the Ancient Near East) to prove the ability of ancient history to meet the qualifications set forth by the state.

Furthermore, the utilization of technology in history education can further allow for an expansion of content use in the classroom; demonstrated through technological pedagogical practices in this paper (Hangen, 2015).

This paper argues for the implementation of ancient Mediterranean history in high school curriculum as this subject offers students unique opportunities for higher-order thinking skill development. As ancient history's ability to meet the standards set forth by the state of Pennsylvania is demonstrated, this paper aims to start a dialogue about loosening the restrictions for content requirements outlined in state standards such as Pennsylvania's *Academic Standards for History*, section 8.4.12 (Pennsylvania Dept. of Ed., 2002). This section dictates what time periods shall be taught in accordance with specific grade levels; twelfth grade focusing solely on modern history (Pennsylvania Dept. of Ed., 2002).

Ultimately, ancient history is frequently underestimated in the public education field due to the limitations of the evidence. However, as this paper will demonstrate in the following chapters, the limitations of the material evidence promote significant development of historical analysis and thinking skills if implemented into the curriculum with the right objectives in mind.

CHAPTER 2:

The Purpose of History Education

The purpose for history education in the American education system can be analyzed through two perspectives, that of state standards and that of curriculum and education academia. State standards offer tangible goals and expectations for what aspects and topics in history are the most necessary for student development. Curriculum and education-based academia offer more theoretical objectives for the development of higher-order thinking skills that have been identified as beneficial to student development (Monte-Sano, 2014). This paper will use the proposed purposes of each in its' examination of the benefits of ancient history in the high school public education system.

When analyzing the expectations for and purpose of teaching history to high schoolers, state standards offer more insight into the tangible purposes of history education. For the purposes of this paper, we will be looking at the Pennsylvania Department of Education state standards, outlined in the *Academic Standards for History* (Pennsylvania Dept. of Ed., 2002). This legal code is the foundation for state standards in Pennsylvania; identifying and describing the content knowledge and skills students are expected to have at four different grade levels (third, sixth, ninth, and twelfth) (Pennsylvania Dept. of Ed., 2002). Throughout this paper, the state standards expressed for twelfth grade will be utilized to gauge how the ability of Ancient historical topics to meet the states' expressed purposed for history education. State standards will help guide the discussion on how ancient historical topics meet, or do not meet, the qualifications for promoting the purpose of history education in high school classrooms.

The Pennsylvania state standards for history consist of four “standard categories” which each include four “standard statements” (Pennsylvania Dept. of Ed., 2002). The standard categories and statements are regulations set forth by the Pennsylvania Department of Education, the contents of which must be met by the instructor’s curriculum plans. The standard categories relevant to this analysis are *8.1.12 Twelfth Grade Historical Analysis and Skill Development* and *8.4.12 Twelfth Grade World History* which are blended together in the development of curriculum plans (Pennsylvania Dept. of Ed., 2002). Due to the time period limitations set forth by Pennsylvania state standard 8.4.12, this paper will focus on the application of ancient historical topics to meet standard category 8.1.12 which includes the standard statements listed in Figure 1 below.

<p>8.1.12. GRADE 12</p> <p><i>Pennsylvania’s public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to...</i></p> <p>A. Evaluate chronological thinking.</p> <ul style="list-style-type: none"> • Sequential order of historical narrative • Continuity and change • Context for events <p>B. Synthesize and evaluate historical sources.</p> <ul style="list-style-type: none"> • Literal meaning of historical passages • Data in historical and contemporary maps, graphs and tables • Different historical perspectives • Data presented in maps, graphs and tables • Visual data presented in historical evidence <p>C. Evaluate historical interpretations of events.</p> <ul style="list-style-type: none"> • Impact of opinions on the perception of facts • Issues and problems in the past • Multiple points of views • Illustrations in historical stories and sources • Connections between causes and results • Author or source of historical narratives’ points of view • Central issue <p>D. Synthesize historical research.</p> <ul style="list-style-type: none"> • Historical event (time and place) • Facts, folklore and fiction • Historical questions • Primary sources • Secondary sources • Conclusions (e.g., Senior Projects, research papers, debates)

<ul style="list-style-type: none"> • Credibility of evidence
<p><i>Historical Analysis and Skill Development are learned through and applied to the standards statements and their descriptors for 8.2. Pennsylvania History, 8.3. United States History and 8.4. World History.</i></p>

Fig. 1. This table is the standard category, *Historical Analysis and Skill Development*, and related standard statements outlined in the Academic Standards for History published by the Pennsylvania Department of Education.

Academia offers theoretical research that supports the established state standards. In its broadest sense, academia can offer a more conceptual purpose for social studies education. Within education research, there has been significant strides in offering case studies in or “historical investigations” that provide states with the information necessary to define standards appropriately (Monte-Sano, 2014). Scholarly publications exploring this topic use these investigations to analyze the different ways in which history education can be utilized to develop historical thinking and analysis skills; combining different pedagogical techniques with different content areas in the historical realm (Monte-Sano, 2014).

Additionally, organizations such as the National Council for the Social Studies (Bauduy, n.d.) defines the nationally recognized primary purpose of social studies as “to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an independent world” (Bauduy, n.d.). As the largest professional association devoted to social studies education in the United States, their proposed purpose for history education is based on the development of students’ inquiry processes, data collection and analysis, collaboration, decision-making, and problem-solving skills (Bauduy, n.d.). The purpose of social studies, as expressed by the state standards and academic organizations, is framed in the development of students’ higher-order thinking skills. State expectations and academic research go hand in hand when expressing the purpose of history in high school education.

In fact, most of the state standards established in the United States are based upon the research being done in academia; leading to overlap in the perceived purpose of social studies education (Monte-Sano, 2014). One specific example of such overlap is the American Historical Association, a nonprofit organization dedicated to researching and promoting historical studies, provides identifies five critical historical thinking skills to emphasize in history education (Ansley & Bowen). The first four skills are identical to the Pennsylvania state standards, with the simple addition “Historical Issues – Analysis and Decision Making” which emphasizes historical questioning and decision bias (Ansley & Bowen).

The important distinction between state standards and curriculum and education academia is the depth to which academia researches historical thinking skills (Monte-Sano, 2014). More specifically, the issues that arise in history education. While state standards focus on instructing educators on what they should teach, academia also offers insight into the discrepancies and problematic practices that educators should be wary of as described in *Chapter 3: Contemporary Problems with Ancient Solutions*.

