

Reporting Category 1: Human Origins and the Emergence of Civilizations		%	# of items
		10%	3-7
Standard 1: Human Origins in Africa through the Neolithic Age—Students analyze the geographic, political, economic, and social structures of early Africa through the Neolithic Age, which led to the development of civilizations.		Topic: History Elements Duration: Weeks 1-3 (Completed by August 21 st)	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>6.1 Identify sites in Africa where archaeologists and historians have found evidence of the origins of modern human beings and describe what the archaeologists found. (G, H)6.6 Identify and explain the importance of the characteristics of civilizations, including: the presence of geographic boundaries and political institutions; an economy that produces food surpluses; a concentration of population in distinct areas or cities the existence of social classes; developed systems of religion, learning, art, and architecture; a system of record keeping; and technology. (C, E, G, H, P)</p> <p>6.7 Recognize time designations and the abbreviations, including: B.C., B.C.E., A.D., C.E., circa (c. or ca), decades, centuries, prehistoric, and historic. (H)</p> <p>Literacy Standards</p> <p>Key Ideas and Details</p> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2.Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p> <p>Integration of Knowledge and Ideas</p> <p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>9. Analyze the relationship between a primary and secondary source on the same topic</p>	<p style="text-align: center;">Essential Questions</p> <p>What is history? How does a historian work? What do historians do? How do you research history (primary/secondary sources)? How does a historian analyze historical documents for research?</p> <p>VOCABULARY</p> <p>History Historian Culture Values Archaeology Paleontology Anthropology Fossil Artifacts Source Primary sources Secondary sources Evidence Bias Credentials .gov; .org; .net; (trusted sources) Plagiarize Timeline BC/AD BCE/CE Decade/Century/Age/Era/Ancient Circa</p>	<p>Article about “Lucy” National Geographic</p> <p>Students create a timeline of their life. Lesson Plan</p> <p>Intro to Historical Thinking Lesson Plans</p> <p>Analyze Historical Documents Forms</p> <p>Teaching Primary and Secondary Sources Lesson Plans and worksheets</p> <p>Analyze a primary and secondary source for the same event</p>	<p>World History Book Holt p. H3-H6; H8-H9 Chapter 1 Lesson 1 (p.6-11)</p> <p>Anthropologists examine Richard III bones</p> <p>Job Requirements</p> <p>Lascaux Culture Paintings (cave paintings)</p> <p>Historian Job Description</p> <p>Think Historically</p> <p>Fossils</p> <p>Timelines</p> <p>Primary Documents Source Avalon Project</p>

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Standard 1: Human Origins in Africa through the Neolithic Age—Students analyze the geographic, political, economic, and social structures of early Africa through the Neolithic Age, which led to the development of civilizations.		Topic: Geography Elements Duration: Weeks 4-6 (Completed by September 18th)	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>6.4 Evaluate the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter. (C, G, H)</p> <p>6.5 Summarize the impact of agriculture related to settlement, population growth, and the emergence of civilization. (C, G, H)</p> <p>6.6 Identify and explain the importance of the characteristics of civilizations, including: the presence of geographic boundaries and political institutions; an economy that produces food surpluses; a concentration of population in distinct areas or cities the existence of social classes; developed systems of religion, learning, art, and architecture; a system of record keeping; and technology. (C, E, G, H, P)</p> <p><u>Literacy Standards</u> Key Ideas and Details 3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). Integration of Knowledge and Ideas 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p>	<p style="text-align: center;">Essential Questions</p> <p>How does geography influence the way people live? What are the five themes of geography and how do they affect the formation of civilizations? How does economics influence the creation of early societies (i.e. trading, resources, etc.)? Why do people form governments?</p> <p><u>VOCABULARY</u> Geography Landforms Climate Environment Region Resources Cartography Hemisphere Latitude Longitude Projection Map Concept Map Physical Map Political Map Cardinal directions Intermediate directions Scale</p>	<p>Create a World Map 1. Label the continents and oceans. 2. Include a map key, compass rose, map scale, and at least 6 latitude and longitude lines (i.e. Equator, Prime Meridian, etc.)</p> <p>Compare Maps and Globes Lesson Plans</p>	<p>Map Skills Activity</p> <p>Latitude and Longitude</p> <p>World Geography Game</p> <p>Landforms Glossary</p> <p>Plate Tectonics Brain Pop</p> <p>Interactive Maps</p> <p>World History Book Holt p. H7; H14-H25; Chapter 1 Lesson 2 (p.12-19)</p>

