

6th Grade Social Studies (Master)

Teacher: Master Map



Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
August 2009	<p>Week 1 A. Opening Week</p> <p>Who were the first humans? Where did they live, and what did they do? What were their capabilities?</p> <p><u>Early Humans and the Rise of Civilization</u> Week 2 A. Investigating the Past</p>	<p>A. Opening Week</p> <p>Students will...</p> <ul style="list-style-type: none"> know your classroom expectats. understand your classroom procedures. review and understand your class syllabus in detail. get to know each other and you (e.g. names, interests, skills, learning styles, passions, values, favorite subject, etc.) in an effort to build relationships and a classroom community. 	<p>Suggested Assessments</p> <p>A. Opening Week</p> <ul style="list-style-type: none"> Students write a paragraph or multiple paragraphs describing your classroom rules and procedures (e.g. content expectations, homework and/or late work policy, how to ask to get out of your seat, give them a blank layout of the classroom's desk arrangement and have them name as many students in their class as possible, ect.) Create a multiple choice assessment to include the above mentioned topics. Create an open-ended questionnaire to include the above mentioned topics. <p>A. Investigating the Past</p> <ul style="list-style-type: none"> History Alive! Lesson 1 Assessment <ul style="list-style-type: none"> Complete a table by naming three types of experts and giving two examples of evidence that each type of expert 	<p>Suggested Activities/Technology</p> <p>A. Opening Week</p> <ul style="list-style-type: none"> Review your posted classroom expectations and consequences Read through your class syllabus with your students. Be sure to go over things like your grading policy, homework policy, late work policy, etc. Explicitly teach your students procedures for your classroom for example, procedures for sharpening your pencil, answering a question, asking to use the restroom, how to turn in homework, etc. Play Human Bingo. Play a name game. Create a class quilt Personal PowerPoint presentations to introduce themselves to the class <p>A. Investigating the Past</p> <ul style="list-style-type: none"> History Alive! Geography 	<p>Suggested Resources</p> <p>A. Opening Week</p> <ul style="list-style-type: none"> Class Syllabus Film permission contracts Seating Charts <p>A. Investigating the Past</p> <ul style="list-style-type: none"> History Alive! The Ancient World History Alive! The Ancient World Lesson Guide 1 <ul style="list-style-type: none"> Interactive student

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		<p>A. Investigating the Past</p> <p>Students will...</p> <ul style="list-style-type: none"> • map the development of early hominids, Neolithic towns, Sumerian city-states, and early empires. • locate and label the major river systems. <p>Students will...</p> <ul style="list-style-type: none"> • describe how social scientists such as archeologists, historians, and geographers investigate the past. • make observations about the lives of early hominids and compare their ideas with those offered by social scientists. • describe several important aspects of the lives of early hominids. <p>Colorado Model Content</p>	<p>looks at.</p> <ul style="list-style-type: none"> ○ Provide examples of evidence of interest to each type of expert ○ Write a paragraph describing what pieces of evidence from the 21st century would tell you as a 23rd century expert. 	<p>Challenge 1</p> <ul style="list-style-type: none"> ○ Read and interpret a specialty map ○ Answer questions while labeling and drawing on a world map ○ Discuss answers with the class <ul style="list-style-type: none"> • History Alive! Lesson 1 <ul style="list-style-type: none"> ○ Reconstruct the lives of early hominids by examining the art and artifacts they left behind in caves. ○ Create and display cave paintings about their own lives. 	<p>notebooks</p> <ul style="list-style-type: none"> ○ Transparency 1 ○ Information master 1A ○ Information master 1B ○ Placards 1A - 1E (4 sets) ○ CD Track 1 ○ masking tape ○ butcher paper

