

Teacher's Supplement



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Teacher’s Guide for *Dig: Divination Through Time*

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OVERVIEW

In this magazine, readers will learn the history of a variety of forms of divination.

Dig: Divination Through Time includes information about

fictional texts and the archaeological finds that support their bases in reality as well as famous seers, including Nostradamus and the Pythia.

ESSENTIAL QUESTION:

What methods of divination have people used and why has divination been important throughout time?

We invite you to use this magazine as a flexible teaching tool that is ideal for interdisciplinary learning of social studies and science content and core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

READ MULTIPLE ARTICLES PAGES 4 - 12

Each article in this magazine is well-suited for teaching Common Core literacy concepts and content area knowledge. For each individual article page in this guide, you'll find the following:

Essential Question

Content Concepts
C3 Framework for Social Studies
State Standards

Key Vocabulary
CCSS.Reading.4

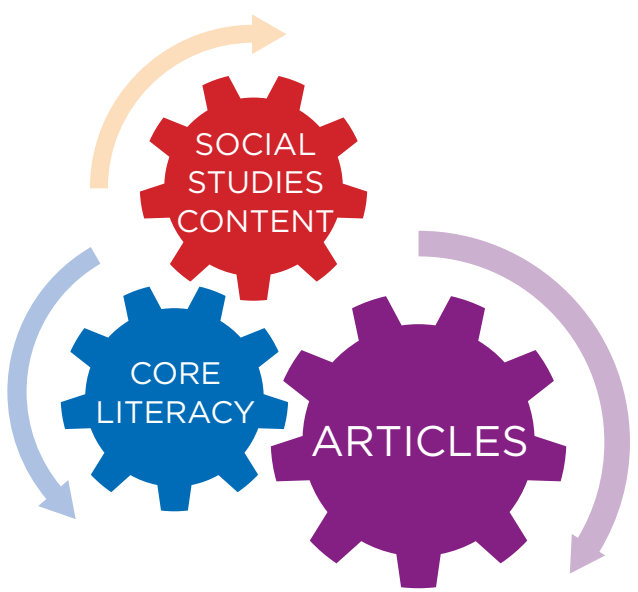
Prepare to Read
CCSS.SpeakListen.1, 2, 4

Close Reading Questions
CCSS.Reading.1-10

Common Core Connections to teach
reading and writing standards
CCSS.Writing.1, 2, 3 & 6

TEACH A MINI-UNIT PAGES 14 - 16

Magazine articles can be easily grouped to make cross-text connections and comparisons. Our Common Core mini-unit guides students to read and discuss multiple articles and integrate ideas and information (CCSS.ReadingInfoText.9). Discussing multiple articles (CCSS.SpeakListen.1, 2, 4) prepares students to write informational texts to share and publish in a variety of ways (CCSS.Writing.2).



READING

Core literacy concepts, such as the ones found in the Common Core State Standards, help students access social studies and science content. Integration of both literacy thinking and content study offers students a great way to become experts in reading informational text and literature for content knowledge. This guide provides questions to cover many core literacy concepts.

Draw Inferences (CCSS.InfoText.1)

Describe Relationships (CCSS.InfoText.3)

Analyze Text Structure (CCSS.InfoText.5)

Interpret Visual Information (CCSS.InfoText.7)

Summarize (CCSS.InfoText.2)

Determine Word Meaning (CCSS.InfoText.4)

Understand Author’s Point of View (CCSS.InfoText.6)

Explain Reasons and Evidence (CCSS.InfoText.8)

FOCUS STANDARD: CCSS.InfoText.9: Integrate Ideas and Information

Have students read multiple articles on the same topic from this magazine to build knowledge and make cross-text comparisons.

SPEAKING AND LISTENING

Use the articles in this magazine to spark meaningful discussions in person and online. Encourage deeper discussions where students can become topic experts (CCSS.SpeakListen.1, 2, 4).

DISCUSSION OPTIONS—IN CLASS OR ONLINE

Article Clubs: Form small reading groups of students reading the same article. Have students discuss the content, share ideas, and critically evaluate the text.

Jigsaw Clubs: Form small reading groups of students reading *different* articles. Invite students to share information and resources with each other.

Whole Class: Launch with an essential question. Encourage students to find and share evidence from different articles to build a greater understanding of the question.

