

Cities of the Pharaohs (Revised Edition)

Great Civilizations of the Ancient World Series

Subject Areas: Social Studies, World History, Language Arts/English, Art & Architecture History

Synopsis: Using reenactments, on-location cinematography, computer animation, and reconstructions, traces the development of Egyptian civilization and recreates the Temple of Amun in Luxor, the Temple of Amun in Karnak, the Temple of Queen Hathshetput, the temple built by Ramses III, the Colossi of Memnon, and the Great Temple in Abu Simbel. Details the roles of priests in ancient Egyptian religion and introduces the Egyptian gods and goddesses. Also discusses the discovery of Tutankhaman's tomb and the relocation of the temple of Philae.

Learning Objectives:

- Objective 1)** Students will be able to describe the development of Egyptian civilization on the banks of the Nile.
- Objective 2)** Students will be able to explain why the great Egyptian temples were built.
- Objective 3)** Students will be able to describe the construction of the ancient temples.
- Objective 4)** Students will be able to explain the role of priests in ancient Egyptian religion.
- Objective 5)** Students will be able to describe the major gods and goddesses of ancient Egypt and their outstanding characteristics.

Pre-Viewing Questions and Activities:

- 1) What do you know about Egyptian gods and goddesses? Can you name a few and relate them to their areas of responsibility?
- 2) Why were the temples built and how were they constructed? How did the temples differ from the pyramids?
- 3) Were Egyptian priests essential to their society? How?
- 4) Describe the conditions of daily life in ancient Egypt.

Vocabulary:

Pharaoh, immortal, Horus, Set, Menes, Thebes, Karnak, Luxor, Amun-Re, pylon, Ramses II, Amenhotep III, courtyard, Montu, Mut, ceremonial processions, mythological figures, obelisk, barque of Amun-Re, Osiris, Anubis, Sekhmet, Ptah, Thot, Queen Hatshepsut, Mentuhotep, mortuary temple, Colossi of Memnon, Tutankhaman, Philae, Isis Temple, Aswan Dam, Temple of Abu Simbel, Seven Wonders of the Ancient World, lighthouse of Alexandria, Cleopatra, Mark Antony

Post-Viewing Questions and Discussion:

- 1) Who was Amun-Re and what was his significance in Egyptian history?
- 2) What main celebrations were celebrated in the temples of Luxor and Karnak?

- 3) What was the largest temple ever built? What was the motivation for its being constructed to be the largest in Egypt?
- 4) What is an obelisk and why were they built?
- 5) What kinds of decoration adorned the Temple of Karnak?
- 6) What unusual legend arose concerning the Colossi of Memnon?

Additional Activities:

- 1) Investigate the military victories of Ramses III and the self-concept he developed as a result of his victories.
2. Write a detailed report on the discovery of the tomb of Tutankhaman.
3. Investigate the curses associated with opening a pharaoh's tomb. Is there historical truth that supports the significance of these curses?
4. Research the 20th century tragedy that occurred at the Temple of Queen Hatshepsut.
5. Investigate the reasons for the end of the Pharaoh's dynasties in Egypt.

Related New Dimension Media Titles:

- The Rise and Fall of Roman Civilization Series
- Christianity in World History Series
- Renaissance Series (Revised)
- Leonardo The Renaissance Man Series
- Additional programs in Great Civilizations of the Ancient World Series

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The Pyramids & Ancient Egypt (Revised Edition)

Great Civilizations of the Ancient World Series

Subject Areas: Social Studies, World History, Language Arts/English, Art & Architecture History

Synopsis: Using reenactments, on-location cinematography, computer animation, and reconstructions, details the construction of the pyramids of Egypt in Giza and Sakkara; the Pyramid of Cheops, the Sphinx, Djoser's funeral complex and the Mastaba of Ti. Also uses computer animation to illustrate the city of Memphis as it appeared originally, showing a typical Egyptian temple, bakery and home. Explores the culture of ancient Egypt, including mummification, hieroglyphics and food.

Learning Objectives:

- Objective 1)** Students will be able to identify and describe ancient architectural sites in Egypt.
- Objective 2)** Students will be able to describe the religious beliefs of the ancient Egyptians.
- Objective 3)** Students will be able to describe the daily lives of the ancient Egyptians.

Pre-Viewing Questions and Activities:

- 1) What is mummification? What methods are used to preserve these bodies for such long periods of time?
- 2) Who built the pyramids and how were they constructed?
- 3) What did the ancient Egyptians eat?
- 4) Describe the conditions of daily life in ancient Egypt.

