

VANISHED CIVILIZATIONS

Mark It on the Map

Refer students to the following maps: Minoans, page 6 (show the Strait of Gibraltar on a world map); Etruscans, page 20; Cambodia and Southeast Asia, page 31; Anasazi settlements in American Southwest, page 38.

Introduction

Have student volunteers read aloud "Message From the Editors." Then have the class compile a list of reasons for studying the past.

Vocabulary

impassable	pictograph
precedent	foraging
refute	functional
speculation	Pueblo
soothsayer	ideology
antiquity	deteriorating
denture	velocity
archipelago	lucrative
formidable	

Questions for Discussion

- How did the classical Greeks of Athens and Sparta know about earlier Greek civilizations such as the Minoans?
- Why was Crete such a powerful and wealthy kingdom?
- What did Heinrich Schliemann discover about ancient Greece?
- What did Arthur Evans set out to prove?
- What was Minoan civilization like during the middle period?
- What mysteries still remain about Minoan civilization on Crete?
- What are some theories about why Minoan civilization disappeared? How are these causes similar to those that may have destroyed many civilizations of the past?
- Where was Atlantis? Why did it disappear?
- Who originally wrote about Atlantis, and how did he describe it?
- What do two modern theories say about when Atlantis might have existed?
- Where and when did Etruscan civilization flourish?
- What was the status of women among the Etruscans, and why was it unusual?
- What achievements were the Etruscans noted for?
- Describe Angkor Wat, the great temple of the Khmer people of Cambodia.
- Where did the first outsider to visit Angkor come from, and what did he see?
- Why did the people leave Angkor in 1431 and not return?
- What is Vishnu's role as one of the three chief gods of Hinduism? What are his main characteristics?
- According to Cambodian myth, why was Angkor Wat built?
- How do we know about Anasazi civilization in early America?
- What were some of the main achievements of the Anasazi?
- What are some possible reasons for the disappearance of Anasazi culture?
- How does contemporary Pueblo Indian culture show the influence of the earlier Anasazi?
- What is an *atlatl*, and what did prehistoric people use it for?

Writing Workout

Students may complete one or more of the following activities:

- As an amateur archaeologist, what ancient civilization would you like to study? Tell why that civilization interests you.
- Write a report on an important archaeologist of the past. (See the list on page 44.)
- Make a list of arguments to persuade your family to allow you to go on an archaeological dig.
- Create an adventure story pitting archaeologists against looters trying to steal ancient treasures.

Viewpoints

Have students tell why their nation's or ethnic group's history is important to them. Have them write down their thoughts in the form of a short speech.

Then and Now

Discuss with students how some ancient civilizations may have been destroyed by environmental changes, such as those caused by volcanoes, earthquakes, and droughts. Ask students how our own civilization is threatened by environmental problems.

Get Into Art

Students may complete one or more of the following activities:

- Make a map showing important archaeological sites around the world that have been mentioned in this unit. Use pushpins to mark each site, then label each one in a map key.
- Design a T-shirt with an appropriate motto for archaeologists to wear while they dig.
- Create a gallery of ancient civilizations containing illustrations of a city or ceremonial center showing people, buildings, and artifacts for each society studied in this unit.
- Design a series of stamps that show monuments for ancient civilizations we have studied.

Puzzles for Review

Use “Minoan Mix-up” on page 11 to review information on the Minoans and “A Wordy Wolf” on page 23 to do the same for the Etruscans.

Quotable Quotes

On a bulletin board, copy the quotation on page 2: “Time is the wisest of things because it finds out everything.” Look in a book of quotations under headings such as Time, History, and Antiquity (or Ancient Civilizations) to find appropriate quotations to add to the bulletin board.

Literature Enrichment

Encourage students to read myths and legends from ancient Greece (such as those in the *Iliad*); Hindu myths about Brahma, Vishnu, and Śiva; legends from Cambodia; and Native American folktales about the Anasazi and Pueblo peoples.

Follow These Footsteps

Solon	Henri Mouhot	Pericles	Jayavarman II
Plato	Zhou Da Guan	Heinrich Schliemann	Vishnu
Arthur Evans	Lakshmi	Thefarie Velianas	Indra
Socrates	Visvakarman		

Refer students to page 44 for a list of noted archaeologists.