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Unit 1: Prehistoric People (13 Days)

Why Is This Unit Important?

All students will acquire the knowledge and skills to think critically and analyze how early humans progressed from hunters/gatherers to a more advanced human society. Such knowledge will allow students to make connections to tools used, technology advancements and the start of group interaction.

Big Ideas:

- How farming transitioned the Paleolithic age into the Neolithic Age.
- How tools and communities made humans better able to survive.

Enduring Understandings:

- Understand how early man developed in thinking ability and planning strategies of how to survive.
- Understand how survival led to working together and depending on each other.
- Understand how the use of environment led from hunting/gathering food to staying in one place, domesticating animals and farming their land.

Essential Questions:

- Why do people migrate?
- Why do people use tools?
- What role do tools play in becoming an advanced society?

Acquired Knowledge:

- Understand the progress of man from hunters/gatherers to farmers.
- Explain how domestication of animals and farming led to permanent shelter.
- Analyze how advancement of technological advancements (i.e., tools) led to the human progression.

Acquired Skills:

- Chart the causes and effects that technological advances (i.e., tools) played in the advancement of early humans.
- Map the causes and effects of the domestication of animals and farming and how it led to permanent shelter.
- Create a timeline demonstrating an understanding of pre- and post-agricultural periods.

Major Assessments:

- **Formative Assessment**
  - Analysis of artifacts via cave art activity
- **Summative Assessment**
  - Create a comic book and compare and contrast the Paleolithic Age vs. the Neolithic Age
  - RST - Hominid Wanted Poster
- RST – Close-read activity on Stone Tools and Cave Art
- Quiz/Test: multiple choice, matching, short answer, picture analysis, one bullet DBQ

Instructional Materials:

- Textbook: *History Alive! The Ancient World*; Chapters 1-3; Teacher’s Curriculum Institute; Palo Alto, California; 2004
- Placard cards of prehistoric tools: *History Alive! The Ancient World*
- *History of Civilizations: The Ancient World*; Milliken Publishing Company; St. Louis, Missouri; 1999
- Learning Archeology Thru Clay Pots Activity
- www.mrdonn.org
- www.mrdowling.com

Suggested Learning Experiences and Instructional Activities:

- Students will analyze examples of cave art and their interpretations through archaeological simulation (History Alive Placard Cards).
- Students will write Research Simulation Tasks comparing the changes in hominids from Australopithecus Afarensis to Early Modern Humans.
- Students will create a compare and contrast visual to accentuate the impact of the development of agriculture.

Accommodations or Modifications:

- Study guides for unit test
- Review games
- Copy of notes for slow writers to use and return to teacher
- Fill-in-the-blank chapter note sheets for lower learners and IEP students
- Highlight key words on quizzes and tests
- Assign certain reading passages to lower level students ahead of reading aloud for students to practice on their own

Technology Integration:

- LCD Projector, laptop computers

Standards Targeted:

- Social Studies:
  - 6.2.8.A.1.a
  - 6.2.8.B.1.a, b
  - 6.2.8.C.b
  - 6.2.8.D.1.a, c

- Language Arts (CCSS.ELA-Literacy: RH):
  - 6-8.1-5, 7-10
Unit 2: Mesopotamia (16 Days)

Why Is This Unit Important?

All students will acquire the knowledge and skills to think critically and analyze location of settlements, characteristics of civilizations, and boundary disputes to gain power.

Big Ideas:

- What does it mean to be civilized?
- What is needed to become a civilization?

Enduring Understandings:

- Understand how environmental factors determined where a civilization would develop.
- Explain various environmental factors and be able to apply how each factor determines settlement.
- Explain the characteristics of civilization.
- Determine what role those characteristics play in structuring a civilization.
- Analyze the factors that led to the rise and eventual fall of these civilizations and determine if there were common elements of growth and decline.