Vocabulary:

elaborate, sophisticated, culture, Herodotus, prosperous, Khufu, legacy, Seven Wonders of the Ancient World, Cheops, Giza, Chephren, Mycerinos, mastabas, limestone, symmetry, mausoleum, overwhelming, allegiance, cult of death, sarcophagus, Sphinx, Sakkara, Mastaba of Djoser, Imhotep, Ka, sanctuary, facility, Memphis, Temple of Ptah, cosmetics, pictographs, hieroglyphics, inscription

Post-Viewing Discussion:

- 1) What are the three greatest pyramids in Egypt? What elements of their construction put them in this classification?
- 2) How were the pyramids constructed?
- 3) What does it mean when the ancient Egyptians are said to have a “cult of death”?
- 4) What is a sarcophagus and what was its purpose in ancient Egypt?
- 5) Who was Imhotep and what was his contribution to Egyptian architecture?
- 6) What happened to the ancient Egyptian capital, Memphis?
- 7) Describe the diet of the ancient Egyptians.

Additional Activities:

- 1) Investigate the institution of marriage and family in ancient Egypt.
- 2) Write a detailed report on the process of Egyptian mummification.
- 3) Investigate the history of Egyptian hieroglyphics and how they were deciphered.
- 4) Create a model of a pyramid detailing its inner chambers and passageways.

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- Christianity in World History Series
- Renaissance Series (Revised)
- Leonardo The Renaissance Man Series
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Ancient Greece (Revised Edition)

Great Civilizations of the Ancient World Series

Subject Areas: Social Studies, World History, Language Arts/English, Art & Architecture History

Synopsis: Using reenactments, on-location cinematography, computer animation, and reconstructions, recreates life in Ancient Greece. Reveals a warrior society of various ethnic groups, who shared a common appreciation for sport and began the first Olympic Games. Explains their reliance on the support of the gods for success in sport and battle, providing details of the great temples built to honor these gods. Reviews the history of Mycenae, Santorini and Delphi and the statues and temples associated with these ancient locations.

Learning Objectives:

- Objective 1)** Students will be able to identify and describe major architectural landmarks and cities in Greece
- Objective 2)** Students will be able to describe the lives of ancient Greeks who participated in battle, sport, and the religious life of Greece.
- Objective 3)** Students will be able to understand the role of major Greek gods and the Delphic oracle in the lives of these ancient people.
- Objective 4)** Students will be able to recall the history of major Greek battles such as the Battle of Salamis and also understand the role of triremes in the success of sea battles.
- Objective 5)** Students will have a thorough understanding of the role of the first Olympic Games.

Pre-Viewing Questions and Activities:

- 1) Where is Santorini located? What do you know about Corinth, Mycenae, Santorini or Delphi?
- 2) How did the ancient Greeks fight battles at sea: what weapons and ships did they use?
- 3) What was the origin of the Olympic games? Where were they first held, and under what conditions?
- 4) Who was the Delphic oracle and what was her significance in the lives of the ancient Greeks?

Vocabulary:

Alexander the Great, philosophy, democracy, Poseidon, Athens, Cape Sounion, Doric, city state, trireme, Battle of Salamis, Persian fleet, Aphrodite, Corinth, Acropolis, Apollo, Hermes, Zeus, Heracles (or Herakles), Greek mythology, oracle of Delphi, odes, Mycenae, Mycenaeans, Schliemann, Mask of Agamemnon, Megaron, frescoes, Santorini, mythical, Atlantis, Aegean Sea, Delphi, oracle

Post-Viewing Questions and Discussion:

- 1) Recall the likely story of Atlantis. Do you believe this city really exists, that it ever existed or that it exists now?
- 2) Why was it an honor to be an Olympic athlete?
- 3) What likely happened to the huge statue of Zeus?

- 4) If you were given the chance to visit Mycenae, Santorini, Corinth or Delphi which ancient site would be your choice? Why?
- 5) Describe the differences among Doric, Ionic and Corinthian columns.

Additional Activities:

- 1) Investigate the rituals of the oracle of Delphi. How were the “special effects” associated with her appearance, likely created?
- 2) Draw a detailed scale drawing of a trireme.
- 3) Write an ode on the death of Agamemnon.
- 4) Do a thorough investigation of the god, Poseidon, and his significance to ancient Greeks who lived near the sea.