This paper will select subjects from ancient history, applies those subjects to the standard statements outlined by category 8.1.12, and analyzes their ability to meet the theoretical purposes of education in this assessment of ancient history’s educational value in high school classrooms. A comparison between anecdotal historical case studies for three different Mediterranean ancient regions (Greece, Rome, and Egypt) and the purposes outlined in this chapter act as justification for ancient histories implementation in high school social studies education.

CHAPTER 3:**Case Study One – Greece**

The first case study for the reliability of ancient historical topics meeting the tangible and theoretical characteristics of purposeful history education, outlined by *Chapter 2: The Purpose of History Education*, is Greece. The history of ancient Greece is extensive and offers a variety of literary, architectural, and material evidence to promote the educational goals outlined by the Pennsylvania Department of Educations' state standards in Figure 1 (Pennsylvania Dept. of Ed., 2002). This chapter, will take an anecdotal approach and provide case studies based in ancient Greek history which will meet the first three standard statements for the standard category *Historical Analysis and Skill Development*. Students will develop key higher-order thinking skills, which are in line with the state standards, through engagement with the chronological periods, artist expression, and literature of ancient Greece.

Evaluate Chronological Thinking

The first standard statement, *Evaluate Chronological Thinking*, is essentially teaching students to organize history and identify patterns in the evolution of different empires or during transitions across different eras. Greek history is full of differentiated time periods from the Neolithic Period to the Late Hellenistic Period. During the transition between different ancient Greek time periods, such as the transition from the Archaic Period to the Classical Period, I would establish this skill set by presenting students with an assignment asking them to individually identify different changes occurring in or continuous factors affecting the time

periods. I would present students with a Jamboard or other visual organizer for their discussion that can be used in outlining the ideas of the individuals and the group as a whole. Jamboard is a digital interactive whiteboard created by Google which allows for collaborative participation in a multi-slide platform. Students would first identify one key change and one key continuity individually, indicate their idea on the visual organizer, and then discuss as a group to select the most influential change or continuity based on the options they provided.

In my experience in the education field, I find this exercise to help solidify the chronological order of key time periods in students' minds and aid them in developing their contextualization skills. Additionally, it allows students the opportunity to evaluate the changes and continuities occurring between time periods. In the example, students may identify changes such as increasing international involvement or state development through architecture; utilizing evidence to justify their observations. They may also identify continuities such as civil strife and revolutions between city-states. Due to the frequent shifts and evolutions occurring in ancient Greek history, and the historical documentation to identify these time periods, this standard statement is easily applicable.

Synthesize and Evaluate Resources

When asking students to *Synthesize and Evaluate Resources*, ancient Greece lends itself to the arts. The art throughout ancient Greece's history has changed with the evolution of the general consciousness of city-states and regional culture as a whole. In order to meet this standard statement, an individual presentation project could be utilized. Students would be provided a choice board in which students would choose to analyze art from one of five of the

Greek periods: Minoan Age (2000—1400 BCE), Mycenaean Age (110—600 BCE), Archaic Period (750—500BCE), Classical Period (500—336 BCE), or Hellenistic Period (336—146 BCE) (Barringer, 2016, pp. 25). After students select the time period they prefer to analyze art from, they would select and research three pieces from that period; whether statues, architecture, or frescos. Students would have to evaluate the purpose and perspective of each piece. Students would then present their analysis in a short PowerPoint presentation to the class; introducing the pieces, explaining their analysis, and using the art to identify one key inference we can make about this period based upon the evidence they researched. This assignment would directly engage students with artifacts from history and allow them to practice their individual researching abilities.

When high school students are presented with art and other visual artifacts from history, they are typically motivated and engaged with the content. In my experience, visual sources offer students the chance to practice their evaluative and inference skills. In order to adequately meet the requirements of this assignment, students would have to demonstrate their ability to identify the literal imagery in the piece, evaluate the purpose and intended audience of the piece, and use the data set selected as a whole to identify key features of the society producing the pieces. For example, a student who analyzes Classical Period art may select the Charioteer of Delphi, Discobolus, and a Terracotta Panathenaic prize amphora (Barringer, 2016, pp. 194-300; Miller, 2006, pp. 31-113). Through an analysis of these three pieces, a student may identify a pattern of athletic influence in art, perhaps using further research into the Panhellenic Games to infer an increase in societal interest in athletic games (Miller, 2006, 31-87). Ancient Greece has such an extensive history of art and architecture, each period producing vastly different pieces, which

provides students with the opportunity to practice higher-order evaluations and comprehensive analyses.

Evaluate Historical Interpretations of History

The third standard statement, *Evaluate Historical Interpretations of History*, promotes the development of students' evaluative and evidence sourcing skillset. To help my students gain practice with this skill, I would use a jigsaw document analysis activity that presents students with both literary sources and epigraphic materials from ancient Greece (appendix) (Barringer, 2016). "Jigsaw" is a pedagogical technique of organizing classroom activities in a way in which students are reliant on learning from one another. Students would be broken into groups analyzing excerpts from three of six sources. These sources would include documents such as the manumission inscriptions at Delphi, an excerpt from the Iliad, part of Aristophanes' the Clouds, a portion of the Draconian constitution, a selection from Alexander the Great's speech at Opis, and a poem fragment by Sappho (appendix) (Barringer, 2016, pp. 198-260). This selection of sources in particular introduces students to an array of text produced for vastly different reasons by Greeks experiencing radically different lives in ancient Greece. Students would be asked to source each document using the H.I.P.P. acronym established for AP DBQ practice. H stands for the historical situation, I for the intended audience, P for the purpose of the document, and P(OV) for the point of view of the author. Students would then come back together and each group would present the sourcing they completed for their assigned documents.

By exposing students to a variety of ancient Greek documents, and asking them to analyze the environment in which it was created, I am helping students practice interpretation of

historical context and perspective. Ancient Greece offers such a vast collection of surviving documents, a simple document analysis jigsaw introduces students to some of the most diverse perspectives present in any given time period due to the polarity of status in ancient times. Students may identify the differences in the intended audience between the militant soldiers listening to Alexander the Great's speech and the common citizens watching Aristophanes' play (Barringer, 2016, pp. 194-264). Yet again, this time period also allows for students to examine and infer as to what may not have survived from this time period; examining what perspectives may have been lost or never documented in the first place.

