

# Pinellas County Schools

## Middle School Education

### World History Curriculum Guide



**2019-2020**

**PCS Vision:** 100% Student Success

**PCS Mission:** Educate and Prepare Each Student for College, Career, and Life

**Teaching and Learning Mission:**

The mission of Teaching and Learning is to provide quality curricular, instructional, and assessment resources to support staff and student learning.

August 2019	Building Community	Re-Building Community	January 2020
1 2 3			1 2 3 4
4 5 6 7 8 9 10			5 6 7 8 9 10 11
11 12 13 14 15 16 17	<b>Unit 1: Intro to Historical Thinking Skills</b>	<b>Unit 7A: Classical China</b>	12 13 14 15 16 17 18
18 19 20 21 22 23 24	<a href="#">SS.6.W.1.3</a> <a href="#">SS.6.W.1.4</a>	<a href="#">SS.6.W.4.6</a> <a href="#">SS.6.W.4.7</a>	19 20 21 22 23 24 25
25 26 27 28 29 30 31	<a href="#">SS.6.W.1.5</a> <a href="#">SS.6.W.1.6</a>	<a href="#">SS.6.W.4.9</a>	26 27 28 29 30 31
September 2019	<b>Unit 2: Agricultural Revolution</b>	<b>Unit 7B: Post-Classical China</b>	February 2020
1 2 3 4 5 6 7	<a href="#">SS.6.W.1.2</a> <a href="#">SS.6.W.2.1</a>	<a href="#">SS.6.W.4.8</a> <a href="#">SS.6.W.4.9</a>	1
8 9 10 11 12 13 14	<a href="#">SS.6.W.2.2</a>	<a href="#">SS.6.W.4.10</a>	2 3 4 5 6 7 8
15 16 17 18 19 20 21	<b>Unit 3: Sumer/Mesopotamia</b>	<b>Unit 8: Mesoamerica</b>	9 10 11 12 13 14 15
22 23 24 25 26 27 28	<a href="#">SS.6.W.2.3</a> <a href="#">SS.6.W.2.7</a>	<a href="#">SS.6.W.2.4</a> <a href="#">SS.6.W.2.10</a>	16 17 18 19 20 21 22
29 30	<a href="#">SS.6.W.2.8</a>	<b>Unit 9A: Greek City States</b>	23 24 25 26 27 28 29
October 2019	<b>Unit 4A: Egypt</b>	<a href="#">SS.6.W.3.2</a> <a href="#">SS.6.W.3.3</a>	March 2020
1 2 3 4 5	<a href="#">SS.6.G.2.3</a> <a href="#">SS.6.W.2.5</a>	<a href="#">SS.6.W.3.4</a> <a href="#">SS.6.W.3.5</a>	1 2 3 4 5 6 7
6 7 8 9 10 11 12	<a href="#">SS.6.W.2.6</a>	<b>Unit 9B: Greece and the Hellenistic World</b>	8 9 10 11 12 13 14
13 14 15 16 17 18 19	<b>Unit 4B: Kush</b>	<a href="#">SS.6.W.3.5</a> <a href="#">SS.6.W.3.6</a>	15 16 17 18 19 20 21
20 21 22 23 24 25 26	<a href="#">SS.6.W.3.18</a> <a href="#">SS.6.E.3.3</a>	<a href="#">SS.6.W.3.7</a>	22 23 24 25 26 27 28
27 28 29 30 31	<b>Unit 5: Israel</b>	<b>Unit 10A: The Roman Republic</b>	29 30 31
November 2019	<a href="#">SS.6.W.2.8</a> <a href="#">SS.6.W.2.9</a>	<a href="#">SS.6.W.3.8</a> <a href="#">SS.6.W.3.9</a>	April 2020
1 2	<a href="#">SS.6.G.4.4</a> <a href="#">SS.6.W.1.6</a>	<a href="#">SS.6.W.3.10</a> <a href="#">SS.6.W.3.14</a>	1 2 3 4
3 4 5 6 7 8 9	<b>Unit 6A: India</b>	<a href="#">SS.6.W.3.16</a>	5 6 7 8 9 10 11
10 11 12 13 14 15 16	<a href="#">SS.6.G.2.3</a> <a href="#">SS.6.W.4.1</a>	<b>Unit 10B: The Roman Empire</b>	12 13 14 15 16 17 18
17 18 19 20 21 22 23	<b>Unit 6B: Religions of India</b>	<a href="#">SS.6.W.3.11</a> <a href="#">SS.6.W.3.12</a>	19 20 21 22 23 24 25
24 25 26 27 28 29 30	<a href="#">SS.6.W.4.2</a> <a href="#">SS.6.W.4.4</a>	<a href="#">SS.6.W.3.14</a> <a href="#">SS.6.W.3.16</a>	26 27 28 29 30
December 2019	<a href="#">SS.6.W.4.5</a>	<a href="#">SS.6.W.3.15</a>	May 2020
1 2 3 4 5 6 7	<b>Unit 6C: Empires</b>	<b>Unit 10C: Christianity</b>	1 2
8 9 10 11 12 13 14	<a href="#">SS.6.W.4.4</a> <a href="#">SS.6.W.4.3</a>	<a href="#">SS.6.W.3.13</a> <a href="#">SS.6.W.3.14</a>	3 4 5 6 7 8 9
15 16 17 18 19 20 21	<a href="#">SS.6.W.4.5</a>	<a href="#">SS.6.W.3.18</a>	10 11 12 13 14 15 16
22 23 24 25 26 27 28	<p>For 7th grade World History Average students and all 8th grade World History students (average and advanced): If you go to Finance Park first semester, you will need to adjust your pacing to allow for Finance Park. We recommend that you shorten unit 2: Sumer and Mesopotamia to only teach it for 2 weeks and to shorten the teaching of Unit 6: India by one week.</p> <p>If you go to Finance Park in second semester, you will adjust your pacing as needed to include two weeks for Finance Park.</p>		17 18 19 20 21 22 23
29 30 31			24 25 26 27 28 29 30
			31
			June 2020
			1 2 3 4 5 6



<b>Unit Number and title</b>	<b>Learning Goals:</b> <i>These are the benchmarks that you will teach in this unit</i>	<b>Duration:</b> <i>How long the unit lasts</i>
<b>Standard:</b> <i>The over-arching standard that the benchmarks address</i>		
<b><i>How To Use This Curriculum Guide (This is the unit title)</i></b>		
<b>Summary</b>	<i>Each unit will include a summary here to give the teacher an overview.</i>	
<b>Skill-Based Learning Goals</b>	<i>Historical Thinking Skills will be the focus of our instruction because they teach our students how to think within our discipline. Each unit will include one or two Historical Thinking Skills that will be the <b>focus skills</b> for this unit. More on these skills can be found at <a href="https://sheg.stanford.edu/history-lessons/historical-thinking-chart">https://sheg.stanford.edu/history-lessons/historical-thinking-chart</a> There are four Historical Thinking Skills; sourcing, contextualization, corroboration, and close reading. Each will be focused on multiple times throughout the year.</i>	
<b>Formative Assessment Thinking Map</b>	<i>Each unit will have one or more Thinking Maps. These are included to help students organize information within the unit. The fundamental purpose is for kids to engage with the benchmark at the appropriate level of cognitive complexity. For more on Thinking Maps see <a href="https://thinkingmaps.weebly.com/types-of-maps.html">https://thinkingmaps.weebly.com/types-of-maps.html</a></i>	
<b>Learning Goals</b>	<p><b>Focus Benchmarks and Supporting Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• <i>To be responsive to teacher feedback, we have determined which benchmarks are central to student understanding of the content and which benchmarks can be taught alongside the focused benchmarks.</i></li> <li>• <i>The focused benchmarks can stand alone and address the unit's (or subunit's) major topic. The supporting benchmarks add detail or help complete the bigger picture.</i></li> <li>• <i>This design shows how to better teach the unified unit as a whole instead of in disjointed chunks.</i></li> <li>• <i>In your classroom scale, the benchmark is always the Learning Goal (Level 3 on the scale).</i></li> <li>• <i><b><u>Bolded and underlined terms</u></b> identify the cognitive level of the benchmark and describe what students should be able to do with the content (this is related back to the Thinking Map and Essential Question).</i></li> <li>• <i><b>Things that are highlighted are foundational skills that students will need for the civics course.</b></i></li> </ul>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <i>In response to teacher feedback, learning targets have been streamlined, limited in number, and unified to show the wholeness of the unit.</i></li> <li>• <i>Learning Targets do not stand alone and are not taught in isolation.</i></li> <li>• <i><b><u>Bolded and underlined terms</u></b> identify the cognitive level of the learning target and describe what students should be able to do with the content</i></li> <li>• <i>In your classroom scale, the Learning Targets (Level 2 on the scale) demonstrate how to achieve the Learning Goals.</i></li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• <i>Essential Questions are useful to help students see the overarching themes in the unit and to help build conceptual framework.</i></li> <li>• <i>Essential Questions should help answer the question: "what should the students be able to do as a result of the instruction?"</i></li> </ul>	
<b>Vocabulary</b>	<i>Here we list vocabulary terms necessary for understanding the content.</i>	

<p><b>Text and Additional Resources to Build Background Knowledge</b></p>	<p><b>Textbook Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Here we list the textbook chapters and lessons that address this unit and its benchmarks.</i></li> <li>• <i>They have been unified to show that the unit is taught as a whole, not benchmark by benchmark.</i></li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Here we list other resources, aside from the textbook, to add variety to your instruction. These may be videos, games, or other instructional resources.</i></li> </ul> <p><b><i>How should I teach this content? Instructional Strategies</i></b>  <i>Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our <a href="#">Teacher Toolkit</a> (click to be directed to our eLearn page). The Teacher Toolkit is near the top of the page and is also included in each unit in each course.</i></p>
<p><b>Model Lessons and Culminating Activities</b></p>	<p><b><u>Lessons:</u></b>  <i>In an effort to become less dependent on textbooks, this section provides culminating lesson plans that are essential to this curriculum and help students practice higher complexity thinking about the content in this unit. These rigorous, complete lessons come from trusted sources and scaffold thinking to get students to higher order thinking.</i></p> <p>All of these model lessons have been uploaded into eLearn</p> <p><b><u>Assessments:</u></b> <i>This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall. We are working hard to include the historical thinking skills into our assessments and should have samples to share with you soon!</i></p>
<p><b>HOT and Cross Curricular Connections</b></p>	<p><i>For each benchmark, we have included higher order thinking (HOT) questions. You might use these as formative assessment, at the end of a unit, or to help bring content together. They also reinforce skills that are critical across the contents – in math, ELA, or science. We have included the cross-curricular skill that each question addresses.</i></p>



<b>Unit 1</b>	<b>Learning Goals: W.1.3, W.1.4, W.1.5, (8.)A.1.7</b>	<b>Duration: 1 Week</b>
<b>Standard 1:</b> Utilize historical inquiry skills and analytical processes		
<b><i>Intro Unit: Archeology and Historical Thinking Skills</i></b>		
<b>Summary</b>	Students will investigate historical thinking skills through archaeology.	
<b>Skill-Based Learning Goals</b>	<b>Sourcing, Contextualizing, Corroboration, Close Reading</b>	
<b>Formative Assessment Thinking Map</b>	<b>Thinking map- Brace Map:</b> to describe how historians and archeologists use the 4 Historical Thinking Skills  <b>Double Bubble Map:</b> to show how contextualization can help us compare and contrast multiple sources	
<b>Learning Goals</b>	<b>Focus:</b> <b>SS.6.W.1.3 <u>Interpret</u></b> primary and secondary sources  <b>Supporting:</b> <b>SS.6.W.1.5 <u>Describe</u></b> the roles of historians and recognize varying historical interpretations. <b>SS.8.A.1.7 <u>View</u></b> historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts. <b>SS.6.W.1.4 <u>Describe</u></b> the methods of historical inquiry and how history relates to the other sciences	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b><u>Apply</u></b> sourcing skills to documents and artifacts.</li> <li>• <b><u>Explain</u></b> how we can learn about the past from artifacts</li> <li>• <b><u>Draw conclusions</u></b> from context and <b><u>explain</u></b> how to contextualize objects</li> <li>• <b><u>Corroborate</u></b> to show similarities and differences between artifacts and documents.</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• How do art and artifacts teach us about the past?</li> <li>• How do we know what we know about the past?</li> <li>• Why does the author (or creator) of a document matter?</li> <li>• How can we use context to understand documents and artifacts?</li> <li>• How can we know who/what to believe in history?</li> </ul>	
<b>Vocabulary</b>	History, artifact, document, source, context, primary source, secondary source, corroboration, engraving, reliable	
<b>Text and Additional Resources to Build Background Knowledge</b>	<b>Textbook Resources:</b> <ul style="list-style-type: none"> <li>• Ch 1, Lesson 1 and 2</li> </ul> <b>Additional Resources:</b> <ul style="list-style-type: none"> <li>• <b>SHEG:</b> Intro Materials <a href="https://sheg.stanford.edu/history-lessons?f%5B0%5D=topic%3A7#main-content">https://sheg.stanford.edu/history-lessons?f%5B0%5D=topic%3A7#main-content</a></li> <li>• <b>Society for American Archeology:</b> Context Game <a href="https://documents.saa.org/container/docs/default-source/doc-teachingarchaeology/context_lesson.pdf?sfvrsn=66719db9_6">https://documents.saa.org/container/docs/default-source/doc-teachingarchaeology/context_lesson.pdf?sfvrsn=66719db9_6</a></li> <li>• <b>Lascaux Caves:</b> Virtual Tour <a href="http://archeologie.culture.fr/lascaux/en/visit-cave">http://archeologie.culture.fr/lascaux/en/visit-cave</a></li> <li>• <b>Florida Public Archaeology Network:</b> Timucuan Fact or Fiction <a href="http://www.flpublicarchaeology.org/resources/timucuan/1b_debry.pdf">http://www.flpublicarchaeology.org/resources/timucuan/1b_debry.pdf</a></li> </ul>	

	<p><b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<p><b>Model Lessons and Culminating Activities</b></p>	<p><b><u>Lessons:</u></b></p> <p style="text-align: center;">District-Developed Unit One Historical Thinking Skills Lessons</p> <p>All of these model lessons have been uploaded into eLearn</p> <p><b><u>Assessments:</u></b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<p><b>HOT and Cross Curricular Connections</b></p>	<p><b>(W.1.3) Construct viable arguments and critique the reasoning of others</b> How do art and artifacts teach us about the past?</p> <p><b>(W.1.4) Sci Planning and carrying out investigations</b> How do historians determine what IS history?</p> <p><b>(W.1.5) ELA -- Analyze a case where authors or texts provide conflicting information on same topic</b> What if historians disagree about history?</p> <p><b>(A.1.7) Asking questions and defining problems</b> What was life like in the past?</p>

<b>Unit 2: Agricultural Revolution</b>	<b>Learning Goals: W.1.2, W.2.1, W.2.2</b>	<b>Duration: Two Weeks</b>
<b>Standard 2:</b> Describe the emergence of early civilizations (Nile, Tigris- Euphrates, Indus, and Yellow Rivers, Meso and South American).		
<b><i>Agricultural Revolution</i></b>		
<b>Summary</b>	Students will learn about the tools that historians use to describe and chart the passage of time in history. Students will also learn how nomadic hunter-gatherers transitioned to a sedentary, agricultural lifestyle, and grew into complex civilizations that include: Government, Religions, Arts, Social Structures, Stable Food Supplies, Writing, and Technology (G.R.A.S.S.W.T.).	
<b>Skill-Based Learning Goals</b>	<b>Contextualization</b>	
<b>Formative Assessment Thinking Map</b>	<b>Compare and Contrast:</b> The lifestyle of hunter-gatherer groups and the lifestyle of agricultural societies. <b>Cause and Effect:</b> demonstrate how advancements led to the Agricultural Revolution and the changes that were the effect.	
<b>Learning Goals</b>	<b>Focus:</b> (W.1.2): <b>Identify</b> terms and designations of time periods. (W.2.1): <b>Compare</b> the lifestyles of hunter-gatherers with those of settlers of early agricultural communities  <b>Supporting:</b> (W.2.2): <b>Describe</b> how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>● <b>Explain</b> how time is broken down into identifiable time spans, including the point at which the timeline changes from BCE to CE or from BC to AD</li> <li>● <b>Identify</b> the time period and culture of the Paleolithic people as hunter-gatherers who discovered fire, painted cave walls, and made simple tools.</li> <li>● <b>Explain</b> the emergence of agriculture and its effect on Paleolithic societies.</li> <li>● <b>Identify</b> the relationship between the domestication of plants and animals and the development of early settlements.</li> <li>● <b>Analyze</b> how the development of metallurgy helped early civilizations to grow.</li> <li>● <b>Interpret</b> the effect of a surplus of food as a cause for population growth in successful Neolithic settlements.</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>● How do we measure time? How do historical time periods work?</li> <li>● What were the differences between the lives of hunter-gatherers and agricultural settlers?</li> <li>● How did big developments/inventions help people start civilizations?</li> </ul>	
<b>Vocabulary</b>	BC/BCE, AD/CE, decade, century, era, millennium, Paleolithic/Neolithic/Bronze Age hunter-gatherer/nomad, agriculture, domesticate, metallurgy The Seven Characteristics of Civilization (G.R.A.S.S. W.T) Government, Religion, Art, Social Structure, Stable Food Supply, Writing, Technology	



