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UNIT 1: PREHISTORIC PEOPLE (25 DAYS)

Why Is This Unit Important?

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

Enduring Understandings:

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

Essential Questions:

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

Acquired Knowledge:

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

Acquired Skills:

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

Benchmarks or Major Assessments:

Formative Assessment
• Create a comic book comparing and contrasting the Paleolithic Age vs. the Neolithic Age
Summative Assessment GRASPS

- **Performance Assessment:**
  - **Goal:** Students will examine and analyze artifacts from prehistoric times.
  - **Role:** Students will take on role of archeologist, historian and geographer to explain the importance, location and use of the artifacts.
  - **Audience:** The presumed audience would be the students of the class.
  - **Situation:** A magazine writer will interview an archeologist, historian and geographer on the aspects of their job and the importance of the artifact they studied.
  - **Product:** Student groups will design questions and classify into role (historian, archeologist, geographer and interviewer). Groups will perform a 3-5 minute interview role play introducing their job and how they would examine the artifact for its importance.

- **Unit Test:** multiple choice, matching, short answer, picture analysis, one bullet OEQ.

**Interdisciplinary Connections:**

- Reading strategies such as cause and effect
- Scaffolding of pictures in textbook - Reading
- Analyzing pictures of cave art, tools and hominids from textbook and overheads - Art
- Map skills for land formations and weather - Science

**Accommodations and Modifications**

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

**Extensions:**

- **NOTE:** This Independent Study can be assigned at any time during the year and be due by the end of the school year. It may be done with teacher’s permission during class, if student is ahead in their assignments, or at home.
  - **Objective:** Choose an ancient city that you will “visit” in present day. Use whatever resources imaginable to compile your information to prepare for a virtual trip in the modern times.
  - **General Information:**
    - Detailed map (include locations of volcanoes, if any)
- Geographical description
- Population and climate (temperature and precipitation) report (suggest 3+ graphs)
- Religious and holidays and customs
- Government and cultures practiced
- Recent earthquakes (dates and intensity)

- History:
  - Specific historical locations and pictures
  - A brief description of the significance of each location (in connection to ancient history)

- Recreation:
  - Activities (indoor and outdoor, land and water, daytime and evening)
  - Names and locations of areas of interest/attractions
  - Any specific instructions or restrictions for activities

- Suggestion for ways to present information (choose a combination of at least three):
  - Letter
  - Advertisement
  - Short movie
  - Art (illustration, collage, etc.)
  - Chart/graph
  - Comic strip/cartoon
  - Diary
  - Flip book
  - Game
  - Illustrated short story
  - Postcard
  - Interview/dialogue
  - Labeled diagram/map with legend
  - Newspaper story
  - Pamphlet/brochure
  - Photo essay
  - Essay
  - Poetry
  - Timeline
  - Venn Diagram

- Daily Extension – Reading passages with comprehension questions; scavenger hunt worksheets for the textbook; historical crossword puzzles provided for students who finish activities early.

**Standards:**

6.2.8.A.1.a, 6.2.8.B.1.a, 6.2.8.B.1.b, 6.2.8.C.b,
6.2.8.D.1.a, 6.2.8.D.1.c
Teacher Resources:

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

Technology Integration: None
UNIT 2: MESOPOTAMIA (35 DAYS)

Why Is This Unit Important?

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

Enduring Understandings:

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

Essential Questions:

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

Acquired Knowledge:

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

Acquired Skills:

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

Benchmarks or Major Assessments:

Formative Assessment:
• Empire Travel Brochure showing achievements and ruler.

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

Interdisciplinary Connections:
• Map skills for land formations, climate and settlement - Science
• Analyzing pictures of landforms, social structure, government, technology, language and empires
• Reading strategies for cause and effect for creating and maintaining a city-state, and analyzing the characteristics of civilization - Reading
• Scaffolding of pictures in textbook - Reading

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

Extensions:
• Independent Study – This can be assigned at any time during the year and be due by the end of the school year. It may be done with teacher’s permission
during class, if student is ahead in their assignments, or at home. See Unit 1 for details.

- Daily Extension – Reading passages with comprehension questions; scavenger hunt worksheets for the textbook; historical crossword puzzles provided for students who finish activities early.