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	<p>Week 3</p> <p>What is civilization? How did farming villages evolve into complex cities?</p> <p>C. The Rise of Sumerian City-States</p>	<p>Students will...</p> <ul style="list-style-type: none"> explain the terms Stone Age, Paleolithic, and Neolithic. identify important changes in the lives of people during the Neolithic Age as compared to the Paleolithic Age. understand how the domestication of plants and animals created a stable food supply and led to important changes in shelter, communities, jobs, and trade. 	<p>Neolithic Age and what discovery ended it.</p> <ul style="list-style-type: none"> Fill in a chart with three major changes that came about because people began living in permanent shelters Create a two-cell cartoon that compares or contrasts one important piece of information learned about life in the Neolithic life to today. <p>C. The Rise of Sumerian City-States</p> <ul style="list-style-type: none"> History Alive! Lesson 4 Complete a sequence chain showing how situations in Mesopotamia led to new actions. Draw and label a diagram of a Sumerian city-state to include a river, the location of crops, the design and location of an irrigation system, the design and location of features to defend against attacks, and labels for at least three features explaining what the features are and why 	<ul style="list-style-type: none"> History Alive! Lesson 3 Students complete a Writing for Understanding activity to understand what life was like during the Neolithic Age. Students work in pairs to read about five ways in which life changed for people as they moved from hunting and gathering to farming. Students create a comic book highlighting those changes. <p>C. The Rise of Sumerian City-States</p> <ul style="list-style-type: none"> History Alive! Lesson 4 Learn problems faced by ancient Mesopotamians to understand how Neolithic farming villages 	<p>Guide 1</p> <ul style="list-style-type: none"> Interactive Student Notebooks Transparency 3 Student Handouts 3A, 3B, and 3D (1 per pair) Student Handout 3C (3 per pair) scissors glue colored pencils or markers <p>C. The Rise of Sumerian City-States</p> <ul style="list-style-type: none"> History Alive! The Ancient World History Alive! The Ancient World Lesson Guide 1 Interactive Student Notebooks Transparencies 4A - 4D CD Tracks 2-5 poster paper (2 sheets per group of 3)
	<p>Week 4</p> <p>What are specific elements of a civilization? What elements do all civilizations share?</p>	<p>C. The Rise of Sumerian City- States</p> <p>Students will...</p> <ul style="list-style-type: none"> identify how the physical setting contributed to 			

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	<p>D. Was Ancient Sumer a Civilization?</p>	<p>the development of city-states in Mesopotamia.</p> <ul style="list-style-type: none"> describe the development of agricultural techniques - such as irrigation systems - and other factors that led to the emergence of city-states in Mesopotamia. list the key features of a Sumerian city-state. <p>D. Was Ancient Sumer a Civilization?</p> <p>Students will...</p> <ul style="list-style-type: none"> identify characteristics of a civilization. analyze artifacts from ancient Sumer and explain how they are examples of the various characteristics 	<p>they were developed.</p> <p>D. Was Ancient Sumer a Civilization?</p> <ul style="list-style-type: none"> History Alive! Lesson 5 Assessment <ul style="list-style-type: none"> Identify where various parts of a Sumerian city-state belong on a visual representation of a Sumerian city's structure. Identify characteristics of a civilization and explain how it represents that civilization. 	<p>evolved into complex Sumerian city-states.</p> <ul style="list-style-type: none"> Read about how people actually responded to food shortages, uncontrolled water supply, irrigation system maintenance, and attacks by neighboring communities in ancient Mesopotamia Students illustrate and label a flowchart of each historical issue they investigate. <p>D. Was Ancient Sumer a Civilization?</p> <ul style="list-style-type: none"> History Alive! Lesson 5 <ul style="list-style-type: none"> Analyze artifacts from ancient Sumer to determine whether ancient Sumer was a civilization. Find contemporary 	<ul style="list-style-type: none"> colored markers or pencils <p>D. Was Ancient Sumer a Civilization?</p> <ul style="list-style-type: none"> History Alive! The Ancient World History Alive! The Ancient World Lesson Guide 1 <ul style="list-style-type: none"> Interactive Student Notebooks Transparencies 5A and 5B Information Master 5A Information Master 5B Placards 5A - 5H CD Track 6 transparent tape