<p><b>Text and Additional Resources to Build Background Knowledge</b></p>	<p><b>Textbook Resources:</b></p> <ul style="list-style-type: none"> <li>• Ch 1, Lesson 1</li> <li>• Ch 3, Lessons 1 and 2</li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Flocabulary:</b> Hunter Gatherers</li> <li>• <b>BrainPop</b> Agricultural Revolution</li> <li>• <b>History.com:</b> video on the “Birth of Farming”</li> <li>• History of the World in Seven Minutes Intro video <a href="https://www.youtube.com/watch?v=4pnmZalx9YY">https://www.youtube.com/watch?v=4pnmZalx9YY</a></li> <li>• <b>Cosmos:</b> Domestication of Dogs: <a href="https://www.youtube.com/watch?v=aQHBmY6LbiA">https://www.youtube.com/watch?v=aQHBmY6LbiA</a></li> <li>• <b>Writing in Response to Text: (WiRT) bellwork</b> (eLearn)</li> </ul> <p><b>Advanced 8<sup>th</sup> Grade:</b></p> <ul style="list-style-type: none"> <li>• <b>Field Museum:</b> Sticks to Bricks Activity <a href="https://www.fieldmuseum.org/sites/default/files/cmarsh/2016/04/25/tfm_stickstobricks_ms_2016_final.pdf">https://www.fieldmuseum.org/sites/default/files/cmarsh/2016/04/25/tfm_stickstobricks_ms_2016_final.pdf</a></li> </ul> <p><b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<p><b>Model Lessons and Culminating Activities</b></p>	<p><b>Lessons:</b></p> <p><b>C3 Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Was the Development of Agriculture Good for Humans? (6<sup>th</sup> Grade)</li> </ul> <p><b>District Lesson:</b></p> <ul style="list-style-type: none"> <li>• BC/AD and BCE/CE</li> </ul> <p>All of these model lessons have been uploaded into eLearn</p> <p><b>Assessments:</b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<p><b>HOT and Cross Curricular Connections</b></p>	<p><b>(W.1.2) MATH: Model with Mathematics</b> Use a timeline (number line) and write to describe the passage of time and the way that explains how BC/BCE and AD/CE work.</p> <p><b>(W.2.1) ELA: Analyzing interactions between individuals, events, and ideas</b> Ask students to write to discuss the similarities and differences between the hunter-gatherer lifestyle and the agricultural lifestyle. They may want to write creatively, as a hunter-gatherer trying to decide if they should remain a hunter-gatherer or change to an agriculturalist.</p> <p><b>(W.2.2) ELA: Analyzing interactions between individuals, events, and ideas</b> Have students create their own graphic organizer (not teacher created) to show the relationship between agriculture, metallurgy, population growth, and the emergence of civilization. They may want to illustrate it!</p>

<b>Unit 3: Sumer and Mesopotamia</b>	<b>Learning Goals: W.2.3, W.2.7, W.2.8</b>	<b>Duration: 2-3 Weeks</b>
<b>Standard 2:</b> Describe the emergence of early civilizations (Nile, Tigris- Euphrates, Indus, and Yellow Rivers, Meso and South American).		
<i><b>Mesopotamia</b></i>		
<b>Summary</b>	Located in modern day Iraq, Mesopotamia is the land around the Tigris and Euphrates Rivers. These rivers provided fertile land and the basis for the growth of the first civilization, Sumer. Mesopotamia is home to many inventions as well as the birth of organized government.	
<b>Skill-Based Learning Goals</b>	<b>Close Reading, Contextualizing</b>	
<b>Formative Assessment Thinking Map</b>	<p><b>Thinking maps --</b></p> <p><b>Bubble Map (Identify)</b> describe each characteristic of civilization as it applies to Mesopotamia.</p> <p><b>Cause and Effect Map (Summarize)</b> explain how inventions in Mesopotamia led to the creation of the first civilization and the impact they have on the people living there.</p> <p><b>Cause and Effect Map (Determine)</b> determine how the choices and actions of individuals (Hammurabi) impacted Mesopotamian civilization.</p>	
<b>Learning Goals</b>	<p><b>Focus:</b></p> <p>(W.2.7): <b>Summarize</b> the important achievements of the Mesopotamian civilization.</p> <p>(W.2.8): <b>Determine</b> the impact of key figures from ancient Mesopotamian civilizations.</p> <p><b>Supporting:</b></p> <p>(W.2.3): <b>Identify</b> the seven characteristic of civilizations.</p>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b>Identify</b> organized government, religious institutions, art and architecture, social structure, specialization, writing, and advanced technology (use the acronym G.R.A.S.S. W.T. to aid student comprehension and recall).</li> <li>• <b>Describe</b> how Sumerian inventions helped the development of their civilization.</li> <li>• <b>Identify</b> cuneiform writing (stele), epic literature such as Gilgamesh art and architecture (lyre, ziggurat), technology such as the wheel, sail, plow, and irrigation.</li> <li>• <b>Describe</b> the accomplishments of Hammurabi and the Code of Hammurabi on government</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• What makes a civilization?</li> <li>• What ideas and inventions did Sumerians pass on to other civilizations?</li> <li>• How did Hammurabi affect life in Mesopotamia?</li> </ul>	
<b>Vocabulary</b>	specialization, advanced technology, organized government, religious institutions, social classes/structures, cuneiform, epic literature, plow, stele, lyre, ziggurat, Hammurabi, <b>Code of Hammurabi</b> , The Seven Characteristics of Civilization (G.R.A.S.S. W.T) Government, Religion, Art, Social Structure, Stable Food Supply, Writing, Technology	
<b>Text and Additional Resources to Build Background Knowledge</b>	<p><b>Textbook Resources:</b></p> <ul style="list-style-type: none"> <li>• Ch 3 Lesson 2 (page 68-69 only)</li> <li>• Ch 4 Lessons 1 and 2</li> <li>• Ch 4 Lesson 2</li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>BrainPop:</b> Sumerians</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>Flocabulary:</b> Hammurabi’s Law</li> <li>• <b>Flocabulary:</b> Fertile Crescent</li> <li>• <b>Read Weslandia</b> by Paul Fleischman aloud to the class</li> <li>• <b>Writing in Response to Text: (WiRT) bellwork</b> (eLearn)</li> </ul> <p><b>Advanced 8<sup>th</sup> Grade:</b></p> <ul style="list-style-type: none"> <li>• Teaching the Middle East Activities  <a href="http://teachmiddleeast.lib.uchicago.edu/historical-perspectives/the-question-of-identity/before-islam-mesopotamia/classroom-connections/QuestionofIdentity_BeforeIslam_Mesopotamia_Lesson_2.pdf">http://teachmiddleeast.lib.uchicago.edu/historical-perspectives/the-question-of-identity/before-islam-mesopotamia/classroom-connections/QuestionofIdentity_BeforeIslam_Mesopotamia_Lesson_2.pdf</a></li> </ul> <p><b>Instructional Strategies:</b>  Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<p><b>Model Lessons and Culminating Activities</b></p>	<p><b>Lessons:</b></p> <p><b>DBQ Project:</b></p> <ul style="list-style-type: none"> <li>• <b>Hammurabi DBQ</b></li> </ul> <p><b>SHEG:</b></p> <ul style="list-style-type: none"> <li>• Hammurabi</li> </ul> <p><b>Museum of Fine Arts:</b></p> <ul style="list-style-type: none"> <li>• Field Trip Lesson Plan Play Dough activity</li> </ul> <p>All model lessons have been uploaded into eLearn</p> <p><b>Assessments:</b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<p><b>HOT and Cross Curricular Connections</b></p>	<p><b>(W.2.1) Science: Asking questions and defining problems</b>  Give an example of each of the seven characteristics of a civilization for TODAY, for your neighborhood and life.</p> <p><b>(W.2.7) Science: Developing Explanations</b>  Use the seven characteristics of civilization and apply them to Mesopotamia. Choose three important achievements of Mesopotamia and write to explain how they are part of the Seven Characteristics of Civilization.</p> <p><b>(W.2.8) ELA: Analyze interactions between individuals, events, and ideas.</b>  Argue how Hammurabi used leadership to encourage justice and fairness across his kingdom.</p>

<b>Unit 4A: Egypt &amp; Kush</b>	<b>Learning Goals: SS.6.G.2.3, SS.6.W.2.5, SS.6.W.2.6</b>	<b>Duration: 2 weeks</b>
<b>Standard 2:</b> Describe the emergence of early civilizations (Nile, Tigris- Euphrates, Indus, and Yellow Rivers, Meso and South American).		
<b><i>Egypt Part A: Egypt &amp; Nile</i></b>		
<b>Summary</b>	Students will learn the importance of the Nile River to the ancient Egyptians. At the completion of this unit students will be able to explain the effects of the Nile on ancient Egyptian culture, specifically on religion and economics.	
<b>Historical Thinking Skill</b>	<b>Sourcing</b>	
<b>Formative Assessment Thinking Map</b>	<b>Thinking Maps –</b> <b>Brace Map</b> of the geography of river valley civilizations. <b>Bubble Map</b> of Egyptian achievements <b>Bubble Map</b> of Egyptian key figures	
<b>Learning Goals</b>	<b>Focus Benchmark:</b> <b>(G.2.3) Analyze</b> the relationship of physical geography to the development of ancient river valley civilizations.  <b>Supporting Benchmarks:</b> <b>(W.2.3) Identify</b> the characteristics of civilization. <b>(W.2.5): Summarize</b> important achievements of Egyptian civilization. <b>(W.2.6): Determine</b> the contributions of key figures from ancient Egypt.	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b>Identify</b> the geographic features of Egypt, including its river.</li> <li>• <b>Recall</b> the river’s importance the development and success of Egypt.</li> <li>• <b>Hypothesize</b> why Egypt (and other River Civilizations) flourished near a river.</li> <li>• <b>Describe</b> agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification</li> <li>• <b>Identify</b> contributions of Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• How did the Nile River make Egypt flourish?</li> <li>• What important things did Egypt create?</li> <li>• How did individuals impact ancient Egypt?</li> </ul>	
<b>Vocabulary</b>	Geography, Nile River, flourish, floodplain, pyramids, hieroglyphic writing, record-keeping, The Book of the Dead, mummification, pharaoh, unification	
<b>Text and Additional Resources to Build Background Knowledge</b>	<b>Textbook Resources:</b> <ul style="list-style-type: none"> <li>• Chapter 5 Lessons 1, 2, and 3</li> </ul> <b>Additional Resources:</b> <ul style="list-style-type: none"> <li>• <b>BrainPop:</b> Egyptian Pharaohs</li> <li>• Mummify a hot dog <a href="https://www.sciencebuddies.org/science-activities/mummification">https://www.sciencebuddies.org/science-activities/mummification</a></li> <li>• <b>Flocabulary:</b> Walk Like an Egyptian</li> <li>• <b>PBS/NOVA</b> Explore Ancient Egypt</li> <li>• <b>Newsela</b> Reading on Meroe <a href="https://newsela.com/read/lib-kush-meroe/id/32812/">https://newsela.com/read/lib-kush-meroe/id/32812/</a></li> <li>• <b>Newsela</b> Reading on King Piye (They call it Nubia which is another name for Kush) <a href="https://newsela.com/read/lib-history-black-pharaohs-part-one/id/25872/">https://newsela.com/read/lib-history-black-pharaohs-part-one/id/25872/</a></li> <li>• <b>Newsela</b> Reading on Kush Pyramids (They call it Nubia which is another name for Kush) <a href="https://newsela.com/read/lib-trade-ancient-egypt">https://newsela.com/read/lib-trade-ancient-egypt</a></li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>Writing in Response to Text: (WiRT) bellwork</b> (eLearn)</li> </ul> <p><b>Advanced 8<sup>th</sup> Grade:</b></p> <ul style="list-style-type: none"> <li>• <b>Teaching the Middle East</b> Activity for <i>8<sup>th</sup> grade advanced</i>  <a href="http://teachmiddleeast.lib.uchicago.edu/historical-perspectives/the-question-of-identity/before-islam-egypt/classroom-connections/QuestionofIdentity_BeforeIslam_Egypt_Lesson_1.pdf">http://teachmiddleeast.lib.uchicago.edu/historical-perspectives/the-question-of-identity/before-islam-egypt/classroom-connections/QuestionofIdentity_BeforeIslam_Egypt_Lesson_1.pdf</a></li> </ul> <p><b>Instructional Strategies:</b>  Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<p><b>Model Lessons and Culminating Activities</b></p>	<p><b>Lessons:</b></p> <p><b>DBQ Project:</b></p> <ul style="list-style-type: none"> <li>• The Nile DBQ</li> </ul> <p><b>SHEG</b></p> <ul style="list-style-type: none"> <li>• Egyptian Pyramids <a href="https://sheg.stanford.edu/history-lessons/egyptian-pyramids">https://sheg.stanford.edu/history-lessons/egyptian-pyramids</a></li> </ul> <p>All of these model lessons have been uploaded into eLearn</p> <p><b>Assessments:</b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<p><b>HOT and opportunities for Cross Curricular Connections</b></p>	<p><b>(W.2.3) ELA: Analyze interactions between individuals, events, and ideas.</b>  Describe the relationship between the Nile River and Egyptian Civilization. How do they work together? Give concrete evidence. Describe the relationship between the Nile River and Egyptian Civilization. How do they work? Give concrete evidence.</p> <p><b>(W.2.5) Math: Construct viable arguments and critique the reasoning of others</b>  Choose one of the following and develop an explanation for how and why Egyptians created them: agriculture, calendar, pyramids, hieroglyphic writing, and record-keeping</p> <p><b>(W.2.6) SCI: Asking questions and defining problems</b>  Explain how one or more of the following changed or impacted Egypt: Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun</p>

<b>Unit 4B: Egypt and Kush</b>	<b>Learning Goals: SS.6.G.2.3, SS.6.W.3.18, SS.6.E.3.3</b>	<b>Duration: 1 week</b>
<b>Standard 2:</b> Describe the emergence of early civilizations (Nile, Tigris- Euphrates, Indus, and Yellow Rivers, Meso and South American).		
<b><i>Egypt Part B: Kush</i></b>		
<b>Summary</b>	Students will learn about the rise and fall of the African Kingdom of Kush. At the completion of this unit, students will be able to explain what events led to the rise and fall of Kush. In addition, they will explain the trading and economies of Egypt & Kush.	
<b>Historical Thinking Skill</b>	<b>Corroboration</b>	
<b>Formative Assessment and Thinking Map</b>	<b>Thinking maps-</b>  <b>Sequencing</b> to show the rise and fall of Kush  <b>Cause and Effect</b> to explain the economy of Kush	
<b>Learning Goals &amp; Suggested Time</b>	<b>Focus Benchmark:</b> <b>(W.3.8): <u>Describe</u></b> the rise and fall of the ancient east African kingdoms of Kush.  <b>Supporting Benchmarks:</b> <b>(E.3.3): <u>Describe</u></b> traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners. <b>(G.2.3) <u>Analyze</u></b> the relationship of physical geography to the development of ancient river valley civilizations	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b>Identify</b> the geographic and economic factors that led to the rise of Kush.</li> <li>• <b>Recall</b> the conquest and decline of Kush.</li> <li>• <b>Define</b> traditional economy, merchant class, trade.</li> <li>• <b>Analyze</b> how scarcity led to the rise of a merchant class and trading partners which led to economic growth.</li> <li>• <b>Analyze</b> a chart or map of Kush and its trading partners to determine which civilizations traded with whom.</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• How did the kingdom of Kush rise and fall?</li> <li>• How did the economy of Kush lead to the rise of trade partners and a merchant class?</li> </ul>	
<b>Vocabulary</b>	Kush, textile, Nubian, Kerma, iron, Meroe, traditional economy, merchant class, scarcity, trading partners	
<b>Text and Additional Resources to Build Background Knowledge</b>	<b>Textbook Resources</b> <ul style="list-style-type: none"> <li>• Chapter 5 Lessons 3 and 4</li> </ul> <b>Additional Resources:</b> <ul style="list-style-type: none"> <li>• <b>National Geographic Kush</b>  <a href="https://www.nationalgeographic.org/media/kingdoms-kush/">https://www.nationalgeographic.org/media/kingdoms-kush/</a></li> <li>• <b>British Museum</b> info and photos of artifacts  <a href="https://www.britishmuseum.org/pdf/KingdomOfKush_TeachersNotes.pdf">https://www.britishmuseum.org/pdf/KingdomOfKush_TeachersNotes.pdf</a></li> <li>• <b>Writing in Response to Text: (WiRT) bellwork</b> (eLearn)</li> </ul> <b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)	

<p><b>Model Lessons and Culminating Activities</b></p>	<p><b>Lessons:</b></p> <p><b>PBS</b></p> <ul style="list-style-type: none"> <li>• Kush in Ancient Nubia and Egypt lesson, videos and student work (<a href="https://florida.pbslearningmedia.org/resource/social-studies-061-ws2-r1-grades-6-12/the-kush-in-ancient-nubia-and-egypt/">https://florida.pbslearningmedia.org/resource/social-studies-061-ws2-r1-grades-6-12/the-kush-in-ancient-nubia-and-egypt/</a>)</li> </ul> <p><b>British Museum Kush Lesson</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.britishmuseum.org/pdf/KingdomOfKush_TeachersNotes.pdf">https://www.britishmuseum.org/pdf/KingdomOfKush_TeachersNotes.pdf</a></li> <li>• <a href="https://www.britishmuseum.org/pdf/kingdomofkush_presentation.pdf">https://www.britishmuseum.org/pdf/kingdomofkush_presentation.pdf</a></li> <li>• <a href="https://www.britishmuseum.org/pdf/KingdomOfKush_StudentsWorksheets.pdf">https://www.britishmuseum.org/pdf/KingdomOfKush_StudentsWorksheets.pdf</a></li> </ul> <p>All of these model lessons have been uploaded into eLearn</p> <p><b>Assessments:</b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<p><b>HOT and opportunities for Cross Curricular Connections</b></p>	<p><b>(W.3.18) SCI – Analyzing and interpreting data</b> Explain the causes and effects of the fall of the kingdom of Kush.</p> <p><b>(E.3.3) SCI -- Engaging in argument from evidence</b> Analyze a map of Kush and its trading partners and develop a logical argument to explain its economic success.</p>

<b>Unit 5: Israel &amp; Middle East</b>	<b>Learning Goals: W.2.8, W.2.9, G.4.4, W.1.6</b>	<b>Duration: 1-2 weeks</b>
<b>Standard 2:</b> Describe the emergence of early civilizations (Nile, Tigris- Euphrates, Indus, and Yellow Rivers, Meso and South American).		
<b><i>Israel &amp; Judaism</i></b>		
<b>Summary</b>	In this unit, students will learn about key figures and the achievements of the ancient Israelites. They will learn how key figures such as Moses and King David helped shape Judaism. In addition, they will learn about the spread of Judaism and its impact on ancient and modern society.	
<b>Skill-Based Learning Goals</b>	<b>Sourcing, Corroboration</b>	
<b>Formative Assessment and Thinking Map</b>	<b>Thinking Maps --</b> <b>Cause and Effect Map</b> – Demonstrate how individuals caused change in Ancient Israel  <b>Bubble &amp; Double Bubble</b> –Describe characteristics of Judaism using the Bubble Map	
<b>Learning Goals &amp; Suggested Time</b>	<b>Focus Benchmarks:</b> <ul style="list-style-type: none"> <li>• <b>W.2.8 – <u>Determine</u></b> the impact of key figures from ancient Mesopotamian civilizations</li> <li>• <b>W.2.9 – <u>Identify</u></b> key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area</li> </ul> <b>Supporting Benchmarks:</b> <ul style="list-style-type: none"> <li>• <b>G.4.4 – <u>Map and analyze</u></b> the impact of the spread of various belief systems in the ancient world.</li> <li>• <b>W.1.6 –<u>Describe</u></b> how history transmits culture and heritage and provides models of human character.</li> </ul>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b><u>Describe</u></b> the effect Abraham, Moses, David, and Nebuchadnezzar had on ancient civilizations</li> <li>• <b><u>Identify</u></b> basic beliefs of the Israelites including monotheism, law, emphasis on individual worth and responsibility, covenant, ten commandments, Sabbath</li> <li>• <b><u>Compare</u></b> these beliefs to those of geographic neighbors (Egypt, Canaan, Philistine, Assyria, Persia, Greece, Rome)</li> <li>• <b><u>Map</u></b> the spread of Judaism across the ancient world.</li> <li>• <b><u>Describe</u></b> the reasons for the Jewish Diaspora</li> <li>• <b><u>Trace</u></b> the evolution of Jewish cultural practices from their beginnings to modern times.</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• How did individuals shape ancient Israel?</li> <li>• What do Jewish people believe? How are those beliefs different from other religions nearby?</li> <li>• How did Judaism spread in ancient times?</li> <li>• How are Jewish people today similar or different from Jewish people in ancient times?</li> </ul>	
<b>Vocabulary</b>	Abraham, Moses, David, Monotheism, law, individual worth, covenant, ten commandments, Sabbath, synagogues, Diaspora, exile, Rabbis, kosher, Talmud, heritage	