Reporting Category 1: Human Origins and the Emergence of Civilizations		%	# of items
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Standard 1: Human Origins in Africa through the Neolithic Age—Students analyze the geographic, political, economic, and social structures of early Africa through the Neolithic Age, which led to the development of civilizations.		Topic: Prehistory/Stone Age Duration: Weeks 7-9 (Completed by October 9th)	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>6.1 Identify sites in Africa where archaeologists and historians have found evidence of the origins of modern human beings and describe what the archaeologists found. (G, H)</p> <p>6.2 Provide textual evidence that characterizes the nomadic hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry). (C,H)</p> <p>6.3 Explain the importance of the discovery of metallurgy and agriculture. (E, H)</p> <p>6.4 Evaluate the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter. (C, G, H)</p> <p>6.5 Summarize the impact of agriculture related to settlement, population growth, and the emergence of civilization. (C, G, H)</p>	<p style="text-align: center;">Essential Questions</p> <p>How did prehistoric people adapt to their environment (i.e. food, shelter, tools, etc.)?</p> <p>Analyze how migration from Africa resulted in the settlement of other civilizations and cultures.</p> <p>Explain how the development of agriculture enabled the transition from a nomadic lifestyle to settlements (Neolithic Revolution).</p> <p><u>VOCABULARY</u></p> <p>Prehistory</p> <p>Hominid</p> <p>Nomads</p> <p>Ancestor</p> <p>Paleolithic Era</p> <p>Tool</p> <p>Society</p> <p>Hunter-gathers</p> <p>Migrate</p> <p>Ice ages</p> <p>Land bridge</p> <p>Mesolithic Era</p> <p>Neolithic Era</p> <p>Domestication</p> <p>Agriculture</p> <p>Specialization</p>	<p>Write a short story from the perspective of a hunter-gatherer or early farmer.</p> <p>a. Define the components of culture.</p> <p>b. Compare how cultures differ in their use of similar environments and resources.</p> <p>Write an essay comparing the lives of the two groups of people during the Stone Age. Consider the benefits and drawbacks of living in each of these communities.</p> <p>View examples of primary sources such as stone tools.</p> <p>Use vocabulary strategies to time dating vocabulary. Students should create a timeline, with correct labels using new vocabulary.</p>	<p>Ice Age Brain Pop</p> <p>Hunter-Gatherers Flocabulary</p> <p>World History Book Holt Chapter 2 (p.28-43)</p> <p>Agricultural Revolution Brain Pop</p> <p>Pre-Historic Village People</p> <p>Hunter-Gatherer</p> <p>Fishing Villages</p> <p>Stone Tools</p>

Reporting Category 2: Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel		%	# of items
		53%	24-28
Standard 2: Mesopotamia: c. 3500-1200 B.C./B.C.E.—Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Mesopotamia.		Topic: Mesopotamia Duration: Weeks 1-3 (Completed by October 30 th)	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>6.8 On a historical map, locate and describe the Tigris and Euphrates Rivers, Zagros and Caucasus Mountains, Persian Gulf, Caspian and Black Sea, Dead Sea and Sea of Galilee, and explain why the region is referred to as the Fertile Crescent. (G)</p> <p>6.9 Summarize Sumer, Babylon, and Assyria as successive civilizations and empires and explain the development of city-states, identify Kish, Akkad, Ur, and Nineveh, and the significance of Sargon and Hammurabi. (G, H)</p> <p>6.10 Trace the development of agricultural techniques that permitted economic surplus and the emergence of cities as centers of culture and power. (C, E, H)</p> <p>6.11 Explain the significance of polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations. (C, H)</p> <p>6.12 Explain the effects of how irrigation, metal-smithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow on the growth of Mesopotamian civilizations. (C, E, H)</p> <p>6.13 Analyze the important achievements of Mesopotamian civilization, including its system of writing (and its importance in record keeping and tax collection), literature (Epic of Gilgamesh), monumental architecture (the ziggurat), and art (large relief sculpture, mosaics, and cylinder seals). (C, E, G, H)</p> <p>6.14 Write an informative piece explaining the significant contributions of Mesopotamian leaders, including Hammurabi and Sargon, and explain the basic principle of justice in Hammurabi's Code (“an eye for an eye”). (C, E, H, P)</p>	<p style="text-align: center;">Essential Questions</p> <p>How did the Tigris and Euphrates Rivers contribute to the development of the first civilizations?</p> <p>How does a food surplus lead to the development of economic systems in river civilizations?</p> <p>How did specialization of labor lead to the creation of an advanced society in Sumer?</p> <p>Explain the progression of civilization from nomads to empire.