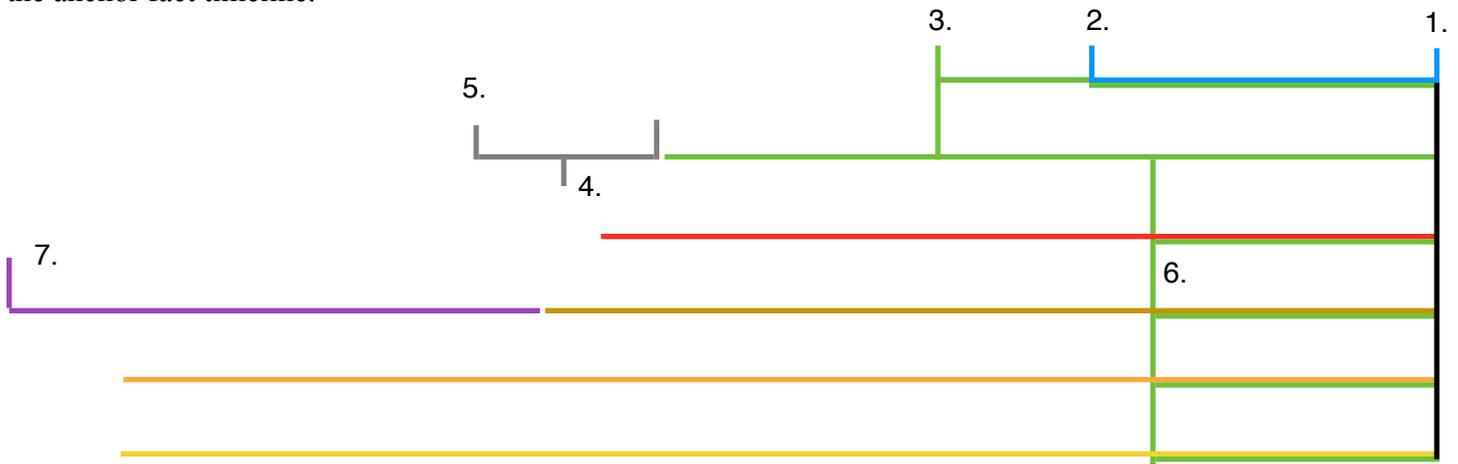


**Part 1: The Anchor Fact Timeline of Ancient History**

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



1. We are here, in 2015 AD! This world we live in, today, is the way that it is because of human history — all the way back to ancient times. **(2 pts: 1 for event and significance; 1 for the date)**
2. The Founding Father signs the Declaration of Independence on the 4th of July, 1776, giving birth to the United States of America, a modern republic based on classical examples. **(2 pts)**
3. Christopher Columbus discovers America in 1492, bringing European culture and its knowledge of ancient history to the Americas. **(2 pts)**
4. Jesus Christ is born c.4 BC, leading to the rise of Christianity as the most important religion in the world, the significance of which is reflected by the dating of events in the modern calendar. **(2 pts)**
5. Rome became the first republic c.509 BC and Athens became the first democracy c.508 BC, establishing the classical examples upon which modern government is based. **(2 pts)**
6. (Following Napoleon’s conquest of Egypt in 1798) The Rosetta Stone is discovered in Egypt in 1799 AD, leading to the decipherment of hieroglyphs (by Jean-Francois Champollion in 1822) and a huge expansion of our knowledge of the ancient past. **(2 pts + 1 bonus point for items in brackets)**
7. Menes/Narmer unifies ancient Egypt c.3000 BC, becoming its monarch (ruler) in the first event of archaic Egyptian history. **(2 pts)**

**Total Points for this page: 14 points**

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

8. Why have people become so widely convinced that history is useless and boring? What method can help people to overcome this misconception?

People are widely convinced that history is useless because it is normally presented as merely the study of the past. Since we don't live in the past, studying a past disconnected from us *is* useless—and thus boring. A method of seeking the connection between past and present is the solution. This method, as applied in HistoryAtOurHouse is called *present-centrism*. It seeks to show how the world we live in is in fact the outcome of history, and cannot be understood without studying the past. **(4 pts: 3 pts for a discussion of the importance of connecting past and present; 1 pt for spelling and grammar)**

9. Explain the role of the Renaissance as a bridge between the ancient world and ours.

The Renaissance is the bridge between the ancient world and ours because the ancient world ended with the fall of Roman Empire, which was followed by the Dark Ages. We would still be stuck in this period had the ideas of the Greeks & Romans not be revived, i.e. brought back to life. (That is what “Renaissance” means: the *rebirth* of Greco-Roman ideas.) This rebirth infused modern culture with ancient values—such as the forms of government “democracy” and “republic”—which form the bridge between us and the ancients. **(4 pts: 1 pts for definition of “Renaissance”; 2 pts for a discussion of how the Renaissance links us to the ancient past; 1 pt for spelling and grammar)**

10. What is the crucial difference between a democracy and a republic?

A democracy is a government of majority rule. The key word is “rule.” In a democracy, the majority *rules* the minority. Historically, this inevitably leads to the violation of the rights of individuals. A republic is a government that protects individual rights. This is accomplished by various means, the most important of which is the establishment of the rule of law (by a constitution that enshrines rights), and other allied means, such as a system of representation. **(5 pts: 2 pts for a discussion and definition by essentials of democracy; 2 pts for an essentialized definition and discussion of republic ; 1 pt for spelling and grammar)**

11. What is the use of distinguishing between the “classical” and “archaic” parts of history?

The terms “classical” and “archaic” help us to differentiate between the cultures of Ancient Greece & Rome (which are classical cultures) and those like ancient Egypt (which are archaic). This helps us focus of study of the ancient past. It is *not* all equally valuable. The classical part deserves far more attention. **(3 pts: 2 pts for a discussion of the relative importance; 1 pt for spelling and grammar)**

**Total Points for this page: 16 points**

12. Explain in as much detail as you can why the discovery of the Rosetta Stone is an *anchor fact* of history.

The Rosetta Stone is an anchor fact of history because it connects the past and the present. Without it, in fact, we might not have any knowledge of the history of archaic Egypt, a civilization that extends over 3000 years of history. The Rosetta Stone acts as a bridge to the archaic past of Egypt because it contains three forms of writing (Greek, Egyptian demotic, and hieroglyphics). Because classical Greek had been continuously studied in the West (Europe and America) until modern times, it was possible to use the Greek part of the Rosetta Stone as a key for deciphering the parts written in Egyptian scripts. This then permitted the translation of countless documents pertaining to Egyptian history, including the famous Narmer Palette, which depicts events from c. 3000 BC. **(5 pts: 4pts for a discussion of Rosetta Stone that focusses on how it connects us to the past; 1 pt for spelling and grammar)**

**Total Points for this page: 5 points**

**Part 3: BONUS**

13. Who translated the Rosetta Stone?

Jean-François Champollion

**(0.5 bonus pts)**

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

Upper Egypt and Lower Egypt

**(0.5 bonus pts)**

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

*archeology*

**(0.5 bonus pts)**

*Total bonus points on Test: 1.5 points*

**Total Points on Test: 35 points**