<p><b>Text and Additional Resources to Build Background Knowledge</b></p>	<p><b>Textbook Resources:</b></p> <ul style="list-style-type: none"> <li>Ch 6 Lessons 1, 2 and 3</li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li><b>Flocabulary</b> World Religions <a href="https://www.flocabulary.com/unit/major-world-religions/">https://www.flocabulary.com/unit/major-world-religions/</a></li> <li><b>Study.com</b> Hebrews and their Beliefs <a href="https://study.com/academy/lesson/the-hebrews-and-their-beliefs.html">https://study.com/academy/lesson/the-hebrews-and-their-beliefs.html</a></li> <li><b>Animated History</b> with Pipo <a href="https://www.youtube.com/watch?v=EzVim8i-1hg">https://www.youtube.com/watch?v=EzVim8i-1hg</a></li> <li><b>Spread of Judaism</b> <a href="https://www.youtube.com/watch?v=XqrREaB571o">https://www.youtube.com/watch?v=XqrREaB571o</a></li> <li>Ten Ideas Judaism Gave the World <a href="http://www.aish.com/sp/ph/10-Ideas-Judaism-Gave-the-World.html">http://www.aish.com/sp/ph/10-Ideas-Judaism-Gave-the-World.html</a></li> <li><b>Writing in Response to Text: (WiRT) bellwork</b> (eLearn)</li> <li><b>First Amendment Center</b> Teacher’s Guide to Religion in Public Schools <a href="http://users.clas.ufl.edu/kenwald/pos4291/spring_00/teachersguide_3.pdf">http://users.clas.ufl.edu/kenwald/pos4291/spring_00/teachersguide_3.pdf</a></li> </ul> <p><b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<p><b>Model Lessons and Culminating Activities</b></p>	<p><b>Lessons:</b></p> <p><b>C3 Inquiry</b></p> <ul style="list-style-type: none"> <li>What Defines a People? (6<sup>th</sup> Grade) <a href="http://www.c3teachers.org/inquiries/ancient-hebrews/">http://www.c3teachers.org/inquiries/ancient-hebrews/</a></li> </ul> <p><b>SHEG</b></p> <ul style="list-style-type: none"> <li>Assyrian Siege of Jerusalem <a href="https://sheg.stanford.edu/history-lessons/assyrian-siege-jerusalem">https://sheg.stanford.edu/history-lessons/assyrian-siege-jerusalem</a></li> </ul> <p>All of these model lessons have been uploaded into eLearn</p> <p><b>Assessments:</b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<p><b>HOT and Cross Curricular Connections</b></p>	<p><b>(W.2.8) ELA: Analyzing interactions between individuals, events, and ideas</b> How did individuals shape ancient Israel?</p> <p><b>(W.2.9) ELA: Determine central idea and how the author distinguishes his or her position from that of others</b> What do Jewish people believe? How are those beliefs different from other religions nearby?</p> <p><b>(G.4.4) Science: Developing explanations and designing solutions</b> How did Judaism spread in ancient times?</p> <p><b>(W.1.6) ELA: Determine central idea and how the author distinguishes his or her position from that of others</b> How are Jewish people today similar or different from Jewish people in ancient times?</p>

<b>Unit 6A India</b>	<b>Learning Goals: G.2.3, W.4.1</b>	<b>Duration: one week</b>
<b>Standard 4:</b> Recognize significant events, figures, and contributions of classical Asian civilizations (China, India)		
<b><i>India Part A: Geography and Migration</i></b>		
<b>Summary</b>	The Indian subcontinent has unique geography. In this unit, students will describe the geography of the Indian subcontinent and how groups migrated into and lived together in the subcontinent.	
<b>Historical Thinking Skills</b>	<b>Corroboration</b>	
<b>Formative Assessment Thinking Map</b>	<p><b>Thinking maps –</b>  <b>Seeing Analogies</b> to connect to Major Rivers and the significance in civilizations previously studied such as Egypt and Mesopotamia</p> <p><b>Double Bubble</b> to compare theories of Aryan Migration</p>	
<b>Learning Goals</b>	<p><b>Focused Benchmark:</b>  <b>G.2.3 Analyze</b> the relationship of physical geography to the development of ancient river valley civilizations.</p> <p><b>Supporting Benchmark:</b>  <b>W.4.1 Discuss</b> the significance of Aryan and other tribal migrations on Indian civilization.</p>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b>Identify</b> ancient India, its main rivers, and that river’s importance to the development and success of India.</li> <li>• <b>Describe</b> the unique characteristics of the Indian subcontinent, including relative isolation due to mountains and oceans.</li> <li>• <b>Discuss</b> how the migration of the Aryan and other tribes contributed to the development and culture of India</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• How did geography shape ancient Indian civilization?</li> <li>• How can migrating groups impact a civilization?</li> </ul>	
<b>Vocabulary</b>	Ganges River, Indus River, subcontinent, monsoon, Aryan, Mohenjo-Daro, Harappa, Sanskrit, Vedas, caste system	
<b>Text and Additional Resources to Build Background Knowledge</b>	<p><b>Textbook Resources:</b></p> <ul style="list-style-type: none"> <li>• Ch 9 Lessons 1</li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Incredible India</b> Geography Lesson: <a href="https://www.geography.org.uk/Lesson-plan-Incredible-India">https://www.geography.org.uk/Lesson-plan-Incredible-India</a></li> <li>• <b>Artifacts</b> from Harappa <a href="https://www.harappa.com/slideshows">https://www.harappa.com/slideshows</a></li> <li>• <b>TEDED</b> The Caste System <a href="https://ed.ted.com/on/a2TmjsCk">https://ed.ted.com/on/a2TmjsCk</a></li> <li>• <a href="https://www.commonsense.org/education/lesson-plans/the-caste-system-of-ancient-india">https://www.commonsense.org/education/lesson-plans/the-caste-system-of-ancient-india</a></li> <li>• <b>Newsela</b> Harappa Reading <a href="https://newsela.com/read/lib-harappa-ancient-art-inventions/id/33820/">https://newsela.com/read/lib-harappa-ancient-art-inventions/id/33820/</a></li> <li>• <b>Writing in Response to Text: (WiRT) bellwork</b> (eLearn)</li> <li>• <b>First Amendment Center</b> Teacher’s Guide to Religion in Public Schools <a href="http://users.clas.ufl.edu/kenwald/pos4291/spring_00/teachersguide_3.pdf">http://users.clas.ufl.edu/kenwald/pos4291/spring_00/teachersguide_3.pdf</a></li> </ul>	

	<p><b>Advanced 8<sup>th</sup> Grade:</b></p> <ul style="list-style-type: none"> <li>lesson plan for the caste system  <a href="https://clubs.ncsu.edu/hsc/hsc/Events/Entries/2007/2/21_Aryan_Invasion_Theory_-_Myth_or_reality_files/Aryan%20Migration%20Theory-Manav.pdf">https://clubs.ncsu.edu/hsc/hsc/Events/Entries/2007/2/21_Aryan_Invasion_Theory_-_Myth_or_reality_files/Aryan%20Migration%20Theory-Manav.pdf</a></li> </ul> <p><b>Instructional Strategies:</b>  Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<p><b>Model Lessons and Culminating Activities</b></p>	<p><b>Lessons:</b></p> <p><b>PBS</b></p> <ul style="list-style-type: none"> <li>Aryan Invasion</li> </ul> <p>All model lessons have been uploaded into eLearn</p> <p><b>Assessments:</b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<p><b>HOT and Cross Curricular Connections</b></p>	<p><b>(G.2.3) Science: Analyzing and interpreting data</b>  How did the physical geography help create Indian civilization and culture?</p> <p><b>(W.4.1) ELA: Analyzing interactions between individuals, events, and ideas</b>  Why are migrations important to the history of India? Why might the idea of migrants who created Indian civilization be controversial?</p>

<b>Unit 6B India</b>	<b>Learning Goals: W.4.2, W.4.4</b>	<b>Duration: Two weeks</b>
<b>Standard 4:</b> Recognize significant events, figures, and contributions of classical Asian civilizations (China, India)		
<b><i>India Part B: Religions of India</i></b>		
<b>Summary</b>	In this unit, students will learn two of the major religions that originated in India. Hinduism and Buddhism are both deeply influential parts of Indian culture and tradition.	
<b>Historical Thinking Skills</b>	<b>Close Reading</b>	
<b>Formative Assessment Thinking Map</b>	<b>Thinking maps --</b>  <b>Double Bubble Map</b> – to compare and contrast Hinduism and Buddhism	
<b>Learning Goals</b>	<p><b>Focused Benchmarks:</b>  <b>W.4.2 <u>Explain</u></b> the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.  <b>W.4.4 <u>Explain</u></b> the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.</p> <p><b>Supporting Benchmark:</b>  <b>W.4.5 <u>Summarize</u></b> the important achievements and contributions of ancient Indian civilizations</p>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b>Explain</b> the social structure and levels of the caste system and its relationship with Hinduism.</li> <li>• <b>Define</b> reincarnation, Brahman, dharma, karma, ahimsa, moksha</li> <li>• <b>Identify</b> the major beliefs and practices associated with Hinduism</li> <li>• <b>Describe</b> Ashoka’s conversion to ruling through Buddhism and how Ashoka contributed to spreading Buddhism through Asia by sending our missionaries.</li> <li>• <b>Identify</b> the Four Noble Truths, Three Qualities, and Eightfold Path.</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• How does Hinduism teach character?</li> <li>• How did Buddhism start and spread throughout Asia?</li> </ul>	
<b>Vocabulary</b>	Hinduism, reincarnation, Brahman, dharma, karma, moksha, Ashoka, Buddha, Buddhism, Four Noble Truths, Eightfold Path, nirvana	
<b>Text and Additional Resources to Build Background Knowledge</b>	<p><b>Textbook Resources:</b></p> <ul style="list-style-type: none"> <li>• Ch 9 Lesson 2</li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Smithsonian:</b> Hindu Hand Signs (Mudras) <a href="https://www.smithsonianmag.com/travel/india-hand-gestures-mudra-180958089/">https://www.smithsonianmag.com/travel/india-hand-gestures-mudra-180958089/</a></li> <li>• <b>The Big Myth:</b> Hindu Creation Myth <a href="http://www.bigmyth.com/myths/english/2_hindu_full.htm">http://www.bigmyth.com/myths/english/2_hindu_full.htm</a></li> <li>• <b>Hindu art</b> <a href="https://www.hindugallery.com/">https://www.hindugallery.com/</a></li> <li>• <b>Met Museum:</b> Analyze Buddhist art <a href="http://pilgrimage.asiasociety.org/">http://pilgrimage.asiasociety.org/</a> or <a href="https://www.metmuseum.org/toah/hd/gods/hd_gods.htm">https://www.metmuseum.org/toah/hd/gods/hd_gods.htm</a></li> <li>• <b>PBS The Story of India</b> <a href="https://www.common sense.org/education/lesson-plans/the-caste-system-of-ancient-india">https://www.common sense.org/education/lesson-plans/the-caste-system-of-ancient-india</a></li> <li>• <b>Writing in Response to Text: (WiRT) bellwork</b> (eLearn)</li> <li>• <b>First Amendment Center</b> Teacher’s Guide to Religion in Public Schools <a href="http://users.clas.ufl.edu/kenwald/pos4291/spring_00/teachersguide_3.pdf">http://users.clas.ufl.edu/kenwald/pos4291/spring_00/teachersguide_3.pdf</a></li> </ul>	

	<p><b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<p><b>Model Lessons and Culminating Activities</b></p>	<p><b>Lessons:</b></p> <p><b>DBQ:</b></p> <ul style="list-style-type: none"> <li>• Ashoka</li> </ul> <p><b>PBS:</b></p> <ul style="list-style-type: none"> <li>• Caste system in India <a href="https://www.pbs.org/thestoryofindia/teachers/lessons/2/">https://www.pbs.org/thestoryofindia/teachers/lessons/2/</a></li> </ul> <p>All model lessons have been uploaded into eLearn</p> <p><b>Assessments:</b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<p><b>HOT and Cross Curricular Connections</b></p>	<p><b>(W.4.2) ELA: Analyze interactions between individuals, events, and ideas</b> What is the relationship between Hinduism and the caste system?</p> <p><b>(W.4.4) Science: Engaging in argument from evidence.</b> How was the spread of Buddhism similar to or different from the spread of Judaism?</p>

<b>Unit 6C India</b>	<b>Learning Goals: W.4.3, W.4.4, W.4.5</b>	<b>Duration: two weeks</b>
<b>Standard 4:</b> Recognize significant events, figures, and contributions of classical Asian civilizations (China, India)		
<b><i>India Part C: Indian Empires</i></b>		
<b>Summary</b>	In this unit, students will learn about the major empires of India (Mauryan and Gupta) and significant contributions of Indian civilization.	
<b>Historical Thinking Skills</b>	<b>Sourcing, corroboration</b>	
<b>Formative Assessment Thinking Map</b>	<b>Thinking map -- Cause and Effect Map</b> for students to examine the causes and effects of the Mauryan and/or Gupta Empires	
<b>Learning Goals</b>	<p><b>Focused Benchmark:</b>  <b>W.4.3 Recognize</b> the political and cultural achievements of the Mauryan and Gupta empires</p> <p><b>Supporting Benchmark:</b>  <b>W.4.5 Summarize</b> the important achievements and contributions of ancient Indian civilizations  <b>W.4.4 Explain</b> the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia</p>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b>Describe</b> Ashoka's conversion to ruling through Buddhism and how Ashoka contributed to spreading Buddhism through Asia by sending our missionaries.</li> <li>• <b>Discuss</b> the influence of Hinduism and Buddhism on the Mauryan and Gupta civilizations.</li> <li>• <b>Examine</b> how the Mauryan and Gupta empires collected taxes on agricultural products, controlled iron deposits, and created state monopolies.</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• What are some achievements of the Mauryan and Gupta Empires?</li> <li>• What made Ancient India unique?</li> </ul>	
<b>Vocabulary</b>	Vedas, caste system, Mauryan, Gupta, Ashoka, Sanskrit, Bhagavad Gita,	
<b>Text and Additional Resources to Build Background Knowledge</b>	<p><b>Textbook Resources:</b></p> <ul style="list-style-type: none"> <li>• Ch 9 Lesson 3</li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Flocabulary</b> Ancient India <a href="https://www.flocabulary.com/unit/ancient-india/">https://www.flocabulary.com/unit/ancient-india/</a></li> <li>• <b>PBS</b> The Story of India <a href="https://www.pbs.org/thestoryofindia/teachers/lessons/2/">https://www.pbs.org/thestoryofindia/teachers/lessons/2/</a></li> <li>• <b>Ashoka's Edicts</b> Activity <a href="http://www.historyshories.com/india-mauryan-empire-activity.htm">http://www.historyshories.com/india-mauryan-empire-activity.htm</a></li> <li>• <b>Newsela</b> Reading on Gupta Empire <a href="https://newsela.com/read/lib-ushistory-ancient-india-gupta-empire">https://newsela.com/read/lib-ushistory-ancient-india-gupta-empire</a></li> <li>• <b>Writing in Response to Text: (WiRT) bellwork</b> (eLearn)</li> </ul> <p><b>Advanced 8<sup>th</sup> Grade:</b></p> <ul style="list-style-type: none"> <li>• Gupta Empire Lesson for <a href="https://tinyurl.com/y8j1hr7k">https://tinyurl.com/y8j1hr7k</a></li> </ul>	
<b>Model Lessons and Culminating Activities</b>	<p><b>Lessons:</b></p> <p><b>PBS</b></p> <ul style="list-style-type: none"> <li>• Story of India: Monument to the Stars <a href="https://www.pbs.org/thestoryofindia/teachers/lessons/4/">https://www.pbs.org/thestoryofindia/teachers/lessons/4/</a></li> </ul> <p><b>DBQ Project:</b></p>	

	<ul style="list-style-type: none"><li>• Ashoka</li></ul> <p>All model lessons have been uploaded into eLearn</p> <p><b>Assessments:</b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<b>HOT and Cross Curricular Connections</b>	<p><b>W.4.3 ELA: Analyzing interactions between individuals, events, and ideas</b> Be the historian! Which accomplishment of the Mauryan or Gupta Empire do you think has made the MOST impact on today's world? Please back up your claim with evidence</p> <p><b>W.4.4 Science: Engaging in argument from evidence.</b> How was the spread of Buddhism similar to or different from the spread of Judaism?</p> <p><b>W.4.5 Make sense of problems and persevere in solving them</b> How did Indian advancements in math and medicine affect Indian civilizations?</p>

