

Lesson 2, Day 1: Vocabulary

In a dictionary, look up the following words which pertain to this week's period in history, and write their definitions.

implements -

lunar -

flint -

dolmens -

smelted -

Lesson 2, Day 2: To Read

Early Science, Art, Architecture and More

We have already seen that early people could make useful and artistic implements of stone. They could work many metals into a variety of tools and weapons. They were practical botanists, able to distinguish different plants and to cultivate them for food. They were close students of animal life and expert hunters and fishers. They knew how to produce fire and preserve it, how to cook, how to fashion pottery and baskets, how to spin and weave, how to build boats and houses. These things, after all, were vital to their very survival, as they did not have grocery stores or tool stores or anywhere to get the things they needed to live unless they figured out themselves how to obtain them. After writing came into general use, all this knowledge served as the foundation of science.

We can still distinguish some of the first steps in scientific knowledge. Counting began with calculations on one's fingers, a method still familiar to children. Finger counting explains the origin of the decimal system. The simplest, and probably the earliest, measures of length are those based on various parts of the body. Some of our Indian tribes, for instance, employed the double arm's length, the single arm's length, the hand width, and the finger width. Old English standards, such as the span, the ell, and the hand, go back to this very obvious method of measuring on the body.

It is interesting to trace the beginnings of time reckoning and of that most important institution, the calendar. Most primitive tribes reckon time by the lunar month, the interval between two new moons (about twenty-nine days, twelve hours). Twelve lunar months give us the lunar year of about three hundred and fifty-four days. In order to adapt such a year to the different seasons, the practice arose of inserting a thirteenth month from time to time. Such awkward calendars were used in antiquity by the Babylonians, Jews, and Greeks; in modern times by the Arabs and Chinese. The Egyptians were the only people in the Old World to frame a solar year. From the Egyptians it has come down, through the Romans, to us.

Early artistic endeavors are fascinating to study. Stonehenge, on Salisbury Plain in the south of England, was built in ancient times, yet its durability, size and design still make it a popular tourist attraction today. The outer circle measures 300 feet in circumference; the inner circle, 106 feet. The tallest stones reach 25 feet in height. This monument was possibly a tomb, or group of tombs, of prehistoric chieftains, though nobody today knows for certain.