WRITING

Use the articles in this magazine to prompt **informative/explanatory writing** (CCSS.Writing.2). Have students use evidence from the texts to share information about social studies, language arts, or science content. See the **Mini-Unit** section of this guide (pgs. 14 - 16) as well as the **Article Pages** (pgs. 4 - 12) for ways to incorporate writing into your instruction.



Divination has been practiced in many forms and many cultures throughout history despite questions about its effectiveness.

ESSENTIAL QUESTION

What methods of divination have people used and why has divination been important throughout time?

SOCIAL STUDIES CONCEPT

The practice of divination by different cultures through time is an example of historical continuity.

CROSS-CURRICULAR EXTENSION

Science

Research the scientific method and consider what factors may interfere with accuracy during an experiment.

KEY VOCABULARY

coercion (p. 3) making someone do something by using force or threats

curse (p. 2) magical words that are said to cause trouble or bad luck for someone, or the condition that results when such words are said

PREPARE TO READ

Discuss the quote that opens the article. Why is the unknown so scary? What steps can be taken to make the unknown known? Ask if the students are aware of any historical examples of either fear of the unknown or attempts to make it known.

CLOSE READING QUESTIONS

- Underline the definition of divination in the text.
- Why did many people seek information from diviners? Use details from the text to support your answer.
- Why do some people question whether divination reveals truths? Highlight details from the text that support your answer.

COMMON CORE CONNECTIONS

Interpret Words *CCSS Reading 4*

Define each type of diviner mentioned in the second paragraph of the article. Create a chart explaining what their powers are said to be and what makes each unique from the others.

Analyze Text Structure *CCSS Reading 5*

Underline all of the places in the text where the author asks questions of or suggests actions for the reader. What is the purpose of these sections? How do they impact your understanding of the article as a whole?

Interpret Visual Information *CCSS Info Text 7*

Study the illustrations that accompany the article. Do they present a positive, neutral, or negative view of divination? Justify your answer.

ARTICLE: The Dream Has It!

Magazine pages 4 - 6, Expository Nonfiction



In many cultures, including ancient Egypt, dreams were considered signs or omens for the future. Oneiromancers, or dream interpreters, helped people understand their dreams. There were also rituals for seeking answers via dreaming.

ESSENTIAL QUESTION

What methods of divination have people used and why has divination been important throughout time?

SOCIAL STUDIES CONCEPT

People's perspectives shape the historical sources they create.

CROSS-CURRICULAR EXTENSION

English Language Arts

Read other Bible stories containing the interpretation of dreams. Write an essay discussing the impact of the dreams on the story.

KEY VOCABULARY

convey (p. 5) to make (something) known to someone

heed (p. 5) to pay attention to (advice, a warning, etc.)

interpret (p. 5) to explain the meaning of (something)

realm (p. 5) an area of activity, interest, or knowledge

PREPARE TO READ

Tell the students about a fictional dream or one you had recently and ask them to help you decide what it meant. Discuss whether interpreting dreams is a good way to plan or interpret your future.

CLOSE READING QUESTIONS

- Why were dreams thought to be important? Use details from the text to support your answer.
- Underline examples of people following the advice given in their dreams.
- Make a list of rituals mentioned in the text. What is the purpose of each ritual?

COMMON CORE CONNECTIONS

Describe Relationships *CCSS Info Text 3*

Reread the omens listed. What is the relationship between each item and the interpretation of it? How does the item elaborate on the idea presented in the subtitle?

Explain Reasons & Evidence *CCSS Info Text 8*

Does the author make any claims without presenting evidence to support them? What evidence is presented and what is the source of each piece of evidence?

Expository Writing *CCSS Writing 2 & 4*

Write about a dream you've had and what you think it might mean. Explain the reasons for your interpretation.

ARTICLE: Ask the Pythia

Magazine pages 7 - 9, Expository Nonfiction



The oracle at Delphi was responsible for a number of important decisions. This article includes some of her predictions, a scientific explanation for the mystical effects, and the procedures for being allowed to ask a question of Pythia.

ESSENTIAL QUESTION

What methods of divination have people used and why has divination been important throughout time?

SOCIAL STUDIES CONCEPT

Environmental characteristics influence cultural patterns and the daily lives of people in both nearby and distant places.

CROSS-CURRICULAR EXTENSION

Science

Learn about the geography of Delphi to determine why and how gases were released into the oracle chamber.