<b>Unit 7A: China</b>	<b>Learning Goals: W.4.6, W.4.7, W.4.8, W.4.9,</b>	Duration: 2 weeks
<b>Standard 4:</b> Recognize significant events, figures, and contributions of classical Asian civilizations (China, India)		
<b><i>China Part A: Classical China</i></b>		
<b>Summary</b>	In the first half of the China unit, students will learn about the origins of Chinese beliefs about government power; compare the philosophies of Daoism, Confucianism, and Legalism; examine the teachings about the relationship between government and people; and examine the creation of a unified China under the first emperor.	
<b>Skill-Based Learning Goals</b>	<b>Sourcing</b>	
<b>Formative Assessment Thinking Map</b>	<b>Thinking maps-</b> <b>Cause and Effect</b> -- discuss the Mandate of Heaven and the causes and effects of it  <b>Double Bubble</b> – compare and contrast Confucianism and Legalism	
<b>Learning Goals</b>	<b>Focus Benchmarks:</b> <b>(W.4.6) Describe</b> the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties <b>(W.4.7): Explain</b> the basic teachings of Laozi, Confucius, and Han Fei Zi  <b>Supporting Benchmark:</b> <b>(W.4.9): Identify</b> key figures from classical and post classical China	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b>Describe</b> the four principles of the Mandate of Heaven</li> <li>• <b>Apply</b> knowledge to discuss the Mandate of Heaven’s impact on the actions, responsibilities, and success of various dynasties’ rulers.</li> <li>• <b>Identify</b> Laozi, Confucius, Han Fei Zi</li> <li>• <b>Compare</b> the philosophies of legalism, Daoism, and Confucianism.</li> <li>• <b>Identify</b> Qin Shi Huangdi, Qin Dynasty, Terra-Cotta Warriors</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• How are the Mandate of Heaven and Chinese dynasties connected?</li> <li>• How did major Chinese philosophies influence society and government?</li> <li>• How did individuals shape ancient China?</li> </ul>	
<b>Vocabulary</b>	Mandate of Heaven, dynasty, Zhou, Warring States Period, Laozi, Confucius, Han Fei Zi, Daoism, legalism, Qin Shi Huangdi, Qin Dynasty, Terra-Cotta Warriors	
<b>Text and Additional Resources to Build Background Knowledge</b>	<b>Textbook Resources:</b> <ul style="list-style-type: none"> <li>• Ch 10 Lessons 1, 2, and 3</li> </ul> <b>Additional Resources:</b> <ul style="list-style-type: none"> <li>• <b>TED ED</b> video <a href="https://www.youtube.com/watch?v=mP5p4QbvPtc">https://www.youtube.com/watch?v=mP5p4QbvPtc</a></li> <li>• <b>Flocabulary</b> Ancient China <a href="https://www.flocabulary.com/unit/ancient-china/">https://www.flocabulary.com/unit/ancient-china/</a></li> <li>• <b>Flocabulary</b> Art of War <a href="https://www.flocabulary.com/art-of-war-and-legislation/">https://www.flocabulary.com/art-of-war-and-legislation/</a></li> <li>• <b>PBS: Which Emperor Are You? Game</b> <a href="https://florida.pbslearningmedia.org/resource/which-emperor-lesson-plan-story-of-china/which-emperor-lesson-plan-story-of-china/">https://florida.pbslearningmedia.org/resource/which-emperor-lesson-plan-story-of-china/which-emperor-lesson-plan-story-of-china/</a></li> <li>• <b>PBS Game: Know Your Dynasties</b> <a href="https://florida.pbslearningmedia.org/resource/know-your-dynasties-story-of-china/know-your-dynasties-story-of-china/">https://florida.pbslearningmedia.org/resource/know-your-dynasties-story-of-china/know-your-dynasties-story-of-china/</a></li> <li>• <b>Writing in Response to Text: (WiRT) bellwork</b> (eLearn)</li> </ul>	



	<p><b>8<sup>th</sup> Grade Advanced:</b></p> <ul style="list-style-type: none"> <li>• <b>UCLA Asia Institute:</b> Three Chinese Philosophies  <a href="https://cxarchive.gseis.ucla.edu/history-geography/documents/Analyzing%20Ancient%20Chinese%20Philosophies.pdf">https://cxarchive.gseis.ucla.edu/history-geography/documents/Analyzing%20Ancient%20Chinese%20Philosophies.pdf</a></li> </ul> <p><b>Instructional Strategies:</b>  Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<p><b>Model Lessons and Culminating Activities</b></p>	<p><b>Lessons:</b></p> <p><b>SHEG</b></p> <ul style="list-style-type: none"> <li>• Confucianism and Daoism <a href="https://sheg.stanford.edu/history-lessons/confucianism-and-daoism">https://sheg.stanford.edu/history-lessons/confucianism-and-daoism</a></li> <li>• Qin Dynasty Lesson <a href="https://sheg.stanford.edu/history-lessons/fall-qin-dynasty">https://sheg.stanford.edu/history-lessons/fall-qin-dynasty</a></li> </ul> <p><b>C3 Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Did Emperor Shi Huangdi Improve China? (9<sup>th</sup> Grade)  <a href="http://www.c3teachers.org/inquiries/china/">http://www.c3teachers.org/inquiries/china/</a></li> </ul> <p>All model lessons have been uploaded into eLearn</p> <p><b>Assessments:</b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<p><b>HOT and Cross Curricular Connections</b></p>	<p><b>(W.4.6) Math: Construct viable arguments and critique the reasoning of others</b>  How does the Mandate of Heaven attempt to explain the fall of empires?  Why would the idea of Mandate of Heaven be believable or not to people long ago?</p> <p><b>(W.4.7) ELA: Analyzing interactions between individuals, events, and ideas</b>  Choose one Chinese Philosophy and describe how the beliefs of that philosophy are shown in Chinese culture.</p> <p><b>(W.4.8) Sci- Obtaining, evaluating, and communicating information</b>  Discuss the impact of the leadership of one or more significant ancient Chinese leaders such as Shi Huangdi</p>

<b>Unit 7B: China</b>	<b>Learning Goals: W.4.8, W.4.10</b>	Duration: 2 weeks
<b>Standard 4:</b> Recognize significant events, figures, and contributions of classical Asian civilizations (China, India)		
<b><i>China Part B: Post-Classical China</i></b>		
<b>Summary</b>	In the second half of the China unit, students will discuss the creation and expansion of the Great Wall. Students will explore the cultural, artistic, scientific, technological and medical advances of this civilization, and explore the diffusion of these advances across the Ancient world via the Silk Road.	
<b>Skill-Based Learning Goals</b>	<b>Corroboration</b>	
<b>Formative Assessment Thinking Map</b>	<b>Thinking map- Brace Map</b> for identifying/categorizing Chinese contributions  <b>Flow Map</b> for describing the journey taken by people, goods, and ideas along the Silk Roads	
<b>Learning Goals</b>	<b>Focus:</b> (W.4.8): Describe the contributions of classical and post classical China  <b>Supporting:</b> (W.4.10) Explain the significance of the Silk Roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b>Identify</b> the Silk Roads and maritime routes across the Indian Ocean</li> <li>• <b>Describe</b> the goods and ideas that that moved across the Silk Roads and maritime routes among Asia, East Africa, and the Mediterranean Basin</li> <li>• <b>Trace</b> the impact of the diffusion of those ideas and goods.</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• What are some of the great accomplishments of ancient China?</li> <li>• How were trade routes important to goods and ideas?</li> </ul>	
<b>Vocabulary</b>	Great Wall, Silk Roads, bronze casting, silk-making, moveable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, the Analects Indian Ocean, maritime, porcelain	
<b>Text and Additional Resources to Build Background Knowledge</b>	<b>Textbook Resources</b> <ul style="list-style-type: none"> <li>• Ch 10 Lesson 3, Ch 17 Lesson 2</li> </ul> <b>Additional Resources:</b> <ul style="list-style-type: none"> <li>• <b>Brainpop</b> Great Wall  <a href="https://www.brainpop.com/socialstudies/worldhistory/greatwallofchina/">https://www.brainpop.com/socialstudies/worldhistory/greatwallofchina/</a></li> <li>• Mr. Nicky's Ancient China (Blurred Lines Parody)  <a href="https://www.youtube.com/watch?v=QTNyIJHcPd0">https://www.youtube.com/watch?v=QTNyIJHcPd0</a></li> <li>• <b>Stanford:</b> Silk Road Game <a href="https://spice.fsi.stanford.edu/multimedia/along-silk-road">https://spice.fsi.stanford.edu/multimedia/along-silk-road</a></li> <li>• <b>Brainpop</b> Silk Road  <a href="https://www.brainpop.com/socialstudies/worldhistory/silkroad/">https://www.brainpop.com/socialstudies/worldhistory/silkroad/</a></li> <li>• <b>Asian Art Museum</b> Mapping the Silk Road Activity  <a href="http://education.asianart.org/explore-resources/lesson-or-activity/mapping-silk-road-lesson">http://education.asianart.org/explore-resources/lesson-or-activity/mapping-silk-road-lesson</a></li> <li>• <b>Writing in Response to Text: (WiRT) bellwork</b> (eLearn)</li> </ul>	

	<p><b>Advanced 8<sup>th</sup> Grade:</b></p> <ul style="list-style-type: none"> <li>• <b>Asian Art Museum:</b> Terra Cotta Warriors Activity for 8<sup>th</sup> grade Advanced <a href="http://education.asianart.org/explore-resources/lesson-or-activity/chinas-terracotta-army-lesson">http://education.asianart.org/explore-resources/lesson-or-activity/chinas-terracotta-army-lesson</a></li> </ul> <p><b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<p><b>Model Lessons and Culminating Activities</b></p>	<p><b><u>Lessons:</u></b></p> <p><b>DBQ Project:</b></p> <ul style="list-style-type: none"> <li>• Great Wall</li> <li>• Silk Road</li> </ul> <p><b>C3 Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Should We Call It the Silk Road? (9<sup>th</sup> Grade) <a href="http://www.c3teachers.org/inquiries/silk-road/">http://www.c3teachers.org/inquiries/silk-road/</a></li> </ul> <p><b>Field Museum:</b></p> <ul style="list-style-type: none"> <li>• Is the Silk Road an example of Globalization? (simulation activity) <a href="https://www.fieldmuseum.org/sites/default/files/silk_road_activity.pdf">https://www.fieldmuseum.org/sites/default/files/silk_road_activity.pdf</a></li> </ul> <p>All of these model lessons have been uploaded into eLearn</p> <p><b><u>Assessments:</u></b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<p><b>HOT and Cross Curricular Connections</b></p>	<p><b>(W.4.8) Math: Construct viable arguments and critique the reasoning of others</b> Identify misconceptions about “the” Silk Road and use evidence to correct those misconceptions.</p> <p><b>(W.4.10) SCI: Engaging in argument from evidence</b> Evaluate the greatest contribution of classical Chinese civilization. Support your answer with evidence.</p>

<b>Unit 8: Mesoamerica</b>	<b>Learning Goals: W.2.4, W.2.10</b>	<b>Duration: 2 Weeks</b>
<b>Standard 2:</b> Describe the emergence of early civilizations (Nile, Tigris- Euphrates, Indus, and Yellow Rivers, Meso and South American).		
<i><b>Mesoamerica</b></i>		
<b>Summary</b>	The early civilizations of Mesoamerica were not located on a single major river like most other early civilizations were. Instead, the Olmecs and others created civilizations among a network of various rivers and other waterways.	
<b>Skill-Based Learning Goals</b>	<b>Close reading</b>	
<b>Formative Assessment and Thinking Map</b>	<b>Thinking map- Cause and effect</b> to describe the causes and effects of the rise of Olmec Civilization  <b>Double Bubble</b> to compare and contrast the Olmec and another, previously studied River Valley civilization.	
<b>Learning Goals &amp; Suggested Time</b>	<b>Focus:</b> (W.2.10): <b>Compare</b> the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations  <b>Supporting:</b> (W.2.4): <b>Compare</b> the economic, political, social, and religious institutions of ancient river civilizations	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b>Locate</b> and <b>identify</b> the Olmec civilizations</li> <li>• <b>Describe</b> the characteristics of civilization as expressed in Mesoamerican civilizations</li> <li>• <b>Recall</b> previously learned river-valley civilizations (Mesopotamia, Egypt, India, China).</li> <li>• <b>Discuss</b> the similarities and differences between the Olmec civilization and the Mesopotamian, Egyptian, Indian, and Chinese civilizations.</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• What makes Mesoamerican civilizations unique?</li> <li>• How does the Olmec civilizations compare to other River Valley civilizations?</li> </ul>	
<b>Vocabulary</b>	Olmec, Zapotec, Meso-America, obsidian, Maize, decline, deified	
<b>Text and Additional Resources to Build Background Knowledge</b>	<b>Textbook Resources:</b> <ul style="list-style-type: none"> <li>• Ch 16.1</li> </ul> <b>Additional Resources:</b> <ul style="list-style-type: none"> <li>• <b>Flocabulary</b> Ancient Americas <a href="https://www.flocabulary.com/unit/mesoamerica/">https://www.flocabulary.com/unit/mesoamerica/</a></li> <li>• Who Were the Olmecs video <a href="https://www.youtube.com/watch?v=EhQRDrJowuM">https://www.youtube.com/watch?v=EhQRDrJowuM</a></li> <li>• <b>5-minute history:</b> The Olmecs <a href="https://www.youtube.com/watch?v=pzslPfShMzw">https://www.youtube.com/watch?v=pzslPfShMzw</a></li> <li>• <b>MesoAmerican Ball Game</b> <a href="http://www.mesoballgame.org/ballgame/main.php?section=2">http://www.mesoballgame.org/ballgame/main.php?section=2</a></li> <li>• <b>De Young Museum</b> Olmec Art &amp; Curriculum <a href="https://deyoung.famsf.org/deyoung/exhibitions/olmec-colossal-masterworks-ancient-mexico">https://deyoung.famsf.org/deyoung/exhibitions/olmec-colossal-masterworks-ancient-mexico</a></li> <li>• <b>Newsela</b> Reading on Ball game <a href="https://newsela.com/read/lib-aztec-maya-ball-game/id/34391/">https://newsela.com/read/lib-aztec-maya-ball-game/id/34391/</a></li> <li>• <b>Writing in Response to Text: (WiRT) bellwork</b> (eLearn)</li> </ul> <b>8<sup>th</sup> Grade Advanced:</b> <ul style="list-style-type: none"> <li>• <b>Big History Project:</b> Olmec Lesson #2 and #3 <a href="https://whfua.history.ucla.edu/downloads/download.php?file=E3LS5">https://whfua.history.ucla.edu/downloads/download.php?file=E3LS5</a></li> </ul>	

	<p><b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<p><b>Model Lessons and Culminating Activities</b></p>	<p><b>Lessons:</b></p> <p><b>District Lesson Plan:</b></p> <ul style="list-style-type: none"> <li>• Ancient Mesoamerica</li> </ul> <p>This model lesson has been uploaded into eLearn</p> <p><b>Assessments:</b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<p><b>HOT and Cross Curricular Connections</b></p>	<p><b>(W.2.10) Sci: Developing explanations and designing solutions</b> How is the lack of metallurgy demonstrated in the characteristics of civilization of Meso and South America?</p> <p><b>(W.2.4) Sci: Analyzing and interpreting data</b> Analyze multiple pieces of data on Olmec, Zapotec, or Chavin culture and construct a interpretation of that culture based on the data.</p>

<b>Unit 9A</b>	<b>Learning Goals: W.3.2, W.3.3, W.3.4,</b>	<b>Duration: 2Weeks</b>
<b>Standard 3:</b> Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).		
<b><i>Greece Part A: Greek City States</i></b>		
<b>Summary</b>	Greece is located on a rocky, mountainous peninsula on the Mediterranean Sea. As the population of Ancient Greece increased, city-states began forming. Two of the most well-known city-states were Athens and Sparta. Although these city-states shared a religion and language, they were governed very differently and were often at war with each other.	
<b>Skill-Based Learning Goals</b>	<b>Close Reading, Contextualizing</b>	
<b>Formative Assessment Thinking Map</b>	<p><b>Thinking map- Bubble Map</b> - Use the Circle map to identify characteristics of the forms of government.</p> <p><b>Brace Map</b> --to describe the features and processes of Greek democracy.</p> <p><b>Double Bubble Map</b>- Use the Double Bubble Map to compare life in Athens and Sparta</p> <p><b>Multi-flow map (or Flow Map)</b> to show how the Persian War united the Greek city-states.</p> <p><b>Multi-flow map (or Flow Map)</b> to show how the Peloponnesian War divided the Greek city-states.</p>	
<b>Learning Goals</b>	<p><b>Focus:</b> (W.3.5) <b>Summarize</b> the important achievements and contributions of ancient Greek civilization.</p> <p><b>Supporting:</b> (W.3.2) <b>Explain</b> the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece. (W.3.3) <b>Compare</b> life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots). (W.3.4) <b>Explain</b> the causes and effects of the Persian and Peloponnesian Wars.</p>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b>Identify</b> the forms of government developed in Greece, including democracy.</li> <li>• <b>Describe</b> the political and social structures in Athens and in Sparta.</li> <li>• <b>Apply</b> knowledge of Athens and Sparta to <b>discuss</b> how the differences between the two cities impacted residents' lives.</li> <li>• <b>Describe</b> the relationship between the Greek city-states and how the Persian War united them.</li> <li>• <b>Discuss</b> the effects of the Peloponnesian Wars on the city-state system, Athens' power, and the conquest of the Macedonians.</li> <li>• <b>Identify</b> Greek art, architecture, athletic competitions, democracy, civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• How did Greece invent democracy?</li> <li>• Which would you rather live in – Sparta or Athens?</li> <li>• Why do we still learn about the Persian and Peloponnesian Wars?</li> <li>• What did the Greeks contribute that we still use today?</li> </ul>	
<b>Vocabulary</b>	City-state, polis, civic participation, legislative bodies, agora, tyrant, oligarchy, helot, Persia, Peloponnesian, peninsula, satrap, Zoroastrianism, representative democracy, philosopher, Olympics, myths, oracle, drama,	