</p> <p>What does Hammurabi’s Code reveal about Babylonian society?</p> <p><u>VOCABULARY</u></p> <p>Fertile Crescent Silt Irrigation Surplus Division of Labor Rural Urban City-state Gilgamesh Sargon Empire Polytheism Scribe Cuneiform Epic Hammurabi’s Code Tigris and Euphrates Rivers</p>	<p>Introduction</p> <p>Create a list of examples in which they use writing to communicate.(i.e. email, text, Facebook, etc.) Write a paragraph on the importance of writing in their lives.</p> <p>Identify early forms of writing and their purposes (law, trade, and religious).</p> <p>Identify and label the Mesopotamian and Egyptian civilizations on a blank outline map. Label the civilizations important bodies of water.</p> <p>Read, analyze and discuss “The Code of Hammurabi.” to determine if individual laws and consequences are fair, unfair, cruel, or necessary.</p> <p>Compare and contrast a state of Tennessee law with one from “The Code of Hammurabi.”</p>	<p>Primary Documents and Supporting Texts to Read: excerpts from the Epic of Gilgamesh; digital collections of the ancient Mesopotamian plow, wheel, sailboat, cuneiform tablets, and the stylus</p> <p>Mesopotamia Map</p> <p>Egypt Map</p> <p>Examples of Cuneiform</p> <p>Hammurabi's Code</p> <p>Fertile Crescent- Flocabulary</p> <p>Mesopotamia Unit</p> <p>Collection of Mesopotamia Websites</p> <p>Great Resources- Mesopotamia</p> <p>Geography of Mesopotamia</p> <p>World History Book Holt Chapter 3 (p.54-81)</p>

Reporting Category 2: Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel		%	# of items
		53%	24-28
Standard 3: Ancient Egypt: c. 3000–1200 B.C./B.C.E.—Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Egypt.		Topic: Egypt Duration: Weeks 4-6 (Completed by November 20 th)	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>6.15 On a historical map, locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and the Sudan. (G, H)</p> <p>6.16 Investigate the kinds of evidence used by archaeologists and historians to draw conclusions about the social and economic characteristics of Ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of Ancient Egypt. (C, E, G, H, P)</p> <p>6.17 Develop a visual representation of the structure of Egyptian society including the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. (C, E, H,P)</p> <p>6.18 Cite evidence from informational texts to explain the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities. (C, H)</p> <p>6.19 Summarize important achievements of Egyptian civilization, including: the agricultural and irrigation systems; the invention of a calendar; main features of the monumental architecture and art, such as the Pyramids and Sphinx at Giza; evolution of writing-hieroglyphics; and the invention of papyrus. (C, E, H)</p> <p>6.20 Identify the Old, Middle, and New Kingdom time periods and evaluate the significance of the following: Menes, Khufu, Hyksos invasion, Ahmose, King Tut, Queen Hatshepsut, Ramses the Great. (C, H, P)</p> <p>6.21 Identify the location of the Kush civilization and describe its political, commercial, and cultural relationship with Egypt. (C, E, G, H, P)</p> <p>6.22 Compare and contrast the religious, social, and political structures in Mesopotamia and Egypt. (C, H, P)</p>	<p style="text-align: center;">Essential Questions</p> <p>How did geography affect the development of Egyptian civilization? Explain why Egypt is referred to as the “Gift of the Nile”.</p> <p>What made Egypt a rich and powerful civilization in Africa? What role did religion play in Egypt? List accomplishments during the Old, Middle and New Kingdoms of Egypt. What affect did social order have on Egyptian life?</p> <p><u>VOCABULARY</u></p> <p>Nile River Cataracts Delta Pharaoh Dynasty Old, Middle, New Kingdoms Nobles Khufu Afterlife Mummies Pyramids Hieroglyphics Papyrus Rosetta Stone Ramses King Tutankhamen Queen Hatshepsut Imports/exports Trade routes Trade networks Kush</p>	<p>Make a chart showing Egyptian pharaohs and their accomplishments. Have a class debate and determine the most effective pharaoh.</p> <p>Analyze the visual of Ramses the Great and describe what the painting tells about Egyptian warfare.</p> <p>Describe Hatshepsut’s strengths as a leader and difficulties she might have faced not being in the typical woman’s role.</p> <p>Write scripts depicting life of different social groups under the rule of Ramses II and role-play. Identify and label the Egyptian and Kush civilizations on a blank outline map.</p> <p>Look at the role of the gods and goddesses in daily Egyptian life. Analyze their view of the afterlife and compare it with the present day view of the afterlife.</p> <p>Understand the relationship between Kush and Egypt and discuss cultural exchange between the two societies.</p>	<p>Primary Documents and Supporting Texts to Read: Digital collections of Egyptian Pyramids, including the Pyramids and Sphinx at Giza; digital collections of the Pyramid Texts on the wall of the burial chamber of the Pyramid of Teti, Saqqara; digital collections of documents written on papyri; Hymn of the Nile</p> <p>Hieroglyphics Egypt Maps History.com Pyramids Discovery Pyramids How to Make a Mummy</p> <p>Brain Pop Mummies Pharaohs Cleopatra</p> <p>Rosetta Stone Pictures Interactive</p> <p>Activities for Egypt</p> <p>Egypt- Flocabulary World History Book Holt Chapter 4 (p.86-115)</p>