KEY VOCABULARY

invincible (p. 9) impossible to defeat or overcome

pronouncement (p. 8) an official public statement

votive (p. 9) offered or performed as an expression of thanks or devotion to God

PREPARE TO READ

Discuss the meaning of the word “oracle” with your students. Explain that ancient Greece had many oracles. Ask them to come up with questions someone in ancient Greece might have brought to Pythia in Delphi.

CLOSE READING QUESTIONS

- Underline details in the text that explain why the site was considered sacred.
- List the rules for visiting the oracle.
- What led to the temple’s decline? Use details from the text to support your answer.

COMMON CORE CONNECTIONS

Interpret Words *CCSS Reading 4*

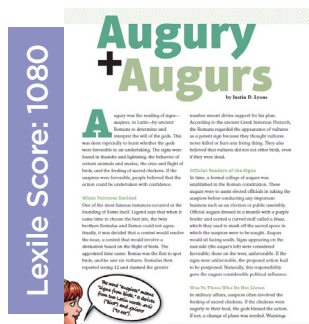
Reread the descriptions of the site on page 7. Locate synonyms within the descriptions. Use a dictionary to help you determine whether the definitions vary slightly.

Evaluate Arguments *CCSS Info Text 8*

The author suggests the historical data may be accurate. What argument does he use? What evidence supports this argument? Is it sufficient?

Narrative Writing *CCSS Writing 3 & 6*

Research myths involving the oracle and write a narrative retelling of one.



In ancient Rome, augury, the reading of omens, became a formal occupation. The article details elements of its practice as well as its predictions.

ESSENTIAL QUESTION

What methods of divination have people used and why has divination been important throughout time?

SOCIAL STUDIES CONCEPT

Cultural patterns influence the daily lives of people in both nearby and distant places.

CROSS-CURRICULAR EXTENSION

Science

Research vultures. Use what you learn to evaluate the Roman beliefs expressed in the article.

KEY VOCABULARY

***mantle* (p. 10)** a loose piece of clothing without sleeves that was worn over other clothes, especially in the past

***potent* (p. 10)** very effective or strong

***sacrilege* (p. 11)** the act of treating a holy place or object in a way that does not show proper respect

PREPARE TO READ

Discuss common expressions that refer to good or bad omens, such as “I have a bad feeling about this” or “the stars are shining on us.” Consider what each phrase means and how it is used. Keep a class list of them.

CLOSE READING QUESTIONS

- Underline the definitions of augury and auspices that are presented with the text.
- Use details from the text to create a flow chart of the procedures augurs used.
- How did Remus and Romulus decide on the location for Rome? Highlight details from the text to support your answer.

COMMON CORE CONNECTIONS

Draw Inferences *CCSS Info Text 1*

What can you infer about the augur’s understanding of the world based on the creatures and signs they used? For example, why was the east better than the west?

Evaluate Arguments *CCSS Info Text 8*

The author states that warnings should be heeded. How does he support this argument? Is the evidence presented sufficient to support this claim?

Present Claims *CCSS Speaking and Listening 4*

Patience is a virtue. Use details from the text and your own experience to create a brief presentation expressing your opinion about this aphorism.

ARTICLE: A Witch Named Erichtho

Magazine pages 12 - 14, Expository Nonfiction



Erichtho and Bessia were fictional witches practicing the evil art of necromancy. Elements of both of their stories are recounted. The author also presents evidence of the real practice of this evil art.

ESSENTIAL QUESTION

What methods of divination have people used and why has divination been important throughout time?

SOCIAL STUDIES CONCEPT

People's perspectives shape the historical sources they create.

CROSS-CURRICULAR EXTENSION

English Language Arts

Research Lucan and write a brief biography of the poet.

KEY VOCABULARY

discord (p. 14) lack of agreement between people, ideas, etc.

outlandish (p. 14) very strange or unusual

pallid (p. 14) very pale in a way that suggests poor health

sibilant (p. 14) making or having a sound like the letters s or sh

PREPARE TO READ

Show the students images of famous fictional witches. Tell them where each image comes from and discuss how good and evil witches are presented.

CLOSE READING QUESTIONS

- Use details from the text to compare the actions of both fictional witches.
- Underline all details in the text that indicate both witches are fictional.
- Highlight evidence in the text that suggests necromancy was actually practiced by historical persons.

COMMON CORE CONNECTIONS

Analyze Text Structure *CCSS Info Text 5*

The author uses quotations. How does each relate to the rest of the text? Why might the author have chosen to include them?

