Dear Educator,

With the defeat of the Medes in 550 B.C., Cyrus II began building the great Persian Empire. In KIDS DISCOVER Ancient Persia, your young historians will learn about the rise and fall of the ancient Persian Empire.

This Teacher’s Guide is filled with activity ideas and blackline masters that can help your students understand more about the ancient Persian Empire and its legacy to the modern world. Select or adapt the activities that suit your students’ needs and interests best.

Thank you for making KIDS DISCOVER a part of your classroom agenda.

Sincerely,
KIDS DISCOVER

P.S. We would love to hear from you. E-mail your comments and ideas to teachers@kidsdiscover.com

Meeting the Standards
Social Studies
✔ Culture
✔ People, Places, and Environments
✔ Visit www.kidsdiscover.com/standards to find out more about how KIDS DISCOVER meets state and national standards.

WHAT’S IN ANCIENT PERSIA

PAGEs | WHAT’S IN ANCIENT PERSIA
--- | ---
2–3 | The First World Empire
A dynasty begins with Cyrus the Great.

4–5 | Empire Builders
Through conquest, Persian kings build an empire.

6–7 | The Few and the Many
From the revered king to the lowly poor, everyone in Persia has a class.

8–9 | Thinking Big
Construction projects result in roads, canals, and monuments.

10–11 | Stairway to the King
Darius’s capital stands high on a plateau.

12–13 | Things of Beauty
Persians blend the influences of many into their own distinctive style.

14–15 | Beware the Greeks
Alexander the Great’s invasion heralds the end of the Persian Empire.

16–17 | A Long Legacy
Domes and tales are among Persia’s legacy to the modern world.

18–19 | Game Pages
Puzzles, maps, and reading recommendations review and extend content.

• IN THIS TEACHER’S GUIDE •

2 Prereading Activities

3 Get Set to Read (Anticipation Guide)

4 Discussion & Writing Questions

5–6 It’s in the Reading (Reading Comprehension)

7 Everything Visual (Graphic Skills)

8 Cross-Curricular Extensions

9–12 Answer Keys to Blackline Masters
B efore distributing KIDS DISCOVER Ancient Persia, activate students’ prior knowledge with these activities.

**Discussion**
To get students thinking about how this topic relates to their interests and lives, ask:
- Do you enjoy listening to stories? What kind of stories do you like best?
- How is our country governed? Is it divided into sections?

**KW L Chart**
On chart paper, draw three columns and label them K (“What we Know”), W (“What we Want to know” or “What we think we Will learn”), and L (“What we Learned”). Explain to students that they will be reading Ancient Persia. Use a map or globe to show where ancient Persia was located. Encourage students to tell what they know about ancient Persia. Ask: Where was ancient Persia? What do you know about the empire? How do you think the empire grew?

List students’ responses in the K column. In the W column, list students’ questions and comments about what they want to learn by reading Ancient Persia. (See box below for key terms students may bring up.) At the end of the unit, have students fill in the L column listing what they learned. Finally, ask students to correct any inaccurate information written in the K column.

**Get Set to Read (Anticipation Guide)**
Copy and distribute the Get Set to Read blackline master (page 3 of this Teacher’s Guide). Explain to students that this Anticipation Guide will help them find out what they know and what misconceptions they have about the topic. Get Set to Read is a list of statements—some true, some false. Ask students to write whether they think each statement is true or false in the Before Reading column. Be sure to tell students that it is not a test and they will not be graded on their answers. The activity can be completed in a variety of ways for differentiated instruction:
- **Have students** work on their own or in small groups to complete the page.
- **Assign pairs** of students to focus on two statements and to become “experts” on these topics.
- **Ask students** to complete the Before Reading column on their own, and then tabulate the class’s answers on the chalkboard, on an overhead transparency, or on your classroom computer.
- **Review the statements** orally with the entire class.

If you predict that students will need assistance finding the answers, complete the Page Number column before copying Get Set to Read.

**Preview**
Distribute Ancient Persia and model how to preview it. Examine titles, headings, words in boldface, pictures, charts, and captions. Then have students add new information to the KW L chart. If students will be reading only a few pages at one sitting, preview only the selected pages.

**KEY TERMS**
- Iran
- legend
- empire
- conquest
- king
- revolt
- military
- nobles
- rugs
- canals
- messenger
- capital
- dynasty
- satrap
- dome

**BE WORD WISE WITH POWER VOCABULARY!**
You have exclusive access to additional resources including Power Vocabulary blackline masters for every available KIDS DISCOVER title! These activities introduce students to 15 specialized and general-use vocabulary words from each KIDS DISCOVER title. Working with both types of words helps students develop vocabulary, improve comprehension, and read fluently. Follow the links from your Teacher’s Toolbox CD-ROM and find your title to access these valuable resources:
- Vocabulary cards
- Crossword puzzle
- Word find
- Matching
- Cloze sentences
- Dictionary list
Get Set to Read

What do you know about the ancient Persia? In Before Reading, write true if you think the statement is true. Write false if you think the statement is not true. Then read KIDS DISCOVER Ancient Persia. Check back to find out if you were correct. Write the correct answer and its page number.