Historical Significance

Ancient Greek history provides architectural, literary, and material evidence that is unique to this region and time period. From Cycladic pottery to the Parthenon, artifacts from Ancient Greece can be used to promote inference and evaluative skill sets that students can then later apply to every other historical time period (Barringer, 2016; Miller, 2006, pp. 31-35). The uniqueness and significance of this subset of world history is the influence the developments occurring in ancient Greece had on the contemporary knowledge of the United States today. The impact of the scientific developments of Hippocrates, Cleisthenes demokratia system, and even Panhellenic games are still seen today (Barringer, 2016; Miller, 2006, pp. 31). Without the technological innovations, cultural shifts, and political developments of ancient Greece, the world would be radically different.

This is exactly why students should be exposed to the history of ancient Greece; the ideas originating from this place and time are having a direct impact on their lives. Almost every

aspect of ancient Greek history can be connected back to a concept, object, or system that exists today. If instructors are able to implement the development of higher-order thinking skills into this subject area, which this paper just proved can be done, then school districts and state education departments should be more willing to implement ancient Greek history into their high school education curriculum.

CHAPTER 4: Case Study Two – Rome

The second case study demonstrating ancient history's ability to meet the qualifications set forth by the standard statements in Pennsylvania's *Academic Standards for History* is Rome. Ancient Roman history offers the most extensive selection of literary and material evidence between the three ancient societies discussed within this paper due to the longevity of the Roman empire and relative recency of the empire comparatively. The well-documented empirical expansion, available data sources, and complex literature from the Roman Empire make this subject a useful tool in meeting the statement standards set forth by the Pennsylvania Department of Education mentioned in *Chapter 2: The Purpose of History Education*.

Evaluate Chronological Thinking

In order to help students, evaluate chronological thinking using Roman history, I would utilize a roleplaying exercise that pushes students to consider the causes and effects of expansion in the Roman Empire from approximately 44 BCE—117 CE (Beard, 2015, pp. 536). Using a blank map of Europe and the Mediterranean, students would have to role play as the Roman Empire to determine where and how they expand their territory. Icons for natural resources and foreign settlements would be preplaced on the map. The instructor would narrate key events in chronological order and present students with choices for expansion during each round. For example, the instructor may narrate Greece's involvement in the Punic Wars and tell students they may place one Roman military base within two leagues of the base they control furthest to the east of Rome (Beard, 2015, pp. 475). Students would have to decide which directions for

expansion offer more value; whether it be based on social, political, or economic gain.

Throughout the rounds, the instructor would also provide data samples in the forms of maps, tables, or visuals that provide additional context or incentive for expanding in certain ways; though deciphering the significance of the data is the responsibility of the group.

This exercise would help students develop a better understanding of how expansion can be used as a tool for chronological thinking in historical situations, as well as, provide students with the opportunity to evaluate how contextualization of an event can shift the direction of societal development. In this particular role-playing activity, students are exposed to the changes and continuities that are both, directly and indirectly, affecting the Roman Empire, while simultaneously evaluating how those factors may have influenced the decisions made by political figures in Rome. For an additional layer of complexity, students may be asked at the end of the activity to compare the causes and effects of the Roman Empire's expansion to other ancient historical regions' expansive evolution (Beard, 2015, pp. 480).

Synthesize and Evaluate Resources

Due to the amount of evidence present in ancient Roman history, compared to that of Greece or Egypt, evaluating historical sources can be practiced easily within the classroom. An example of this standard statement being met could include the implementation of a Peardeck lesson on Roman slavery. Peardeck is an interactive presentation tool that allows instructors to insert multiple-choice and short-response questions directly into the presentation slides. The lesson on Roman slavery would include direct instruction on the characteristics, causes, and

effects of slavery in the Roman empire, but incorporate multiple-choice and short-response questions intermittently.

I would incorporate a mixture of stimulus-based and non-stimulus-based questions into the presentation; using a mixture of data tables, maps, and visual sources. For example, I could present students with an excerpt from the Twelve Tables (451—450 BCE) and ask them to describe in 1-2 sentences the literal meaning of the passage, as well as, the tangible influence this text would have on Roman citizens, noncitizens, and slaves (Crane, 2013). I could then present a separate excerpt from the Code of Justinian (529 CE) later in class and ask students to identify the difference in historical perspective between the two literary sources (Crane, 2013).

This intertwined pedagogical technique will allow students to quickly interact with multiple sources and different forms of data while they are learning the content. Some sources may be introduced before the relevant slide is taught; forcing students to use their reasoning and inference skills to discern the relevance of the data. Other data may be presented after the relevant slide to provide students a chance to review or make connections with past sources presented. Roman history offers such a variety of evidence (i.e. literature, architecture, demographic data, etc.), the development of student evaluation skills is easily integrated into any lesson on Roman history (Monte-Sano, 2014; Beard, 2015).

Evaluate Historical Interpretations of History

The literary evidence available from ancient Rome is a useful tool in the development of students' historical interpretation and inferencing skills. An example of how Roman literature could be implemented into a lesson to develop this skillset is a comparative Socratic Seminar. A

comparative Socratic Seminar involves students reading two texts prior to the discussion and then creating an environment for a student-led conversation surrounding the texts in the classroom. In this example, I would assign students to read sections of Virgil's *Aeneid* and excerpts from Livy's *History of Rome* over the course of the week leading up to the Socratic Seminar (Crane, 2013). These two texts offer different ways of documenting history and reflect the impact the author's choices have on the perception of fact.

Roman literature lends itself to this standard statement due to the complex relationship between historical documentation and mythology surrounding the Roman Empire. Students would have the opportunity to read the *Aeneid* which is frequently believed to be a dramatized or entirely fictional explanation for the founding of Rome (Beard, 2015, pp. 53). Juxtaposed to this text is the highly academic *History of Rome*; more academically rationalized but with its' own historical bias (Crane, 2013; Beard, 2015, pp. 15). These texts give students the chance to engage with ancient literature and develop their ability to contextualize written sources, evaluate author bias, and infer societal responses to the texts.

Historical Significance

Much like ancient Greece, the impact of Roman ideas and innovations extends into society today. This region and the time period associated with it have an extensive array of surviving evidence due to the preservation of artifacts by archaeologists and the Vatican (Beard, 2015). With many Greek statues only surviving through marble Roman copies by proxy (Beard, 2015, pp. 167). The Roman's cultural and religious synchronism is the reason we have such a detailed understanding of tumultuous periods in other empires' histories; while these other

empires' culture and political structures were collapsing, Rome adopted different aspects of these cultures – preserving their significance in the process (Beard, 2015, pp. 169). Additional significance for this regional study in ancient history is found in the unique perspectives it provides as one of the only empires surviving the transition from ancient history to more modern history (Beard, 2015, pp. 563).