Essential Questions:

- Why do societies need laws or a government?
- How did religion differ from ancient to modern times?
- How does a stable food supply advance a society?
- How has technology advanced the civilization?
- How has the development of written language transformed all aspects of life in the ancient river valley civilizations?
- How did the other characteristics lead into a social structure?

Acquired Knowledge:

- Understand why it was essential to have laws in order to keep a structured society.
- Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.
- Explain how technological advancements led to greater economic specialization, improved weaponry, trade and the development of a class system.
- Explain how a stable food supply advanced a society.
- Explain how different ancient civilizations develop similar characteristics (religion, government, laws, economic and social structures).

Acquired Skills:

- Compare and contrast the role that religion plays in both the ancient and modern times.
- Define: specialization, technological advancements, economic specialization.
- Identify specific landforms and geographic sites on a map.
Major Assessments:

- **Formative Assessment**
  - RST - Empire Travel Brochure showing achievements, ruler and place to visit.
  - DBQs - Sumerian Coin and Penny, Hammurabi’s Code of Laws.

- **Summative Assessment**
  - Unit Test – matching, multiple choice, short answer (justify which of the major achievements of the ancient river civilizations represent the most lasting legacies), map.
  - Unit Test: multiple choice, matching, short answer, picture analysis, one bullet OEQ.
  - Design a comparative web that compares ancient characteristics vs. modern characteristics of a civilization. Students will complete a spoke wheel activity by filling in examples of how the characteristics of a civilization made life easier, and then compare how these characteristics still apply to our modern day life. Students will give examples of each of the characteristics of improved through times (i.e., technology – writing system).

Instructional Materials:

- Textbook: *History Alive! The Ancient World*; Chapters 1-3; Teacher’s Curriculum Institute; Palo Alto, California; 2004
- Google Earth
- InspireED Education reproducible workbook
- Various videos
- Placard cards of characteristics of civilization: *History Alive! The Ancient World*
- CD: *History Alive! The Ancient World*
- Interactive Workbook: *History Alive! The Ancient World*

Suggested Learning Experiences and Instructional Activities:

- Students will write a scaffolded Document Based Question through comparison of a Sumerian coin and an American Penny.
- Students will analyze laws of Hammurabi’s Code to complete a Research Simulation Task.
- Students will analyze and categorize artifacts from ancient Sumer into the Seven Characteristics of Civilization.
- Students will problem solve difficulties faced by the ancient Sumerians through group-discussion activity.
- Students will create a travel brochure from one of the four empires of Mesopotamia.

Accommodations or Modifications:

- Study Guides for unit test
- Review games
- Copy of notes for slow writers to use and return to the teacher
- Fill-in-the-blank chapter note sheets for lower-level learners and IEP students
- Highlight key words on quizzes and tests
- Assign certain reading passages to lower level students ahead of reading aloud for student to practice on their own
Technology Integration:

- Projector
- Google Earth
- Internet usage for research

Standards Targeted:

- Social Studies:
  - 6.2.8.A.2.a, b, c
  - 6.2.8.B.2.a, b
  - 6.2.8.C.1.a and 2.a
  - 6.2.8.D.1.b, 2.a-d

- Language Arts (CCSS.ELA-Literacy. RH):
  - 6-8.1-5, 7, 9-10
Unit 3: Egypt (22 Days)

Why Is This Unit Important?

All students will acquire the knowledge and skills to think critically and analyze location of settlements, characteristics of social classes and boundary disputes.

Big Ideas:

- How environmental factors affect where humans choose to settle.
- How the organizational structure of the government aided Egypt to prosper for so long.

Enduring Understandings:

- Understand how environmental factors determined where a civilization would settle.
- Explain various environmental factors and be able to apply how each factor determines settlement.
- Explain the social classes of Egypt.

Essential Questions:

- Why do societies need laws or a government?
- How did the relationship between religion and government differ from ancient times to modern times?
- How does a stable food supply advance a society?
- How has technology advanced the civilization?
- How has the development of written language transformed all aspects of life in the ancient river valley civilizations?
- How does Egyptian social structure compare to modern times?

