



Chalkline Sample 2026–2027

Year packet · Student copy

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Unit 1: Ancient Greece



Athens vs Sparta 雅典与斯巴达

Athens and Sparta were both Greek **city-states** 城邦, but life in them was very different. Use the slides and the word bank.

WORD BANK

Government: democracy · citizen · assembly · vote

Places: city-state · peninsula · colony

1. Compare

a. Who made the laws?

Athens 雅典

Sparta 斯巴达

b. What did boys learn?

Athens 雅典

Sparta 斯巴达

c. What were they best at?

Athens 雅典

Sparta 斯巴达



2. Same or different?

Write **one thing** that was the same in Athens and Sparta.

3. Who could vote in Athens?

Circle the people who could vote in the Athenian **assembly** 公民大会.

a free man with Athenian parents · a woman · an enslaved person · a trader from Egypt living in Athens

4. Your choice

Would you rather live in Athens or Sparta? Give **two reasons**.

I would rather live in _____ because ...



Greek Gods Fact Cards 希腊诸神

The Greeks believed their most important gods lived on Mount Olympus. Each **myth** 神话 told stories about them.

ZEUS 宙斯

King of the gods. In charge of the sky and thunder.

Symbol: a thunderbolt ⚡

HERA 赫拉

Queen of the gods, Zeus's wife. Goddess of marriage and family.

Symbol: a peacock 🦚

POSEIDON 波塞冬

God of the sea, storms and earthquakes. Zeus's brother.

Symbol: a trident (three-pointed spear) 🦂

ATHENA 雅典娜

Goddess of wisdom and protector of Athens. The Parthenon was her **temple** 神庙.

Symbol: an owl 🦉

APOLLO 阿波罗

God of music, poetry, light and healing.

Symbol: a lyre (small harp) 🎵

ARTEMIS 阿耳忒弥斯

Goddess of hunting, the wild and the moon. Apollo's twin sister.

Symbol: a bow and arrow 🏹

Design your own card

Pick a god or goddess from the list on Mount Olympus, or invent one. Draw them with their symbol, and write what they're in charge of.

MY GOD OR GODDESS

Name: _____ In charge of: _____



The Assembly Votes 公民大会投票

Today our class is the **assembly** 公民大会 of Athens. Like real Athenian **citizens** 公民, you will listen to speeches and then **vote** 投票.

The question

Should our class have 10 minutes of free reading every day?

How it works

1. **Speeches.** Two speakers argue *for*, then two argue *against*. Each speaks for one minute.
2. **Questions.** Anyone may ask a speaker one question.
3. **Vote.** Raise your hand for *yes*, then for *no*. The teacher counts.
4. **Twist.** Your teacher may say only *some* students can vote this time, just like Athens.

Tally

	Vote 1: everyone	Vote 2: only “citizens”
Yes		
No		
Result		



Think about it

a. Did the result change in Vote 2? Why?

b. Was it fair that only some people could vote in Athens? Explain.

c. One way our class vote was like the real Assembly, and one way it was different:



Unit 2: Ancient Rome



Republic or Empire? 共和国还是帝国?

WORD BANK

Government: republic · senate · consul · emperor · empire

Army: legion

1. Sort the facts

Write each letter in the right column.

- | | |
|---|---|
| A. Two consuls 执政官 lead for one year. | F. About 200 years of peace, the <i>Pax Romana</i> . |
| B. Augustus rules for life. | G. No one person may hold all the power. |
| C. Citizens elect their leaders. | H. The Colosseum is finished in AD 80. |
| D. The ruler's face is on every coin. | I. Julius Caesar is a general. |
| E. Romans have just removed their last king. | J. The western half falls in AD 476. |

Republic 共和国 (509–27 BC)

Empire 帝国 (27 BC – AD 476)

2. Put them in order

Number the events from 1 (first) to 5 (last).

- ☐ Augustus becomes the first emperor
- ☐ Rome becomes a republic
- ☐ The western empire falls
- ☐ Julius Caesar is killed
- ☐ The Colosseum is finished

3. Explain the change

Why did some Romans want to keep the **republic** 共和国, even when an **emperor** 皇帝 brought peace?

Some Romans wanted to keep the republic because ...





Roman Numerals 罗马数字

Roman numerals 罗马数字 use seven letters from the Latin alphabet. You still see them on clocks, in book chapters and at the end of movies.