The Roman Empire provides ample evidence to evaluate different concepts that drastically change with the transition into more modern history. One example of this is the perspective Rome offers on labor exploitation and slavery prior to the conception of chattel slavery that arises from the Trans-Atlantic Slave Trade. Between Aesop's Fables and Marcus Tullius Tiro's published letters from Cicero, there is an immense amount of content centered on ancient slavery that other regions and time periods cannot provide (Beard, 2015, pp. 21). The Romans' synchronism and survival through a global transition make this subject a useful and unique tool for students to develop their evaluation and comparison skills.

CHAPTER 5:**Case Study Three – Ancient Near East**

The final case study demonstrating ancient history's ability to meet the proposed purpose of history education as outlined in *Chapter 2: Purpose of History Education* is Egypt. Egyptian history offers a different perspective from that of Greece and Rome, as its' geographic location in Northern Africa on the border of the Levant results in a vastly different state development comparatively (Bard, 2017). Through the use of pharaoh succession, material artifacts, and intentional historical erasure, Egypt promotes the development of students' historical thinking skills and comprehension abilities. Ancient history, specifically Egyptian history, sufficiently meets the qualifications of the Pennsylvania Department of Education's standard category for historical thinking skills.

Evaluate Chronological Thinking

Instructors can use Egypt as a tool for evaluating the chronological development of a state, as well as, analyze the changes and continuities present over time. The dynastic succession of pharaohs throughout Egypt's history is well documented and offers students the opportunity to practice chronological organization with a focus on the changes associated with each leader (Bard, 2017, pp. 38). A cooperative organization activity through PowerPoint could be utilized to help aid in this student skill development. Students would be assigned into small groups and instructed to select who they believe to be the five most influential pharaohs in the development of Egypt. They may decide to select pharaohs who have influenced the social, political, or

economic development of the state; forcing them to take a critical look at what factors they believe to be the most influential in state development. Students would then create a PowerPoint presentation putting their pharaohs in chronological order and provide the following: contextualize their rule, identify changes and continuities occurring throughout their reign, and describe any short-term or long-term impacts that resulted. This would allow students to chronologically organize Egyptian history while simultaneously contextualizing the development of the state.

In my experience, finding ways to chronologically organize history without reliance on specific dates or years is the most efficient way to promote historical organization. Egypt offers a detailed and complex system of succession that lends itself as a subject to helping students develop this skill set. Students can analyze pharaohs such as Akhenaten, who significantly influenced the perception of the pharaoh as a divine entity, and Hatshepsut, who impacted the perception of women in positions of power in Egypt (Bard, 2017, pp. 38-39). These analyses help build content knowledge for students while also establishing a sense of chronological thinking and pattern recognition.

Synthesize and Evaluate Resources

Ancient Egyptian history can also be utilized to evaluate historical sources and data. Between clay cuneiform accounting tablets to commemorative stele, material evidence from ancient Egypt can help students develop their higher-order thinking skills. For example, a See-Think-Wonder activity utilizing different Egyptian artifacts can help strengthen analytical and inference skills. See-Think-Wonder is an inquiry-based pedagogical tool that asks students to

observe, analyze, and question visual sources. I would have students use this activity to assess the significance of five artifacts, such as Tutankhamun's Mask, Rosetta Stone, Sphinx, Karnak Temple, and the Narmer Palette (Bard, 2017). Students would thus be exposed to various expressions of Egyptian cultural and political development. By starting the lesson with this activity, I would be pushing students to practice their critical thinking skills prior to providing the context that would expose the significance of these artifacts.

This activity provides students with the opportunity to analyze the visual data presented in sources such as the Narmer Palette, as well as, historical perspectives from religiously affiliated architecture such as Karnak (Bard, 2017, pp. 255). Students can discern the imagery they see in the sources, use their prior content knowledge to make inferences as to the significance of said artifacts, and develop questions that can promote further learning. This content is a useful tool in the strengthening of these high-order thinking skills.

Evaluate Historical Interpretations of History

A comparative discussion on historical perspective and intentional erasure can help students' in evaluating historical interpretations of history. After presenting a lecture on the erasure of Queen Hatshepsut from history by her stepson Thutmose III and his son, Amenhotep II, I would present students with three guiding questions to help facilitate a discussion on historical erasure and the perspectives that lead to such a decision (Bard, 2017, pp. 38-39). The guiding questions would be as follows: What rationale may Thutmose III have used to justify the erasure of Hatshepsut? How can historical erasure be utilized to legitimize another ruler? How does historical erasure impact our ability to evaluate history today? The subject of historical

erasure is easily explored through the lens of Egyptian rulers and can be utilized as a tool for developing these key skills (Bard, 2017, pp. 38-39).

Students have the ability to analyze the impact of rulers' opinions on the perceptions of history through ancient historical topics. Egypt is a useful case study for analyzing the causes for historical erasure and the effects such decisions have on cultural or political views at this time, as well as, our ability to conceptualize history today. Due to the nature of historical erasure, ancient history is one of the only time periods where there is little enough documentation for erasure to be successful. As such, ancient history, in this example, Egypt, lends itself to students' development of analyzing and evaluating the significance of historical interpretations of history.

Historical Significance

The history of the Ancient Near East is often overlooked in world history curriculum; possibly because of Eurocentrism or maybe just the complications of finding translations for these ancient languages (Sumerian, Akkadian, Egyptian hieroglyphics) (Bard, 2017, pp. 25-33). However, the factors that make this subject go unnoticed are precisely the variables that make it unique in high school education. The Ancient Near East provides subject matter that promotes the development of observation, inference, and evaluation skills due to the complexity and limited availability of material evidence. Egypt is a useful case study in conceptualizing the benefits of teaching the Ancient Near East to high school students.

Most students are not familiar with the languages associated with the Ancient Near East and therefore, many of the documents and literary artifacts cannot immediately be discerned by students. Instead, students must use their higher-order thinking skills to determine the possible

purpose of the artifact, and maybe more importantly, evaluate the extent to which this artifact can tell us about history without a direct translation available. Students are thus thrust into the position of archaeologists who initially engaged with these sources and be more aware of the observations they have about a source. Generally, the use of Ancient Near Eastern history can promote critical comprehension skills by forcing students to consciously observe and infer meaning from visual or material sources.

CHAPTER 6:**Case Study Four – Comparative**

The fourth and final standard statement listed in the 8.1.12. standard category, *Historical Analysis and Skill Development*, is *Synthesize Historical Research* (see Figure 1). This standard statement aims at promoting the utilization of all statement standards in the broader scope of individual research. Essentially, students are expected to practice applying all of the higher-order thinking skills outlined throughout this paper in one comprehensive analysis of a historical topic. Students must observe, evaluate, analyze, and infer through an exploration of historical evidence. Throughout the anecdotal case studies in this paper, ancient history has proven to be a useful subject in students' historical analysis and skill development. This final standard can easily be satisfied with a comparative research paper on ancient societal development.