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	<p>civilizations appear/develop in specific locations?</p> <p>B. Geography and the Early Settlement of Egypt, Kush, and Canaan</p>	<p>Sargonoid kings, and Nebuchadnezzar, including the significance of Hammurabi's Code.</p> <p>Students will...</p> <ul style="list-style-type: none"> complete a historical timeline to show how major events are related to one another in time. <p>B. Geography and the Early Settlement of Egypt, Kush, and Canaan</p> <p>Students will</p> <ul style="list-style-type: none"> map key physical features important to the study of ancient Egypt and the Near East. map the borders of ancient Egypt, Kush, and Israel. map important 	<p>B. Geography and the Early Settlement of Egypt, Kush, and Canaan</p> <ul style="list-style-type: none"> History Alive! Lesson 7 Assessment Explain how physical features affected the lives of the people of ancient Egypt, Kush, or Canaan. Write a report explaining where a settlement should be placed in the ancient lands of Egypt, Kush, or Canaan? And why? (Include a description of where in this region colonists should settle, a clear explanation of why this would be a good location for settlement, the names of at least two important physical features of the region and at least two of these environments terms: water, topography, vegetation; and a simple map of the region.) <p>C. The Ancient Egyptian Pharaohs</p>	<p>periods from the unit to their timelines.</p> <ul style="list-style-type: none"> answer timeline challenge questions by analyzing their completed timelines <p>B. Geography and the Early Settlement of Egypt, Kush, and Canaan</p> <ul style="list-style-type: none"> History Alive! Geography Challenge 2 <ul style="list-style-type: none"> Read and interpret a specialty map to learn about ancient Egypt and the Near East. Answer questions while labeling and drawing on a map of northeast Africa and the Near East. Discuss group conclusions with the class History Alive! Lesson 7 <ul style="list-style-type: none"> Use students' 	<p>scissors</p> <p>B. Geography and the Early Settlement of Egypt, Kush, and Canaan</p> <ul style="list-style-type: none"> History Alive! The Ancient World History Alive! The Ancient World Lesson Guide 1 Geography Challenge <ul style="list-style-type: none"> Geography Challenge Handout 2 Interactive Student Notebooks colored pencils or markers History Alive! The Ancient World Lesson Guide 1 Lesson 7 <ul style="list-style-type: none"> Interactive Student Notebooks Transparencies 7A - 7C
	<p>Week 3</p> <p>How were ancient civilizations ruled/governed? Why?</p> <p>What was life like for five social classes of ancient Egypt?</p> <p>C. The Ancient Egyptian Pharaohs</p>				

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	<p>Week 4</p> <p>D. What was Daily Life like in ancient civilizations (Egypt)?</p> <p>Explain social pyramid of Egyptian Society</p>	<p>historical routes of the ancient Hebrews.</p> <p>Students will...</p> <ul style="list-style-type: none"> • Draw and label social pyramid. • Compare to our world today. • re-create the physical geography, including two major river systems, of ancient Egypt, Kush, and Canaan. • identify locations of human settlement in those areas. • describe how environmental factors affected permanent settlement and the cultures of the early civilizations in these areas. <p>C. The Ancient Egyptian Pharaohs</p>	<ul style="list-style-type: none"> • History Alive! Lesson 8 Assessment <ul style="list-style-type: none"> ○ Name artifacts from each of the three periods of Ancient Egypt and describe one conclusion about the period that you can draw from the artifact. ○ Choose one of the following pharaohs and draw a picture of things archeologists may have found in their temple or tomb and then write a caption that describes the item drawn and why it was important. <p>Provide a rubric for the acting of each social class.</p> <p>D. Daily Life in Ancient Egypt</p> <ul style="list-style-type: none"> • History Alive! Lesson 9 Assessment <ul style="list-style-type: none"> ○ Using a Venn diagram, compare and contrast the lives of government officials and peasants. Describe each group's work, food, and fun. Identify three 	<p>bodies to re-create the physical geography of ancient Egypt, Kush, and Canaan to understand how environmental factors in each region affected human settlement.</p> <ul style="list-style-type: none"> ○ Read about the physical features of each area and how environmental factors influenced settlement. ○ Students will use this information to annotate a map of the region. <p>C. The Ancient Egyptian Pharaohs</p> <ul style="list-style-type: none"> • History Alive! Lesson 8 <ul style="list-style-type: none"> ○ In a writing for understanding activity, students complete a virtual "tour" of 	<p>C. The Ancient Egyptian Pharaohs</p> <ul style="list-style-type: none"> • History Alive! The Ancient World • History Alive! The Ancient World Lesson Guide 1 <ul style="list-style-type: none"> ○ Interactive Student Notebooks ○ Transparencies 8A - 8G ○ Station Directions 8A - 8D ○ Station Materials 8B ○ Information Master 8 ○ CD Tracks 7-15 ○ masking tape

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		<p>Students will...</p> <ul style="list-style-type: none"> • identify the three major periods of ancient Egyptian history: Old Kingdom, Middle Kingdom, and New Kingdom. • explain the major accomplishments of four Egyptian pharaohs, including Hatshepsut and Ramses the Great. • write a personal letter describing the accomplishments of these early pharaohs and important information about the monuments they built. <p>D. Daily Life in Ancient Egypt</p> <p>Students will...</p>	<p>similarities between the two groups.</p> <ul style="list-style-type: none"> ○ Write a movie scene that will show viewers what life was like in two different social classes. The script should include a description of the setting, a description of two characters, dialogue between the characters that show differences and similarities between the two characters. 	<p>selected ancient sites along the Nile River. They read about various sites and the pharaohs that constructed them.</p> <ul style="list-style-type: none"> ○ Students write letters describing what they learned about on their tour. <p>D. Daily Life in Ancient Egypt</p> <ul style="list-style-type: none"> • History Alive! Lesson 9 <ul style="list-style-type: none"> ○ In a problem solving group work activity, students read about the ancient Egyptian social pyramid. ○ Create interactive dramatizations - using props, costumes, and audience involvement - to bring to life typical scenes from daily life 	<p>D. Daily Life in Ancient Egypt</p> <ul style="list-style-type: none"> • History Alive! The Ancient World • History Alive! The Ancient World Lesson Guide 1 <ul style="list-style-type: none"> ○ Interactive Student Notebooks ○ Transparencies 9A - 9E ○ Student Handouts 9A - 9E ○ CD Tracks 16 and 17