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		53%	24-28
Standard 4: Ancient India—Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient India.		Topic: India Duration: Weeks 7-9 (Completed by December 17 th)	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>6.23 Locate and describe the Himalayas and the major river systems, including Indus and Ganges, and evaluate the importance of each. (E, G, H)</p> <p>6.24 Analyze the impact of the Aryan invasions. (C, H, P)</p> <p>6.25 Explain how the major beliefs and practices of Brahmanism in India evolved into early Hinduism. (C, H)</p> <p>6.26 Outline the social structure of the caste system and explain its effect on everyday life in Indian society. (C, E, H, P)</p> <p>6.27 Write a narrative text describing how Siddhartha Guatama’s (Buddha) life experiences influenced his moral teachings and how those teachings became a new religion that spread throughout India and Central Asia as a new religion. (C, H, G)</p> <p>6.28 Describe the growth of the Maurya Empire and the political and moral achievements of the Emperor Asoka. (C, H, P)</p> <p>6.29 Identify the important aesthetic and intellectual traditions, including: Sanskrit literature, including the Bhagavad-Gita Gita, Ramayana, and the Mahabharata; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero. (C, E, H)</p>	<p style="text-align: center;">Essential Questions</p> <p>Why did civilization develop around the Indus River Valley? Explain the origin and importance of the caste system. Describe the changes brought about by the Aryan invasion. What are the fundamental concepts of Hinduism and Buddhism? How did Buddhism change life for followers who converted from Hinduism? What were the contributions of Indian culture to literature, art, math, and science?</p> <p><u>VOCABULARY</u> Subcontinent Monsoons Sanskrit Caste system Brahman/Hinduism/Jainism/Buddhism Reincarnation Karma/dharma Nirvana Missionaries metallurgy inoculation astronomy Aryans Indus River Ganges River Untouchables (Pariah/Harajans)</p>	<p>Create an outline to highlight important topics in Ancient India (i.e., Geography, Religion, Important People, etc.)</p> <p>Create a social pyramid showing the different classes including the Untouchables(harijans)</p> <p>Writing Prompt: Think about the Indian caste system and compare it to the freedoms you have in the U.S. How are they different?</p> <p>In groups, debate the issue of the caste system. Divide students into two groups: Proponents and Opponents for the system.</p> <p>Using a blank map of India, students locate the following and label: Ganges River, Indus River, Deccan Plateau, Himalayan Mts., Bay of Bengal, Indian Ocean, and Arabian Sea.</p> <p>Using a Venn Diagram compare and contrast Hinduism and Buddhism.</p> <p>Create a chart listing the major accomplishments of the Indus Valley civilization, the Aryan, the Mauryan Empire, and the Gupta Empire.</p>	<p>Supporting Texts to Read: excerpts from the epic Hindu literature Bhagavad Gita; excerpts from Ramayana; excerpts from Mahabharata</p> <p>Diwali Brainpop Gandhi Brainpop India- Flocabulary Major World Religions- Flocabulary</p> <p>Maps Buddhism Hinduism</p> <p>Analyze quotes from Buddha’s teachings</p> <p>Create a world religion T-chart for Hinduism/Buddhism (name of religion, god/gods, founder, holy book, and basic beliefs)</p> <p>World History Book Holt Chapter 5 (p.124-155)</p>

Reporting Category 2: Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel		%	# of items
		53%	24-28
Standard 5: Ancient China—Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient China.		Topic: China Duration: Weeks 1-2 (Completed by January 15 th)	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>6.30 Identify and locate on a map the geographical features of China, including the Huang He (Yellow) River, Plateau of Tibet, and Gobi Desert. (G)</p> <p>6.31 Locate and describe the origins of Chinese civilization in the Huang-He Valley during the era of the Shang Dynasty. (C, G, H)</p> <p>6.32 Explain how the regions of China are isolated by geographic features, making governance and the spread of ideas and goods difficult, and served to isolate the country from the rest of the world. (G, H)</p> <p>6.33 Analyze the structure of the Zhou Dynasty and the emergence of Taoism, Confucianism, and Legalism. (C, H)</p> <p>6.34 Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them. (C, H, P)</p> <p>6.35 List the policies and achievements of the emperor Shi Huang and explain how these contributed to the unification of