In the proposed comparative research paper, students would be asked to identify, describe, and evaluate the significance of one continuity or change that is consistent across all three ancient regions discussed in this paper (Greece, Rome, and Egypt). Students would have to use their observation and pattern recognition skills to identify a continuity or change present in all of these regions. Critical thinking and sourcing skills would be necessary for selecting and justifying material or data-driven evidence that supports their claim. They would also need critical analytical and evaluative skills to determine the significance of the continuity or change selected. Essentially, students would need to utilize all of their higher-order thinking skills to adequately respond to the proposed research paper.

For example, a student may select the use of religious deification as a tool for legitimizing state power as a continuity across Greece, Rome, and Egypt. They could select rulers such as Alexander the Great, Augustus, and the cyclical cycle of pharaoh deification as

evidence for how the use of deification and religious divinity was utilized in the legitimization of state power after the death of a ruler (Barringer, 2016; Beard, 2015; Bard, 2017, pp. 38). The student would not only have identified and described this practice through evidentiary means but also evaluated the long-term significance of how this process legitimized the power of the state as a whole. The hypothetical student would also be required to assess and justify the reliability of the evidence they are utilizing in their argument; addressing the lack of evidence, and therefore rationality for inference, throughout ancient history as well. Overall, ancient history is a useful tool in culminating the required higher-order thinking skills set forth by the synthesis of historical research requirement; as expressed through this comparative case study (Monte-Sano, 2014).

CHAPTER 7:

Contemporary Problems with Ancient Solutions

This paper has demonstrated ancient history, specifically in the Mediterranean region, can be used to meet the state standards and theoretical expectations for history education as outlined in *Chapter 2: The Purpose of History Education*. However, the question remains: what makes ancient history unique in its' application within the classroom setting? The answer lies in skill development issues solely associated with modern history. There are three core issues with history education in practice: eurocentrism, student subjectivity, and excessive evidence. These core issues are associated with modern history curriculum and its' practical application. Rather than being subjected to these issues, ancient history uses what would be considered a problem in modern history as an opportunity for further development of students' higher-order thinking skills.

Eurocentrism in history courses, specifically world history courses, has become a point of great contention in education. In 2018, the AP CollegeBoard went as far as to remove all content predating European colonialism in 1450 CE from their AP World History curriculum (Wong, 2018). Decisions such as these are becoming more frequent and erasing history untouched by European influence from the course content. Beyond the erasure of pre-colonial history, the European narrative in modern world history content is significantly inflated (Gran, 2009, pp. 5). Students are being taught through a "western" perspective that emphasizes European innovation and influence (Gran, 2009, pp. 10). This type of curriculum focus disregards the identity of non-European students in the classroom and can promote a dangerous notion of European superiority or supremacy. It can be a challenge for educators to shift the focus off of Europe when modern

history is riddled with European imperialism and colonization. Ancient history is one of the easiest ways to provide a non-Eurocentric historical perspective.

Ancient history lends itself to a more global perspective because, for most of ancient history, western Europe was not a prominent source of power or material evidence compared to other regions (Hicks, 1981, pp. 59). By using ancient history topics, educators can provide a non-European view that emphasizes the innovations and development of civilizations that are otherwise typically neglected in history education (Hicks, 1981, pp. 107). Between the Aztecs, Indus River Valley civilization, Song Dynasty, Egyptians, Greeks, and Romans, there is ample opportunity in ancient history to shift the focus away from Eurocentric perspectives and give students a chance to engage with other non-European developments that influenced the world as we know it today (Abdou, 2017, pp. 382). Once the content reaches the modern framework, imperialism and colonization are already in the foreground; leaving almost every aspect of history from that point forward influenced by “western civilization” in some way.

Student subjectivity also presents certain challenges in modern history that are far less applicable to ancient history. Student subjectivity comes from the proximity of the historical controversy being discussed to the present. Controversial subjects can be useful in history education as they allow students to explore different perspectives and the evolution of ideas over time, as well as, across cultures. However, the closer the historical significance of the controversy being discussed, the more difficult it can be for individuals to remove the societal perspective on that issue today from their evaluation (Hollander, 2011, pp. 54). The concept of historical distancing arises as a potential solution to this issue (Hollander, 2011, pp. 54). The premise for historical distancing comes from the notion that the farther from, or more temporally distanced from, the event or concept being discussed the more objectively an individual can

analyze the perspectives associated with that event or concept (Hollander, 2011, pp. 55). In this way, modern history limits the extent to which students can test their higher-order thinking skills with regard to controversial events or concepts. However, ancient history distances itself sufficiently for students to take practice objectivity in analysis.

A prime example of this concept in practice is a student discussion on slavery. From a modern perspective on the Trans-Atlantic Slave Trade, student's understandable sensitivity to the subject given today's political climate and current affairs may lead to hesitation and exacerbated subjectivity. In efforts to protect students from emotional or mental trauma, instructors who may be uncomfortable facilitating such a discussion may even limit the extent to which students are asked to analyze or evaluate the topic (Dull, 2018, pp. 191). However, ancient Greek slavery can offer students a historically distanced discussion on slavery and labor exploitation. Students are less likely to suffer any emotion or mental trauma from a poorly facilitated discussion and also have the opportunity to more deeply evaluate the causes and effects of slavery from a more objective perspective. This is not to say difficult subject matter should not be discussed in the modern era, but rather that ancient history provides an additional layer of protection for students to have these more difficult conversations from a more historically objective perspective.

The third core issue, ample evidence, is often viewed as a reason for teaching modern history. However, it can also limit students' abilities to practice their higher-order thinking skills, specifically evaluation and inference. Modern history offers vastly documented perspectives, extensive material evidence, and ample data. This is a beneficial tool which allows students a chance at practicing analyzing collected data and comparing point of views, however, it makes the development of evaluation and inferencing skills more difficult. Students have enough evidence from the time period, due to the level of surviving documentation which means they

have to infer about time periods' cultural, source, or curator bias. In comparison, ancient history's limited evidence grants students the opportunity to hone their evaluation and inference development.