Interpret Visual Information *CCSS Info Text 7*

Analyze the illustration that accompanies the text. What is the tone of the illustration? How does the artist create this tone? How does it relate to the text?

Author's Point of View *CCSS Info Text 6*

Reread Lucan's words. What is his view of Erichtho? Which specific words and phrases give you this impression?

ARTICLE: Heraclius' Βροντολόγιον

Magazine pages 16 - 17, Expository Nonfiction

Lexile Score: 1190

Heraclius' Βροντολόγιον

by Maria Efthymiou



Meteorological conditions play a role in everything that we do, from the food we eat to the clothes we wear. In fact, we cannot even go to sleep at night if it is not for the weather. People have used various methods to predict the future, with the practice of astrology being one of the most common. In a world that is so full of uncertainty, it is not surprising that people have turned to astrology for answers. Through the centuries, many people have used astrology to predict the future. This has been done in many different ways, from the use of horoscopes to the use of tarot cards. The practice of astrology has been around for thousands of years, and it is still popular today. In fact, many people still believe in astrology, and they use it to make decisions about their lives. This is a testament to the power of astrology, and it shows that people have always been looking for ways to predict the future. The practice of astrology has been a part of human history for a long time, and it is likely to continue to be a part of it for many years to come. It is a fascinating subject, and it is one that has captured the imagination of people for centuries. The practice of astrology has been a part of human history for a long time, and it is likely to continue to be a part of it for many years to come. It is a fascinating subject, and it is one that has captured the imagination of people for centuries.

Locate horoscopes for the previous day, week, or month in a local newspaper or online. Note the predictions made in them. Hold a class discussion where students share whether or not the horoscopes were accurate.

ESSENTIAL QUESTION

What methods of divination have people used and why has divination been important throughout time?

SOCIAL STUDIES CONCEPT

People's perspectives shape the historical sources they create.

CROSS-CURRICULAR EXTENSION

Math

Locate the center of the zodiac on page 17 and measure the radius and diameter. Compute the circumference and area of the circle.

KEY VOCABULARY

- abundant (p. 17)** existing or occurring in large amounts
- allocate (p. 17)** to divide and give out (something) for a special reason or to particular people, companies, etc.
- forbid (p. 16)** to order (someone) not to do something

PREPARE TO READ

Locate horoscopes for the previous day, week, or month in a local newspaper or online. Note the predictions made in them. Hold a class discussion where students share whether or not the horoscopes were accurate.

CLOSE READING QUESTIONS

- Who was Heraclius? Use details from the text to support your answer.
- Use details from the text to make a chart comparing the predictions for Virgo and Scorpio.
- Underline the reason the author gives for the Βροντολόγιον becoming popular in the Balkans.

COMMON CORE CONNECTIONS

- Draw Inferences** *CCSS Info Text 1*
What can you infer about the relationship between people and meteorological conditions based on their belief that the conditions had predictive powers?
- Summarize Main Ideas** *CCSS Reading 2*
Determine the main idea of each section of the article and then the article as a whole. Write a summary of the article using the main ideas.
- Research-Based Writing** *CCSS Writing 2 & 6*
Research the historical origins of the practice of astrology and write an essay detailing that history.



The volur were thought to be shamans, receiving information from the spirit world. The article presents a fictional account of one and looks at recent archaeological evidence for the existence of real volur.

ESSENTIAL QUESTION

What methods of divination have been used by people and why has divination been important throughout time?

SOCIAL STUDIES CONCEPT

Material evidence can be used to verify the details of historical events that can't be verified through other sources.

CROSS-CURRICULAR EXTENSION

Science

What is bronze and how is it made? Is it made differently today than in ancient times?

KEY VOCABULARY

entity (p. 20) something that exists by itself

famine (p. 19) a situation in which many people do not have enough food to eat

PREPARE TO READ

Study the illustration that accompanies the article. Ask the students how the image might relate to divination.

CLOSE READING QUESTIONS

- Underline information in the text that explains what the volur are.
- Create a flow chart of the procedures Thorkell and Thorbjong used to accomplish the ritual.
- Highlight details from the text that provide archeological evidence for the existence of the volur.

COMMON CORE CONNECTIONS

Analyze Text Structure *CCSS Info Text 5*

The article is separated into two parts: fiction and fact. Why might the author have chosen this structure? What other structures could have been used to convey information about the volur?