Acquired Knowledge:

- Understand why it was essential to have laws in order to keep a structured society.
- Understand the differences how religion plays a role in both the ancient and modern times.
- Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.
- Explain how technological advancements led to greater economic specialization, improved weaponry, trade and the development of a class system.
- Understand how a stable food supply advanced a society.

Acquired Skills:

- Map skills for land formations, climate and settlement.
- Analyzing pictures of the Great Pyramid, the White Chapel, Temple at Dar al-Bahri, Abu Simbel, textbook and overhead pictures of the pharaohs, Egyptian workers, and scenes of daily life.
- Reading strategies for cause and effect of the Nile River.
- Reading strategies for cause and effect of social classes.
- Scaffolding of pictures in textbook.
• Inferring and questioning to understand historical concepts within social classes and monuments.
• Design a cause and effect flow chart explaining how stable food supply advanced society.
• Create a T-chart contrasting the differences between ancient and modern religion.

Major Assessments:

• **Formative Assessment**
  - RST - Create a 2-3 paragraph postcard on Egyptian monuments and pharaohs.
  - DBQ - Egyptian Pharaohs
  - Unit Test - matching, multiple choice, short answer and map.

Instructional Materials:

• Textbook: *History Alive! The Ancient World* (Chapters 7-9)
• CD: *History Alive! The Ancient World*
• Overhead transparencies provided through *History Alive! The Ancient World* textbook
• Workbook: *History Alive! The Ancient World*
• Aliki “Mummies Made In Egypt” video located in Media Center
• David McCullough “Pyramid” video located in Media Center
• “Inspector Gadget Ancient Egypt” video located in Media Center
• “Arizona Smith: Ancient Civilizations – Egypt” video located in Media Center

Suggested Learning Experiences and Instructional Activities:

• Students will create a map to show how and where people would settle based on environmental factors.
• Students will complete Research Simulation Tasks through completion of Egyptian Monument Postcard.
• Students will complete DBQs/RSTs analyzing the power displayed by the pharaoh through the building of monuments.
• Students will create a role-play for one of the six social classes of ancient Egypt.

Accommodations or Modifications:

• Study guides for unit tests.
• Review games.
• Copy of notes for slow writers to use and return to teacher.
• Fill-in-the-blank chapter note sheets for lower-level learners and IEP students.
• Assign certain reading passages to lower level students ahead of reading aloud for students to practice on their own.

Technology Integration:

• Projector
• Google Earth
• Videos
• Internet for research
Standards Targeted:

- Social Studies:
  - 6.2.8.A.2.a, b
  - 6.2.8.B.2.a, b
  - 6.2.8.C.2.a
  - 6.2.8.D.2.a-d

- Language Arts (CCSS.ELA-Literacy. RH):
  - 6-8.1-5, 7-10
Unit 4: Greece (27 Days)

Why Is This Unit Important?

All students will acquire the knowledge and skills to think critically and analyze how ancient Greeks progressed from nomads, to colonies, to city-states, to an empire.

Big Ideas:

- Understand how geographic factors led to both the development of Greek city-states and their demise.
- Explain the various types of government Greece practiced and the successes and failures of each government.
- Compare and contrast the roles and responsibilities of citizens in Athens and Sparta with those in the United States today.
- Explain why early Greek city-states evolved into empires in order to satisfy the needs of their people.
- Explain why Greece became a target for invasion by Persians (Darius and Xerxes) and Macedonians (Alexander the Great).
- Understand the culture and religion of ancient Greece and how these contributed to the development of modern civilizations.

Enduring Understandings:

- Understand how the experiences of ancient Greek government influenced the modern world.
- Analyze factors that cause civilizations to decline.
- Understand the influence the culture and religion of ancient Greece had on the development of modern civilizations.
- Analyze motivating factors that cause civilizations to expand.