Due to the limited surviving evidence from ancient history, students carefully evaluate the reliability and bias pertaining to the documents surviving. In many cases, the literary text available may only present one perspective; in which case students' must consider and develop their own notions of what possible counterarguments may have been during that time period. When the evidence is not easily handed out, students must think more deeply about the significance of the evidence that is available. A specific example of this is the case of Flavius Josephus and the mass suicide at Masada. The only evidence from the Jewish Wars indicating a mass suicide at Masada was Flavius Josephus' work *the Jewish Wars* (Olick, 2003, pp. 536). This source is the only one of its' kind and, therefore, students are forced to examine the reliability of Josephus and his account (Olick, 2003, pp. 536). Students must evaluate whether or not the account is factual and, if decidedly not accurate, must infer what potential reasons may cause someone to create a false historical account. In this case, and others similar to it throughout ancient history, promote these often overshadowed higher-order thinking skills (Hicks, 1981, pp. 34).

In totality, ancient history is a unique subject area of history that uses the weaknesses of modern history to its' own advantage. Ancient history is the perfect content area for students to gain a more global perspective without the fear of eurocentrism, learn to limit their subjective bias in historical evaluation, and develop higher-order thinking skills that are frequently not applicable to modern topics. These core issues in modern history are what set ancient history, specifically Mediterranean history, apart as an exceedingly useful content area for history

education in the public education system. Ancient history uses the weaknesses of modern history and frames the issues in ways that further students' skill development.

CHAPTER 8:**Concluding Remarks**

The general purpose of history education is to promote historical analysis and thinking skill development through student engagement with historical materials or concepts. This proposed purpose is tangibly outlined by regulated state standards, but also by educational institutions dedicated to social studies curriculum. For the purpose of this paper, the Pennsylvania Department of Educations' state standard statements for standard category 8.1.12. were analyzed comparatively with anecdotal case studies describing proposed applications for ancient history in high school classrooms (Pennsylvania Dept. of Ed., 2002). This comparative analysis reflected not only the capability ancient history content has for meeting the student developmental expectations set forth by the state, but also explored the unique developmental opportunities this time period offers students. More specifically, the use of Mediterranean regions (Greece, Rome, and the Ancient Near East) were utilized for this analysis.

Ancient Greece was the first to be analyzed in accordance with the state standards statements. The art, architecture, literary documentation, and Greek eras themselves were used in a variety of activity anecdotes to prove their ability to meet the burden set forth by state standards. The significant influence this ancient developing culture had on the development of modern societies was demonstrated to be an additional benefit to the strengthening of students' higher-order thinking skills.

The Roman Empire provided further evidence of ancient history's ability to meet standards through the application of empirical expansion, literature, and social structures such as slavery in high school curriculum. Furthermore, the unique position of the Roman Empire during

such a transitional period in world history allows for the survival of evidence that may not otherwise be available to scholars today.

The Ancient Near East, through the lens of Egyptian history, was also proven to be effective in meeting the state standard statements with the use of important figures, material artifacts, and the tangible results of attempted historical erasure. Additionally, even with the confines of student accessibility, due to translation and the limited survival of evidence, this subject area provides a unique opportunity for students to develop intentional observational and inference skills.

Beyond their ability to reliably apply subject content to the state standards outlined by the Pennsylvania Department of Education, ancient Mediterranean history further addresses the weaknesses of modern history education. The use of ancient history in high school education can alleviate the Eurocentric framing inherent in modern history, allows for historical distancing from typically sensitive concepts, and uses the simplicity of its' evidence to promote deeper thinking.

This paper has demonstrated the ability of ancient history, specifically related to Mediterranean regions, to meet the tangible and theoretical proposed purposes of history education as set forth by the Pennsylvania Department of Education and academia; outlined in *Chapter 2: Purpose of History Education*. Through a series of case studies applying different ancient historical subjects to the standard statements set forth in standard category 8.1.12. of the Pennsylvania Academic Standards for History, this paper has reflected the broad benefits of ancient history education. With the case studies presented in mind, this paper calls for a conversation among the history education community about what content regulations are currently being used to meet the federal and state standards for higher-order thinking skills.

Instructors should have the ability to utilize ancient history in the development of high school curriculum without fear of straying too far from the content requirements set forth by standards such as section 8.4.12 of the Pennsylvania *Academic Standards for History* (Pennsylvania Dept. of Ed., 2002).

Appendix

Lesson Plan and Materials: Ancient Greek Document Analysis

♦ SOCIAL STUDIES LESSON PLAN ♦

Student-Teacher: Morgan Philips		School:	Mentor:
Class Subject: World History	Grade: 12 th	Enduring Understanding: Students will be able to identify the proper factors for sourcing a document: historical situation, intended audience, purpose, and point of view of the author. They will be able to use these factors in determining the significance and reliability of ancient sources. Students will be able to evaluate the historical perspective these documents present and their influence on modern perceptions of ancient history.	
Unit: Ancient History (8000 BCE – 500 CE.)			
Topic: Greek Literature			
Materials & Resources <ul style="list-style-type: none"> • PowerPoint, "Ancient Greek Document Analysis" 			
Activities & Procedures (Estimated Lesson Time: 40 minutes) <p>Instructions [Direct Instruction] Time: 5 min. Introducing the Document Analysis</p> <ul style="list-style-type: none"> • Teacher: Explain the process and objectives of the Ancient Greece Document Analysis activity. Go over the expectations and instructions for the assignment. Assign students to their small groups. Ask if students need any clarification before being sent into breakout groups. • Students: Listen to instructions for the activity. Ask any clarifying questions if necessary. <p>Group Work-Time [Cooperative Learning, Reading] Time: 20 min. Group Discussion and Sourcing</p> <ul style="list-style-type: none"> • Teacher: Facilitate dialogue by monitoring time and periodically checking on each group. • Students: Read the three excerpts assigned to their group in the resource slide show. Discuss the prongs of H.I.P.P. for each document with the group and write down their responses in a google document. Select a speaker to share their sourcing and ideas to the rest of the class. <p>Whole Class Discussion [Cooperative Learning] Time: 15 min. Group Speakers</p> <ul style="list-style-type: none"> • Teacher: Bring students back to together. Facilitate the dialogue surrounding these documents; moving through each one and asking for groups to present their sourcing of the documents. Ask students if they have any questions about the documents. Solidify what should have been sourced and the relevance of these documents. • Students: Volunteer to speak on behalf of their group and share their sourcing of the documents assigned. Listen to other groups present and jot down notes on the sourcing of unassigned documents. Write down the key take-aways indicated by the instructor. 		Specific Learning Outcomes <ul style="list-style-type: none"> • <u>Evaluate</u> the historical situation, intended audience, purpose, and point of view for ancient documents. • <u>Explain</u> their perceptions and inferences related to these documents. • <u>Interpret</u> the historical perspective of these documents; analyzing the bias inherent to each. 	
		Compelling Questions <p><u>Framing Question:</u> How does the source of a document affect our perception of history?</p> <p><u>Answers:</u> Understanding the sourcing of a document can help show us the historical bias present during that time period; cautioning us from accepting everything as truth. It can show us the point of view of one class or subset of individuals during a time period; pushing us to question other perspectives. It can help us determine the effectiveness of literary devices throughout history; urging us to analyze the responses to such literature.</p> <p><u>Supporting Question:</u> How does historical situation, intended audience, purpose, and point of view help us better understand a document?</p> <p><u>Answers:</u> The historical situation provides context for the social, political, and economic factors influencing the creation of the document. The intended audience and purpose provide information on why the author made the choices they did and allows us to look for the responses of the audience. The point of view of the author provides context for the choices made in the document's creation, position of the author, and purpose of the document as a whole.</p>	