Describe Relationships *CCSS Reading 3*

What are the relationships between the three characters in the story excerpt? How does each help achieve the main goal? What benefit does each receive from their relationships?

Debate and Evaluate Ideas *CCSS Speaking and Listening 1, 3 & 6*

Using your own experience and the article, discuss whether it is ever wrong to consult a volur with a partner? Determine what circumstances would lead you to believe a volur was the only option. Continue the discussion as a class and list your results.

ARTICLE: A Coin Toss—Through Time

Magazine pages 21 - 23, Expository Nonfiction



People have been tossing coins into fountains for centuries. Originally, these were offerings to a god or saint who may have visited the area.

ESSENTIAL QUESTION

What methods of divination have people used and why has divination been important throughout time?

SOCIAL STUDIES CONCEPT

The practice of divination by different cultures through time is an example of historical continuity.

CROSS-CURRICULAR EXTENSION

Math

Toss a coin fifty times, but first, predict the number of times it will land face up. Continue learning about probability by using dice or a spinner.

KEY VOCABULARY

dedicate (p. 22) to officially make (something) a place for honoring or remembering a person, event, etc.

dwelling (p. 22) a place where a person lives

inscribe (p. 21) to write or cut (words, a name, etc.) on something

PREPARE TO READ

Ask the students if they've ever made a wish on a star or when blowing out birthday candles. Discuss other times when you might make a wish. Discuss what they've wished for.

CLOSE READING QUESTIONS

- Locate sites mentioned on a map of Europe.
- Make a chart listing each place mentioned, the objects found there, and what made the place important or sacred.
- Highlight details in the text that offer suggestions about why pagan holy sites were taken over by Christians.

COMMON CORE CONNECTIONS

Interpret Visual Information *CCSS Info Text 7*

Consider the images and captions that accompany the text. Which section of the text does each image illustrate? Do the captions match the tone of the text? How do the images add to your knowledge of the topic?

Draw Inferences *CCSS Info Text 1*

Consider the offerings made today and in the past. What can you infer about the people making each type of offering?

Determine Author's Purpose *CCSS Info Text 6*

According to the title, what is the purpose of this text? How does each section relate to the purpose? Does the text suggest a purpose other than the one implied by the title? Use details from the text to support your answers.

ARTICLE: Nostradamus: True or False Prophet?

Magazine pages 24 - 27, Expository Nonfiction



Nostradamus is famous for his predictions, but he was also a doctor and poet. Some reviled him, but many trusted his predictions and still do so today.

ESSENTIAL QUESTION

What methods of divination have people used and why has divination been important throughout time?

SOCIAL STUDIES CONCEPT

People's perspectives shape the historical sources they create.

CROSS-CURRICULAR EXTENSION

Art & English Language Arts

Create a poster advertising Nostradamus. Use information from the article and other sources.

KEY VOCABULARY

dire (p. 27) warning of disaster

mole (p. 26) a small, brown spot on a person's skin

revelation (p. 27) a sign or message from God

scorn (p. 24) to show that you think someone or something is not worthy of respect or approval

PREPARE TO READ

Have your students imagine what it would be like to know the future. What would they do with that information? What if the future were tragic?

CLOSE READING QUESTIONS

- Underline details in the text that refer to events that made Nostradamus famous.
- Why was Nostradamus afraid to record his prophecies? Use details from the text to support your answer.
- Highlight details in the text that indicate Nostradamus's own beliefs about prophecy.
- What procedures do scholars believe he followed? Use details from the text to support your answer.

COMMON CORE CONNECTIONS

Interpret Words *CCSS Info Text 4*

The author uses a number of references to sight or vision in the article. What does each mean? How does sight relate to prophecy?

Draw Inferences *CCSS Reading 1*

What can you infer about Nostradamus's personality and character traits from the information presented in the article?

Writing Arguments *CCSS Writing 1 & 6*

Write an expository essay to answer the question posed by the title. Use details from the text and further research to support your argument.

CROSS-TEXT CONNECTIONS WITH MULTIPLE ARTICLES

COMPARE ARTICLES

SYNTHESIZE: Guide students to compare articles they read. Help students find the connections between pieces of information in multiple texts. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (*CCSS.Reading.9*).