Essential Questions:

- How have the experiences of ancient Greek government influenced the modern world?
- What causes civilizations to decline?
- How has the culture and religion of ancient Greece contributed to the development of modern civilizations?
- Why are civilizations motivated to expand their empires?

Acquired Knowledge:

- Understand why it was important for the ancient Greeks to migrate and set up specific colonies.
- Explain the four types of government and the advantages and disadvantages of those governments.
- Understand the relationships between the Greeks with the Persians and the Macedonians.
- Explain how the cultural and religious beliefs of the Greeks impacted their everyday life and are still used today.
Acquired Skills:

- Map skills to show creation of colonies and trade routes.
- Compare and contrast the four different types of government through a simulation.
- Create Venn diagram comparing and contrasting Athens and Sparta.
- Create Venn diagram comparing and contrasting ancient and modern democracy.
- Analyze pictures showing strategies used by both the Greeks and Persians during battle.
- Comprehension and critical thinking questions for ancient Greece’s cultural and religious beliefs.

Major Assessments:

- **Formative Assessment**
  - DBQ – Greece geography
  - Venn diagrams
  - Pictoword poster for different types of government
  - Design a medallion showing how Alexander the Great spread Greek culture, and then write an explanation of the importance.
- **Summative Assessment**
  - Unit Test: multiple choice, matching, short answer, picture analysis, one bullet OEQ.

Instructional Materials:

- Study guides for unit test.
- Review games.
- Copy of notes for slow writers to use and return to teacher.
- Fill-in-the-blank chapter note sheets for lower learners and IEP students.
- Highlight key words on quizzes and tests.
- Assign certain reading passages to lower level students ahead of reading aloud for students to practice on their own.

Suggested Learning Experiences and Instructional Activities:

- Students will analyze the geography and topography of Greece through completion of RSTs/DBQs.
- Students will complete scaffolded DBQ questions from completion of BME geography activity.
- Students will create a role-play demonstrating various aspects of Athenian and Spartan daily life.
- Students will participate in a simulation of the governments of ancient Greece and their impact on their citizens.
- Students will evaluate the impact of cause and effect on the Persian Wars.

Extensions:

- Independent Reading - This can be assigned at any time during the year and be due by the end of the school year. It may be done with teacher’s permission during class, if student is ahead in their assignments, or at home.
- Objective: Choose one of the following books written by Rick Riordan to gain a better understanding of Greek mythology:
  - The Sea of Monsters
  - The Battle of the Labyrinth

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**Note:** The content provided is a transcription of the text evident in the image, without any inference or extrapolation beyond what is visible. Any discrepancies or omissions in the transcription are attributable to the limitations of the provided image and text recognition technology.
○ The Titan’s Curse
○ The Last Olympian

- Postcard – create a postcard from one character in the story to a second character in the story. Postcard should explain adventure that character is on, places they have traveled to, and gods/goddesses they have dealt with along the way. Flip side of postcard should display greeting and a picture of a place of interest or god/goddess.
- Rewrite the ending – create an alternate ending to the story (5+ paragraphs long).
- Detailed map of one location described in the story. Map must have a key.
- Trading Card – For the front of card: select a character from the novel and brainstorm a list of facts that you know about him or her. Have fun picking the most intriguing, surprising or strange facts to dazzle the reader. Look for peculiar or fascinating events related to the character and find ways to incorporate them into your card. For the back of the card: create a profile of your character from the given list.
  ○ Remember, the more you use information from the story, the funnier the card will be. Choose from – nickname, favorite place to eat, favorite saying, famous last words, favorite hobbies, favorite song, least favorite foods, most favorite foods, favorite color, favorite dessert, greatest achievement, and most embarrassing moment. You may add any extra categories that you can think off.
- The front of the paper should have the character’s name and a picture of him or her. The back should include the profile (categories and descriptions).
- Daily Extension – Reading passages with comprehension questions; scavenger hunt worksheets for the textbook; historical crossword puzzles provided for students who finish activities early.