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		<ul style="list-style-type: none"> • explain the social pyramid of Egyptian society. • bring to life a typical scene from the daily life of a social class in ancient Egypt. • identify key aspects of daily life of various social classes in ancient Egyptian society <p>Colorado  National </p>		<ul style="list-style-type: none"> ○ Compare social classes in ancient Egypt to groups in contemporary society. 	
<p>November 2009</p>	<p>Week 1 A. What events occurred in ancient kingdoms, and who were the leaders of these events (The Kingdom of Kush)?</p>	<p>A. The Kingdom of Kush</p> <p>Students will...</p> <ul style="list-style-type: none"> • identify the location of the Kush civilization. • analyze images that show the commercial, cultural , and political 	<p>Suggested Assessments</p> <p>A. The Kingdom of Kush</p> <ul style="list-style-type: none"> • History Alive! Lesson 10 Assessment <ul style="list-style-type: none"> ○ Explain the complicated relationship between Egypt and Kush by completing a matrix to include time period dates, key events for each time period, and 	<p>Suggested Activities/Technology</p> <p>A. The Kingdom of Kush</p> <ul style="list-style-type: none"> • History Alive! Lesson 10 <ul style="list-style-type: none"> ○ Students analyze images that show important events and leaders from four periods in the history of Kush while they read and take notes on each 	<p>Suggested Resources</p> <p>A. The Kingdom of Kush</p> <ul style="list-style-type: none"> • History Alive! The Ancient World • History Alive! The Ancient World Lesson Guide 1 <ul style="list-style-type: none"> ○ Interactive Student Notebooks ○ Transparencies 10A - 10D

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	<p>Week 4</p> <p><u>Ancient India</u></p> <p>What role did geography and religion play in shaping life in Ancient India?</p> <p>D. Geography and the Early Settlement of India</p>	<p>people.</p> <ul style="list-style-type: none"> explain the significance of the important figures Abraham, Moses, David, and Solomon in the development of Judaism. create illustrated scrolls commemorating the achievements of these figures. <p>C. The Struggle to Preserve Judaism</p> <p>Students will...</p> <ul style="list-style-type: none"> discover similarities between their experience in a classroom activity and the dispersion of Jews from Jerusalem by the Romans. identify the 	<p>Abraham leave his home and go to Canaan. In the second, they write about God's command that Abraham sacrifice his son.</p> <p>C. The Struggle to Preserve Judaism</p> <ul style="list-style-type: none"> History Alive! Lesson 12 Assessment <ul style="list-style-type: none"> Complete a table that includes a main belief of Judaism and a fact about each belief. Write an eight-line acrostic poem using the letters in <i>diaspora</i>. Your poem should include one line that tells what the word <i>diaspora</i> means, four lines that describe the four central beliefs and teachings of Judaism, and three lines that tell ways that Jews have been able to preserve and pass along these central beliefs and teachings. 	<ul style="list-style-type: none"> - Abraham, Moses, David, and Solomon - an design an illustrated scroll page for that figure. Students share what they have researched with others in their group. Students join their pages to create illustrated scrolls about the ancient Hebrews. <p>C. The Struggle to Preserve Judaism</p> <ul style="list-style-type: none"> History Alive! Lesson 12 <ul style="list-style-type: none"> Read and learn about the central beliefs and teachings of Judaism and about the Jewish Diaspora. Through an Experiential Exercise, students are dispersed around the classroom and must figure out 	<ul style="list-style-type: none"> students) <ul style="list-style-type: none"> colored markers or pencils transparent tape <p>C. The Struggle to Preserve Judaism</p> <ul style="list-style-type: none"> History Alive! The Ancient World History Alive! The Ancient World Lesson Guide 1 <ul style="list-style-type: none"> Interactive Student Notebooks Student handouts 12A and 12B Information Master 12