Letter	I	V	X	L	C	D	M
Value	1	5	10	50	100	500	1000

Two rules

BIGGER TO SMALLER: ADD

VI = 5 + 1 = 6 · **XV** = 10 + 5 = 15 · **CLX** = 100 + 50 + 10 = 160

A SMALLER LETTER BEFORE A BIGGER ONE: SUBTRACT

IV = 5 – 1 = 4 · **IX** = 10 – 1 = 9 · **XL** = 50 – 10 = 40 · **XC** = 100 – 10 = 90

Never use the same letter more than three times in a row: 4 is **IV**, not IIII.

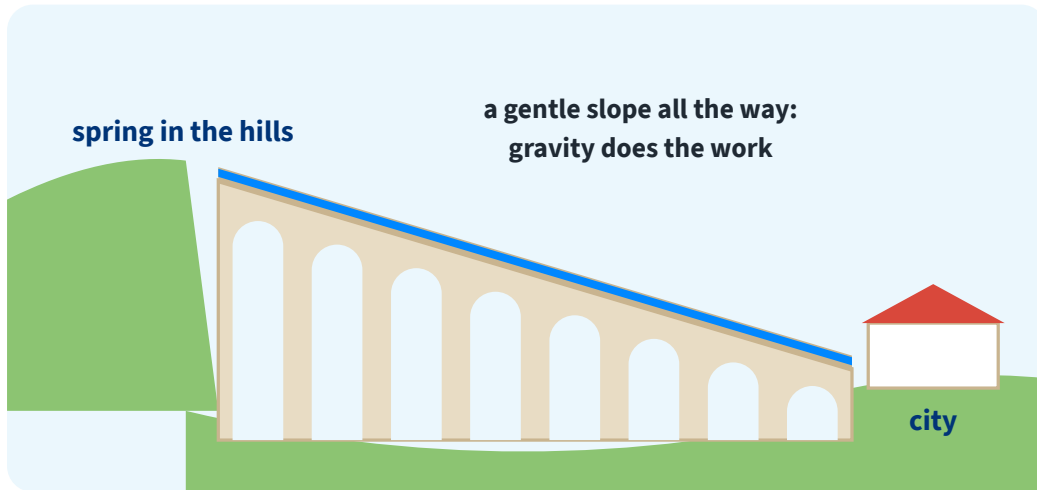
Try it

Roman → number		Number → Roman	
XII	_____	8	_____
XIX	_____	24	_____
LXV	_____	49	_____
MMXXVI	_____	this year	_____



Design Challenge: Build an Aqueduct 设计引水渠

A town is 10 km from a spring in the hills. Design an **aqueduct** 引水渠 that brings the water to the town, **with no pumps**: only gravity.



1. Plan

- ☐ The water channel goes **downhill the whole way**, gently
- ☐ Where the land dips (a valley), the channel goes over **arches**
- ☐ Where a hill is in the way, the channel goes **through a tunnel** or around it
- ☐ The channel is **covered**, to keep the water clean

2. Sketch your aqueduct

Draw the spring, the town, and your aqueduct between them. Label: **spring**, **channel**, **arches**, **town**, and the **slope**.

SIDE VIEW: SPRING ON THE LEFT, TOWN ON THE RIGHT



3. Explain

a. Why must the channel slope down *gently*, not steeply?

b. Why did Romans build arches instead of a solid wall across a valley? (Think: stone, weight, water from rain.)

c. Name one thing a Roman city used aqueduct water for.



Unit 3: Göbekli Tepe



Evidence or Guess? 证据还是猜测?

WORD BANK

Archaeology: archaeologist · excavation · artifact · evidence

Göbekli Tepe: T-pillar · enclosure · relief · hunter-gatherer

1. Evidence or guess?

Evidence 证据 is something archaeologists found and can check. A guess is an idea about what it means. Write each letter in the right column.

- | | |
|---|--|
| A. The tallest pillars are 5.5 m high. | F. The builders carved dangerous animals to show they were brave. |
| B. The pillars show the builders' gods. | G. Gazelle bones were found in the rubbish. |
| C. Archaeologists found more than 7,000 grinding stones. | H. It was the world's first temple. |
| D. Nobody ever lived on the hill. | I. There are tanks cut in the rock to collect rainwater. |
| E. A fox is carved on a pillar in Enclosure D. | J. People came from far away for big feasts. |

Evidence 证据

Guess 猜测

2. Put them in order

Number from 1 (oldest) to 5 (newest).