<p><b>Text and Additional Resources to Build Background Knowledge</b></p>	<p><b>Textbook Resources:</b></p> <ul style="list-style-type: none"> <li>Ch 7 Lessons 1 - 4</li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li><b>Horrible Histories</b> Wife Swap: Sparta/Athens <a href="https://www.schooltube.com/video/f8836a3434a31a97579b/HORRIBLE-HISTORIES-Wife-Swap-Spartans-and-Athenians">https://www.schooltube.com/video/f8836a3434a31a97579b/HORRIBLE-HISTORIES-Wife-Swap-Spartans-and-Athenians</a></li> <li><b>The History Project:</b> Athens or Sparta? <a href="https://historyproject.uci.edu/files/2016/03/greece_athens-v-sparta.pdf">https://historyproject.uci.edu/files/2016/03/greece_athens-v-sparta.pdf</a></li> <li><b>Brainpop</b> “Athens” <a href="https://www.brainpop.com/socialstudies/ancientcultures/athens/">https://www.brainpop.com/socialstudies/ancientcultures/athens/</a></li> <li><b>Flocabulary</b> Party at the Parthenon <a href="https://www.flocabulary.com/unit/ancient-greece/">https://www.flocabulary.com/unit/ancient-greece/</a></li> <li><b>Writing in Response to Text: (WiRT) bellwork</b> (eLearn)</li> </ul> <p><b>Advanced 8<sup>th</sup> Grade:</b></p> <ul style="list-style-type: none"> <li><b>Edsitement:</b> Live from Olympus Activity <a href="https://edsitement.neh.gov/lesson-plans/live-ancient-olympia">https://edsitement.neh.gov/lesson-plans/live-ancient-olympia</a></li> </ul> <p><b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<p><b>Model Lessons and Culminating Activities</b></p>	<p><b>Lessons:</b></p> <p><b>DBQ Project:</b></p> <ul style="list-style-type: none"> <li><b>Citizenship in Athens and Rome: Which Was the Better System?</b></li> <li>Education in Sparta: Did the Strengths Outweigh the Weaknesses?</li> </ul> <p><b>SHEG:</b></p> <ul style="list-style-type: none"> <li><b>Athenian Democracy Structured Academic Controversy</b> <a href="https://sheg.stanford.edu/history-lessons/athenian-democracy-sac">https://sheg.stanford.edu/history-lessons/athenian-democracy-sac</a></li> <li>Lesson Battle of Thermopylae <a href="https://sheg.stanford.edu/history-lessons/battle-thermopylae">https://sheg.stanford.edu/history-lessons/battle-thermopylae</a></li> </ul> <p>All of these model lessons have been uploaded into eLearn</p> <p><b>Assessments:</b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<p><b>HOT and Cross Curricular Connections</b></p>	<p>(W.3.2) <b>SCI--Asking questions and defining problems</b> Hypothesize why democracy began in small city-states, rather than in larger Empires.</p> <p>(W.3.3) <b>ELA -- Trace and evaluate the argument and specific claims in a text</b> Which city-state was more successful, Athens or Sparta? Give evidence to support your answers.</p> <p>(W.3.4) <b>ELA -- Analyzing interactions between individuals, events, and ideas</b> How did the unification of Greek city-states (to fight Persia) help or harm those city-states?</p> <p>(W.3.5) <b>SCI Developing explanations and designing solutions</b> Choose your favorite Greek achievement (art, architecture, athletic competitions, democracy, drama, history, literature, math, medicine, philosophy, science, or warfare) and explain how that achievement looks today and how today’s version learned from the Greeks.</p>

<b>Unit 9B</b>	<b>Learning Goals: W.3.5, W.3.6, W.3.6</b>	<b>Duration: 2 Weeks</b>
<b>Standard 3:</b> Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).		
<b><i>Greece Part B: Greece and the Hellenistic World</i></b>		
<b>Summary</b>	As Greek city states united to fight common enemies, they became more unified in culture. They were then conquered by Greeks to the north from Macedonia – and spread “greek-ness” (Hellenism) to the far edges of the world they knew.	
<b>Skill-Based Learning Goals</b>	<b>Close Reading, Corroboration</b>	
<b>Formative Assessment Thinking Map</b>	<p><b>Thinking map- The Bubble Map</b> - Use the Circle Map or Bubble Map to tell everything about Greek achievements.</p> <p><b>Double Bubble Map</b> to show how Greek contributions were similar to or different than the contributions of other civilizations.</p> <p><b>Bubble Map-</b> Use the Double Bubble Map to compare and contrast the Hellenistic Age and classical Greece and key figures and achievements from those eras.</p>	
<b>Learning Goals</b>	<p><b>Focus:</b> (W.3.7) <b>Summarize</b> the key achievements, contributions, and figures associated with the Hellenistic Period.</p> <p><b>Supporting:</b> (W.3.6) <b>Determine</b> the impact of key figures from ancient Greece. (W.3.5) <b>Summarize</b> the important achievements and contributions of ancient Greek civilization.</p>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b>Identify</b> Greek art, architecture, athletic competitions, democracy, civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.</li> <li>• <b>Describe</b> how the Greek contributions were similar to or different than the contributions of other ancient civilizations.</li> <li>• <b>Identify</b> key figures and each’s accomplishment including Aristotle, Hippocrates, Herodotus, Homer, Pericles, Plato, Pythagoras, Socrates, Sophocles, Alexander the Great, Euclid, Ptolemy I.</li> <li>• <b>Differentiate</b> between the Hellenistic Age and classical Greece.</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• What did the Greeks contribute that we still use today?</li> <li>• How did individuals shape ancient Greece?</li> <li>• How did “Greek-ness” spread outside of Greece?</li> </ul>	
<b>Vocabulary</b>	Iliad, Odyssey, Hippocratic Oath, Astronomy, Hellenistic Era, cavalry, Stoicism, Geometry	
<b>Text and Additional Resources to Build Background Knowledge</b>	<p><b>Textbook Resources:</b></p> <ul style="list-style-type: none"> <li>• Ch. 8 Lessons 1-3</li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Flocabulary</b> Party at the Parthenon <a href="https://www.flocabulary.com/unit/ancient-greece/">https://www.flocabulary.com/unit/ancient-greece/</a></li> <li>• Greek Philosophers Matching Game <a href="https://www.learningliftoff.com/6th-8th-grade-history-learning-activity-3-great-greek-philosophers/">https://www.learningliftoff.com/6th-8th-grade-history-learning-activity-3-great-greek-philosophers/</a></li> </ul>	



	<ul style="list-style-type: none"> <li>• Greek Philosopher Collaborative Game <a href="https://lucian.uchicago.edu/blogs/winningwords/files/2008/10/ww-week-2-lesson-plans-socrates.doc">https://lucian.uchicago.edu/blogs/winningwords/files/2008/10/ww-week-2-lesson-plans-socrates.doc</a></li> <li>• <b>Brainpop</b> “Homer” <a href="https://www.brainpop.com/socialstudies/ancientcultures/homer/">https://www.brainpop.com/socialstudies/ancientcultures/homer/</a></li> <li>• Trojan War Song (Tainted Love Parody) <a href="https://www.youtube.com/watch?v=CiQ4j-D5o4o">https://www.youtube.com/watch?v=CiQ4j-D5o4o</a></li> <li>• <b>Mr. Nicky</b> Ancient Greeks (parody to All About That Bass) <a href="https://www.youtube.com/watch?v=0F5qlu3nSDY">https://www.youtube.com/watch?v=0F5qlu3nSDY</a></li> <li>• <b>Newsela</b> Reading on Alexander the Great <a href="https://newsela.com/read/bio-world-leader-alexander-thegreat">https://newsela.com/read/bio-world-leader-alexander-thegreat</a></li> <li>• <b>Writing in Response to Text: (WiRT) bellwork</b> (eLearn)</li> </ul> <p><b>Advanced 8<sup>th</sup> Grade:</b></p> <ul style="list-style-type: none"> <li>• <b>Art Class Curator:</b> Classic Sculpture Analysis <a href="https://artclasscurator.com/classical-sculpture-art-history-lesson/">https://artclasscurator.com/classical-sculpture-art-history-lesson/</a></li> </ul> <p><b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<p><b>Model Lessons and Culminating Activities</b></p>	<p><b>Lessons:</b></p> <p><b>DBQ Project:</b></p> <ul style="list-style-type: none"> <li>• How Great Was Alexander the Great?</li> </ul> <p><b>Assessments:</b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<p><b>HOT and Cross Curricular Connections</b></p>	<p><b>(W.3.5) SCI Developing explanations and designing solutions</b> Choose your favorite Greek achievement (art, architecture, athletic competitions, democracy, drama, history, literature, math, medicine, philosophy, science, or warfare) and explain how that achievement looks today and how today’s version learned from the Greeks.</p> <p><b>(W.3.6) Sci -- Obtaining, evaluating, and communicating information</b> Choose two key figures from ancient Greece and discuss what makes them similar and different.</p> <p><b>(W.3.7) ELA Analyzing interactions between individuals, events, and ideas</b> How are the Hellenistic Age and classical Greece related? Give an example from another time or place that has a similar relationship between two things/periods/cultures.</p>

<b>Unit 10A Rome</b>	<b>Learning Goals:</b> W.3.8, W.3.9, W.3.10, W.3.14, W.3.16	<b>Duration:</b> 2.5 weeks
<b>Standard 3:</b> Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).		
<b><i>Rome Part A: Roman Republic</i></b>		
<b>Summary</b>	In the first part of the Rome unit, students will build background knowledge about the founding of Rome and daily life in the Roman Republic. They will discuss the government of ancient Rome and its influence on modern government.	
<b>Skill-Based Learning Goals</b>	<b>Sourcing, Contextualizing</b>	
<b>Formative Assessment Thinking Map</b>	<b>Thinking map- Multi-flow Map</b> to map the Punic Wars  <b>Tree Map</b> to demonstrate how the Roman Republic government works	
<b>Learning Goals</b>	<p><b>Focus:</b>  <b>SS.6.W.3.9 Explain</b> the impact of the Punic Wars on the development of the Roman Empire  <b>SS.6.W.3.10: Describe</b> the government of the Roman Republic and its contribution to the development of democratic principles</p> <p><b>Supporting:</b>  <b>SS.6.W.3.8: Determine</b> the impact of significant figures associated with ancient Rome  <b>SS.6.W.3.14: Describe</b> the key achievements and contributions of Roman civilization  <b>SS.6.W.3.16: Compare</b> life in the Roman Republic for patricians, plebeians, women, children, and slaves</p>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b>Apply</b> knowledge to <b>discuss</b> how the territorial expansion from the Punic Wars led Rome to be one of the most powerful nations in the western world.</li> <li>• <b>Discuss</b> how the government of the Roman Republic influenced the development of democracy in the modern United States, including separation of powers, rule of law, representative government, and civic duty.</li> <li>• <b>Describe</b> the lifestyles of different people in Rome, including patricians, plebeians, women, children, and enslaved people.</li> <li>• <b>Explain</b> the role of slavery in ancient Rome.</li> <li>• <b>Identify</b> and <b>recall</b> the accomplishments of Cicero, Cincinnatus, Tiberius and Gaius Gracchus, Hannibal, Horace, Romulus and Remus, Scipio Africanus, and Virgil.</li> <li>• <b>Connect</b> Roman contributions in government, art, architecture, engineering, law, literature, technology to our modern world.</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• How did a series of wars change Rome's identity?</li> <li>• Was it better for the Roman people under the republic or the empire?</li> <li>• What was life like for different Romans?</li> <li>• How do individuals influence a whole culture?</li> <li>• What did Rome give us that we still use today?</li> </ul>	
<b>Vocabulary</b>	Punic Wars, territorial, Sicily, Sardinia, Corsica, Spain, Mediterranean, North Africa, separation of powers, rule of law, representative government, civic duty, Roman Republic, patricians, plebeians, enslaved people	
<b>Text and Additional Resources to Build Background Knowledge</b>	<p><b>Textbook Resources:</b></p> <ul style="list-style-type: none"> <li>• Ch 11 Lesson 1-3</li> <li>• Ch 12 Lesson 2</li> </ul> <p><b>Additional Resources:</b></p>	

	<ul style="list-style-type: none"> <li>• <b>BrainPop:</b> Rise of Roman Empire</li> <li>• <b>BrainPop:</b> Cleopatra</li> <li>• Parody to Fergilicious on Cleopatra <a href="https://www.youtube.com/watch?v=rVE7RqQwyi0">https://www.youtube.com/watch?v=rVE7RqQwyi0</a></li> <li>• Parody of Ancient Rome <a href="https://www.youtube.com/watch?v=m5V-IK1cEtE">https://www.youtube.com/watch?v=m5V-IK1cEtE</a></li> <li>• <b>Writing in Response to Text: (WiRT) bellwork</b> (eLearn)</li> </ul> <p><b>Advanced 8<sup>th</sup> Grade:</b></p> <ul style="list-style-type: none"> <li>• <b>Simulation:</b> Roman Republic Patricians and Plebeians <i>For Advanced 8<sup>th</sup> Grade</i> <a href="https://notallthosewhowanderinhistory.wordpress.com/lesson-plans/ancient-rome-unit/the-rise-of-the-roman-republic-simulation-lesson-plan/">https://notallthosewhowanderinhistory.wordpress.com/lesson-plans/ancient-rome-unit/the-rise-of-the-roman-republic-simulation-lesson-plan/</a></li> </ul> <p><b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<p><b>Model Lessons and Culminating Activities</b></p>	<p><b>Lessons:</b></p> <p><b>DBQ Project:</b></p> <ul style="list-style-type: none"> <li>• <b>Citizenship in Athens and Rome: Which Was the Better System?</b></li> </ul> <p><b>SHEG:</b></p> <ul style="list-style-type: none"> <li>• Augustus <a href="https://sheg.stanford.edu/history-lessons/augustus">https://sheg.stanford.edu/history-lessons/augustus</a></li> <li>• Cleopatra <a href="https://sheg.stanford.edu/history-lessons/cleopatra">https://sheg.stanford.edu/history-lessons/cleopatra</a></li> <li>• Roman Republic <a href="https://sheg.stanford.edu/history-lessons/roman-republic">https://sheg.stanford.edu/history-lessons/roman-republic</a></li> </ul> <p><b>National Geographic:</b></p> <ul style="list-style-type: none"> <li>• What Rights did different citizens possess in ancient Rome? <a href="https://www.nationalgeographic.org/activity/limits-citizenship-roman-empire/">https://www.nationalgeographic.org/activity/limits-citizenship-roman-empire/</a></li> </ul> <p>All model lessons have been uploaded into eLearn</p> <p><b>Assessments:</b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<p><b>HOT and Cross Curricular Connections</b></p>	<p><b>(W.3.8) SCI- Obtaining, evaluating, and communicating information</b> Discuss the impact of the leadership of one or more significant Roman leaders such as Cicero, Cincinnatus, or Hannibal</p> <p><b>(W.3.9) SCI -- Analyzing and interpreting data</b> Can wars effect a country or empire in a positive way? Choose yes or no and explain your answer using the Punic Wars as your example.</p> <p><b>(W.3.10 ) ELA -- Analyzing interactions between individuals, events, and ideas</b> Why did America’s Founders use the Roman Republic’s ideas when they were writing the US Constitution?</p> <p><b>(W.3.14) SCI -- Developing explanations and designing solutions</b> Choose one contribution of the Roman Republic and explain how it impacts our world today.</p> <p><b>(W.3.16) ELA --Analyze a case where authors or texts provide conflicting information on same topic</b> It’s likely that different groups, such as women, patricians, plebians, children, and enslaved people, saw the Roman Republic differently. Discuss how two different groups might have viewed the Roman Republic.</p>

<b>Unit 10B Rome</b>	<b>Learning Goals:</b> W.3.11, W.3.12, W.3.14, W.3.15, W.3.16	<b>Duration:</b> 3.5 weeks
<b>Standard 3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</b>		
<b><i>Rome Part B: Roman Empire</i></b>		
<b>Summary</b>	In the second half of the Rome unit, students will explain the growth, endurance, and influence of the Roman Empire.	
<b>Skill-Based Learning Goals</b>	<b>Sourcing, Contextualizing</b>	
<b>Formative Assessment Thinking Map</b>	<b>Thinking map- Bubble w/doodles to explain the</b> development of the Roman Empire.  <b>Multi-flow Map</b> to show the decline of the Roman Empire.	
<b>Learning Goals</b>	<b>Focus:</b> <b>SS.6.W.3.12: <u>Explain</u></b> the causes for the growth and longevity of the Roman Empire <b>SS.6.W.3.15: <u>Explain</u></b> the reasons for the gradual decline of the Western Roman Empire after Pax Romana  <b>Supporting:</b> <b>SS.6.W.3.11: <u>Explain</u></b> the transition from Roman Republic to Imperial Rome, and compare Roman life and culture under each one <b>SS.6.W.3.14: <u>Describe</u></b> the key achievements and contributions of Roman civilization <b>SS.6.W.3.16: <u>Compare</u></b> life in the Roman Republic for patricians, plebians, women, children, and slaves	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b><u>Describe</u></b> the conditions that led to the transition from a republic to an imperial form of government.</li> <li>• <b><u>Compare</u></b> and <b><u>contrast</u></b> Roman life and culture under the Roman Republic and the Roman Empire.</li> <li>• <b><u>Describe</u></b> how Rome used government to grow and maintain its large empire (religious tolerance, expansion of citizenship, extension of road networks).</li> <li>• <b><u>Identify</u></b> and <b><u>recall</u></b> the accomplishments of Augustus, Constantine the Great, Diocletian, Hadrian, Marcus Aurelius, Theodosius, Attila the Hun.</li> <li>• <b><u>Identify</u></b> Roman contributions in government, art, architecture, engineering, law, literature, technology and how they impact our modern world.</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• Was it better for the Roman people under the republic or the empire?</li> <li>• What was life like for different Romans?</li> <li>• How do individuals influence a whole culture?</li> <li>• What did Rome give us that we still use today?</li> <li>• What makes a civilization decline?</li> </ul>	
<b>Vocabulary</b>	Centralized and efficient government, religious toleration, expansion of citizenship, the legion, the extension of road networks, Pax Romana, power struggles, Germanic tribes, slavery, mercenary soldiers, Latin language	
<b>Text and Additional Resources to Build Background Knowledge</b>	<b>Textbook Resources:</b> <ul style="list-style-type: none"> <li>• Ch 11 Lesson 3-4</li> <li>• Ch 12 Lesson 1-2</li> </ul> <b>Additional Resources:</b> <ul style="list-style-type: none"> <li>• <b>BrainPop:</b> Pax Romana</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>BrainPop:</b> Fall of Rome</li> <li>• <b>Engineering an Empire:</b> Rome <a href="https://www.youtube.com/watch?v=C5obOUDyQ5s">https://www.youtube.com/watch?v=C5obOUDyQ5s</a></li> <li>• <b>Flocabulary</b> Ancient Rome <a href="https://www.flocabulary.com/unit/spartacus-and-ancient-rome/">https://www.flocabulary.com/unit/spartacus-and-ancient-rome/</a></li> <li>• <b>Mr. Nicky’s</b> parody of Thrift Shop <a href="https://www.youtube.com/watch?v=m5V-IK1cEtE">https://www.youtube.com/watch?v=m5V-IK1cEtE</a></li> <li>• Viva Roma No.5 (parody or Mambo No. 5) <a href="https://www.youtube.com/watch?v=me4E5wDCK2Q">https://www.youtube.com/watch?v=me4E5wDCK2Q</a></li> <li>• <b>Writing in Response to Text: (WiRT) bellwork</b> (eLearn)</li> </ul> <p><b>8<sup>th</sup> Grade Advanced:</b></p> <ul style="list-style-type: none"> <li>• <b>National Geographic Lesson:</b> Technology and Control in Rome <i>8<sup>th</sup> Grade Advanced</i> <a href="https://www.nationalgeographic.org/activity/technology-and-control-ancient-rome/">https://www.nationalgeographic.org/activity/technology-and-control-ancient-rome/</a></li> </ul> <p><b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<p><b>Model Lessons and Culminating Activities</b></p>	<p><b>Lessons:</b></p> <p><b>DBQ Project:</b></p> <ul style="list-style-type: none"> <li>• What Were the Primary Reasons for the “Fall” of Rome?</li> </ul> <p><b>C3 Inquiry:</b></p> <ul style="list-style-type: none"> <li>• “Did the Roman Empire Fall?” (9<sup>th</sup> Grade) <a href="http://www.c3teachers.org/inquiries/fall-of-roman-empire/">http://www.c3teachers.org/inquiries/fall-of-roman-empire/</a></li> </ul> <p><b>National Geographic:</b></p> <ul style="list-style-type: none"> <li>• Republic to Empire <a href="https://www.nationalgeographic.org/activity/republic-empire-government-ancient-rome/">https://www.nationalgeographic.org/activity/republic-empire-government-ancient-rome/</a></li> </ul> <p>All model lessons have been uploaded into eLearn</p> <p><b>Assessments:</b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<p><b>HOT and Cross Curricular Connections</b></p>	<p><b>(W.3.11) ELA -- Analyze a case where authors or texts provide conflicting information on same topic</b> How do you think Roman citizens reacted to the transition from Republic to Empire? Write about the possible point of view of a patrician, plebian, woman, child, or enslaved person</p> <p><b>(W.3.12) MATH -- Look for and express regularity in repeated reasoning</b> What factors that led to Rome’s growth and longevity ALSO are factors in the modern United States’ growth and longevity?</p> <p><b>(W.3.15) SCI --- Asking questions and defining problems</b> What could have Roman Emperors have done to prevent the fall of Rome?</p> <p><b>(W.3.14) SCI -- Developing explanations and designing solutions</b> Choose one contribution of the Roman Republic and explain how it impacts our world today.</p>