Group 1: 1, 2, 3
Group 2: 2, 3, 4
Group 3: 3, 4, 5
Group 4: 4, 5, 6
Group 5: 5, 6, 1

Ancient Greece

Document Analysis

Spring 2021 -- M. Philips

DIRECTIONS:

1. Once in a group, have one member make a copy of the worksheet on canvas and share group members on it.
2. Fill out your groups' names and the image numbers you are assigned.
3. Working as a group, source for all prongs of H.I.P.P. for EACH of your assigned documents and jot down your responses in a google document.
4. Select a speaker to share your groups' thoughts on each of the documents.

1 Manumission Inscription at Delphi:

While Emmenidas son of Kallias was archon in the month of Daidaphorios, Teleso daughter of Mnaskrates of Delphi, with her son Kleon also consenting, sold to Pythian Apollo a female body named Ladika, Syrian in origin, for the price of three *mnæe* of silver, and [Teleso] holds the payment, accordingly as Ladika entrusted the sale to the god, according to which she be free and untouchable by all for all time, doing whatever she wishes and going wherever she wishes. The guarantor in accordance with the law of the city: Astoxenos son of Dionysios. If anyone should lay hands on Ladika for enslavement, let both the seller Teleso and the guarantor Astoxenos provide the sale as secure to the god; if they should not provide the sale as secure to the god, let them be fined in accordance with the law. Likewise also let bystanders have the power to protect her as being free, themselves being unpunished and not liable to any judgment and penalty. Witnesses: the priests of Apollo Tarantinos, Amuntas, and the magistrates Aristion, Asandros, Aristomachos, and the private citizens Patreas, Eukrates, Astoxenos, Kleon, Artemidoros, Charixenos.

2 Excerpt from Book 1 of the *Odyssey*, Homer:

[1] Tell me, O Muse, of the man of many devices, who wandered full many ways after he had sacked the sacred citadel of Troy. Many were the men whose cities he saw and whose mind he learned, aye, and many the woes he suffered in his heart upon the sea, [5] seeking to win his own life and the return of his comrades. Yet even so he saved not his comrades, though he desired it sore, for through their own blind folly they perished—fools, who devoured the kine of Helios Hyperion; but he took from them the day of their returning. [10] Of these things, goddess, daughter of Zeus, beginning where thou wilt, tell thou even unto us. Now all the rest, as many as had escaped sheer destruction, were at home, safe from both war and sea, but Odysseus alone, filled with longing for his return and for his wife, did the queenly nymph Calypso, that bright goddess, [15] keep back in her hollow caves, yearning that he should be her husband. But when, as the seasons revolved, the year came in which the gods had ordained that he should return home to Ithaca, not even there was he free from toils, even among his own folk. And all the gods pitied him [20] save Poseidon; but he continued to rage unceasingly against godlike Odysseus until at length he reached his own land.

3 Excerpt from *The Clouds*, Aristophanes:

*Aristophanes' play, "The Clouds," features Socrates as one of its main characters. A Greek man named Strepsiadès comes to Socrates to learn the art of public speaking. Strepsiadès wants to learn how to speak cleverly so he can escape his debts in court. Socrates teaches Strepsiadès a number of things. The man is so excited with his new wisdom that he sends his son to learn from the philosopher, too. Although this play is fictional, Socrates himself watched it and laughed at its comedy. He did not object angrily to how he was portrayed, but instead rose and took a bow at its end. In this scene, Socrates teaches Strepsiadès about *The Clouds*, whose voice the Greeks had just heard.*

Strepsiadès: On Earth, what a voice! How holy and dignified and wonderful!
Socrates: Yes, these voices alone are goddesses. All the rest are nonsense.
Strepsiadès: Wait, isn't Zeus -- the Olympian -- a god?
Socrates: What Zeus? Do not trifles! There is no Zeus.
Strepsiadès: How can you say that? Who causes the rain then? Explain that to me!
Socrates: The Clouds make it rain. I will prove it to you. Have you ever seen Zeus cause to rain without Clouds? And yet, if he existed, he ought to be able to make it rain in fine weather, with no Clouds.
Strepsiadès: By Apollo, your argument has proven this to me. Before this, I truly believed that Zeus caused the rain. Now tell me who causes the thunder? This makes me tremble!
Socrates: The Clouds, as they roll, make thunder.
Strepsiadès: How do they cause thunder? You are brave to say this!
Socrates: When the Clouds are full of water, and are moving through the sky, they bump into each other heavily and cause themselves to burst and clap.
Strepsiadès: But who is it that makes clouds move through the sky? Isn't it Zeus?
Socrates: Not Zeus, but the Vortex in the air.
Strepsiadès: Vortex? I never noticed that Zeus didn't exist, and that Vortex ruled the sky instead. But I still don't understand how Clouds can cause the clap and the thunder.
Socrates: Have you not heard me? I said that the Clouds, when full of moisture, smash against each other and thunder by reason of their density?

4 Excerpts of Draconian Code from *The Athenian Constitution*, Aristotle:

*...political rights (in Athens) can only belong to those that carry weapons. These rights are especially for lower rank lords whereas in order for someone to be elected as a general or head of cavalry (ἵππαρχος, *ipparchos*) he should have a fortune of over 100 mnes and have a legitimate Athenian wife and children over 10 years old.

"He who kills another Athenian, without a purpose or by accident should be banished from Athens for ever. If the killer apologizes to the family of the murdered man and the family accepts the apology, then the murderer may stay in Athens."