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		<p>central beliefs and teachings of Judaism.</p> <ul style="list-style-type: none"> identify practices and institutions that have helped Judaism survive and develop despite the dispersion of Jews from Jerusalem and Israel after 70 C.E. <p>D. Geography and the Early Settlement of India</p> <p>Students will...</p> <ul style="list-style-type: none"> label and interpret a specialty map map the founding and spread of Hinduism and 	<p>D. Geography and the Early Settlement of India</p> <ul style="list-style-type: none"> History Alive! Lesson 13 Assessment <ul style="list-style-type: none"> Using a blank outline map of India, locate various physical features of India. Write a convincing pitch to a group of migrants about where would be the best place to live and why. 	<p>ways to maintain and pass along important information to other students that come into their area.</p> <ul style="list-style-type: none"> Compare their experience with their reading that describes the history of the Jewish people and the Diaspora. <p>D. Geography and the Early Settlement of India</p> <ul style="list-style-type: none"> History Alive! Geography Challenge 3 <ul style="list-style-type: none"> Students read and interpret a specialty map to learn about the physical geography of and religious influences in ancient India. Students answer questions while 	<p>D. Geography and the Early Settlement of India</p> <ul style="list-style-type: none"> History Alive! The Ancient World History Alive! The Ancient World Lesson Guide 1 Geography Challenge 3 <ul style="list-style-type: none"> Interactive Student Notebooks Geography Challenge Handout 3 colored pencils or markers History Alive! The Ancient World Lesson Guide 1 Lesson 13 <ul style="list-style-type: none"> Interactive Student Notebooks Transparencies 13A - 13I

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		<p>Buddhism</p> <ul style="list-style-type: none"> discuss the physical setting that supported the rise of civilization in India. <p>Students will...</p> <ul style="list-style-type: none"> identify and locate eight key physiographic features of the Indian subcontinent, including the major river systems. analyze how the physical setting contributed to the location and rise of civilizations in India identify locations of human settlement in India circa 2500 B.C.E. <p>Standards: Colorado:  National: </p>		<ul style="list-style-type: none"> labeling and coloring a map of the area. Discuss conclusions with the class. History Alive! Lesson 13 Students read and learn how the geography of the Indian subcontinent influenced the migration of early settlers to India. Analyze the influence of the features on food supply and trade and then predict the location of the earliest settlements in ancient India. 	<ul style="list-style-type: none"> Information Master 13 Student Handout 13A Student Handout 13B Student Handout 13C Scissors colored pencils or markers
<p>December 2009</p>	<p>Week 1 What do ancient sites teach us about those civilizations?</p>	<p>A. Unlocking the Secrets of Mohenjodaro</p> <p>Students will...</p>	<p>Suggested Assessment A. Unlocking the Secrets of Mohenjodaro</p>	<p>Suggested Activities A. Unlocking the Secrets of Mohenjodaro</p>	<p>Suggested Resources A. Unlocking the Secrets of Mohenjodaro</p>

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		<ul style="list-style-type: none"> • describe the five basic Hindu beliefs, such as Brahmanism, and their connection to daily life and social structures, such as the caste system. • match symbols representing five basic Hindu beliefs to written and visual information. • create and interpret mandalas • identify ways that five basic Hindu beliefs affect life in India. <p>Standards: Colorado:  National: </p>	<p>organizer with the order of the Indian caste system. Students will be familiar with both Sanskrit terms for these five castes as well as their English translations.</p> <ul style="list-style-type: none"> ○ Create a dialogue between three important Hindu deities in which each one is boasting about his powers. Include at least two statements from each deity and mention each deity's abilities. 	<p>B. Learning About Hindu Beliefs</p> <ul style="list-style-type: none"> • History Alive! Lesson 15 <ul style="list-style-type: none"> ○ Create mandalas to represent five core Hindu beliefs. ○ Match readings and images to symbols representing five basic Hindu beliefs. ○ Create a mandala that includes students' own symbols for each belief as well as a border that shows the effects of these beliefs on life in ancient and present-day India. 	<ul style="list-style-type: none"> ○ Materials 14E (10) ○ Station Materials 14F (6) ○ Station Materials 14H (4) ○ Placards 14A - 14H (2 sets) ○ 1-gallon plastic bags (8) ○ masking tape <p>B. Learning About Hindu Beliefs</p> <ul style="list-style-type: none"> • History Alive! The Ancient World • History Alive! The Ancient World Lesson Guide 1 pgs. 260- <ul style="list-style-type: none"> ○ Interactive Student Notebooks ○ Transparencies 15A-15E ○ Student Handout 15 (1 per pair of students) ○ CD Track 18 ○ butcher paper ○ colored markers