<b>Unit 10C</b>	<b>Learning Goals: W.3.13, W.3.14</b>	<b>Duration: 1 Week</b>
<b>Standard 3:</b> Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).		
<b><i>Rome Part C: Christianity</i></b>		
<b>Summary</b>	Students will explain the basic beliefs of Christianity and identify the impact of early Christianity on ancient Roman life	
<b>Skill-Based Learning Goals</b>	<b>Sourcing, Contextualizing</b>	
<b>Formative Assessment and Thinking Map</b>	<b>Thinking map- Brace Map</b> to describe Early Christianity  <b>Bubble Map</b> to explain the achievements and contributions of Roman Civilization	
<b>Learning Goals &amp; Suggested Time</b>	<b>Focus:</b> <b>SS.6.W.3.13: <u>Identify</u></b> key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire  <b>Supporting:</b> <b>SS.6.W.3.14: <u>Describe</u></b> the key achievements and contributions of Roman civilization <b>SS.6.W.3.18: <u>Describe</u></b> the Rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b><u>Identify</u></b> Christian monotheism, Jesus, Peter, Paul.</li> <li>• <b><u>Explain</u></b> the basics beliefs of Christianity.</li> <li>• <b><u>Describe</u></b> how Christianity effected the Roman Empire.</li> <li>• <b><u>Explain</u></b> how Christianity spread in Africa.</li> <li>• <b><u>Explain</u></b> how Roman contributions still impact our modern world.</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• How did Christianity change Rome?</li> <li>• What did Rome give us that we still use today?</li> <li>• How did Christianity develop in east Africa?</li> </ul>	
<b>Vocabulary</b>	Christianity, Christian monotheism, Jesus, Peter, Paul, Axum, Ethiopia	
<b>Text and Additional Resources to Build Background Knowledge</b>	<b>Textbook Resources:</b> <ul style="list-style-type: none"> <li>• Ch 13 Lesson 1, 2</li> </ul> <b>Additional Resources:</b> <ul style="list-style-type: none"> <li>• <b>PBS Rome and Christianity</b> video clips <a href="http://www.pbs.org/empires/romans/resources/video.html">http://www.pbs.org/empires/romans/resources/video.html</a></li> <li>• <b>PBS Rome &amp; Religion in the 1<sup>st</sup> Century</b> Lesson plans <a href="https://www-tc.pbs.org/empires/romans/pdf/lesson3.pdf">https://www-tc.pbs.org/empires/romans/pdf/lesson3.pdf</a></li> <li>• <b>First Amendment Center</b> Teacher's Guide to Religion in Public Schools <a href="http://users.clas.ufl.edu/kenwald/pos4291/spring_00/teachersguide_3.pdf">http://users.clas.ufl.edu/kenwald/pos4291/spring_00/teachersguide_3.pdf</a></li> <li>• <b>Writing in Response to Text: (WiRT) bellwork</b> (eLearn)</li> </ul> <b>Advanced 8<sup>th</sup> Grade:</b> <ul style="list-style-type: none"> <li>• <b>Michigan Geographic Alliance: Monotheistic Religions</b> Comparison <a href="https://www.cmich.edu/colleges/se/Geography/Michigan%20Geographic%20Alliance/Geography%20Resources/Lesson%20Plans%20by%20Curriculum/Documents/Monotheistic%20Religions%20Lesson%20Plan.pdf">https://www.cmich.edu/colleges/se/Geography/Michigan%20Geographic%20Alliance/Geography%20Resources/Lesson%20Plans%20by%20Curriculum/Documents/Monotheistic%20Religions%20Lesson%20Plan.pdf</a></li> </ul> <b>Instructional Strategies:</b>	

	Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)
<b>Model Lessons and Culminating Activities</b>	<p><b>Lessons:</b></p> <p><b>DBQ Project:</b></p> <ul style="list-style-type: none"> <li>• Why Did Christianity Take Hold in the Ancient World?</li> </ul> <p><b>SHEG:</b></p> <ul style="list-style-type: none"> <li>• Roman Empire and Christianity <a href="https://sheg.stanford.edu/history-lessons/roman-empire-and-christianity">https://sheg.stanford.edu/history-lessons/roman-empire-and-christianity</a></li> </ul> <p><b>British Museum:</b></p> <ul style="list-style-type: none"> <li>• Kingdom of Axum <ul style="list-style-type: none"> <li>○ <a href="https://www.britishmuseum.org/pdf/KingdomOfAksum_TeachersNotes.pdf">https://www.britishmuseum.org/pdf/KingdomOfAksum_TeachersNotes.pdf</a></li> <li>○ <a href="https://www.britishmuseum.org/pdf/KingdomOfAksum_Presentation.pdf">https://www.britishmuseum.org/pdf/KingdomOfAksum_Presentation.pdf</a></li> <li>○ <a href="https://www.britishmuseum.org/pdf/KingdomOfAksum_StudentsWorksheets.pdf">https://www.britishmuseum.org/pdf/KingdomOfAksum_StudentsWorksheets.pdf</a></li> </ul> </li> </ul> <p>All of these model lessons have been uploaded into eLearn</p> <p><b>Assessments:</b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<b>HOT and Cross Curricular Connections</b>	<p><b>(W.3.13) SCI -- Asking questions and defining problems</b> What are some causes and some effects of the rise of Christianity in the Roman Empire?</p> <p><b>(W.3.14) SCI -- Developing explanations and designing solutions</b> Choose one contribution of Rome and explain how it impacts our world today.</p> <p><b>(W.3.18) ELA -- Analyzing interactions between individuals, events, and ideas</b> Compare and contrast the rise of Christianity in Rome and in Axum.</p>

## **Curriculum Guide 2019-20 Appendix**

- A. Historical Thinking Skills Chart
- B. Crosswalk: Skills Benchmarks and Historical Thinking Skills Correlations
- C. Depth of Knowledge (DOK) Wheel
- D. Depth of Knowledge Question Stems
- E. Thinking Maps
- F. Formative Assessment Strategies
  - 1. 53 Ways to Check for Understanding
  - 2. Tools for Formative Assessment: 60 Techniques to Check for Understanding
- G. Item Complexity Descriptions
- H. Assessment Sample Items



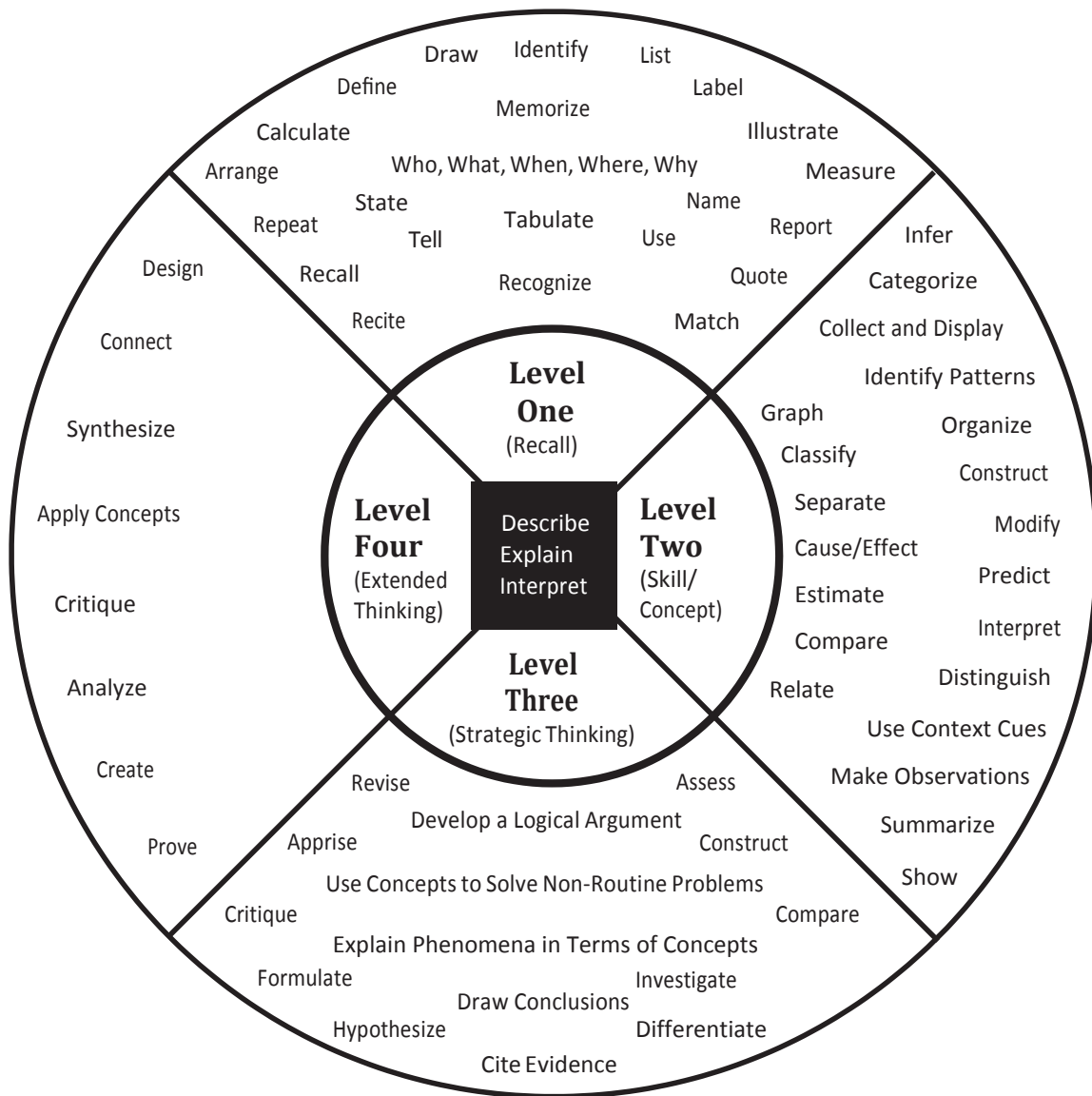
# HISTORICAL THINKING CHART

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	<ul style="list-style-type: none"> <li>Who wrote this?</li> <li>What is the author's perspective?</li> <li>When was it written?</li> <li>Where was it written?</li> <li>Why was it written?</li> <li>Is it reliable? Why? Why not?</li> </ul>	<ul style="list-style-type: none"> <li>Identify the author's position on the historical event</li> <li>Identify and evaluate the author's purpose in producing the document</li> <li>Hypothesize what the author will say before reading the document</li> <li>Evaluate the source's trustworthiness by considering genre, audience, and purpose</li> </ul>	<ul style="list-style-type: none"> <li>The author probably believes . . .</li> <li>I think the audience is . . .</li> <li>Based on the source information, I think the author might . . .</li> <li>I do/don't trust this document because . . .</li> </ul>
Contextualization	<ul style="list-style-type: none"> <li>When and where was the document created?</li> <li>What was different then? What was the same?</li> <li>How might the circumstances in which the document was created affect its content?</li> </ul>	<ul style="list-style-type: none"> <li>Understand how context/background information influences the content of the document</li> <li>Recognize that documents are products of particular points in time</li> </ul>	<ul style="list-style-type: none"> <li>Based on the background information, I understand this document differently because . . .</li> <li>The author might have been influenced by _____ (historical context) . . .</li> <li>This document might not give me the whole picture because . . .</li> </ul>
Corroboration	<ul style="list-style-type: none"> <li>What do other documents say?</li> <li>Do the documents agree? If not, why?</li> <li>What are other possible documents?</li> <li>What documents are most reliable?</li> </ul>	<ul style="list-style-type: none"> <li>Establish what is probable by comparing documents to each other</li> <li>Recognize disparities between accounts</li> </ul>	<ul style="list-style-type: none"> <li>The author agrees/disagrees with . . .</li> <li>These documents all agree/disagree about . . .</li> <li>Another document to consider might be . . .</li> </ul>
Close Reading	<ul style="list-style-type: none"> <li>What claims does the author make?</li> <li>What evidence does the author use?</li> <li>What language (words, phrases, images, symbols) does the author use to persuade the document's audience?</li> <li>How does the document's language indicate the author's perspective?</li> </ul>	<ul style="list-style-type: none"> <li>Identify the author's claims about an event</li> <li>Evaluate the evidence and reasoning the author uses to support claims</li> <li>Evaluate author's word choice; understand that language is used deliberately</li> </ul>	<ul style="list-style-type: none"> <li>I think the author chose these words in order to . . .</li> <li>The author is trying to convince me . . .</li> <li>The author claims . . .</li> <li>The evidence used to support the author's claims is . . .</li> </ul>

**Historical Thinking Skills and Benchmarks**

<b>Standard</b>	<b>Historical Thinking Skill</b>
<b>SS.8.A.1.1</b> Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.	Close Reading
<b>SS.8.A.1.2</b> Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.	Close Reading
<b>SS.8.A.1.4</b> Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.	Close Reading Corroboration
<b>SS.8.A.1.5</b> Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.	Sourcing
<b>SS.8.A.1.6</b> Compare interpretations of key events and issues throughout American history.	Corroboration
<b>SS.8.A.1.7</b> View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.	Contextualization Sourcing
<b>SS.6.W.1.1</b> Use timelines to identify chronological order of historical events.	Contextualization
<b>SS.6.W.1.3</b> Interpret primary and secondary sources	Close Reading
<b>SS.6.W.1.4</b> Describe the methods of historical inquiry and how history relates to the other social sciences.	Corroboration Contextualization
<b>SS.6.W.1.5</b> Describe the roles of historians and recognize varying historical interpretations (historiography).	Corroboration
<b>SS.6.W.1.6</b> Describe how history transmits culture and heritage and provides models of human character.	Contextualization

# Depth of Knowledge (DOK) Levels



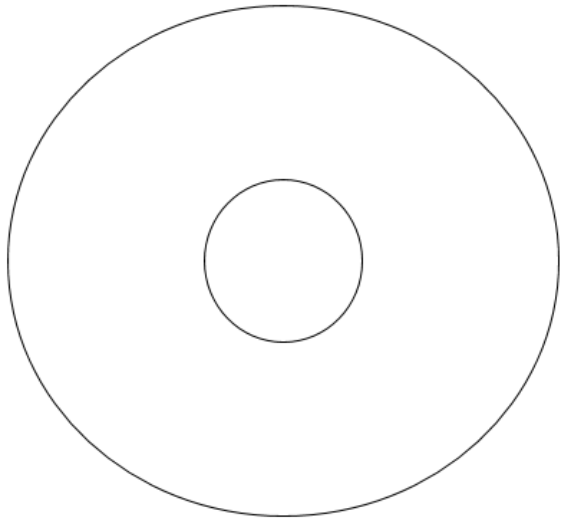
Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

## DOK Question Stems

<p><b>DOK 1</b></p> <ul style="list-style-type: none"> <li>• Can you recall _____?</li> <li>• When did _____ happen?</li> <li>• Who was _____?</li> <li>• How can you recognize _____?</li> <li>• What is _____?</li> <li>• How can you find the meaning of _____?</li> <li>• Can you recall _____?</li> <li>• Can you select _____?</li> <li>• How would you write _____?</li> <li>• What might you include on a list about _____?</li> <li>• Who discovered _____?</li> <li>• What is the formula for _____?</li> <li>• Can you identify _____?</li> <li>• How would you describe _____?</li> </ul>	<p><b>DOK 2</b></p> <ul style="list-style-type: none"> <li>• Can you explain how _____ affected _____?</li> <li>• How would you apply what you learned to develop _____?</li> <li>• How would you compare _____? Contrast _____?</li> <li>• How would you classify _____?</li> <li>• How are _____ alike? Different?</li> <li>• How would you classify the type of _____?</li> <li>• What can you say about _____?</li> <li>• How would you summarize _____?</li> <li>• How would you summarize _____?</li> <li>• What steps are needed to edit _____?</li> <li>• When would you use an outline to _____?</li> <li>• How would you estimate _____?</li> <li>• How could you organize _____?</li> <li>• What would you use to classify _____?</li> <li>• What do you notice about _____?</li> </ul>
<p><b>DOK 3</b></p> <ul style="list-style-type: none"> <li>• How is _____ related to _____?</li> <li>• What conclusions can you draw _____?</li> <li>• How would you adapt _____ to create a different _____?</li> <li>• How would you test _____?</li> <li>• Can you predict the outcome if _____?</li> <li>• What is the best answer? Why?</li> <li>• What conclusion can be drawn from these three texts?</li> <li>• What is your interpretation of this text? Support your rationale.</li> <li>• How would you describe the sequence of _____?</li> <li>• What facts would you select to support _____?</li> <li>• Can you elaborate on the reason _____?</li> <li>• What would happen if _____?</li> <li>• Can you formulate a theory for _____?</li> <li>• How would you test _____?</li> <li>• Can you elaborate on the reason _____?</li> </ul>	<p><b>DOK 4</b></p> <ul style="list-style-type: none"> <li>• Write a thesis, drawing conclusions from multiple sources.</li> <li>• Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment.</li> <li>• Write a research paper on a topic.</li> <li>• Apply information from one text to another text to develop a persuasive argument.</li> <li>• What information can you gather to support your idea about _____?</li> <li>• DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument.</li> <li>• DOK 4 requires time for extended thinking.</li> </ul>

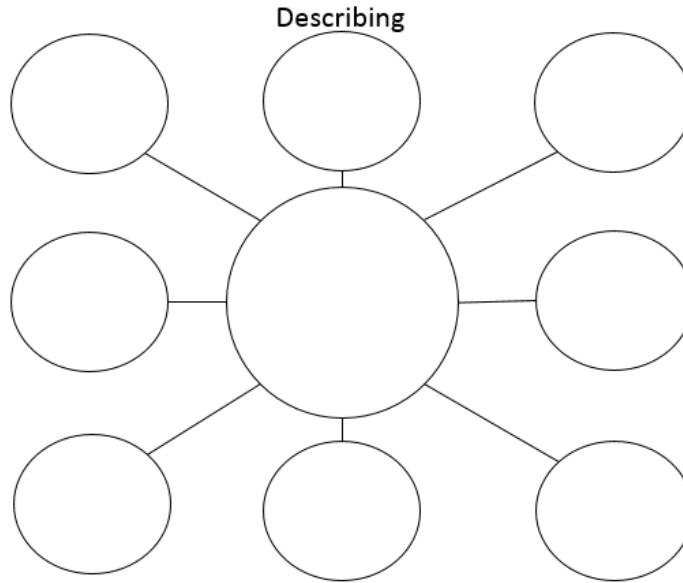


**Brainstorming or Defining in Context**



**Circle Map**

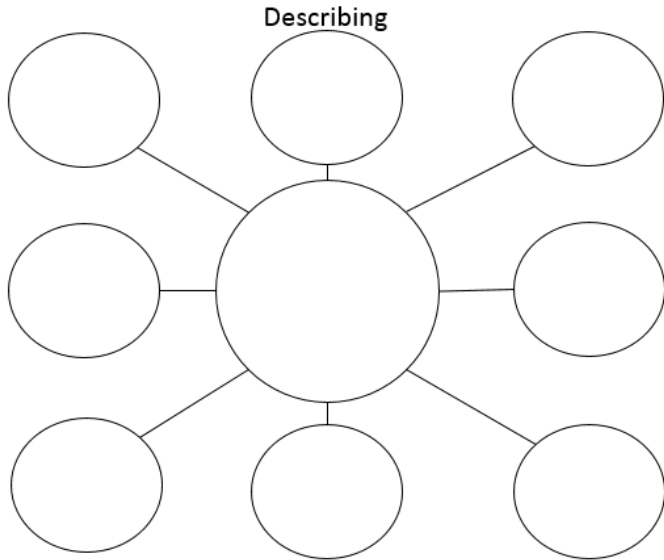
Define  
Brainstorm  
List  
Identify  
Tell everything...