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Ancient Athens (Revised Edition)

Great Civilizations of the Ancient World Series

Subject Areas: Social Studies, World History, Language Arts/English & Architecture History

Synopsis: Using reenactments, on-location cinematography, computer animation, and reconstructions, recreates life in Ancient Athens. Reveals the influence of Greek mythology, Greek architecture, the Greek theater, social customs and early forms of democratic government to the daily lives of Athenian citizens.

Learning Objectives:

- Objective 1)** Students will be able to identify and describe major architectural landmarks in Athens.
- Objective 2)** Students will be able to describe the lives of early Athenians in the marketplace, at home, and in government.
- Objective 3)** Students will know the major Greek gods and goddesses and their role in the lives of the people.

Pre-Viewing Questions and Activities:

- 1) Where is Athens located? What do you know about Athens today? What do you know about ancient Athens?
- 2) Did the ancient Athenians believe in one God or many? Can you name some of them?
- 3) Why did the ancient Greeks build such massive buildings? Where were many of these located? Why?
- 4) How did the ancient Athenians live? What did they eat?

Vocabulary:

Agra, Acropolis, Parthenon, Stoic, Stoa, Tholos, Doric, epic heroes, Athena, Athena Nike, portico, Zeus, Poseidon, Apollo, lentils, olives, Agora, Erechtheion

Post-Viewing Questions and Discussion:

- 1) What is the main difference between the ancient Greek architecture found in Athens today and the way these buildings must have looked in ancient times?
- 2) Why was Zeus such a powerful god?
- 3) Why did the ancient Greeks build statues to Athena Nike?
- 4) Explain the role of Greek theater in the lives of the people. What kind of plays did they watch?
- 5) What characteristic of Athenian government was democratic? What was not?
- 6) How were women treated in ancient Greece?

Additional Activities:

- 1) There were some powerful women in ancient Athens. Who were they and how did they gain their powerful positions?
- 2) Investigate the stability of the Doric column so frequently used in Greek architecture. What made it so strong?
- 3) Provide a thorough definition of the role of Athena Nike in Greek culture. What qualities of her personality did the Athenians admire and why did they worship her?
- 4) Create a drama centered on a event that happens in an ancient Athenian marketplace or in the Erechtheion.

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Ancient Rome (Revised Edition)

Great Civilizations of the Ancient World Series

Subject Areas: Social Studies, World History, Art & Architecture History

Synopsis: Reconstructs Rome as it was 2,000 years ago. Traces the history and expansion of Rome and recreates the city as it appeared originally. Describes the daily lives of Romans and visits the Roman Forum, Trajan's market, a tavern, and an apartment building. Details the construction of the Colosseum and describes the gladiatorial fights that took place there.

Learning Objectives:

- Objective 1)** Students will be able to discuss the life styles of the people who lived in ancient Rome.
- Objective 2)** Students will be able to describe the purpose of the Roman forum.
- Objective 3)** Students will be able to describe the construction of the Colosseum and its uses.
- Objective 4)** Students will be able to describe a Roman apartment building.
- Objective 5)** Students will be able to describe the life of an average Roman citizen.

Vocabulary:

Roman forum, Colosseum, gladiators, metropolis, Romulus, Remus, Palatine Hill, Emperor Aurelian, architecture, aqueducts, forums, monumental, Capitoline Hill, Temple of Saturn, Basilica Giulia, Temple of Castor and Pollux, Basilica Aemilia, Imperial Palace, Arch of Augustus, vestal virgins, barrel vaulted, sumptuous, aristocratic, Emperor Trajan's Market, Circus Maximus, Roman baths, Caracalla, pantomime, comedy, tragedy, Theater of Marcellus, Flavian amphitheater, Doric, Ionic, Corinthian, Vespasian, Nero, Constantine, Arch of Constantine, Temple of Venus, Appian Way, Domus, urban, heritage, innovation

Pre-Viewing Questions and Activities:

- 1) Why are so many people fascinated with the Roman Colosseum?
- 2) What events took place in the Roman Colosseum?
- 3) What other Roman buildings have survived from ancient times?
- 4) What was daily life like for the average Roman citizen?
- 5) Who ruled Rome?

Post-Viewing Questions and Discussion:

- 1) Who were Romulus and Remus and how did they influence Roman history?
- 2) Where and how did Romans conduct government and make decisions for Roman citizens?

- 3) What was kept at the Temple of Saturn?
- 4) Who were the vestal virgins?
- 5) Why might a Roman citizen prefer to live in Pompeii rather than in Rome?
- 6) Describe the typical Roman diet.