Accommodations or Modifications:

- Study guides for unit test.
- Review games.
- Copy of notes for slow writers to use and return to teacher.
- Fill-in-the-blank chapter note sheets for lower learners and IEP students.
- Highlight key words on quizzes and tests.
- Assign certain reading passages to lower level students ahead of reading aloud for students to practice on their own.

Technology Integration:

- Use Google Earth to identify geographic aspects of this region (landforms, waterways, mountains, etc.)

Standards Targeted:

- Social Studies:
  - 6.2.8.A.3.b-e
  - 6.2.8.B.3.a, b
  - 6.2.8.C.b, c15
  - 6.2.8.D.3. a, d, f

- Language Arts (CCSS.ELA-Literacy. RH):
  - 6-8.1-5, 7-10
Unit 5: Rome (12 Days)

Why Is This Unit Important?
All students will acquire the knowledge and skills to think critically and analyze geography, the spread of trade routes, conquest and expansion, republic to empire and daily life.

Big Ideas:
- Understand how geographic features led to the spread of Roman culture, such as language and government (republic to empire).
- Compare and contrast the roles of citizens in Rome to citizens in the United States.
- Understand the conflicts between the classes and how that can lead to reform.
- Understand the culture of ancient Rome and how this contributed to the development of modern civilizations.

Enduring Understandings:
- Understand how the geographic features led to the spread of Roman culture, such as language and government (republic to empire).
- Compare and contrast the roles of citizens in Rome to citizens in the United States.
- Understanding the conflicts between the classes and how that can lead to reform.
- Understand the culture of ancient Rome and how this contributed to the development of modern civilizations.

Essential Questions:
- How have the experiences of ancient Roman government influenced the modern world?
- How has the culture of ancient Rome contributed to the development of modern civilizations?
- Why are civilizations motivated to expand their empires?
- How do new cultures develop out of the blending of empire expansion?

Acquired Knowledge:
- Explain why it was important for the ancient Romans to expand their empire.
- Explain what a republic and an empire are, and the advantages and disadvantages of each.
- Explain how the culture of ancient Rome still impacts everyday life today.

Acquired Skills:
- Map skills to show expansion routes of the ancient Roman empire.
- Create Venn diagram comparing and contrasting the Plebeians and Patricians.
- Comprehension and critical thinking questions for ancient Rome’s cultural influences.

Major Assessments:
- **Formative Assessment**
  - Venn diagrams
  - Independent and/or group projects on daily life
• **Summative Assessment**
  - Unit Test: multiple choice; matching; short answer
  - RST - Rome

**Instructional Materials:**

- Map skills for land for land formations and expansion – Science
- Reading strategies for cultural lifestyles – Reading
- Analyzing pictures of Roman architecture vs. modern architecture – Art
- How to read and use Roman numerals – Math
- Inventions and engineering – Science
- Research project on daily life – Writing

**Suggested Learning Experiences and Instructional Activities:**

- Students will participate in a simulation demonstrating various aspects of Roman daily life.
- Students will examine contributions of the Etruscans and Greeks and their impact on Roman culture through analyzing art, architecture, philosophy, sports and religion.
- Students will create travel brochure of the Roman Empire including a profile on an emperor, a monument, and summary of an aspect of Roman daily life.

**Accommodations or Modifications:**

- Study guides for unit test.
- Review games.
- Copy of notes for slow writers to use and return to teacher.
- Fill-in-the-blank chapter note sheets for lower learners and IEP students.
- Highlight key words on quizzes and tests.
- Assign certain reading passages to lower level students ahead of reading aloud for students to practice on their own.

**Technology Integration:**

- Use Google Earth to identify geographic aspects of this region (landforms, waterways, mountains, etc.)

**Standards Targeted:**

- Social Studies:
  - 6.2.8.A.3 a-c, e and 4.a
  - 6.2.8.D.2.c-d and 3.d, f

- Language Arts (CCSS.ELA-Literacy. RH):
  - 6-8.1-5, 7-10