northern China under the Qin Dynasty and the construction of the Great Wall of China. (H, P)</p> <p>6.36 Detail the political contributions of the Han Dynasty and determine how they contributed to the development of the imperial bureaucratic state and the expansion of the empire. (H, P)</p> <p>6.37 Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations. (E, G, H)</p> <p>6.38 Describe the diffusion of Buddhism northward to China during the Han Dynasty. (C, G, H)</p>	<p style="text-align: center;">Essential Questions</p> <p>How did geography shape the development of China’s civilization? Describe the ways society and governments were influenced by Chinese thinkers. What changes did the Qin emperor make to unite China? How did the Silk Road spread Chinese culture to the rest of the world as well as influence Chinese culture in return? Why was Buddhism so popular in China? How did Confucianism affect the daily lives of Chinese people? List the major advances in technology and literature accomplished by the Chinese people.</p> <p><u>VOCABULARY</u> Oracle Dynasty Yellow and Yangtze Rivers Lord/Peasants Confucianism/Daoism/Legalism Shi Huangdi Great Wall Pictograph Silk Road Seismograph Silk Silk Road Diffusion Currency Confucius/Laozi</p>	<p>Write an expository essay explaining why Confucius is considered the most influential teacher in Chinese history.</p> <p>Create a category chart to highlight the governments of the Shang, Zhou, and Qin, and Han dynasties. Include the important leaders, laws, and innovations in technology.</p> <p>In groups, students will analyze the life and teachings of Confucius. Afterwards, respond to the following question: What effect did Confucius’ teachings have on China?</p> <p>Writing Prompt: List three of the major inventions and achievements of Ancient China. Write an expository essay about the contributions of Ancient China and how they are still used today.</p> <p>Be able to create a graph that shows how China and the rest of the world benefitted from the Silk Road.</p>	<p>Primary Documents and Supporting Texts to Read: excerpts from The Mandate of Heaven: The Classic of History; excerpts from Confucius’ The Analects, excerpts from The Lament of the Nomad Flute by Lady Wenji</p> <p>Ancient China Lesson Plans</p> <p>The Great Wall Great Wall Fun Facts National Geographic BrainPop</p> <p>Silk Road- BrainPop</p> <p>Ancient China Videos- History.com</p> <p>Inventions of China</p> <p>Ancient Chinese Worksheets</p> <p>Great Information and Ideas</p> <p>World History Book Holt Chapter 6 (p.160-195)</p>

Reporting Category 2: Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel		%	# of items
		53%	24-28
Standard 5: Ancient Israel—Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient China.		Topic: Ancient Israel Duration: Weeks 3-4 (Completed by January 29 th)	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>6.39 On a historical map of the Mediterranean Sea, Jordan River, and Sinai Peninsula, locate Asia Minor, the kingdoms of the Hittites and Phoenicians, ancient Israel, and Egypt. (G)</p> <p>6.40 Examine the development of the ancient Israelites, tracing their migrations from Mesopotamia to Canaan, later called Israel, and explain the significant roles of Abraham and Moses in their history. (C, H, G)</p> <p>6.41 Describe the monotheistic religion of the Israelites, including: the belief in one God (monotheism), the Ten Commandments, the emphasis on individual worth and personal responsibility, the belief that all people must adhere to the same moral obligations, whether ruler or ruled, and the Torah and the Hebrew Bible as part of the history of early Israel. (C, H)</p> <p>6.42 Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David’s founding of Jerusalem as his capital city in 1000 B.C./B.C.E. and the building of the first temple by Solomon. (G, H, P)</p> <p>6.43 Summarize the four major events after the rule of King Solomon in the history of Israel, including the breakup of the Kingdom of Israel, destruction of the Northern Kingdom, Babylonian captivity under Nebuchadnezzar, and the return of the Jews to their homeland under the Persian Empire. (H)</p> <p>6.44 Conduct a short research piece with supporting details of Second Babylonian, Persian, and Median Empires, including Nebuchadnezzar, the Hanging Gardens of Babylon, Cyrus the Great, Darius the Great, and Xerxes. (H)</p> <p>6.45 Explain how Judaism survived the expulsion/dispersion of the Jews to other lands (the Diaspora) after the destruction of the second temple in Jerusalem in 70 A.D./C.E., and the renaming of the country by the Romans. (C, H)</p>	<p style="text-align: center;">Essential Questions</p> <p>Explain the differences between monotheism and polytheism? Describe the beliefs of the ancient Israelites. Who were the key leaders of the ancient Israelites and what were their contributions? Explain the role of religion in society as well as everyday life. How did the Diaspora cause Jewish religion and customs to change and become influenced by other societies?