Additional Activities:

- 1) Research how the Roman Colosseum was built.
- 2) Investigate the psychology of the typical Roman citizen. Were they bloodthirsty by nature?
- 3) Describe how the Romans transported slaves, gladiators and wild animals to the Colosseum.
- 4) Was Roman society essentially a military society? Provide proof for your point of view.
- 5) If you were an average Roman citizen, describe your typical desires and aspirations.

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Pompeii (Revised Edition)

Great Civilizations of the Ancient World Series

Subject Areas: Social Studies, World History, Art & Architecture History

Synopsis: Recreates the ancient city of Pompeii and describes the destruction caused by the eruption of Vesuvius in 79 A.D. Discusses the excavation of the lost city of Pompeii in 1756 and explores the ruins of the Basilica, the Temple of Apollo, the Forum, the Temple of Jupiter, the baths, the Temple of Fortuna Augusta, a theatre, houses, roads, and the marketplace. Describes life in ancient Pompeii, recreating the buildings as they appeared originally, while looking at Roman art, architecture, food and entertainment.

Learning Objectives:

- Objective 1)** Students will be able to discuss the life styles of the people who lived in ancient Pompeii.
- Objective 2)** Students will be able to discuss the destruction that was caused by the eruption of Vesuvius in 79 A.D.
- Objective 3)** Students will be able to describe the original architecture of this now extinct city.
- Objective 4)** Students will be able to describe the characteristics of life in Pompeii which made it a particularly Roman City.

Vocabulary:

Vesuvius, eruption, Pompeii, Basilica, Temple of Apollo, Forum, Temple of Jupiter, Roman baths, Temple of Fortuna Augusta, Bay of Naples, prosperous, wary, apocalyptic, volcanic slag, pumice, Naples, excavators, Roman theater, Herculaneum, archaeologists, marketplace, porridge, garum, resins, villas, House of the Faun, atriums, House of the Vetti, murals, frescoes, Ionic, portico, forum, Roman Republic, brazier, mosaics, natasio, reservoir, aqueduct, acoustics, Villa of the Mysteries.

Pre-Viewing Questions and Activities:

- 1) Why are so many people fascinated with the ruins of the ancient city of Pompeii?
- 2) What kind of a society existed in ancient Pompeii?
- 3) Why did the citizens of Pompeii ignore the warnings that Vesuvius was about to erupt?

Post-Viewing Questions and Discussion:

- 1) Recall the Greek influences in the ancient city of Pompeii.
- 2) Why did political figures build fountains?
- 3) What types of performances would take place in the large theaters versus the smaller theaters?
- 4) What was the purpose of the Villa of the Mysteries?
- 5) What is garum?

Additional Activities:

- 1) Research Roman life at the time of ancient Pompeii.
- 2) Investigate the geological history of Vesuvius and explain why it erupted when it did.
- 3) In the role of a traveler visiting Pompeii, describe the buildings you see from your entrance to your exit of the city.
- 4) Describe the eruption from a child's point of view.
- 5) Write a newspaper article about the eruption from a politician's point of view.

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Ancient Israel & Jerusalem

Great Civilizations of the Ancient World Series

Subject Areas: Social Studies, World History, Middle East History, Art & Architecture History, World Religions

Synopsis: Chronicles the history of Israel from the time of Abraham to King David's capture of Jerusalem from other Semitic peoples. Computer-animated reconstructions demonstrate how the city was expanded by his son, Solomon, how the Temple was built and later destroyed by the Babylonian emperor, Nebuchadnezzar, and how it was rebuilt centuries later by Herod the Great. Also reviews how Jerusalem was desecrated by the Greeks and destroyed by Rome, leaving only the Western Wall of the Temple and the Gates to which the Jews of the Diaspora eventually returned.

Learning Objectives:

- Objective 1)** Students will be able to trace the origins of the civilization of Israel by relating this to the history of Jerusalem.
- Objective 2)** Students will be able to explain King David's contributions to the Israelites.
- Objective 3)** Students will be able to explain how King Solomon built upon the work of his father.
- Objective 4)** Students will be able to explain the role of Herod the Great in re-establishing the culture of the Israelites.
- Objective 5)** Students will be able to explain the origins of anti-Semitism and Jewish resistance.
- Objective 6)** Students will be able to explain the significance of the Western Wall to Jews of the Diaspora.