Standards:

6.2.8.C.1.a, 6.2.8.D.1.b, 6.2.8.A.2.a 6.2.8.A.2.b
6.2.8.A.2.c 6.2.8.B.2.a 6.2.8.B.2.b 6.2.8.C.2.a

Teacher Resources:

- Textbook: History Alive! The Ancient World (Chapters 4-6); Teacher’s Curriculum Institute; Palo Alto, California; 2004
- Placard cards of characteristics of civilization: History Alive! The Ancient World
- CD: History Alive! The Ancient World
- Ancient Civilizations for Children: Ancient Mesopotamia (Arizona Smith); Schlesinger Media: A Division of Library Video Company; 1998 and 2004
- http://mesopotamia.lib.uchicago.edu/
- www.mrdonn.org
- www.mrdowling.com
- History of Civilizations: The Ancient World; Milliken Publishing Company; St. Louis, Missouri; 1999
- I Think: World History – Ancient Mesopotamia; Sharon Coletti; InspirEd Educators; Atlanta, Georgia; 2009
- Mesopotamia: Ancient Civilizations Series; McGraw-Hill Children’s Publishing; St. Louis, Missouri; 1997
- Ancient Mesopotamia; Linda Armstrong; Milliken Publishing Company; St. Louis, Missouri; 2002

Technology Integration:

- Create a travel brochure using Publisher
- Use Google Earth to compare and contrast physical and political maps of ancient civilizations and their modern counterparts.
UNIT 3: EGYPT (35 DAYS)

Why Is This Unit Important?

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

Enduring Understandings:

• Understand how environmental factors determined where a civilization would settle.
• Explain various environmental factors and be able to apply how each factor determines settlement.
• Explain the social classes and the role they played in the economic and social structures of Egyptian society.

Essential Questions:

• Why do societies need laws or a government?
• How did the relationship between religion and government differ from ancient times to modern times?
• How does a stable food supply advance a society?
• How has technology advanced the civilization?
• What causes civilizations to decline?
• How do river valley civilizations compare to their modern counterparts?

Acquired Knowledge:

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

Acquired Skills:

• Inferring and questioning to understand historical concepts.
• Social Classes – pharaoh, government officials, priests, scribes, artisans, peasants.
• Monuments – Khufu’s Great Pyramid, Senusret I’s White Chapel, Hatshepsut’s Temple at Dayr al-Bahri, and Ramses II’s Abu Simbel.

Benchmarks or Major Assessments:

Formative Assessment:
• Write a 2-3 paragraph postcard on Egyptian monuments and pharaohs.

Summative Assessment:
• Unit Test: multiple choice, matching, short answer, picture analysis, one bullet OEQ and map

Interdisciplinary Connections:
• Map skills for land formations, climate and settlement - Science
• Analyzing pictures of the Great Pyramid, the White Chapel, Temple at Dar al-Bahri, Abu Simbel, textbook and overhead pictures of the pharaohs, Egyptian workers, and scenes of daily life. – Art and Writing
• Reading Strategies for cause and effect of the Nile River and social classes
• Scaffolding of pictures in textbook - Reading

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

Extensions:
• Independent Reading - This can be assigned at any time during the year and be due by the end of the school year. It may be done with teacher’s permission during class, if student is ahead in their assignments, or at home.
  o Objective: Choose one of the following books written by Rick Riordan to gain and better understanding of Egyptian mythology:
    ▪ The Red Pyramid
    ▪ The Throne of Fire
  o Suggestions for way to present understanding of story (choose a combination of at least two):
    ▪ Postcard – create a postcard from one character in the story to a second character in the story. Postcard should explain adventure that character is on, places they have traveled to and gods/
goddesses they have dealt with along the way. Flip side of postcard should display greeting and a picture of place of interest or god/goddess.

- Re-write the ending – create an alternate ending to the story (5+ paragraphs long).
- Detailed map of one location described in the story. Map must have a key.
- Trading Card – For the front of card: select a character from the novel and brainstorm a list of facts that you know about him or her. Have fun picking the most intriguing, surprising or strange facts to dazzle the reader. Look for peculiar or fascinating events related to the character and find ways to incorporate them into your card. For the back of the card, create a profile of your character from the given list. Remember, the more you use information from the story, the funnier the card will be. Choose from – nickname, favorite place to eat, favorite saying, famous last words, favorite hobbies, favorite song, least favorite foods, most favorite foods, favorite color, favorite dessert, greatest achievement, and most embarrassing moment. You may add any extra categories that you can think off. The front of the paper should have the character’s name and a picture of him or her. The back should include the profile (categories and descriptions).