CHALLENGE: Rewrite each false sentence in a way that makes it true.

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From king to emperor, Cyrus extends his rule. Ask:
✓ Who was Cyrus II? What was his ancestry?
✓ Why do you think Cyrus became known as Cyrus the Great?
✓ What are the sources of information about ancient Persia?

Until Xerxes, Persian kings expand the empire. Ask:
✓ Why do you think Darius set up a system for taxing the satrapies?
✓ How was the government of the empire organized? How did this help protect the power of the king?
✓ Why didn’t the empire grow under Xerxes’ rule?

Rags and riches divided the social classes of Persia. Ask:
✓ What kinds of entertainment did the Persians enjoy?
✓ What were the different classes in Persian society?
✓ Why do you think lying was considered particularly shameful in Persian society?

Roads and canals connect the regions of the empire. Ask:
✓ How are canals and rivers alike and different?
✓ How did roads help encourage trade?
✓ Why do you think Darius changed the location of the empire’s capital?

Darius spares no expense on his capital in Persepolis. Ask:
✓ Do you think people in the area surrounding the palace could see it easily? Why?
✓ What clues are provided to let you know the palace was expensive to build?

The Persians surround themselves with beauty. Ask:
✓ How did Assyrian reliefs differ from Persian reliefs?
✓ How did the Persians learn about using glazed bricks? How did they make the bricks?
✓ What is the Book of Kings?

A Greek invasion brings an end to the Persian Empire. Ask:
✓ Did Alexander the Great succeed in avenging the Persian invasion of Greece?
✓ How did the Sassanians try to restore the glory of the Persian Empire?
✓ How did the Seleucid rule of Persia begin? How did it end?

The Persian legacy of art, architecture, and literature enriches the world. Ask:
✓ Who was Omar Khayyam? What did he write?
✓ What English words have Persian roots?
✓ What do the Taj Mahal, Badshai Mosque, and Blue Mosque have in common?

All Pages
After students read the issue, ask:
✓ Identify three facts you have learned about ancient Persia in this issue of KIDS DISCOVER.
It’s in the Reading

After reading KIDS DISCOVER Ancient Persia, choose the best answer for each question. Fill in the circle.

Find your answer on the pages shown in the book icon next to each question.

1. How were the Medes and the Persians alike?
   ○ A. Both were defeated by Cyrus.
   ○ B. Both came from Greece.
   ○ C. Both were Aryan tribes.
   ○ D. Both were conquered by Babylonia.

2. Which event took place first?
   ○ A. Cyrus II defeats the Medes.
   ○ B. The Persians settle in Fars.
   ○ C. Herodotus writes about the ancient Persians.
   ○ D. The Medes conquer the Assyrians.

3. Which Persian king conquered Egypt?
   ○ A. Cyrus
   ○ B. Cambyses
   ○ C. Darius
   ○ D. Xerxes

4. Why did Xerxes invade Greece?
   ○ A. to put down a rebellion
   ○ B. to free Persians held captive there
   ○ C. to stop the Greek invasion of Persia
   ○ D. to avenge his father’s defeat there

5. Which of the following would be members of the small lower-middle class in Persian society?
   ○ A. carpenters
   ○ B. farmhands
   ○ C. merchants
   ○ D. servants
6. Where in Persia was the first capital that Darius began to build?
   - A. Pasargadae
   - B. Susa
   - C. Sardis
   - D. Persepolis

7. What is the meaning of relief in the following sentence? “This relief at Persepolis shows many delegations bringing gifts to the king.”
   - A. help
   - B. lessening of pain
   - C. worker who takes the place of another on duty
   - D. design that stands out from the surrounding surface

8. Which of these events takes place last?
   - A. The Persian empire is divided into three parts by generals.
   - B. Xerxes fails to conquer Greece.
   - C. Philip of Macedonia forms the Hellenic League.
   - D. Alexander the Great invades Persia.

9. Who was Omar Khayyam?
   - A. writer of The Arabian Nights
   - B. author of The Rubāiyāt
   - C. the last king of Persia
   - D. an architect

10. Who ruled Persia after the Arabs?
    - A. Safavids
    - B. Mongols
    - C. the Qajar dynasty
    - D. Seljuk Turks

11. What do you think is the most important legacy of the ancient Persians to the modern world?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
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Everything Visual

Maps of an area can help you locate places and see the relationships between places over time. Study the maps on pages 2 and 3. Then answer the questions.

1. What do the maps show?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. How are the two maps alike? How are they different?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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3. How are cities identified on the map on page 2? What cities are shown?

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4. Between what two cities did the royal road span?