Vocabulary: Define and discuss the following key terms:

Haran, Canaan, Shechem, Abraham, Jebusites, Gihon Spring, Joab, shaft, Ark of the Covenant, shrine, exodus, Moriah, Hittite, Solomon, chariot warriors, caravans, conscripted, sanctuary, Passover, Feast of the Tabernacle, sacrificed, pestilence, cosmopolitan, Hellenism, anti-Semitic, Maccabees, menorah, Chanukah, egomaniacal, benefactor, Dung Gate

Pre-Viewing Questions and Activities:

- 1) Why do so many Jews want to return to Jerusalem or, at least, to see Jerusalem in their lifetime?
- 2) Where did Jewish culture originate? How did Jewish culture evolve? What stories do you recall of Jewish culture and the history of the Jews?
- 3) Explain the historical reasons why Jerusalem is considered to be a divided city.

Post-Viewing Questions and Discussion:

- 1) Who was the first leader of the Israelites? Where did he come from? Why?
- 2) Why is David considered the founder of Jewish civilization in this program? How did the Israelites live prior to David capture of Jerusalem? Why do civilizations seem linked to cities? What is the root meaning of the world civilization?
- 3) What other great figures preceded David in the history of Judaism? How does the program say the different names of Israel and Judaism emerge in history?
- 4) What were the sources of anti-Semitism during the time of the Greek occupation of Jerusalem? How were the Greeks and the Jews different, or how did they think they were different, from each other?
- 5) What historical facts indicate that Herod the Great was a conflicted personality? How did he help the Jewish nation? How did he restrict the Jewish nation? What is Herod's status in the history of Jerusalem? In the history of Christianity?
- 6) Explain the origins of Chanukah.
- 7) Why do so many Jews visit the Western Wall?
- 8) Why is King David so respected in Jewish culture?

Further Activities:

- 1) Research the causes of anti-Semitism after the Greek occupation of Jerusalem. Relate your findings to contemporary examples of anti-Semitism. Do present day examples of anti-Semitism bear a direct relationship to historical examples?
- 2) Investigate the role of the Maccabees in Jewish history.
- 3) Investigate the role of the prophets in Jewish history. How were they similar to or different from Jeremiah?
- 4) After thorough research, explain why Jewish culture has survived. Define what it means to be a Jew (i.e. what is the essence of Jewish cultural identity). What was the Diaspora and how is it important in understanding Jewish history?
- 5) Read the Psalms of David. Why have they survived the test of time to achieve a permanent place in Western literary culture?

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Mexican Indian Civilizations: Olmecs to Aztecs

Great Civilizations of the Ancient World Series

Subject Areas: Social Studies, World Geography and Cultures, Multicultural Studies, Latin American Civilization, World Religions

Synopsis: Some of the cultures of Mesoamerica (the Olmecs, Zapotecs, Toltecs, and Aztecs) believed that one day the God-man Quetzalcoatl (Kets-al-ko-at-all) would return from the east to claim his throne. The coincidental arrival of the Spaniard Hernan Cortes at the prescribed time fulfilled this fatal doctrine. But even before the Spaniards arrived in 1519, strife between the rival city-states had weakened and sometimes emptied their lands. Culture, religion, power, deception, luck and greed all influenced the downfall of the great Aztec nation. This program's reenactments, on-location cinematography, computer animation, and reconstructions, bring these important events to life.

Learning Objectives:

- Objective 1)** Students will identify how Cortes and his forces changed the structures of power, authority and governance in the Aztec world.
- Objective 2)** Students will analyze the motives and justification of the Spanish forces.
- Objective 3)** Students will identify the cultural characteristics of the Aztecs and the Spanish. They will identify how belief systems influence choices and how each culture dealt with the other's beliefs.

Vocabulary:

Hallucinogenic, conquistadors, triumph, retaliated, dumbfounded, shimmering, magnificent, comprehension, establishment, nomads, barbarians, mercenaries, exacted, apocalyptic, catastrophic, omen, prophet, fatalism, divinity, demented, vigor, revolt, depleted, elaborate, demoralizing, realist, delusions, ruthless, subdue, siege, gallows, systematically, subjugated

Pre-Viewing Activities:

- 1) During the program, have students create a list of the ways in which Cortes and his forces changed the structures of power, authority and governance in the Aztec world. If necessary, include some discussion about what the terms power, authority, and governance mean.
- 2) During the program, have students make a list with words that describe the culture and/or belief systems of the Aztecs and the Spanish.

