

# LOST CITIES

## Mark It on the Map

The world map on page 3 shows all the lost cities discussed in this issue. The articles on the following places have a map of the site and its surrounding areas: Mohenjo-Daro, page 6; Mycenae, page 12; Roanoke Island, page 21; Loyang, page 28; Machu Picchu, page 34. Show the location of Galilee in Israel for Sepphoris.

## Introduction

Read aloud “Message From the Editors” and refer to the map on page 3. Discuss what we can learn from ancient peoples’ medicine, architecture, and farming.

Have students list some other things we can learn from civilizations of the past to make our lives better. Before having students read the articles, have them refer to the time line on pages 24–25 to get an idea of when each city flourished.

## Questions for Discussion

- How did archaeologists figure out that Mohenjo-Daro existed at the same time as Sumer, an ancient civilization in Mesopotamia (present-day Iraq)?
- How do we know that Mohenjo-Daro was a well-planned city?
- Why do we know very little about the religion and life of the people of Mohenjo-Daro but a great deal about those of ancient Egypt?
- What were the huge, underground, beehive-shaped buildings in Mycenae used for?
- What did Heinrich Schliemann find at Mycenae? What other excavation is he famous for?
- What does the SIR system do, and how does it work?
- What did archaeologists discover in Sepphoris in Israel, using SIR?
- What difficulties did the Roanoke Island colonists encounter? What are some theories about what may have happened to them?
- Why did Liu Hsiu want all aristocrats to move to his new city of Loyang? Why did he devise time-consuming social and religious rituals for them to perform?
- Why did the Inca emperor and his court escape to a secret city high in the Andes Mountains?
- What feature of clay jars made in Peru is very unusual?
- What farming method of the Incas is being adopted by some modern farmers?
- What Inca crops have we grown or are we beginning to grow?

## Writing Workout

Students may complete one or more of the following activities:

- Do you think Liu Hsiu, emperor of China, was a good leader? Present some arguments to support your opinion.
- Make a list of qualities that an archaeologist must have to be successful.
- What do you think of the attitude of the English colonists toward the Roanoke Indians? Write a letter to the colonists telling them how they might get along better with the Indians.
- Write a poem or story about the sadness of the Inca leaders hiding from the Spanish invaders at the sanctuary city of Machu Picchu.

## Viewpoints

After reading the story “The House of Vengeance” on pages 15–17, have students jot down their thoughts about revenge. Ask them these questions: Why do people seek revenge? Is it a good idea to avenge a hurtful act against you, or is it better not to? Then have them write a journal entry on this matter.

## Then and Now

According to “Digging Up the Past: For Today’s Tables” (pages 42–45), hunger was unknown among the Incas. Ask students how we could wipe out hunger in our country. Have them make a list of their ideas.

## Vocabulary

mortar	reprovision
botanist	feudal
foreshadow	elite
citadel	arable
epic	innovative
vengeance	sanctuary
bastion	llama
bizarre	alpaca
antenna	discord
privateering	conventional

## Get Into Art

Students may complete one or more of the following activities:

- Design some gold jewelry for a Mycenaean princess or a silk robe embroidered in gold and silver for a Chinese noble of Loyang.
- Illustrate ancient and modern Inca costumes.
- Design a beautiful park for the emperor and his court to enjoy in Loyang.
- Create a poster advertising a museum display of Peruvian pottery.

## Literature Enrichment

- Have students read more about the Trojan War in the *Iliad* by the ancient Greek poet Homer.
- Read and share with your students *The Classical Companion* and *Myths and Legends of Mount Olympus* by Charles F. Baker III and Rosalie F. Baker, editors of *CALLIOPE* magazine. Other books your students might enjoy are *Tales of the Greek Heroes* by Roger Lancelyn Green and the d'Aulaires' *Book of Greek Myths*.
- Some students might want to tell the story "The House of Vengeance" in the form of a comic book in which the characters speak their lines directly. They also should include narration to establish time, place, and action.

## Fun Activities

Have students complete "The Streets of Mohenjo-Daro," a maze on pages 8–9, and "A Chinese Scramble" on page 32.

## The Great Wall of China

Form a cooperative group to do research on the Great Wall of China. Have students find out when and how it was built and what remains of it today.

## Science Enrichment

Have students find out what effects living at eleven thousand feet above sea level has on the human body.

## Read More About It

In *Mediterranean Trade*, "Minoan Trade" (pages 4–8) tells about the influence of Minoan arts and crafts on the people of Mycenae.

## Follow These Footsteps

R.J. Banerji	Clytemnestra	Perseus
Aegisthus	Lord Elgin	Cassandra
Homer	Sir Walter Raleigh	Agamemnon
Queen Elizabeth I	Helen of Troy	John White
Menelaus	Sir Richard Grenville	Paris
Sir Francis Drake	Achilles	Liu Hsiu
Odysseus	Hiram Bingham	Iphigenia