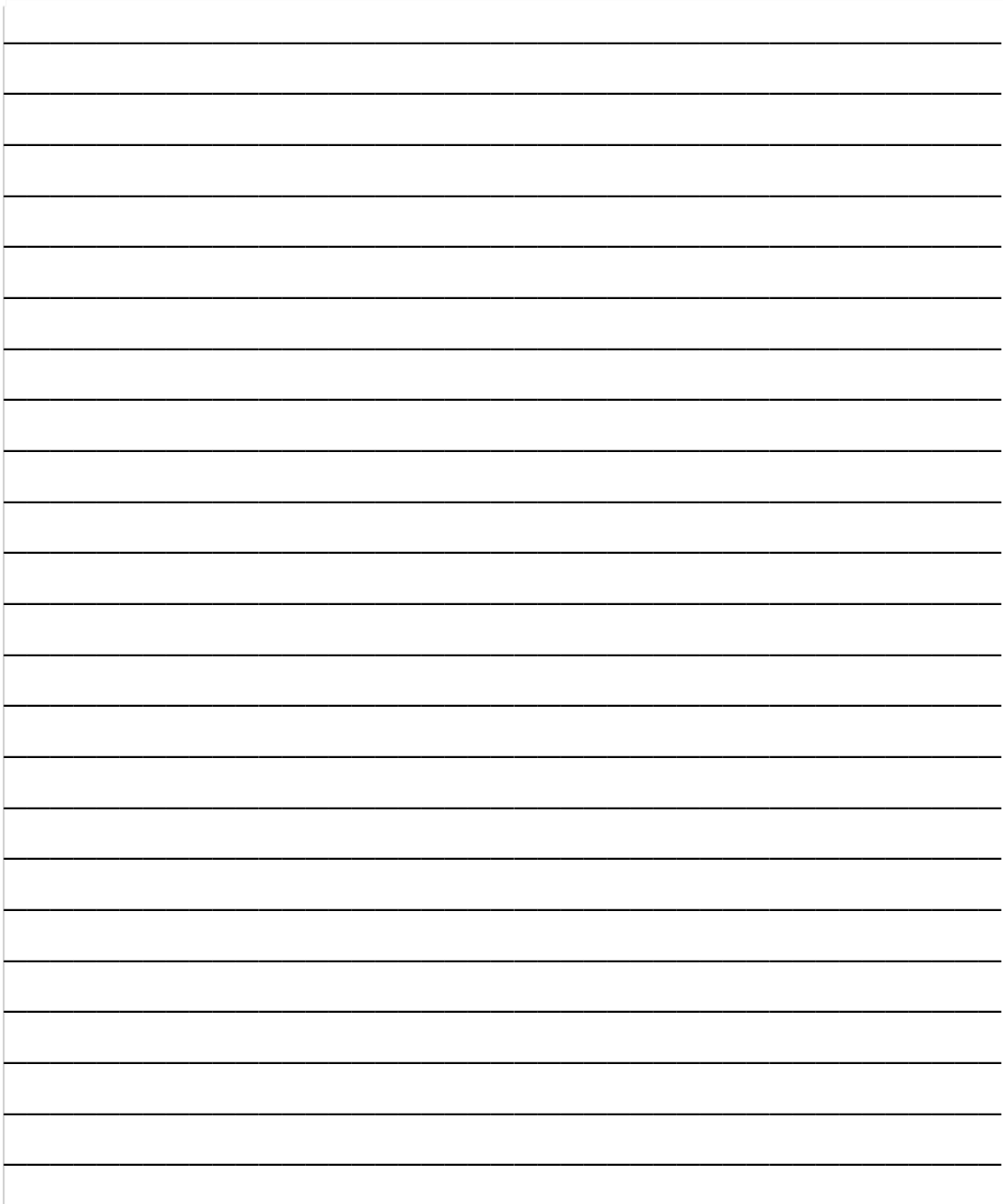
The study of ancient art takes us back to the earliest of days in which the surviving specimens we may see in museums today would include pottery, carvings, and statues made from stone or smelted metals. This is also the time of the beginnings of architecture. Men had begun to raise huge dolmens which are found in various parts of the Old World from England to India. They also erected enormous stone pillars, known as menhirs. Carved in the semblance of a human face and figure, the menhir became a statue, perhaps the first ever made.

As we approach recorded historic times, we note a steady improvement in the various forms of art. Recent discoveries in Egypt, Greece, Italy, and other lands indicate that their early inhabitants were able architects, often building on a colossal scale.

Their paintings and sculptures prepared the way for the work of later artists. Our survey of the origins of art shows us that in this field, as elsewhere, we must start with the things accomplished by these early people groups.

Lesson 2, Day 3: Finding Out More

Do some research on the Decimal System, mentioned in yesterday's story. Tell how this system developed, how it works, and what it is used for today.

A large rectangular area with horizontal lines for writing, intended for the student's response to the research prompt. It contains 20 horizontal lines.

Lesson 2, Day 4: Digging Out the Facts

Find the answers to the following questions about this week's lesson and write them in the spaces given below.

Find a picture of Stonehenge, and draw it below:

Of what type of stone is Stonehenge created?

What other interesting facts can you find about this place?

Lesson 2, Day 5: Timeline of Events

The Julian Calendar, introduced by Julius Caesar in the year 45 BC, was the first to include one leap year every four years. This calendar was commonly used until the Gregorian Calendar, which is used today, was adopted in the year 1582, and was named after Pope Gregory XIII, who introduced it.

Add these two events to your timeline. Since they are far apart in date range, add them on separate pages coming after the Ancient Egyptians using iron - the Julian Calendar first, and the Gregorian Calendar later. Remember that the events that occurred BC, or Before Christ, will be numbered backwards until we reach the AD events, which will be in numerical order. You can see this distinction on the “Order of Events” page in the back of this book.



Julian Calendar
Adopted
45 BC



Gregorian
Calendar Adopted
1582 AD

Here are the pictures to add.