Post-Viewing Activities:

- 1) **Share the lists that were prepared during the program.** Call on students to volunteer adjectives from their lists. Record these items for all to see.
- 2) **Group the items.** Ask the students to consider which of the items listed go together because they are alike in some way. In this step students begin to examine the relationships among the items listed. Direct each student to put these items into several groups and to write these groups down.
- 3) Upon completion, let the students share the groups they created. Remind them that if they would like to share a list, to share one that is different from one that has already been recorded. Record

- them for all to see. Have the students study the lists on the board and challenge the students to look for unusual connections among items within each list.
- 4) **Label the items by defining the reasons for grouping.** Ask the students to come up with a label for each group. It is very important at this step for the teacher to ask the students to articulate and defend their reasoning process. Teachers may want to allow several labels per group to accommodate different points of view. If this option is taken, a vote to decide the most suitable label is a good way to enhance the student's reasoning process.
 - 5) **Regroup or subsume individual items or whole groups under other groups.** Ask, "Are there items in one group that could be placed in another group?" "Are there whole groups that could be placed under one of the other labels?" Again, ask the students for reasoning here. Record the regroupings.
 - 6) **Synthesize the information by summarizing the data and forming generalizations.** Ask the class to look over all the lists and work done. Direct them to make a general statement about the topic in one or two sentences. Students must try to pick out the trends. At this point return to your chosen objective and encourage the students to find a statement that speaks to the learning outcomes. Have the students share and discuss their generalizations.

Essential Facts for Discussion and Evaluation:

- Cortes lands at Villa Rica, sends one ship back to Spain and burns the rest of his fleet.
- Cortes arrives at Cholula and attacks the Cholulans.
- Spaniards and Indian allies march to Tenochtitlan, the Aztec capital city.
- Thinking Cortes was Quetzalcoatl, Moctezuma II welcomes him and gives him the throne.
- Moctezuma begins to question divinity of the Spaniards when he sees their lust for gold.
- Cortes leaves, hearing that a Spanish force has landed.
- Aztecs receive Spanish permission to do a ceremonial dance.
- Pedro de Alvarado orders a slaughter of the defenseless ceremonial dancers.
- Cortes returns to find his troops surrounded by a massive Aztec army.
- Moctezuma is killed in this siege while Cortes and his forces narrowly escape.
- Meeting again for battle, the Spanish kill several Aztec leaders causing a Spanish victory.
- After a three-month siege of Tenochtitlan, Cortes subdues the city.
- Cuauhtemoc, the last Aztec leader, asks Cortes to end his life, but is spared for bravery.
- Three months later Cuauhtemoc is hanged.
- Aztec population in Tenochtitlan ravaged by smallpox, brought by Spanish from Europe.
- The Spanish destroy the Aztec's temples, artwork, and culture.
- Indians who are Spanish allies are made into slaves.

Important People:

Quetzalcoatl (Kets-za-ko-at-all)– God-man who the Aztecs believed would one day return to claim his throne.

Hernan Cortes – Leader of the Spanish Conquistadors who conquered the Aztec empire.

Moctezuma II (Moc-te-zuma) –Aztec ruler when Cortes arrived.

Pedro de Alvarado - chief lieutenant of Hernan Cortes. He commanded at Tenochtitlán in the absence of Cortés, and brutality provoked a brief native rebellion.

Cuauhtemoc (Kwa-who-te-moc) – Last Aztec emperor.

Important Places:

Villa Rica (Vee-ya Reeka)– The beach on which Hernan Cortes and his men landed in 1519.

Cholula –(Cho-lu-la) City with the largest pyramid in Mexico. His quest for gold led Cortes through this city.

Tenochtitlan (Te-nosh-teet-lan)– The Aztec capital city.

Cortes Pass – The path from Cholula to Tenochtitlan.

Important Dates:

Olmecs civilization (1300-400 BC)

Zapotecs civilization (100-1500 AD)

Toltecs civilization (900-1250 AD)

1518 – Aztecs at the peak of their power

1519 - Cortes lands at Villa Rica

1519 – Dance triggered a revolt that doomed the Aztec empire

1521 – Cortes and his men return to Tenochtitlan to conquer the Aztecs

Additional Activities:

- 1) Have the students design an Aztec Sun Stone. On it, have the students use pictures to tell the story of the fall of the Aztecs.
- 2) Prophets predicted the end of the Aztecs. Have the students write a persuasive essay in which they take a stance as to whether the prophets actually predicted the fall of the empire or whether their predictions contributed to the cause.

Related New Dimension Media, A Questar Co., Video Titles:

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- Native Americans Before Columbus Series (Five programs)
- Native Americans and Frontiersmen Series (Four programs)

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Mexican Indian Civilizations: The Maya

Great Civilizations of the Ancient World Series

Subject Areas: Social Studies, World Geography and Cultures, Multicultural Studies, Latin American Civilization, World Religions

Synopsis: The Maya explores the ancient Maya through the eyes of New York lawyer and explorer John L. Stevens. In 1839 Stevens set out to document the mysterious rumored cities of the ancient Maya. What he found were the remains of a surprisingly rich culture with a written language, incredible architecture, and a ritualistic lust for blood.