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January 2010	<p>Week 1 What were the basic moral teachings of Buddha? A. The Story of Buddhism</p>	<p>A. The Story of Buddhism</p> <p>Students will...</p> <ul style="list-style-type: none"> analyze paintings to better understand information presented in a historical narrative. learn about the life and moral teachings of the Buddha. describe the Buddha's basic teachings. 	<p>Suggested Assessments</p> <p>A. The Story of Buddhism</p> <ul style="list-style-type: none"> History Alive! Lesson 16 Assessment <ul style="list-style-type: none"> Fill in a blank graphic organizer with details about each stage in Siddhartha's life. Illustrate two of the steps on the Eightfold Path. Drawings should show how a modern Buddhist might follow the steps and include a title that summarizes the step. 	<p>Suggested Activities</p> <p>A. The Story of Buddhism</p> <ul style="list-style-type: none"> History Alive! Lesson 16 <ul style="list-style-type: none"> Read and learn about the life of Siddhartha Gautama and the emergence of Buddhism in India. Analyze, discuss, and read about five images that relate to the story of the Buddha's enlightenment. Dramatize two of the images and write a biographical poem about the Buddha's life. 	<p>Suggested Resources</p> <p>A. The Story of Buddhism</p> <ul style="list-style-type: none"> History Alive! The Ancient World History Alive! The Ancient World Lesson Guide 1 <ul style="list-style-type: none"> Interactive Student Notebooks Transparencies 16A - 16E Student Handouts 16A and 16B (1 of each per pair of students)
	<p>Week 2 B. Buddhism and the First Unification of India</p>	<p>B. Buddhism and the First Unification of India</p> <p>Students will...</p> <ul style="list-style-type: none"> describe the expansion of the Mauryan Empire and the political and moral 	<p>B. Buddhism and the First Unification of India</p> <ul style="list-style-type: none"> History Alive! Lesson 17 Assessment <ul style="list-style-type: none"> Explain the goal of the edicts written by Ashoka in your own words. Plan a public service announcement based on one of Ashoka's edicts. Include words to explain the edict so that your viewers will understand it and draw three images to 	<p>B. Buddhism and the First Unification of India</p> <ul style="list-style-type: none"> History Alive! Lesson 17 <ul style="list-style-type: none"> Interpret one of nine excerpts from Mauryan 	<p>B. Buddhism and the First Unification of India</p> <ul style="list-style-type: none"> History Alive! The Ancient World History Alive! The Ancient World Lesson Guide 1 <ul style="list-style-type: none"> Interactive Student
	<p>Week 3</p>				

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	<p>What were the important achievements of the Gupta Empire? C. The Achievements of the Gupta Empire</p> <p><u>Week 4</u></p> <p><u>Ancient China</u></p> <p>How did China grow during the various dynasties? What was the effect of</p>	<p>achievements of King Ashoka.</p> <ul style="list-style-type: none"> interpret excerpts from Ashoka's edicts and understand how such edicts contributed to the spread of Buddhism in India. create visual representations of excerpts from Ashoka's edicts. classify Ashoka's edicts into categories representing various ways Ashoka promoted unity in India. <p>C. The Achievements of the Gupta Empire</p> <p>Students will...</p> <ul style="list-style-type: none"> describe and discuss the achievements of the Gupta Empire, which include important aesthetic and intellectual 	<p>illustrate the edict.</p> <p>C. The Achievements of the Gupta Empire</p> <ul style="list-style-type: none"> History Alive! Lesson 18 Assessment <ul style="list-style-type: none"> Give examples of the advances made during the Gupta Empire's Golden Age. Students pretend they are a Gupta artist and make a picture that shows what some part of their life was like. Then sign their names and identify what they do under the picture. 	<p>king Ashoka's edicts to learn how his leadership promoted unity in India.</p> <ul style="list-style-type: none"> Create a billboard to interpret the king's edict. Categorize the edicts according to four key values. <p>C. The Achievements of the Gupta Empire</p> <ul style="list-style-type: none"> History Alive! Lesson 18 <ul style="list-style-type: none"> Assume the role of writers in ancient India to create books commemorating the achievements of the Gupta Empire. In pairs, have students visit seven stations to 	<p>Notebooks</p> <ul style="list-style-type: none"> Information Master 17 Student Handout 17 11" X 17" sheets of paper colored markers <p>C. The Achievements of the Gupta Empire</p> <ul style="list-style-type: none"> History Alive! The Ancient World History Alive! The Ancient World Lesson Guide 1 Interactive Student Notebooks Station Directions 18A - 18B Information Masters 18A - 18B sticky notes heavyweight paper