______________________________________________________________________________

5. Is the present-day country of Egypt the same size as the satrapy of Egypt?

______________________________________________________________________________

6. In what satrapy was the Fars region? In what present-day country is the Fars region?

______________________________________________________________________________
The Greek historian Herodotus wrote the following words about Persian messengers that relayed messages along the royal road: “Neither snow nor rain nor heat nor gloom of night stays these couriers from the swift completion of their appointed rounds.” Ask students to do some investigative work to find out where the Herodotus quote is used today (General Post Office, Moynihan Station, in New York City).

Have students make a time line showing events in Persia beginning with the rule of Cyrus and ending with the Pahlavi dynasty. Encourage students to use breaks in the time line to span centuries for which they have no entries. Suggest that they illustrate the events as well as identify them. Remind students that most time lines use the present tense to identify events.

Show students examples of relief, such as on coins. Then have small groups of students make a model of a relief. They might choose to carve soap or apply putty or clay to a flat surface. You might suggest that students design the relief to tell something about their own community.

Language Arts

* Ancient Persia notes that more than 150 English words have Persian roots. Ask students to make a glossary of words with Persian roots. Tell them to provide a word history for each word. They can write the word, give its present-day meaning, cite its etymology, and its original meaning. Students can include the words given on page 17 of Ancient Persia and any other words they can find with Persian roots, such as caftan and caravan.

Have interested students read KIDS DISCOVER Ancient China, Ancient Egypt, Ancient Greece, and Ancient India for information about other ancient civilizations.
Get Set to Read

What do you know about the ancient Persia? In Before Reading, write *true* if you think the statement is true. Write *false* if you think the statement is not true. Then read *KIDS DISCOVER Ancient Persia*. Check back to find out if you were correct. Write the correct answer and its page number.

**CHALLENGE:** Rewrite each false sentence in a way that makes it true.

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   - A. Both were defeated by Cyrus.
   - B. Both came from Greece.
   - C. Both were Aryan tribes. *(compare and contrast)*
   - D. Both were conquered by Babylonia.

2. Which event took place first?
   - A. Cyrus II defeats the Medes.
   - B. The Persians settle in Fars. *(sequence)*
   - C. Herodotus writes about the ancient Persians.
   - D. The Medes conquer the Assyrians.

3. Which Persian king conquered Egypt?
   - A. Cyrus
   - B. Cambyses *(details)*
   - C. Darius
   - D. Xerxes

4. Why did Xerxes invade Greece?
   - A. to put down a rebellion
   - B. to free Persians held captive there
   - C. to stop the Greek invasion of Persia
   - D. to avenge his father’s defeat there *(cause and effect)*

5. Which of the following would be members of the small lower-middle class in Persian society?
   - A. carpenters *(details)*
   - B. farmhands
   - C. merchants
   - D. servants
It’s in the Reading (continued)

6. Where in Persia was the first capital that Darius began to build?
   - A. Pasargadae
   - B. Susa
   - C. Sardis
   - D. Persepolis (details)

7. What is the meaning of relief in the following sentence? “This relief at Persepolis shows many delegations bringing gifts to the king.”
   - A. help
   - B. lessening of pain
   - C. worker who takes the place of another on duty
   - D. design that stands out from the surrounding surface (word meaning)

8. Which of these events takes place last?
   - A. The Persian empire is divided into three parts by generals. (sequence)
   - B. Xerxes fails to conquer Greece.
   - C. Philip of Macedonia forms the Hellenic League.
   - D. Alexander the Great invades Persia.

9. Who was Omar Khayyam?
   - A. writer of The Arabian Nights
   - B. author of The Rubáiyát (details)
   - C. the last king of Persia
   - D. an architect

10. Who ruled Persia after the Arabs?
    - A. Safavids
    - B. Mongols
    - C. the Qajar dynasty
    - D. Seljuk Turks (sequence)

11. What do you think is the most important legacy of the ancient Persians to the modern world?
    Essay: Answers will vary. Some students might consider architecture, with the dome and the iwan, as the most important legacy. Some may think that Persian rugs are an important legacy. Accept all responses that provide reasons for the opinions expressed.
Maps of an area can help you locate places and see the relationships between places over time. Study the maps on pages 2 and 3. Then answer the questions.

1. What do the maps show?
   
   One map shows the Ancient Persian Empire and the other shows modern countries that cover the ancient empire.

2. How are the two maps alike? How are they different?
   
   Both maps show the same area and label important bodies of water including rivers and seas. Both show political partitions. The map on page 2 shows ancient Persia, its satrapies, and the royal road. The map on page 3 shows the present-day countries in the same area.

3. How are cities identified on the map on page 2? What cities are shown?
   
   Dots are used to identify cities. The cities of Sardis, Susa, Persepolis, and Pasargadae are shown.

4. Between what two cities did the royal road span?
   
   between Sardis and Susa

5. Is the present-day country of Egypt the same size as the satrapy of Egypt?
   
   No, the satrapy was larger.

6. In what satrapy was the Fars region? In what present-day country is the Fars region?
   
   Persia; Iran