</p> <p><u>VOCABULARY</u> Judaism Abraham Moses Exodus Ten Commandments David Solomon Diaspora Monotheism Torah/Talmud Synagogue Prophets Covenant Dead Sea Scrolls Rabbis Principles Passover/High Holy Days Zealots</p>	<p>Use as a primary source <i>the third book of Proverbs</i>. Then ask the document based question- How would the third proverb convince people to tell the truth?</p> <p>Create a flow chart of important events that occurred during the early history of the Israelites. Then have them compare charts with a partner. Close by having all students contribute to a final flow chart on the board.</p> <p>Use a Venn diagram to compare and contrast Abraham and Moses. Compare the Ten Commandments to the laws present in today's society.</p> <p>Write an essay describing how the Ten Commandments are the basis for all laws in Christian dominated societies.</p> <p>Pretend to be an Egyptian newspaper writer and write an account about the Israelites’ strange new belief in a single god. Be sure to compare and contrast the differences in monotheism and polytheism</p>	<p>Primary Documents and Supporting Texts to Read: excerpts from the Tanach, Hebrew Bible, the Torah, the Dead Sea Scrolls, and Ten Commandments</p> <p>Judaism Resources</p> <p>Exodus of Jews- History.com</p> <p>Jewish Holiday Videos- History.com</p> <p>Ancient Israel- Common Core Unit</p> <p>Ten Commandments</p> <p>World History Book Holt Chapter 7 (p.202-223)</p>

Reporting Category 3: Ancient Greece to 300 B.C.		%	# of items
		19%	8-12
Standard 7: Ancient Greece: c. 800–300 B.C./B.C.E. - Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Greece.		Topic: Ancient Greece Duration: Weeks 5-6 (Completed by February 12 th)	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>6.46 On a historical map of the ancient Mediterranean area, locate Greece and trace the boundaries of its influence to 300 B.C./B.C.E.. On a contemporary map, trace the current boundaries of Greece. Compare and contrast the sphere of influence of Greece in those two different eras. (G, H)</p> <p>6.47 Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. (C, E, G, H)</p> <p>6.48 Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the development of the idea of citizenship. (C, H, P)</p> <p>6.49 Explain how the development of democratic political concepts in ancient Greece lead to the origins of direct democracy and representative democracy, including: the “polis” or city-state, civic participation and voting rights, legislative bodies constitution writing, and rule of law. (C, H, P)</p> <p>6.56 Describe the myths and stories of classical Greece; give examples of Greek gods, goddesses, heroes (Zeus, Hermes, Aphrodite, Athena, Poseidon, Artemis, Hades, Athena), and events; and where and how we see their names used today. (C, H)</p> <p>6.57 Compare and contrast the Titans with the Olympian gods and explain the surrounding Greek mythology. (C, H)</p> <p>6.58 Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the sports they featured. (C, H) and vowels. (C, H)</p>	<p style="text-align: center;">Essential Questions</p> <p>How did geography affect the development of Greek civilization? What were contributions of the Minoans and the Mycenaeans? What are the different types of government that developed among the Greek city-states? Explain why Athens is considered to be the birth place of democracy. Compare and contrast the cultures of Sparta and Athens. What were major events of the Persian and Peloponnesian Wars?</p> <p><u>VOCABULARY</u> Peninsula Polis Classical Acropolis Agora Democracy Aristocrats Oligarchy Citizens Tyrant Colony/colonization Pericles Homer (Iliad/Odyssey) Aesop/Fables Mythology Direct Democracy Representative Democracy</p>	<p>Create a T-Chart as a group comparing and contrasting the Mycenaean and Minoans, which influenced the culture that later Greeks practiced. Class presentations of findings.</p> <p>Pretending they are in Greece creating their own city-state. In groups brainstorm characteristics of obtaining citizenship in their city-state, this would be similar to those in Greece. Group Presentations</p> <p>Research as a group and find characteristics about each major Greek god and goddess. Take notes about their domain and characteristics. Display the Greek god and goddesses’ activity and assess them in a game format. (Guess Who?)</p>	<p>World History Book Holt Chapter 8 (p.228-255)</p> <p>Primary Documents and Supporting Texts to Read: excerpts from Homer’s <i>Iliad and the Odyssey</i>; excerpts from Pericles’ <i>Funeral Oration</i>; excerpts from <i>Alexander</i> by Plutarch; excerpts from <i>Aesop’s Fables</i> (or the Aesopica); excerpts from Aristotle’s <i>The Athenian Constitution</i>; excerpts from <i>The Battle of Marathon</i>; excerpts from <i>Everyday Life in Ancient Greece</i> (4th Century BC)</p> <p>Olympics- BrainPop Athens- BrainPop Greek Gods- BrainPop Homer- BrainPop Videos for Ancient Greece- History.com</p> <p>Possible Suggestions <i>Clips</i> (not the whole movie) from.. 300 Alexander the Great</p> <p>Games and Lessons Ancient Greece- Flocabulary The Odyssey- Flocabulary</p>