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	<p>geography on early settlement of China?</p> <p>D. Geography and the Early Settlement of China</p>	<p>traditions in the areas of literature, medicine, metallurgy, and mathematics.</p> <ul style="list-style-type: none"> write a palm-leaf book commemorating Gupta achievements explain why the period of Gupta rule is called India's Golden Age. map seven locations in the Gupta Empire. <p>Students will...</p> <ul style="list-style-type: none"> complete a historical timeline to show how major events are related to one another in time. identify and add key events, people, and periods from the unit to their timelines. answer timeline challenge questions by analyzing their completed 	<p>D. Geography and the Early Settlement of China</p> <ul style="list-style-type: none"> History Alive! Lesson 19 Assessment <ul style="list-style-type: none"> List one way that various physical features in China benefited early settlers and one way it challenged them. Label the following physical features on a blank outline map of China: Chang Jiang Basins, Gobi Desert, Himalaya Mountains, North China Plain, Northeast China Plain, Taklimakan Desert, and the Tibetan Plateau. Students pretend they live in ancient China. They write a letter introducing themselves to a pen pal in the letter do these things - identify the region you live in, describe the climate of your region, describe the land and its vegetation, identify the cultural features of your region by 	<ul style="list-style-type: none"> record notes about Gupta achievements. Students will use their notes to write and illustrate palm-leaf books from the point of view of a fifth-century Indian writer. History Alive! Timeline Challenge 3 <ul style="list-style-type: none"> Students analyze a historical timeline. Students respond to a series of questions that lead them to complete and analyze a timeline of key dates from Indian history. <p>D. Geography and the Early</p>	<ul style="list-style-type: none"> scissors string colored markers or pencils History Alive! The Ancient World Lesson Guide 1 Timeline Challenge 3 <ul style="list-style-type: none"> Interactive Student Notebooks Timeline Challenge Transparency 3 D. Geography and the Early Settlement of China <ul style="list-style-type: none"> History Alive! The Ancient World History Alive! The Ancient World Lesson Guide 2 Geography Challenge 4 <ul style="list-style-type: none"> Interactive

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		<p>timelines.</p> <p>D. Geography and the Early Settlement of China</p> <p>Students will...</p> <ul style="list-style-type: none"> • compare the areas controlled by various Chinese dynasties. • identify the length of time it took China to expand to near its present-day boundaries. • make hypotheses regarding the influence of geographic features on China's history. <p>Students will...</p> <ul style="list-style-type: none"> • create a relief map of China. • visually represent geographic features associated with Chinese 	<p>explaining how the climate, topography, and vegetation affect your life, and describe what an average day is like for you.</p>	<p>Settlement of China</p> <ul style="list-style-type: none"> • History Alive! Geography Challenge 4 <ul style="list-style-type: none"> ○ Read and interpret a speciality map to learn about the expansion of China under various dynasties. ○ Working in pairs, students answer questions while labeling and coloring a map of China. ○ Discuss conclusions with the class. • History Alive! Lesson 19 <ul style="list-style-type: none"> ○ Read and learn about the effect of geography on the early settlement of China. ○ Create a poster and a relief map of China's five important geographic regions. ○ Support various hypotheses regarding the influence of 	<p>Student Notebooks</p> <ul style="list-style-type: none"> ○ Geography Challenge Handout 4 ○ colored pencils or markers <ul style="list-style-type: none"> • History Alive! The Ancient World Lesson Guide 2 <ul style="list-style-type: none"> ○ Interactive Student Notebooks ○ Transparency 19 ○ Student Handouts 19A - 19C ○ 9" X 12" card stock ○ 12" X 18" card stock ○ 24" X 36" card stock ○ 3 corrugated cardboard boxes ○ scissors ○ tape ○ glue ○ colored pencils or markers