- Use multiple articles to create a chart of the divination practices presented. Include location, procedure, time period, gender of practitioners, and evidence for the practice.
- Study “Ask the Pythia,” “Meet the Volur,” and “A Witch Named Erichtho” to determine the role of women in divination. What do these articles suggest about the roles of women in these societies?
- Compare the methods of divination used by the Pythia, the Volur, Erichtho, and Nostradamus.
- Reread “Heraclius’ Βροντολόγιον” and “A Coin Toss—Through Time.” Why might these divination practices still be common today even though others have fallen into disuse?
- Use information from many articles to decide if the powers of divination are real or if the results can be explained another way.

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

This issue contains fictional excerpts that focus on divination. Predictions of the future are common in fictional works from Arthurian legends to *Star Wars*. This Mini-Unit will engage your students in creating their own historical short fiction with a divination theme. It will require them to use the knowledge they've gained from the issue and other resources as well as their imaginations.

ENGAGE

READ AND
COMPARE

APPLY

ENGAGE: Use the graphic organizer below to introduce the topic of divination. Have the students discuss any experiences they have had with the items mentioned. Lead them in a discussion of the various methods of divination people have used.



Share the essential question:

What methods of divination have been used by people and why has divination been important throughout time?

READ AND COMPARE ARTICLES: Begin with a focus article as a base for building content knowledge and model how to work through the text.

1) READ ALOUD: Use “Why” (pgs. 2-3) as a focus article, or choose a different article that works well for your teaching goals. Share the article summary on page 4 of this guide. Students can read their own copies of the article and use sticky notes to mark places they find interesting or have questions about.

2) DISCUSS THE ARTICLE: After reading, guide students to talk about the article. See the Article Pages for Close Reading Questions.

3) READ NEW ARTICLES: Help students choose additional articles to read based on their inquiry questions or what they find interesting. Refer to the Article Pages for summaries of each article within *Dig: Divination Through Time*.

4) COMPARE ARTICLES: After students have read multiple articles, guide them to make cross-text connections. Refer to page 13 to Compare Articles using prompts that help students integrate ideas and information.

CHOOSE A PURPOSE FOR READING

SUMMARIZE MAIN IDEAS *CCSS Reading 2* Determine the main idea of each section of the article and the article as a whole. Use this information to write a brief summary of the text.

ANALYZE TEXT STRUCTURE *CCSS Reading 5* Read the quote at the top of the article. How does it relate to the text? Why might the author have included it?

AUTHOR’S POINT OF VIEW *CCSS Reading 6* Does the author believe in divination or not? Use specific words and phrases from the text to support your answer.

APPLY: PREDICTING FICTION

All stories begin with ideas. Your students will research topics associated with divination and brainstorm ideas for historical short stories. Stories must include at least one element of divination as a plot point and be set during a time period when the divination method described was common. Set maximum and minimum story lengths according to the ability level of your students. Then assist them as they create drafts, workshop them, and produce final copies for sharing or publication.

Step 1. Gathering Ideas: Review the article summaries with your students. If possible, separate students into groups where each member is interested in reading the same articles. Have them read and discuss the articles and research further information using the Online Resources or other sources, including excerpts of fiction and facts about the topic and its historical context. Have students use note cards to note elements that might be useful for their stories. Instruct students to record the source of their ideas on each note card.

Step 2. Elements of Story: Guide students in brainstorming ideas for characters, plot, and settings. Remind them that a divination practice must be central to their stories. Students will use the Story Map Graphic Organizer to map their stories.

Step 3. Rough Draft: Instruct students to write rough drafts of their stories based on their graphic organizers and notes. They may refer back to their original sources if necessary.

Step 4. Writer’s Workshop: Separate students into pairs. Have them read each other’s stories and look for the following elements:

- divination
- correct punctuation and spelling
- a clear and consistent setting, including time and place
- compelling characters
- a logical plot
- a story problem with a satisfying resolution

Have students share their questions, comments, and grammatical corrections with their partners.

Step 5. Teacher Review: As students complete their workshops, invite them over for a review of historical details and any elements they may have missed. If desired, have students complete a second draft before you review their stories.

Step 6. Final Product: Have students write final versions of their stories.

Workshop Questions:

Does the divination matter to the characters and the story?

Do the characters seem like real people? Do they have emotions?

Does the plot make sense? If not, note what’s confusing or missing.

Do the characters fit into the plot neatly or do they feel forced into it?

Does the story feel complete?