C = Culture E = Economics G = Geography P = Politics, Government, and Civics H = History T = TN Connections

Reporting Category 3: Ancient Greece to 300 B.C.		%	# of items
		19%	8-12
Standard 7: Ancient Greece: c. 800–300 B.C./B.C.E. - Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Greece.		Topic: Greek World Duration: Weeks 7-9 (Completed by March 11 th)	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>6.50 Compare and contrast life in Athens and Sparta. (C, H)</p> <p>6.51 Compare and contrast the status of women and slaves between Athens and Sparta. (C, H)</p> <p>6.52 Analyze the causes, course, and consequences of the Persian Wars. (C, H, G)</p> <p>6.53 Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta. (H, P)</p> <p>6.54 Explain the rise of Alexander the Great and the spread of Greek culture. (C, G, H, P)</p> <p>6.55 Analyze the causes and effects of the Hellenistic culture of Greece. (C, E, G, H, P)</p> <p>6.59 Describe the purposes and functions of the Lyceum, the gymnasium, and the library of Alexandria, and identify the major accomplishments of the ancient Greeks: Thales (science); Pythagoras and Euclid (mathematics); Hippocrates (medicine); Socrates, Plato, and Aristotle (philosophy); Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama); the Parthenon, the Acropolis, and the Temple of Apollo (architecture); and the development of the first complete alphabet, with symbols representing; both consonants and vowels. (C, H)</p>	<p style="text-align: center;">Essential Questions</p> <p>What role did Alexander the Great play in spreading Greek culture? How did Greek culture spread to other parts of the world? What were some major accomplishments of the Greeks in literature, math, science, and architecture? Explain the effect of colonization on the Greek economy and culture. How did Greek religion explain the occurrence of natural events and create the literature genre of mythology?</p> <p><u>VOCABULARY</u> Philosopher Cavalry Persian Wars Cyrus/Darius/Xerxes Alliance Peloponnesian Wars Phalanx Hellenistic Socrates Plato Aristotle Reason Euclid Hippocrates Strategy</p>	<p>Create bubble maps about Greece’s significant people by listing characteristics and accomplishments. Create Foldable on the Greek philosophers that include their name, main ideas and beliefs. Display in class.</p> <p>Describe the events and accomplishments of ancient Greece</p> <p>Create a Venn Diagram comparing and contrasting Athens and Sparta. Analyze the information and discuss why they were the leading city-states in Greece.</p>	<p>Maps of Ancient Greece Persian Wars- Flocabulary</p> <p>Alexander the Great Alexander the Great History Peloponnesian War Peloponnesian War Information</p> <p>Primary Documents for Greece</p> <p>Internet Source Book: Greece</p> <p>Ancient Greece- British Museum</p> <p>Greece projects and learning tools</p> <p>Ancient Greece Assignments and Assessments</p> <p><i>Possible Suggestions</i></p> <p><u>Clips</u> (not the whole movie) from 300 Alexander the Great</p> <p>World History Holt Book Chapter 9 (p. 256-284)</p>

Reporting Category 4: Ancient Rome to C.E. 500		%	# of items
		18%	8-12
Standard 8: Ancient Rome: c. 500 B.C./B.C.E.–500 A.D./C.E—Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Rome.		Topic: Roman Republic Duration: 4 th Quarter: Wk 1-4 (Completed by April 20 th)	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>6.60 On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 A.D./C.E. (G, H)</p> <p>6.61 Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond. (E, G, P)</p> <p>6.62 Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history, including Romulus and Remus, Hannibal and the Carthaginian Wars, Cicero, Julius Caesar, Augustus, Hadrian, Aeneas, and Cincinnatus. (C, G, H, P)</p> <p>6.63 Describe the government of the Roman Republic and its contribution to the development of democratic principles, including the rule of law (a written constitution), separation of powers, checks and balances, representative government, and civic duty. (C, H, P)</p> <p>6.67 Describe the characteristics of slavery under the Romans and explain the slave revolt led by Spartacus. (C, E, H)</p>	<p style="text-align: center;">Essential Questions</p> <p>How did geography affect the rise of Rome?</p> <p>Explain how conflict between Rome’s social classes led to change in its government.</p> <p>What events caused the decline of the Roman Republic and eventually led to the development of the Roman Empire?</p> <p>What caused the Roman Empire to prosper?