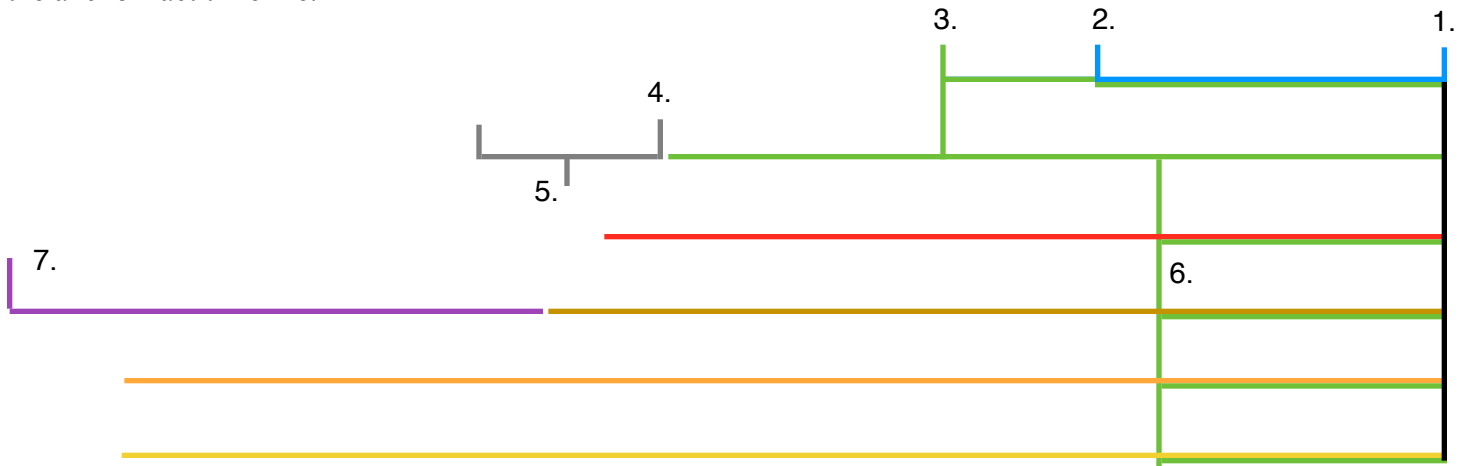


**Part 1: The Anchor Fact Timeline of Ancient History**

Write a brief description (in a complete sentence) of the key event (including the date it occurred!) indicated on the anchor fact timeline.



- 1. \_\_\_\_\_
- \_\_\_\_\_
- 2. \_\_\_\_\_
- \_\_\_\_\_
- 3. \_\_\_\_\_
- \_\_\_\_\_
- 4. \_\_\_\_\_
- \_\_\_\_\_
- 5. \_\_\_\_\_
- \_\_\_\_\_
- 6. \_\_\_\_\_
- \_\_\_\_\_
- 7. \_\_\_\_\_
- \_\_\_\_\_

**Part 2: Our Connection to the Ancient Past**

8. A common way to dismiss something as unimportant is to say “*That’s ancient history!*” What perspective about the past does this reveal? How can one do better?

---

---

---

---

---

---

---

---

9. If the ancient world collapsed in 476 AD and there were *the Dark Ages*, how do we still know about and learn from ancient history? (Hint: what came after the Dark Ages?)

---

---

---

---

10. When the Founding Fathers created the United States, they said it was “*a republic, if you can keep it.*” What did they mean? What parts of ancient history were most important to them in making this determination?

---

---

---

---

---

---

---

---

---

---

---

---

11. Explain the distinction, with examples, between “classical” and “archaic” ancient cultures.

---

---

---

---

---

---

---

---

12. What were the three forms of writing on the Rosetta Stone? How did its discovery lead to the creation of Egyptology?

---

---

---

---

---

---

---

---

**Part 3: BONUS**

13. Who translated the Rosetta Stone?

---

14. What two “halves” of Egypt were united by Menes/Narmer?

---

15. What is the science that studies *archaic* human life?

---