Ideas for Sharing Stories:

Have a story fair

Read to another class

Submit to publications that accept work from children

Post on a class webpage

Share as a class book

Post on a bulletin board

GROUP MEMBERS:

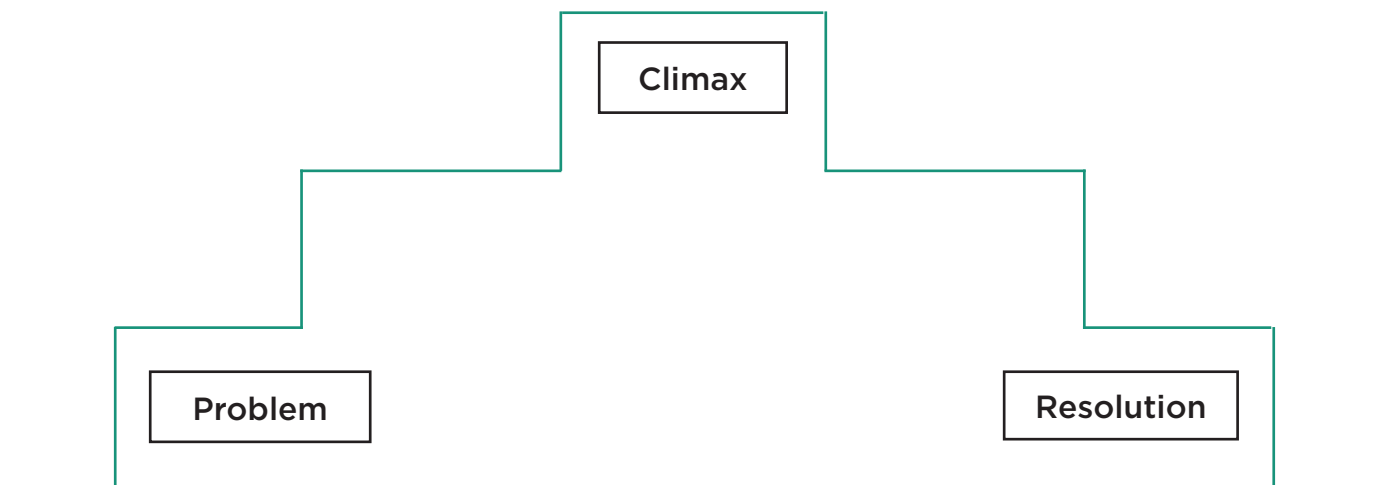
Mini-Unit Graphic Organizer

Story Map

Settings:	Characters:
Plot/Problem:	Resolution:

Major Events

In the section below, write a short description of the major events in your story on each stair.



NAME: _____

ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

NAME: _____

CONCEPT CHART

Show how reading multiple articles developed your understanding of the essential question or your own inquiry question.

ESSENTIAL QUESTION OR INQUIRY QUESTION:

ARTICLE 1:	ARTICLE 2:	ARTICLE 3:

abundant existing or occurring in large amounts

*Wheat and vegetables will be destroyed, but other crops will be **abundant**. (p. 17)*

allocate to divide and give out (something) for a special reason or to particular people, companies, etc.

*To each astrological sign, starting with Aries, is **allocated** a paragraph. (p. 17)*

coercion making someone do something by using force or threats

*They say that divination is more like magic, **coercion**, and chance, instead of an actual, science-based method of investigation. (p. 3)*

convey to make (something) known to someone

*While dreamers might understand some of the messages being **conveyed**, more often than not, they needed the help of someone believed to be a skillful interpreter of dreams. (p. 5)*

curse magical words that are said to cause trouble or bad luck for someone, or the condition that results when such words are said

*It is often sought by individuals who believe they have been **cursed** by someone living or dead. (p. 2)*

dedicate to officially make (something) a place for honoring or remembering a person, event, etc.

*Excavations at Hadrian's Wall in northern England uncovered a well **dedicated** to the goddess Coventina. (p. 22)*

dire warning of disaster

*He did not intend to offend the religious and the powerful or to encourage people to attempt to fulfill **dire** prophecies. (p. 27)*

discord lack of agreement between people, ideas, etc.