- Daily Extension – Reading Passages with comprehension questions; scavenger hunt worksheets for the textbook; historical crossword puzzles provided for students who finish activities early.

**Standards:**


**Teacher Resources:**

- Textbook: *History Alive! The Ancient World* (Chapters 7-9); Teacher’s Curriculum Institute; Palo Alto, California; 2004
- CD: *History Alive! The Ancient World*
- Overhead transparencies provided through *History Alive! The Ancient World* textbook
- *Mummies Made In Egypt* (picture Book); Aliki; Harper Collins Publishers; 1979
- *Mummies Made In Egypt* (video); Aliki; Reading Rainbow: Western New York Public Broadcasting Association; 2006 – located in Media Center
- *Pyramid* (video); David Macaulay; Unicorn Projects, Inc.: PBS Home Video; 1998 – located in Media Center
- “Inspector Gadget Ancient Egypt” video located in Media Center
• Ancient Civilizations for Children: Ancient Egypt (Arizona Smith); Schlessinger Media: A Division of Library Video Company; 1998 and 2004 – located in Media Center
• http://www.dia.org/education/egypt-teachers/sitemap.htm
• http://www.cumbavac.org/Ancient_Egypt.htm
• http://www.pbs.org/wgbh/nova/ancient/explore-ancient-egypt.html
• www.mrdonn.org
• www.mrdowling.com
• History of Civilizations: The Ancient World; Milliken Publishing Company; St. Louis, Missouri; 1999
• Ancient Egypt; Cindy Barden; Milliken Publishing Company; St. Louis, Missouri; 2002
• Ancient Egypt: A Comprehensive Resource for the Active Study of Ancient Egypt; Suzanne Brown; World Teachers Press; 2000
• Egypt, Kush, and Aksum: Ancient Civilizations Series; McGraw-Hill Children’s Publishing; 1997
• Israel: Ancient Civilizations Series; McGraw-Hill Children’s Publishing; 1997
• I Think: World History – Ancient Egypt; Sharon Coletti; InspriEd Educators; Atlanta, Georgia; 2008

Technology Integration:

• Use Google Earth to identify important geographical aspects of this region.
• Use Google Earth to locate historic monuments (Sphinx, tombs and pyramids) of this region.
UNIT 4: GREECE (45 DAYS)

Why Is This Unit Important?

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

Enduring Understandings:

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

Essential Questions:

- How have the experiences of ancient Greek government influenced the modern world?
- What causes civilizations to decline?
- How has the culture and religion of ancient Greece contributed to the development of modern civilizations?
- Why did many classical civilizations experience a “golden age” sometime during their history?
- Why are civilizations motivated to expand their empires?

Acquired Knowledge:

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

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

Benchmarks and Major Assessments:

Formative Assessment:
- Venn diagrams
- Pictoword poster for different types of government
- Design a medallion showing how Alexander the Great spread Greek culture, and then write an explanation of the importance.

Summative Assessment:
- Unit Test: multiple choice, matching, short answer, picture analysis, one bullet OEQ.

Interdisciplinary Connections:

- Map skills for land formation and settlement – Science
- Analyzing pictures of the Persian Wars – Art
- Reading strategies for cultural and religious beliefs

Accommodations and Modifications:

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

- Independent Reading - This can be assigned at any time during the year and be due by the end of the school year. It may be done with teacher’s permission during class, if student is ahead in their assignments, or at home.
  - Objective: Choose one of the following books written by Rick Riordan to gain and better understanding of Greek mythology:
    - The Sea of Monsters
    - The Battle of the Labyrinth
    - The Titan’s Curse
    - The Last Olympian
  - Suggestions for way to present understanding of story (choose a combination of at least two):
    - Postcard – create a postcard from one character in the story to a second character in the story. Postcard should explain adventure that character is on, places they have traveled to, and gods/goddesses they have dealt with along the way. Flip side of postcard should display greeting and a picture of place of interest or god/goddess.
    - Re-write the ending – create an alternate ending to the story (5+ paragraphs long).
    - Detailed map of one location described in the story. Map must have a key.
    - Trading Card – For the front of card: select a character from the novel and brainstorm a list of facts that you know about him or her. Have fun picking the most intriguing, surprising, or strange facts to dazzle the reader. Look for peculiar or fascinating events related to the character and find ways to incorporate them into your card. For the back of the card: create a profile of your character from the given list. Remember, the more you use information from the story, the funnier the card will be. Choose from – nickname, favorite place to eat, favorite saying, famous last words, favorite hobbies, favorite song, least favorite foods, most favorite foods, favorite color, favorite dessert, greatest achievement, and most embarrassing moment. You may add any extra categories that you can think off. The front of the paper should have the character’s name and a picture of him or her. The back should include the profile (categories and descriptions).