Learning Objectives:

- Objective 1)** Students will identify how the identities of the Maya were shaped by culture, by groups and by institutions.
- Objective 2)** Students will examine how the identity of John L. Stevens influenced his perception of the Mayan culture and how personal identity influences perception in general.

Vocabulary:

Succumbing, arrogant, renderings, famine, pestilence, cascade, insufferable, mutations, peninsula, uncouth, imperial, musing

Pre-Viewing Activities:

- 1) On a Map, identify Mayan lands from the Yucatan Peninsula to the Guatemalan Highlands.
- 2) During the program, have students prepare a list of words that describe the Mayan identity. In other words, a list of what made these people Mayan.

Post-Viewing Activities:

- 1) In this film students learned about the abandoned cities of the Maya through the eyes of the American Explorer John L. Stevens. Ask the students to imagine what it might be like if the tables were turned. Have them imagine that they are Mayan and reporting on an ancient abandoned American city.
- 2) Have the students choose their hometown or another city with which they are familiar and direct them to write their observations of this city from what they consider to be the Mayan perspective. As an option, ask them to write in the flowery style of John L. Stevens.
- 3) When preparing their descriptions direct the students to use their list of words that describe the Mayan identity to help in their thinking.
- 4) Upon the completion of this assignment, have the students share their descriptions with the class.
- 5) Below are some suggested discussion questions.
 - What is personal identity?
 - Did John L. Stevens's identity influence what he saw and wrote?

- Are you born with your identity?
- How is identity formed? By culture? By groups? By institutions?
- How does identity influence perception?

Essential Facts for Discussion and Evaluation:

- The Mayan Empire lasted for about 4000 years: *circa* 2500 B.C. until 1500 A.D.
- Hundreds of Mayan cities from Yucatán to Guatemalan Highlands had been mysteriously abandoned before arrival of Spanish Conquistadors.
- John L. Stevens and Fredric Catherwood, explorers from New York, landed in Honduras in 1839 to explore ancient city of Copán and several other Mayan sites.
- April 1840 - the group left Guatemala on their way to Palenque.
- Hieroglyphics at Palenque indicate that the city's history seemed to stop *circa* 800 A.D.
- One theory is that failing crops may have led to the abandonment of this city.
- From Palenque they traveled to Uxmal (oosh-mal) on Yucatán Peninsula.
- Crew left Uxmal, sailed to New York and arrived home by May 1840.
- Stevens's book about his experiences, Incidents of Travel in Central America, Chiapas and Yucatán was published in 1841 and became a best seller.
- Later that year Stevens and Catherwood traveled back to the Yucatán .
- From the Yucatán they traveled to Uxmal where they saw the Temple of the magician. Spanish Accounts told that this temple was used for human sacrifice.
- Another important area at Uxmal was the Nunnery. This was a large courtyard where bleeding rituals likely took place. This ritual involved bloodletting for spiritual purposes.
- Group stopped at Kabah (ka-ba) on their way to Chichen Itza (chee-chen-eet-za) in 1842.
- In **Chichén Itzá**, Stevens found another place where an ancient Mayan ball game was played. In this game, like the other, the loser would be sacrificed.
- Stevens noticed similarities between carvings at **Chichén Itzá** and carvings in Central Mexico. He concluded that these people must have come from the same "great race".
- Different types of architecture at **Chichén Itzá** suggest that an invasion from an outside tribe took place. It is theorized that Quetzalcoatl (Kets-za-ko-at-all) was that invader.
- From **Chichén Itzá** Stevens traveled to Tulum and was disappointed by the ruins there.
- After a relatively uneventful trip around the coast they sailed back to New York.

Important Places:

- **Copán** - began as a small agricultural settlement about 1000 BC. It became an important Maya city during the Classic Period (c. AD 250–900), and at its peak early in the 9th century it may have been home to as many as 20,000 people.
- **Palenque** - ruined ancient Mayan city of the Late Classic period (c. AD 600–900) in what is now Chiapas state, Mexico.
- **Tikal** - first occupied as a small village in the Middle Formative Period (900–300 BC); subsequently, in the Late Formative Period (300 BC–AD 100), it became an important ceremonial center with the construction of major pyramids and temples. Its heyday, however, came in the Late Classic Period (AD 600–900), with the planning and construction of its great plazas, pyramids, and palaces.
- **Uxmal** - ruined ancient Mayan city in Yucatan state, Mexico, about 90 miles (150 km) west-southwest of **Chichén Itzá**. The city was abandoned circa 1450 A.D.
- **Chichén Itzá** - was founded about the 6th century AD, presumably by Maya peoples of the Yucatán Peninsula who had occupied the region since the Pre-Classic, or Formative, Period (1500 BC–AD 300).