*He says, however, "know I this, that amid the Roman shades reigns fiercest **discord**; and this impious war destroys the peace that ruled the fields of death." (p. 14)*

dwelling a place where a person lives

*In 2013, archaeologists unearthed more of the site, including wooden **dwelling**s, preserved clothing, a drainage system, and a Roman well with ceremonial offerings, including coins and cow skulls. (p. 22)*

entity something that exists by itself

*The prophet thanked her for the song and said that now many **entities** had arrived, and that they had thought it was beautiful to listen to the song so well performed... (p. 20)*

famine a situation in which many people do not have enough food to eat

*In this tale, during a **famine** in Greenland around A.D. 1000, a wealthy farmer named Thorkell wants to learn when the famine will end. (p. 19)*

forbid to order (someone) not to do something

*That is to say, Moses **forbade** the priest from using the weather in its more extreme forms as a means of divination. (p. 16)*

heed to pay attention to (advice, a warning, etc.)

*The Pharaoh **heeded** Joseph's advice and made plans that saved his country from starvation. (p. 5)*

inscribe to write or cut (words, a name, etc.) on something

*These include coins and lead tablets **inscribed** with prayers and curses, as well as several sacrificial vessels called patarae. (p. 21)*

interpret to explain the meaning of (something)

*In ancient Mesopotamia, it was important to **interpret** dreams correctly so that the will of the gods could be followed. (p. 5)*

invincible impossible to defeat or overcome

*Exhausted, she cried out, "Thou art **invincible**." (p. 9)*

mantle a loose piece of clothing without sleeves that was worn over other clothes, especially in the past

*Official augurs dressed in a **mantle** with a purple border and carried a curved staff called a lituus, which they used to mark off the sacred space in which the auspices were to be sought. (p. 10)*



mole a small, brown spot on a person's skin

*Reading the **moles** on the body of 10-year-old Henri, Prince of Bearn, in 1564, Nostradamus correctly prophesied that the boy would become king of France and Navarre. (p. 26)*

outlandish very strange or unusual

*This done, she took up a sword from among the dead men's shields, and in a frenzy, said many prayers to the moon in strange **outlandish** terms. (p. 14)*

pallid very pale in a way that suggests poor health

*"Fierce glared his eyes uncovered, and the life was dim, and still upon his face remained the **pallid** hues of hardly parted death." (p. 14)*

potent very effective or strong

*According to the ancient Greek historian Plutarch, the Romans regarded the appearance of vultures as a **potent** sign, because they thought vultures never killed or hurt any living thing. (p. 10)*

pronouncement an official public statement

*Pilgrims in great numbers journeyed up the winding mountain paths for a chance to receive the **pronouncement** of the god: an answer to a question, guidance in a doubtful choice, or a glimpse of the future. (p. 8)*

realm an area of activity, interest, or knowledge

*The **realm** that one's mind entered during sleep was considered a place where the visible and invisible worlds connected. (p. 5)*

revelation a sign or message from God

*At night, in his third floor observatory, he worked on his **revelations**, following ancient rituals and using specific objects. (p. 27)*

sacrilege the act of treating a holy place or object in a way that does not show proper respect

*Upon his return to Rome, the commander was convicted of **sacrilege** and exiled. (p. 11)*

scorn to show that you think someone or something is not worthy of respect or approval

*Successful he was, but also **scorned**. (p. 24)*

sibilant making or having a sound like the letters s or sh

*As she does so, she utters powerful incantations, such as this one, noted by Lucan: her voice, the bay of wolves, and barking as of dogs were mixed with that fell chant; the screech of nightly owl raising her hoarse complaint; the howl of beast and **sibilant** hiss of snake. (p. 14)*

votive offered or performed as an expression of thanks or devotion to God

*Many Greek cities built treasuries at Delphi to house **votive** offerings and relics. (p. 9)*

“Ask the Pythia”

- http://news.nationalgeographic.com/news/2001/08/0814_delphioracle.html

Learn more about the findings of a four-year geologic study at Delphi.

- <http://pythiaofdelphi.weebly.com/delphi-legends.html>

Read about the mystic oracle, including legends that reference it.

“A Witch Named Erichtho”

- http://www.ancient-literature.com/rome_lucan.html

Read a biography of Lucan.

- <http://www.britannica.com/biography/Lucan-Roman-author>

Read an encyclopedia listing for Lucan.

“Heraclius’ Βροντολόγιον”

- <https://www.astrologers.com/about/history>

Read a history of astrology.

“Nostradamus: True or False Prophet?”

- <http://www.biography.com/people/nostradamus-9425407#death-and-legacy>

Read and watch biographical information about Nostradamus.

- <http://www.sacred-texts.com/nos/>

Read a biography and the translated text of the *Prophecies*.