- Daily Extension – Reading passages with comprehension questions; scavenger hunt worksheets for the textbook; historical crossword puzzles provided for students who finish activities early.

Standards:

Teacher Resources:

- Textbook: *History Alive! The Ancient World* (Chapters 25-31); Teacher’s Curriculum Institute; Palo Alto, California; 2004
- CD: *History Alive! The Ancient World*
- Overhead transparencies provided through *History Alive! The Ancient World* textbook
- *Ancient Civilizations for Children: Ancient Aegean* (Arizona Smith video); Schlesinger Media: A Division of Library Video Company; 1998 and 2004 – located in Media Center
- *Ancient Civilizations for Children: Ancient Greece* (Arizona Smith video); Schlesinger Media: A Division of Library Video Company; 1998 and 2004 – video located in Media Center
- *The Greeks: Part 1 – Athena’s City and Greek Pottery*; Films Incorporated Video; 1993
- [http://edsitement.neh.gov/lesson-plan/it-came-greek-mythology](http://edsitement.neh.gov/lesson-plan/it-came-greek-mythology) - It Came From Greek Mythology lesson
- www.mrdonn.org
- www.mrdowling.com
- *Ancient Greece*; Cindy Barden; Milliken Publishing Company; St. Louis, Missouri; 2002
- *History of Civilizations: The Greeks*; Milliken Publishing Company; St. Louis, Missouri; 1999
- *I Think: World History – Ancient Greece*; Sharon Colet and Kendra Corr; InspirEd Educators; Atlanta, Georgia; 2008

Technology Integration:

- Use Google Earth to identify geographic aspects of this region (land forms, waterways, mountains, etc.)
UNIT 5: ROME (30 DAYS)

Why Is This Unit Important?

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

Enduring Understandings:

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

Essential Questions:

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

Acquired Knowledge:

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

Acquired Skills:

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

Formative Assessments:
• Venn diagrams
• Independent and/or group projects on daily life

Summative Assessment:
• Unit Test: multiple choice; matching; short answer.

Interdisciplinary Connections:
• Map skills for land formations and expansion – Science
• Reading Strategies for cultural lifestyles – Reading
• Analyzing pictures of Roman architecture vs. modern architecture – Art
• How to read and use Roman Numerals – Math
• Inventions and Engineering – Science
• Research project on daily life – Writing

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

Extensions:
• Independent Study – This can be assigned at any time during the year and be
due by the end of the school year. It may be done with teacher’s permission
during class, if student is ahead in their assignments, or at home. See Unit 1 for
details.
• Daily Extension – Reading Passages with comprehension questions; scavenger
  hunt worksheets for the textbook; historical crossword puzzles provided for
  students who finish activities early.

Standards:

6.2.8.A.3.e
Teacher Resources:

- www.mrdonn.org
- www.mrdowling.com
- History of Civilizations: The Romans; Milliken Publishing Company; St. Louis, Missouri; 1999
- Ancient Rome: A Comprehensive Resource for the Active Study of Ancient Rome; George Moore; World Teachers Press; 2001
- Ancient Rome; Cindy Barden; Milliken Publishing Company; St. Louis, Missouri; 2002
- Ancient Civilizations for Children: Ancient Rome (Arizona Smith); Schlesinger Media: A Division of Library Video Company; 1998 and 2004 – located in Media Center
- I Think: World History – Rome; Sharon Coletti, Kendra Corr, Dr. David Messer, and Carol McCullough; InspirEd Educators; Atlanta, Georgia; 2009

Technology Integration:

- Use Google Earth to identify geographic aspects of this region (land forms, waterways, mountains, etc.)
- http://www.pbs.org/wgbh/nova/lostempires/roman/ - Activities on Ancient Rome from NOVA