Additional Activities:

Have the students research the camera lucida, the device John Catherwood used for his illustrations. Have them create camera lucida like illustrations for the description of their hometown.

Related New Dimension Media, A Questar Company, Video Titles:

- Great Cities of the Ancient World Series (Eight programs: Aztecs, Maya, Greece, Rome, and Egypt)
- Native Americans Before Columbus Series (Five programs)
- Native Americans and Frontiersmen Series (Four programs)

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The Seven Wonders of the Ancient World

Great Civilizations of the Ancient World Series

Subject Areas: Social Studies, World History, Language Arts/English, Art & Architecture History

Synopsis: Using reenactments, on-location cinematography, and computer animations, reconstructs the seven wonders of the world according to Philo of Byzantium: the Great Pyramid of Giza; the Hanging Gardens of Babylon; the Statue of Zeus at Olympia; the Temple of Artemis at Ephesus; the Mausoleum at Halicarnassus; the Colossus of Rhodes; and the Pharos (lighthouse) at Alexandria. Traces the stories behind each wonder, its location, the people responsible for the construction, and its original function for each civilization.

Learning Objectives:

- Objective 1)** Students will be able to describe the seven wonders of the ancient world.
- Objective 2)** Students will be able to speculate on why these architectural wonders were built.
- Objective 3)** Students will be able to consider contemporary architectural wonders and if they will stand the test of time.
- Objective 4)** Students will be able to consider the human motivation to go beyond what is known in new pursuits of exploration and construction.

Pre-Viewing Questions and Activities:

- 1) What do you know about the seven wonders of the ancient world? Can you name and/or describe any of them?
- 2) What kinds of structures do you imagine they were?
- 3) What motivates human beings to go beyond what seems to be possible in building and in exploration?
- 4) Does this kind of exploration and construction have a religious significance?

Vocabulary:

Pyramid of Cheops, Ka, embalming, Pharaoh Chephren, limestone, Hanging Gardens of Babylon, Mesopotamia, Iraq, Jeremiah, Ishtar, kilns, Belshazzar's feast, ziggurats, minarets, Tower of Babel, citadel, terraces, Euphrates, Statue of Zeus, Olympia, sacredness, athletic contests, Olympic games, chariot races, Heracles, Zeus, Mt. Olympus, Olympia, pilgrims, Doric, Hellenic, Medes, barbarous, tyrant, democratizing, Temple of Artemis, Ionic, Artemis, Apollo, chaste, fertility, edifice, Tomb of Mausolus, Halicarnassus, civilizations, mausoleum, Rhodes, Laocoon, Colossus of Rhodes, Liberty Guarding the World, colossal, Pharos of Alexandria, Alexander the Great, Alexandria, Island of Pharos, Ptolemy I, beacon, monuments, vision

Post-Viewing Discussion:

- 1) Why was the Pharos built?
- 2) What wonder of the world is associated with the Greek island of Rhodes?

- 3) What is the country of Babylon called today? What wonder was located there? Describe it.
- 4) Which of the seven wonders are located in Egypt?
- 5) Where was the huge statue of Zeus located? Why was it located there?
- 6) Who was Mausolus? What modern word comes from his name? Describe the wonder that is in his honor.
- 7) The Greeks thought of the goddess Artemis (Diana) as a chaste hunter. How did the Temple of Artemis at Ephesus reflect an Asian view of this goddess?

Additional Activities:

- 1) Do you consider the Statue of Liberty to be a modern wonder of the world? Why or why not?
- 2) Describe a wonder that you would have build if you were a person of unequalled power and money.
- 3) Investigate seven natural wonders of the world. Why do you consider these to be wonders?
- 4) Research the various drawings that exist of the Colossus of Rhodes. Explain the background of each of these versions. For example, was the version a result of historical inquiry, the research of architects, the ruins of the Colossus or based on someone's imagination?
- 5) What happened to the hanging gardens of Babylon?

Related New Dimension Media Titles:

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- Christianity in World History Series
- Renaissance Series (Revised)
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- Additional programs in Great Civilizations of the Ancient World Series

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