</p> <p><u>VOCABULARY</u> Romulus and Remus Republic Dictators Plebeians Patricians Magistrates Consults Tribune Forum Veto Roman Senate Latin Checks and balances Legions Punic Wars Spartacus Hannibal</p>	<p>Provide Students with a blank map of Europe. Instruct them to locate the Roman civilization. Also locate all landforms that are associated with it. They are to label them and color them the appropriate colors. Make a map key explaining the colors and symbols. They are to define all landforms on the map.</p> <p>Read an excerpt from The Aenid by Virgil and have students analyze why Roman leaders wanted Rome to have a glorious past.</p> <p>Students can create a cause and effect chart explaining the how the Etruscans affected the development of the Roman Civilization?</p> <p>Students complete an activity pretending they live in Rome. Form groups, brainstorm, and research the characteristics of obtaining citizenship. Students will create a graphic organizer and describe challenges to the republic by dividing it into two parts: challenges from the outside and challenges from the inside. Then using the information determine which has the greatest effect on Rome.</p>	<p>Map Resources</p> <p>Ancient Roman Games</p> <p>Flocabulary Ancient Rome Roman Numerals</p> <p>Ancient Rome Resources</p> <p>PBS lesson plans and activities for Roman Empire</p> <p>Collection of Roman Websites</p> <p>Primary Sources Site</p> <p>World History Holt Book Chapter 10 (p. 290-3-14)</p>

Reporting Category 4: Ancient Rome to C.E. 500		%	# of items
		19%	8-12
Standard 8: Ancient Rome: c. 500 B.C./B.C.E.–500 A.D./C.E—Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Rome.		Topic: Roman Empire and Christianity Duration: Weeks 5-9 (Completed by May 18 th)	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>6.64 Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire: Military organization, tactics, and conquests and decentralized administration; the purpose and functions of taxes; the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes; and the benefits of a Pax Romana. (C, E, G, H, P)</p> <p>6.65 Reflect on the impact of the lives of Cleopatra, Marc Anthony, Nero, Diocletian, and Constantine, and on the city of Constantinople on the Roman Empire. (H, P)</p> <p>6.66 Identify the location of, and the political and geographic reasons for, the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes. (C, E, G, H, P)</p> <p>6.68 Describe the origins and central features of Christianity: monotheism; the belief in Jesus as the Messiah and God's Son; the concept of resurrection; the concept of salvation; belief in the Old and New Testaments; the lives, teachings, and contributions of Jesus and Paul; and the relationship of early Christians to officials of the Roman Empire. (C, G, H, P)</p> <p>6.69 Analyze how internal and external forces caused the disintegration of the Roman Empire: including the rise of autonomous military powers, political corruption, economic and political instability, shrinking trade, invasions, and attacks by Germanic tribes. (E, G, H, P)</p> <p>6.70 Describe the contribution of Roman civilization to law, literature, poetry, art, architecture, engineering, and technology. Include the significance of the Colosseum, Circus Maximus, roads, bridges, arches, arenas, baths, aqueducts, central heating, plumbing, and sanitation. (C, H, P)</p> <p>6.71 Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary. (C, H, G).</p>	<p style="text-align: center;">Essential Questions</p> <p>How did the Greek culture influence Roman religion, science, art, architecture, and literature? What was the impact of Roman advances on today's society? Explain the events that led to the decline of the Roman Empire. How did the Byzantine Empire become so powerful?</p> <p><u>VOCABULARY</u> Julius Caesar Pompey Augustus Marc Antony Cleopatra Pax Romana Civil law Aqueduct Romance Languages Christianity Jesus Bible Crucifixion Resurrection Disciples Paul Constantine Corruption Justinian Byzantine Empire</p>	<p>Create a Timeline (Rome Events) from 2000 BC-AD 70</p> <p>Identify the cause and spread of Christianity through Rome.</p> <p>Write an essay debating the unfairness of one of Rome's laws and its impact on Christianity</p> <p>Have students create bubble maps about Rome's significant people. Ensure they give important characteristics.</p> <p>Research and do a comparative chart of two epic poems (Roman/ Greek).</p> <p>Use information from notes and research to write a description of the issues that divided the Western and Eastern churches during the Byzantine Empire. Students will create a presentation as groups</p>	<p>Primary Documents and Supporting Texts to Read: excerpts from the New Testament, Image of the Last Supper, Map that shows the Spread of Christianity from A.D. 325-1100</p> <p>Primary sources- Origins of Christianity</p> <p>Christianity Resources</p> <p>Flocabulary Byzantine Empire Julius Caesar</p> <p>Power Points of the Roman Empire</p> <p>Rome resources and activities</p> <p>World History Holt Book Chapter 11 (p. 318-344)</p>

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