**Describing**

Describe  
Identify characteristics  
Identify properties  
Identify qualities

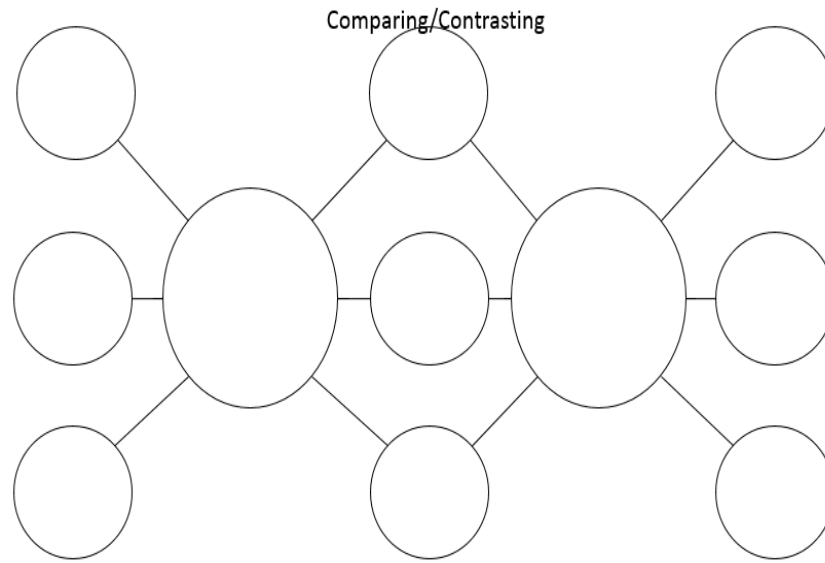
**Bubble Map**



**Describing**

Describe  
Identify characteristics  
Identify properties  
Identify qualities

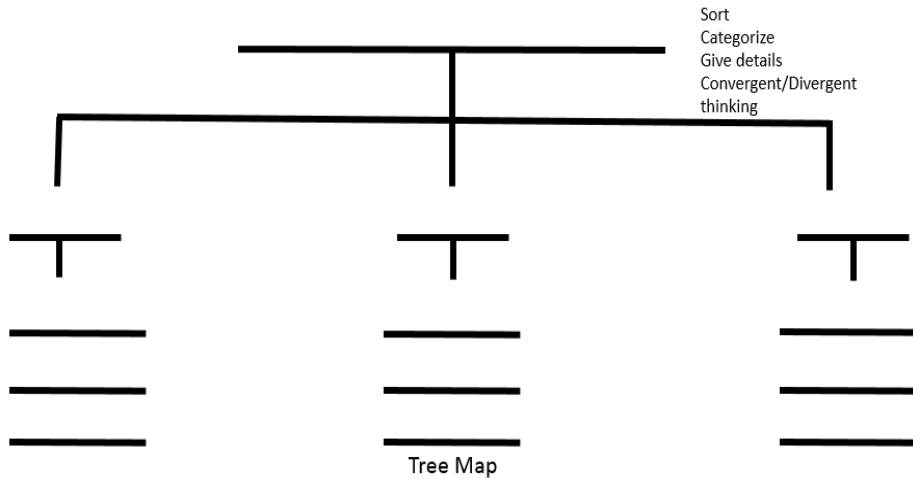
**Bubble Map**



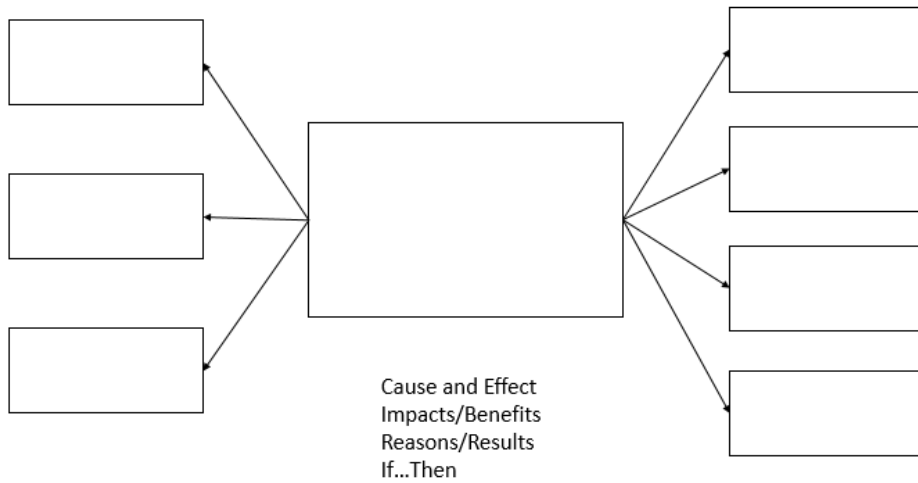
**Comparing/Contrasting**

**Double Bubble Map**

**Classifying**

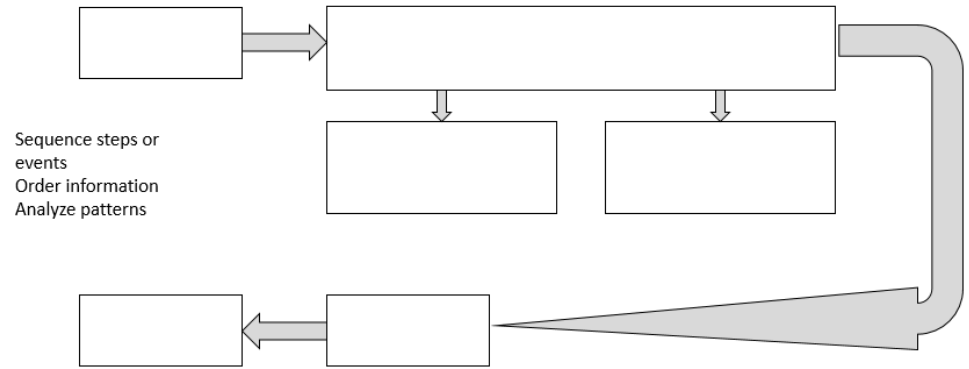


**Cause and Effect**



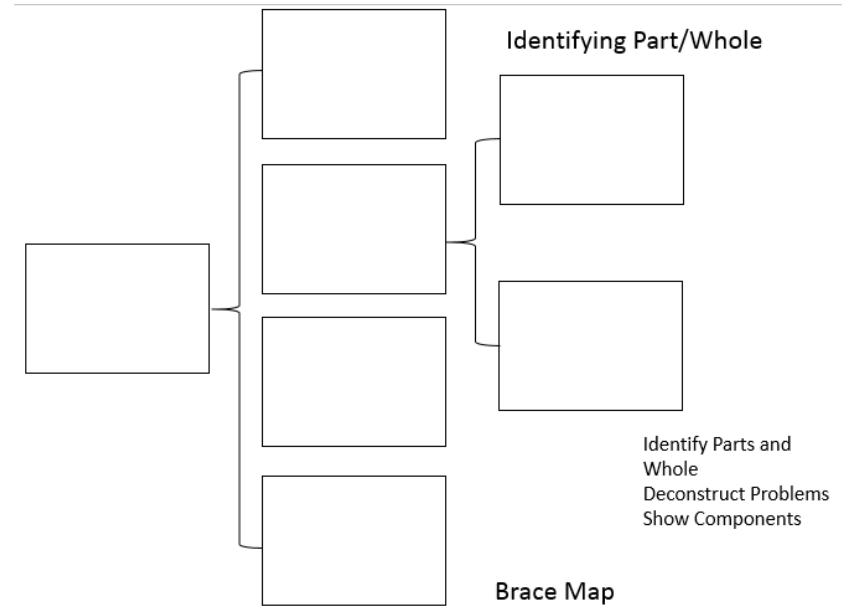
**Multi-Flow Map**

**Sequencing**



**Flow Map**

**Identifying Part/Whole**



**Seeing Analogies**



Relating Factor

Connect related ideas and relationships  
Understand analogies and metaphors

**Bridge Map**



# 53 WAYS

## To Check for Understanding

#BESTYEAREVER

### 1. Summary Poem Activity:

- List 10 key words from an assigned text.
- Do a free verse poem with the words you highlighted.
- Write a summary of the reading based on the words you highlighted.

### 2. Invent the Quiz

- Write 10 higher-order text questions related to the content. Pick 2 and answer them in half a page.

### 3. The 411

- Describe the author's objective.

### 4. Opinion Chart

- List opinions about the content in one half of a T-chart, and support your opinions in the right column.

### 5. So What? Journal

- Identify the main idea of the lesson. Why is it important?

### 6. Rate Understanding

### 7. Clickers (Response System)

### 8. Teacher Observation Checklist

### 9. Explaining

- Explain the main idea using an analogy.

### 10. Evaluate

- What is the author's main point? What are the arguments for and against this idea?

### 11. Describe

- What are the important characteristics or features of the main concept or idea of the reading?

### 12. Define

- Pick out an important word or phrase that the author introduces. What does this word or phrase mean?

### 13. Compare & Contrast

- Identify the theory or idea the author is advancing. Then identify an opposite theory. What are the similarities and differences between these ideas?

### 14. Question Stems

- I believe that \_\_\_\_\_ because \_\_\_\_\_ .
- I am confused by \_\_\_\_\_ .

### 15. Mind Map

- Create a mind map that represents a concept using a diagram-making tool (like Gliffy). Provide your teacher / classmates with the link to your mind map.

### 16. Intrigue Journal

- List the five most interesting, controversial, or resonant ideas you found in the readings. Include page #s and a short rationale (100 words) for your selection.

### 17. Advertisement

- Create an ad, with visuals and text, for the newly learned concept.

### 18. 5 Words

- What 5 words would you use to describe \_\_\_\_\_ ? Explain and justify your choices.

### 19. Muddy Moment

- What frustrates and confuses you about the text? Why?

### 20. Collage

- Create a collage around the lesson's themes. Explain your choices in one paragraph.

### 21. Letter

- Explain \_\_\_\_\_ in a letter to your best friend.

### 22. Talk Show Panel

- Have a cast of experts debate the finer points of \_\_\_\_\_ .

### 23. Study Guide

- What are the main topics, supporting details, important person's contributions, terms, and definitions?

### 24. Illustration

- Draw a picture that illustrates a relationship between terms in the text. Explain in one paragraph your visual representation.

### 25. KWL Chart

- What do you know, what do you want to know, and what have you learned?

### 26. Sticky Notes Annotation

- Use sticky notes to describe key passages that are notable or that you have questions about.

### 27. 3-2-1

- 3 things you found out, 2 interesting things, and 1 question you still have.

### 28. Outline

- Represent the organization of \_\_\_\_\_ by outlining it.

## 29. Anticipation Guide

- Establish a purpose for reading and create post-reading reflections and discussion.

## 30. Simile

- What we learned today is like \_\_\_\_\_ .

## 31. The Minute Paper

- In 1 minute, describe the most meaningful thing you've learned.

## 32. Interview You

- You're the guest expert on *60 Minutes*. Answer:
  - 1) What are component parts of \_\_\_\_\_ ?
  - 2) Why does this topic matter?

## 33. Double Entry Notebook

- Create a two-column table. Use the left column to write down 5–8 important quotations. Use the right column to record reactions to the quotations.

## 34. Comic Book

- Use a comic book creation tool like Bitstrips to represent understanding.

## 35. Tagxedo

- What are key words that express the main ideas? Be ready to discuss and explain.

## 36. Classroom TED Talk

## 37. Podcast

- Play the part of a content expert and discuss content-related issues on a podcast, using the free Easypodcast.

## 38. Create a Multimedia Poster

## 39. Twitter Post

- Define \_\_\_\_\_ in under 140 characters.

## 40. Explain Your Solution

- Describe how you solved and academic solution step-by-step.

## 41. Dramatic Interpretation

- Dramatize a critical scene from a complex narrative.

## 42. Ballad

- Summarize a narrative that employs a poem or song structure that using short stanzas.

## 43. Pamphlet

- Describe the key features of \_\_\_\_\_ in a visually and textually compelling pamphlet.

## 44. Study Guide

- Create a study guide that outlines main ideas.

## 45. Bio Poem

- To describe a character or a person, write a poem that includes:

Line 1) First Name

Line 2) 3–4 adjectives that describe the person

Line 3) Important relationship

Line 4) 2–3 things, people, or ideas that the person loved

Line 5) 3 feelings the person experienced

Line 6) 3 fears the person experienced

Line 7) Accomplishments

Line 8) 2–3 things the person wanted to see happen or wanted to experience

Line 9) His or her residence

Line 10) Last name

## 46. Sketch

- Visually represent new knowledge.

## 47. Top 10 List

- What are the most important takeaways, written with humor?

## 48. Color Cards

- Red = Stop, I need help.
- Green = Keep going, I understand.
- Yellow = I'm a little confused.

## 49. Quickwrite

- Without stopping, write what most confuses you.

## 50. Conference

- A short, focused discussion between the teacher and student.

## 51. Debrief

- Reflect immediately after an activity.

## 52. Exit Slip

- Have students reflect on lessons learned during class.

## 53. Misconception Check

- Given a common misconception about a topic, students explain why they agree or disagree with it.

**- Tools for Formative Assessment -  
- Techniques to Check for Understanding -  
- Processing Activities -**

<b>1. Index Card Summaries/ Questions</b>	Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.
<b>2. Hand Signals</b>	Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand _____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).
<b>3. One Minute Essay</b>	A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.
<b>4. Analogy Prompt</b>	Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.
<b>5. Web or Concept Map</b>	Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts. <a href="http://www.graphic.org/concept.html">http://www.graphic.org/concept.html</a>
<b>6. Misconception Check</b>	Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.
<b>7. Student Conference</b>	One on one conversation with students to check their level of understanding.
<b>8. 3-Minute Pause</b>	The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. <ul style="list-style-type: none"> <li>• I changed my attitude about...</li> <li>• I became more aware of...</li> <li>• I was surprised about...</li> <li>• I felt...</li> <li>• I related to...</li> <li>• I empathized with...</li> </ul>
<b>9. Observation</b>	Walk around the classroom and observe students as they work to check for learning. Strategies include: <ul style="list-style-type: none"> <li>•Anecdotal Records</li> <li>•Conferences</li> <li>•Checklists</li> </ul>
<b>10. Self-Assessment</b>	A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.
<b>11. Exit Card</b>	Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.
<b>12. Portfolio Check</b>	Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.
<b>13. Quiz</b>	Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer. Some quiz examples are: <ul style="list-style-type: none"> <li>• Multiple Choice</li> </ul>

	<ul style="list-style-type: none"> <li>• True/False</li> <li>• Short Answer</li> <li>• Paper and Pencil</li> <li>• Matching</li> <li>• Extended Response</li> </ul>
<b>14. Journal Entry</b>	Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.
<b>15. Choral Response</b>	In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.
<b>16. A-B-C Summaries</b>	Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.
<b>17. Debriefing</b>	A form of reflection immediately following an activity.
<b>18. Idea Spinner</b>	The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."
<b>19. Inside-Outside Circle</b>	Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.
<b>20. Reader's Theater</b>	From an assigned text have students create a script and perform it.
<b>21. One Sentence Summary</b>	Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.
<b>22. Summary Frames</b>	<p><u>Description:</u> A _____ is a kind of _____ that ...</p> <p><u>Compare/Contrast:</u> _____ and _____ are similar in that they both.... but _____, while _____.....</p> <p><u>Problem/Solution:</u> _____ wanted....., but ....., so .....</p> <p><u>Cause/Effect:</u> _____ happens because ....</p>
<b>23. One Word Summary</b>	Select (or invent) one word which best summarizes a topic.
<b>24. Think-Pair- Share/ Turn to Your Partner</b>	Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.
<b>25. Think-Write-Pair-Share</b>	Students think individually, write their thinking, pair and discuss with partner, then share with the class.
<b>26. Talk a Mile a Minute</b>	Partner up – giver and receiver... Kind of like "Password" or "Pyramid." Both know the category, but the receiver has his back to the board/screen. A set of terms will appear based on the category – giver gives clues, while receiver tries to guess the terms. First group done stands up
<b>27. Oral Questioning</b>	<ul style="list-style-type: none"> <li>- How is _____ similar to/different from _____?</li> <li>- What are the characteristics/parts of _____?</li> <li>- In what other ways might we show show/illustrate _____?</li> <li>- What is the big idea, key concept, moral in _____?</li> <li>- How does _____ relate to _____?</li> <li>- What ideas/details can you add to _____?</li> <li>- Give an example of _____?</li> <li>- What is wrong with _____?</li> <li>- What might you infer from _____?</li> <li>- What conclusions might be drawn from _____?</li> <li>- What question are we trying to answer? What problem are we trying to solve?</li> </ul>