"A relative of a murder victim, can hunt and take into custody the murderer and thus hand him to the authorities where he will be judged. If a relative kills the murderer he will not be allowed to enter the Athenian Forum («*agoras*», *agora*), or participate in competitions or set foot into sacred places..."

5 Excerpts of Alexander the Great's Speech at Opis from *Anabasis*, Arrian of Nicomedia:

[7.9.1] "Macedonians, my speech will not be aimed at stopping your urge to return home; as far as I am concerned you may go where you like. But I want you to realize on departing what I have done for you, and what you have done for me.

[7.9.2] Let me begin, as is right, with my father Philip. He found you wandering about without resources, many of you clothed in sheepskins and pasturing small flocks in the mountains, defending them with difficulty against the Illyrians, Triballians and neighboring Thracians. He gave you cloaks to wear instead of sheepskins, brought you down from the mountains to the plains, and made you a match in war for the neighboring barbarians, owing your safety to your own bravery and no longer to reliance on your mountain strongholds. He made you city dwellers and civilized you with good laws and customs....

....[7.9.8] All the wealth of Egypt and Cyrene, which I won without a fight, are now yours, Coele Syria, Palestine and Mesopotamia are your possession, Babylonia and Bactria and Elam belong to you, you own the wealth of Lydia, the treasures of Persia, the riches of India, and the outer ocean. You are satraps, you are generals, you are captains. As for me, what do I have left from all these labors? Merely this purple cloak and a diadem."

6 Fragment 16, Sappho of Lesbos:

Some say a host of cavalry, others of infantry, and others of ships, is the most beautiful thing on the dark earth, but I say it is whatever a person loves. It is perfectly easy to make this understood by everyone: for she who far surpassed mankind in beauty, Helen, left her most noble husband and went sailing off to Troy with no thought at all for her child or dear parents, but [love] led her astray ... lightly ... [and she] has reminded me now of Anactoria who is not here; I would rather see her lovely walk and the bright sparkle of her face than the Lydians' chariots and armed infantry ...

BIBLIOGRAPHY

- Abdou, E. D. (2017). Toward embracing multiple perspectives in world History Curricula: INTERROGATING representations of Intercultural exchanges between ancient civilizations in Quebec textbooks. *Theory & Research in Social Education*, 45(3), 378–412. <https://doi.org/10.1080/00933104.2016.1276500>
- Bard, K. A. (2017). *An introduction to the archaeology of Ancient Egypt*. Wiley-Blackwell.
- Barringer, J. M. (2016). *The art and archaeology of ancient Greece*. Cambridge University Press.
- Bauduy, J. (n.d.). *National Curriculum Standards for Social Studies: Executive Summary*. Social Studies. <http://www.socialstudies.org/standards/national-curriculum-standards-social-studies-executive-summary>.
- Beard, M. (2015). *Spqr: A History of Ancient Rome*. Liveright Publishing Corporation.
- Dull, L. J. (2018). Teaching African Enslavement: A Pluralistic Approach. *The History Teacher*, vol. 51, no. 2, pp. 189–220.
- Gran, P. (2009). *The rise of the rich: a new view of modern world history*. Syracuse University Press.
- Hangen, T. (2015). Historical digital Literacy, one classroom at a time. *Journal of American History*, 101(4), 1192–1203. <https://doi.org/10.1093/jahist/jav062>
- Hicks, D. V. (1981). *Norms and nobility: a treatise on education*. Greenwood.

Ansley, L., & Bowen, A. (Eds.). (n.d.). *Historical Thinking Skills: AHA*. Historical Thinking Skills | AHA. <http://www.historians.org/teaching-and-learning/teaching-resources-for-historians/teaching-and-learning-in-the-digital-age/the-history-of-the-americas/the-conquest-of-mexico/for-teachers/setting-up-the-project/historical-thinking-skills>.

Hollander, J. D. (2011). Contemporary History and the Art of Self-Distancing. *History and Theory*, 50(4), 51–67. <https://doi.org/10.1111/j.1468-2303.2011.00603.x>

Miller, S. G. (2006). *Ancient Greek athletics*. Yale University Press.

Monte-Sano, C., Paz, S. D. la, Felton, M., & Wineburg, S. S. (2014). *Reading, thinking, and writing about history: teaching argument writing to diverse learners in the common core classroom, grades 6-12*. Teachers College Press.

Olick, J. (2003). *American Journal of Sociology*, 109(2), 536-538. doi:10.1086/381625

Crane, G. R. (Ed.). (2013). Perseus Digital Library. <http://www.perseus.tufts.edu/>.

Pennsylvania Dept. of Education, Academic Standards for History (2002). Pennsylvania.

Wong, A. (2018). *The Controversy Over Just How Much History AP World History Should Cover*. The Atlantic. <http://www.theatlantic.com/education/archive/2018/06/ap-world-history-controversy/562778/>.

ACADEMIC VITA

MORGAN K. R. PHILIPS

Email: mkp5489@psu.edu

Education

The Pennsylvania State University, University Park, PA | Schreyer Honors College
Bachelors of Arts in Classics and Ancient Mediterranean Studies May 2021
Bachelors of Secondary Education in Social Studies May 2021

Study Abroad

Study Tour of Roman History and Archaeology – Rome, Italy Summer 2019

- Examined historical archaeological sites, artifacts, and text from the Roman Empire
- Obtained an understanding of local customs, language, and infrastructure

History, Culture, and Archaeology of Greece – Athens, Greece Spring 2021

- Gained an understanding of the influences Ancient Greece had on the modern Hellenistic state
- Learned about the local customs, language, and politics of modern Greece

Work Experience

Pennsylvania State University Housing University Park, PA
Eco Rep Building Advisor January 2018—May 2019

- Worked in collaboration with Penn State Housing & Food Services and Resident Assistants to educate first year students on sustainable living practices for on campus residences
- Analyzed self-collected data during sustainability research focus groups

State College Area School District State College, PA
Student Teacher October 2020—May 2021

- Observed and co-taught part time in a 11th—12th grade Social Justice & Diversity class in collaboration with the state college social studies department head, two Penn State street law students, and a Penn State Curriculum and Instruction professor
- Co-taught full time and created materials for two periods of 10th grade AP World History in collaboration with my mentor while observed by my Penn State supervisor

Leadership and Community Involvement

Penn State Mock Trial Association 2017—2021

- Captain (2018, 2019, 2020), Education Director (2018), Public Relations Chair (2017)

THE GLOBE Special Living Option – Member 2017—2021

Schreyer Honors College Orientation Program 2018—2019

- Team Leader (2019), Mentor (2018)

Delta Beta Sigma – Founding Member 2020—2021