- ☐ The Colosseum is finished in Rome
- ☐ Göbekli Tepe is built
- ☐ The Parthenon is built in Athens
- ☐ The Great Pyramid is built in Egypt
- ☐ Rome becomes a republic



3. Explain the change

At first, archaeologists said Göbekli Tepe was a temple where nobody lived. Now most think people lived there too. What new evidence changed their minds? Name **two** things.

Archaeologists changed their minds because they found ...



Animals in Stone Fact Cards 石头上的动物

The builders of Göbekli Tepe carved animals on their pillars as **reliefs** 浮雕. Almost all are **wild** animals, and many are dangerous. Here are six of them.

FOX 狐狸

One of the most common animals at Göbekli Tepe. One of the two giant pillars in Enclosure D seems to wear a fox skin on its belt. 🦊

WILD BOAR 野猪

A wild pig with sharp tusks. Many boars are carved in Enclosure C, and there is a boar statue too. 🐗

SNAKE 蛇

Often carved in groups, sliding down a pillar, head first. 🐍

VULTURE 秃鹫

A big bird that eats dead animals. Pillar 43 in Enclosure D is called the “Vulture Stone”. 🦅

AUROCHS 原牛

Wild cattle, much bigger and stronger than cows today. Cows come from aurochs. The last aurochs died in 1627. 🐂

SCORPION 蝎子

A small animal with a stinger in its tail. Scorpions, spiders and insects are carved on several pillars. 🦏

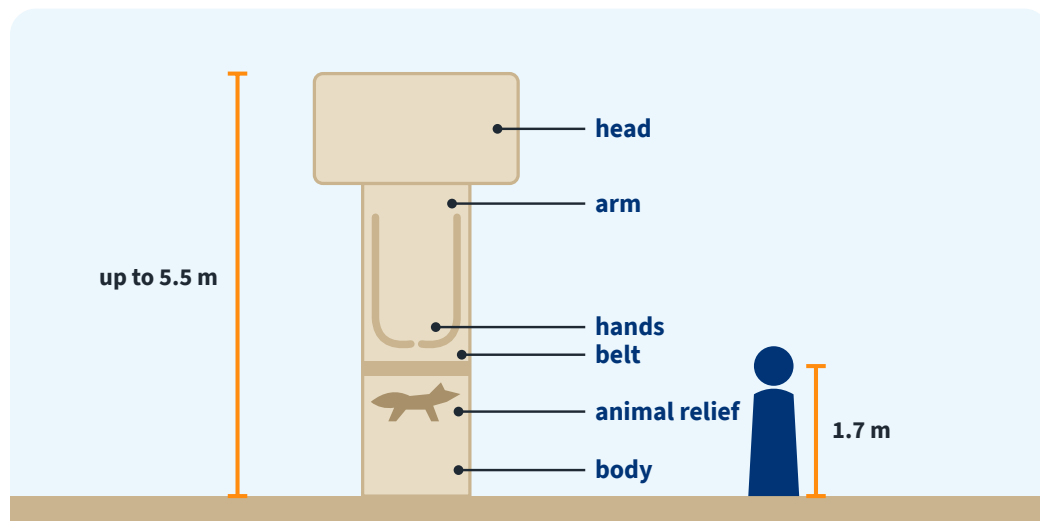
Think about it

The builders hunted gazelle every year, but gazelles are rare in the carvings. Why do you think they carved dangerous animals instead?



Design Challenge: Carve a T-Pillar 设计 T 形石柱

The builders of Göbekli Tepe carved each **T-pillar** T 形石柱 to look like a person, with animals on it. Now design a pillar for **our class**.



1. Plan

- ☐ Draw the **head** (the top of the T) and the **body**
- ☐ Add **arms** down the sides and **hands** that meet in front
- ☐ Add a **belt**
- ☐ Add **two or three animals** as reliefs. Choose animals that say something about our class.

2. Draw your pillar

Draw the side view. Label: **head**, **body**, **arms**, **hands**, **belt** and each **animal**.

MY T-PILLAR, SIDE VIEW



3. Explain

a. Which animals did you choose, and what do they say about our class?

b. You have no metal and no machines. How will you cut your pillar out of the **quarry** 采石场? (Think: flint, natural layers in the rock.)

c. Your pillar weighs 10 tonnes. How will you move it 500 m to the building, and how many people do you need?