	<ul style="list-style-type: none"> <li>- What are you assuming about _____?</li> <li>- What might happen if _____?</li> <li>- What criteria would you use to judge/evaluate _____?</li> <li>- What evidence supports _____?</li> <li>- How might we prove/confirm _____?</li> <li>- How might this be viewed from the perspective of _____?</li> <li>- What alternatives should be considered _____?</li> <li>- What approach/strategy could you use to _____?</li> </ul>
<b>28. Tic-Tac-Toe/ Think-Tac-Toe</b>	A collection of activities from which students can choose to do to demonstrate their understanding. It is presented in the form of a nine square grid similar to a tic-tac-toe board and students may be expected to complete from one to "three in a row". The activities vary in content, process, and product and can be tailored to address DOK levels.
<b>29. Four Corners</b>	<p>Students choose a corner based on their level of expertise of a given subject. Based on your knowledge of _____, which corner would you choose?</p> <p>Corner 1: The Dirt Road –(There’s so much dust, I can’t see where I’m going! Help!!)</p> <p>Corner 2: The Paved Road (It’s fairly smooth, but there are many potholes along the way.)</p> <p>Corner 3: The Highway ( I feel fairly confident but have an occasional need to slowdown.)</p> <p>Corner 4: The Interstate (I’m traveling along and could easily give directions to someone else.)</p> <p>Once students are in their chosen corners, allow students to discuss their progress with others. Questions may be prompted by teacher.</p> <p>Corner One will pair with Corner Three; Corner Two will pair with Corner Four for peer tutoring.</p>
<b>30. Muddiest (or Clearest) Point</b>	This is a variation on the one-minute paper, though you may wish to give students a slightly longer time period to answer the question. Here you ask (at the end of a class period, or at a natural break in the presentation), "What was the "muddiest point" in today's lecture?" or, perhaps, you might be more specific, asking, for example: "What (if anything) do you find unclear about the concept of 'personal identity' ('inertia', 'natural selection', etc.)?".
<b>31. 3-2-1</b>	3 things you found out 2 interesting things 1 question you still have
	3 differences between ____ 2 effects of __ on ____ 1 question you still have about the topic
	3 important facts 2 interesting ideas 1 insight about yourself as a learner
	3 key words 2 new ideas 1 thought to think about
	Write 3 questions about the text (unfamiliar words, confusing passages or ideas) Write 2 predictions based on the text (what will happen next based on the reading) Make one connection based on the text (connect to something you know or have experienced)
<b>32. Cubing</b>	Display 6 questions from the lesson Have students in groups of 4. Each group has 1 die. Each student rolls the die and answers the question with the corresponding number. If a number is rolled more than once the student may elaborate on the previous response or roll again. Responses may also be written.

33. Quick Write	The strategy asks learners to respond in 2–10 minutes to an open-ended question or prompt posed by the teacher before, during, or after reading.
34. Directed Paraphrasing	Students summarize in well-chosen (own) words a key idea presented during the class period or the one just past.
35. RSQC2	In two minutes, students <i>recall</i> and list in rank order the most important ideas from a previous day's class; in two more minutes, they <i>summarize</i> those points in a single sentence, then write one major <i>question</i> they want answered, then identify a thread or theme to <i>connect</i> this material to the course's major goal.
36. Writing Frames	<p style="text-align: center;">Problem/Solution Paragraph</p> <p>_____ present(s) a dilemma that is _____. The problem is _____  _____. This <i>has/have</i> occurred because _____  _____. A resolution <i>is/was</i> possible. To solve <i>it/this</i>, it  <i>will be/has been</i> necessary to _____  _____. The solution(s) include(s) _____.</p> <p style="text-align: center;">Compare and Contrast Paragraph</p> <p>There are several differences between _____ and _____. They _____  _____. In contrast to _____, _____ has _____  _____. Unlike _____, _____ does not _____  _____. On the other hand, _____  _____.</p> <p style="text-align: center;">Description Paragraph</p> <p>Have you ever _____? _____ <i>has/have</i> very interesting characteristics.  <i>It/they has/have</i> _____. For instance, <i>it/they has/have</i> _____ which enhances  _____. <i>It/they</i> also _____. For these reasons,  _____.</p> <p style="text-align: center;">Cause and Effect Paragraph</p> <p>_____ is influenced by _____. Since _____  _____ happened, then _____.  Therefore, _____. This provides explanation for _____  _____ and _____. The  impact is _____.</p> <p style="text-align: center;">Sequence Paragraph</p> <p>The <i>events/process</i> of _____ is _____. The first _____  _____. Then, _____  _____. Next, _____  _____. Finally, _____.</p>

<b>37. Decisions, Decisions (Philosophical Chairs)</b>	Given a prompt, class goes to the side that corresponds to their opinion on the topic, side share out reasoning, and students are allowed to change sides after discussion
<b>38. Somebody Wanted But So</b>	Students respond to narrative text with structured story grammar either orally, pictorially, or in writing. (Character(s)/Event/Problem/Solution)
<b>39. Likert Scale</b>	Provide 3-5 statements that aren't clearly true or false, but are somewhat debatable. The purpose is to help students reflect on a text and engage in discussion with their peers afterwards. These scales focus on generalizations about characters, themes, conflicts, or symbolism. There are no clear cut answers in the book. They help students to analyze, synthesize and evaluate information) One question on a Likert Scale might look like this: 1. The character (name) should not have done (action).  _____ <p style="text-align: center;">strongly agree                      disagree                      agree                      strongly agree</p>
<b>40. I Have the Question, Who Has the Answer?</b>	The teacher makes two sets of cards. One set contains questions related to the unit of study. The second set contains the answers to the questions. Distribute the answer cards to the students and either you or a student will read the question cards to the class. All students check their answer cards to see if they have the correct answer. <i>A variation is to make cards into a chain activity:</i> The student chosen to begin the chain will read the given card aloud and then wait for the next participant to read the only card that would correctly follow the progression. Play continues until all of the cards are read and the initial student is ready to read his card for the second time.
<b>41. Whip Around</b>	The teacher poses a question or a task. Students then individually respond on a scrap piece of paper listing at least 3 thoughts/responses/statements. When they have done so, students stand up. The teacher then randomly calls on a student to share one of his or her ideas from the paper. Students check off any items that are said by another student and sit down when all of their ideas have been shared with the group, whether or not they were the one to share them. The teacher continues to call on students until they are all seated. As the teacher listens to the ideas or information shared by the students, he or she can determine if there is a general level of understanding or if there are gaps in students' thinking."
<b>42. Word Sort</b>	Given a set of vocabulary terms, students sort in to given categories or create their own categories for sorting
<b>43. Triangular Prism (Red, Yellow, Green)</b>	Students give feedback to teacher by displaying the color that corresponds to their level of understanding
<b>44. Take and Pass</b>	Cooperative group activity used to share or collect information from each member of the group; students write a response, then pass to the right, add their response to next paper, continue until they get their paper back, then group debriefs.
<b>45. Student Data Notebooks</b>	A tool for students to track their learning: Where am I going? Where am I now? How will I get there?
<b>46. Slap It</b>	Students are divided into two teams to identify correct answers to questions given by the teacher. Students use a fly swatter to slap the correct response posted on the wall.
<b>47. Say Something</b>	Students take turns leading discussions in a cooperative group on sections of a reading or video
<b>48. Flag It</b>	Students use this strategy to help them remember information that is important to them. They will "flag" their ideas on a sticky note or flag die cut...

<b>49. Fill In Your Thoughts</b>	Written check for understanding strategy where students fill the blank. (Another term for rate of change is ____ or ____.)
<b>50. Circle, Triangle, Square</b>	Something that is still going around in your head (Triangle) Something pointed that stood out in your mind (Square) Something that “Squared” or agreed with your thinking.
<b>51. ABCD Whisper</b>	Students should get in groups of four where one student is A, the next is B, etc. Each student will be asked to reflect on a concept and draw a visual of his/her interpretation. Then they will share their answer with each other in a zigzag pattern within their group.
<b>52. Onion Ring</b>	Students form an inner and outer circle facing a partner. The teacher asks a question and the students are given time to respond to their partner. Next, the inner circle rotates one person to the left. The teacher asks another question and the cycle repeats itself.
<b>53. ReQuest/ Reciprocal Questioning</b>	ReQuest, or reciprocal questioning, gives the teacher and students opportunities to ask each other their own questions following the reading of a selection. The ReQuest strategy can be used with most novels or expository material. It is important that the strategy be modeled by the teacher using each genre. A portion of the text is read silently by both the teacher and the students. The students may leave their books open, but the teacher's text is closed. Students then are encouraged to ask the teacher and other students questions about what has been read. The teacher makes every attempt to help students get answers to their questions. The roles then become reversed. The students close their books, and the teacher asks the students information about the material. This procedure continues until the students have enough information to predict logically what is contained in the remainder of the selection. The students then are assigned to complete the reading
<b>54. K-W-L &amp; KWL+</b>	Students respond as whole group, small group, or individually to a topic as to “What they already Know, what they want to learn, what they have learned”. PLUS (+) asks students to organize their new learnings using a concept map or graphic organizer that reflects the key information. Then, each student writes a summary paragraph about what they have learned.
<b>55. Choral Reading</b>	Students mark the text to identify a particular concept and chime in, reading the marked text aloud in unison
<b>56. Socratic Seminar</b>	Students ask questions of one another about an essential question, topic, or selected text. The questions initiate a conversation that continues with a series of responses and additional questions.
<b>57. Newspaper Headline</b>	Create a newspaper headline that may have been written for the topic we are studying. Capture the main idea of the event.
<b>58. Numbered Heads Together</b>	Students sit in groups and each group member is given a number. The teacher poses a problem and all four students discuss. The teacher calls a number and that student is responsible for sharing for the group.
<b>59. Gallery Walk</b>	After teams have generated ideas on a topic using a piece of chart paper, they appoint a “docent” to stay with their work. Teams rotate around examining other team’s ideas and ask questions of the docent. Teams then meet together to discuss and add to their information so the docent also can learn from other teams. 6.Graffiti – Groups receive a large piece of paper and felt pens of different colors. Students generate ideas in the form of graffiti. Groups can move to other papers and discuss/add to the ideas.
<b>60. One Question and One Comment</b>	Students are assigned a chapter or passage to read and create one question and one comment generated from the reading. In class, students will meet in either small or whole class groups for discussion. Each student shares at least one comment or question. As the discussion moves student by student around the room, the next person can answer a previous question posed by another student, respond to a comment, or share their own comments and questions. As the activity builds around the room, the conversation becomes in-depth with opportunity for all students to learn new perspectives on the text.





## World History Curriculum Guide 2019-2020

### Cognitive Complexity of Multiple Choice Items on PCS Assessments

The following table is provided for ease of reference; however, caution must be used in referring to this table of descriptors for each cognitive complexity level. The ultimate determination of an item's cognitive complexity should be made considering the intent of the overall cognitive demand placed on a student.

<b>Examples of Activities across Cognitive Complexity Levels</b>		
<b>Low Complexity</b>	<b>Moderate Complexity</b>	<b>High Complexity</b>
<ul style="list-style-type: none"> <li>Identify or recall common historical or contemporary events, actions, personalities, or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Apply or infer cause-and-effect relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Solve or predict the outcome of a problem.</li> </ul>
<ul style="list-style-type: none"> <li>Use a chart, table, diagram, graph, or image to recall or recognize information.</li> </ul>	<ul style="list-style-type: none"> <li>Identify outcomes of particular cause-and-effect relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Generalize or draw conclusions when presented with historical or contemporary information.</li> </ul>
<ul style="list-style-type: none"> <li>Identify characteristics of a particular group, place, or event.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the significance of historical or contemporary events, actions, personalities, or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Provide justification for events, actions, or issues in the past and current American experience.</li> </ul>
	<ul style="list-style-type: none"> <li>Categorize historical or contemporary people, places, events, or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Predict a long-term result, outcome, or change within society.</li> </ul>
	<ul style="list-style-type: none"> <li>Determine the relationship between historical or contemporary events, actions, personalities, or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze how changes have influenced people or institutions.</li> </ul>
	<ul style="list-style-type: none"> <li>Explain historical or contemporary problems, patterns, or issues.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and explain historical or contemporary misconceptions.</li> </ul>
	<ul style="list-style-type: none"> <li>Identify similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze similarities and differences.</li> </ul>

The table below shows the target ranges for the percentage of points by cognitive complexity level on each PCS Assessment Based on the ranges on the Civics EOC.

#### Percentage of Points by Cognitive Complexity Level for Civics EOC Assessment

<b>Course</b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>
Civics	15%–25%	45%–65%	15%–25%

## SAMPLE Assessment Items for Ancient World History

### Roman Emperor List Doc A (For Questions 1-4)

Source: Chart compiled by various sources in 2011

*\*Assassination means to murder a leader; \*Reign refers to the dates a ruler ruled.*

Emperor	Reign	Cause of Death
Maximinus	235-38 CE	Assassination
Gordian I & II (co-rulers)	238	Suicide; killed in battle
Balbinus & Pupineus	238	Assassination
Gordian III	238-244	Possible assassination
Philip the Arab	244-249	Killed in battle
Decius	249-251	Killed in Battle
Hostilian	251	Possible Plague
Gallus	251-253	Assassination
Aemilianus	253	Assassination
Valerian & Gallienus	253-60	Died as slave of Persians, assassination
Claudius Gothicus	268-270	Plague
Quintillus	270	Assassination or suicide
Aurelian	270-275	Assassination
Tacitus	275-276	Possible assassination
Florianus	276	Assassination
Probus	276-282	Assassination
Carus	282-283	Assassination

1. What was the most common cause of death among Roman Emperors?
  - a. Assassinated
  - b. Killed in Battle
  - c. Suicide
  - d. Plague
  
2. Looking at the list of emperors, why do you think the author may not have included Severus Alexander, who reigned for 13 years from 222-235 CE/AD?
  - a. The author wanted to show only emperors that converted to Christianity.
  - b. The author wanted to show only emperors who had short reigns.
  - c. The author wanted to show only emperors who were considered “good emperors”.
  - d. The author wanted to show only emperors who were successful generals.
  
3. How does this list explain the fall of the Roman Emperor?
  - a. The army kept losing battles so the Empire fell.
  - b. The government had no steady leader so the Empire fell.
  - c. The food supply shrank so the Empire fell
  - d. The trade networks were disrupted so the Empire fell.

4. What might a person living outside of the Roman Empire say about these frequent violent changes in leadership?
- “The Roman Empire is strong. Let’s stay away.”
  - “The Roman Empire is weak. Let’s attack them.”
  - “The Roman Empire is strong. Let’s attack them.”
  - “The Roman Empire is weak. Let’s stay away.”

### The Huns (for questions 5-7)

Source: Excerpts about a foreign tribe called the Huns from *Roman History* by the Roman historian Ammianus Marcellinus, c. 380 CE

*\*Savagery means violence. Uncultivated means wild. Ungovernable means can’t be governed.*

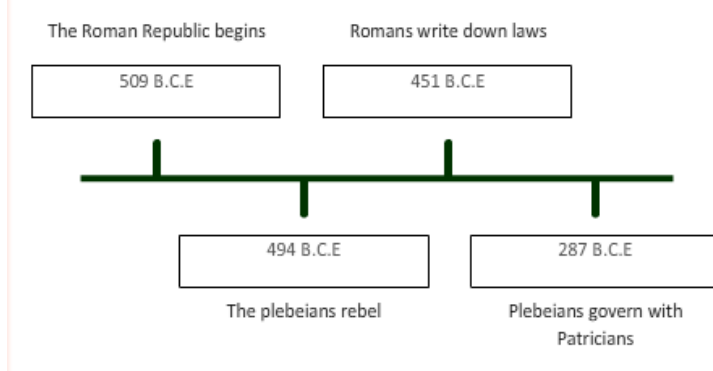
The Huns exceed any definition of **savagery**. They have short, sturdy limbs and thick necks... Although they have the shape ... of human beings, they are so wild in their way of life that they have no need of fire or pleasant tasting foods, but eat the roots of **uncultivated** plants and the half-raw flesh of all sorts of animals. Huns are never sheltered by buildings, but ... roam freely in the mountains and woods ... Huns are not well adapted to battle on foot but are almost glued to their horses, which are certainly hardy but also ugly.... Like refugees – all without permanent settlements, homes, law, or a fixed way of life – they are always on the move with their wagons. Like unthinking animals, they are completely ignorant of the difference between right and wrong. Fired with an overwhelming desire for seizing the property of others, these swift-moving and ungovernable people make their destructive way amid the pillage and murder of those who live around them.

5. What does the author think about the Huns?
- They’re not civilized
  - They’re worthy enemies
  - They’re similar to Romans
  - They’re not a threat
6. Looking at the source, why might the author have called the Huns “unthinking animals”, “ignorant”, “ungovernable people”?
- The author was a part of the Hun tribe
  - The author was a modern American historian
  - The author was a Roman historian
  - The author was a part of the Roman army
7. Based on the author’s description of the Huns, and what you know about the seven characteristics of civilization, do the Huns have a *civilization*?
- Yes, they have a civilization because they have a stable food supply.
  - Yes, they have a civilization because they have permanent shelters.
  - No, they do NOT have a civilization because they have no government.
  - No, they do NOT have a civilization because they have no transportation.
-

8. Which of the following contributed to the fall of the Roman Empire?

- A. The spread of Christianity
- B. Trading with outlying regions
- C. Difficulty ruling a large empire
- D. Collapse of architecture

9. Analyze the timeline of events that occurred during the rise of the Roman Republic.



What was the cause of the plebeian's rebellion that occurred in 494 B.C.E.?

- A. The plebeians were angry over their lack of power
- B. The plebeians had too much wealth and power
- C. The plebeians had taken over the military
- D. The plebeians started a war to take over Rome

10. Review the list below:

- Peace and stability
- Economic Growth
- Architectural Achievements

Which period of Roman history does this list best represent?

- A. Punic Wars
- B. Pax Romana
- C. Fall of Roman Empire
- D. Roman Republic