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		<p>geographic regions.</p> <ul style="list-style-type: none"> support hypotheses regarding the influence of geography on the early settlement of China such as the extent to which geographic features served to isolate the country from the rest of the world. <p>Standards: Colorado:  National: </p>		<p>regional geography on the settlement of China.`</p>	
<p>February 2010</p>	<p>Week 1 What did the Shang Dynasty contribute to Chinese civilization? A. The Shang Dynasty</p>	<p>A. The Shang Dynasty</p> <p>Student will...</p> <ul style="list-style-type: none"> analyze artifacts to understand key characteristics of a civilization. locate the origins of Chinese civilization in 	<p>Suggested Assessments</p> <p>A. The Shang Dynasty</p> <ul style="list-style-type: none"> History Alive! Lesson 20 Assessment <ul style="list-style-type: none"> Fill in a graphic organizer that illustrates the areas of the Shang dynasty that have been studied. Include one important fact about each topic 	<p>Suggested Activities</p> <p>A. The Shang Dynasty</p> <ul style="list-style-type: none"> History Alive! Lesson 20 <ul style="list-style-type: none"> Students "excavate" a Shang tomb to learn about the government, social structure, religion, writing, art, and 	<p>Suggested Resources</p> <p>A. The Shang Dynasty</p> <ul style="list-style-type: none"> History Alive! The Ancient World History Alive! The Ancient World Lesson Guide 2 <ul style="list-style-type: none"> Interactive Student Notebooks Transparencies

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p>Week 4 D. What were the important achievements/developments of The Han Dynasty?</p>	<p>teachings of Confucious, Laozi (Daoism), and Henfeizi (Legalism).</p> <ul style="list-style-type: none"> describe ways in which Confucian, Daoist, and Legalist principles affected political rule in China. <p>C. The First Emperor of China</p> <p>Students will...</p> <ul style="list-style-type: none"> compare the size of the Qin empire with that of the Zhou empire. list the policies and achievements of Emperor Shihuangdi in unifying northern China under the Qin dynasty. evaluate the rule of Qin 	<p>C. The First Emperor of China</p> <ul style="list-style-type: none"> History Alive! Lesson 22 Assessment <ul style="list-style-type: none"> Think of six actions taken by the Emperor of Qin. On a graphic organizer, list three actions that helped China and three actions that hurt China. Make "before" and "after" pictures about China before the Emperor of Qin's rule and after. Pictures should illustrate one part of Chinese life, show what that part of life was like before Qin's rule, and show what that same part of life was like after Qin's rule. <p>D. The Han Dynasty</p> <ul style="list-style-type: none"> History Alive! Lesson 23 Assessment <ul style="list-style-type: none"> Write a help wanted ad 	<p>influenced the history of China.</p> <p>C. The First Emperor of China</p> <ul style="list-style-type: none"> History Alive! Lesson 22 <ul style="list-style-type: none"> Students examine images of and read about the emperor's political and cultural unification of China, his efforts to protect China's northern boundaries with the Great Wall, his dispute with Confucian scholars, and his death and burial. 	<p>21</p> <p>C. The First Emperor of China</p> <ul style="list-style-type: none"> History Alive! The Ancient World History Alive! The Ancient World Lesson Guide 2 <ul style="list-style-type: none"> Interactive Student Notebooks Transparencies 22A - 22E Student Handout 22 sticky notes 1 sheet of white poster board or card stock, 18" X 24"

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		<p>Shihuangdi.</p> <p>D. The Han Dynasty</p> <p>Students will...</p> <ul style="list-style-type: none"> • identify the expansion of the empire under the Han dynasty. • detail the political contributions of the Han dynasty to the development of the imperial bureaucratic state. • describe inventions and discoveries in the fields of warfare, government, agriculture, industry, art, medicine, and science made during the Han 	<p>to attract qualified people to apply for the job. Make sure the ad explains what government officials do, explains how someone becomes a government official, identifies one benefit of working for the government, and identifies on difficulty that applicants should know about.</p> <ul style="list-style-type: none"> ○ Design a flag for the Han dynasty. In each of its four parts, draw a symbol that stands for some element of life in the Han dynasty and write a short slogan that announces what the symbol represents. 	<p>D. The Han Dynasty</p> <ul style="list-style-type: none"> • History Alive! Lesson 23 <ul style="list-style-type: none"> ○ Students visit seven stations where they read and learn about practices, discoveries, and inventions in the fields of warfare, government, agriculture, industry, art, medicine, and science. 	<p>D. The Han Dynasty</p> <ul style="list-style-type: none"> • History Alive! The Ancient World • History Alive! The Ancient World Lesson Guide 2 <ul style="list-style-type: none"> ○ Interactive Student Notebooks ○ Station Setup 23A - 23G ○ Station Directions 23A - 23G ○ Student Materials 23B ○ Placards 23A - 23G ○ two 2" squares of facial tissue ○ two 2 1/2 ' lengths of light-colored thread ○ two 1/2" squares of foil ○ 2 books ○ 2 rulers ○ 2 pairs of scissors ○ 2 markers ○ 4 glasses ○ 2 straws ○ 2 sets of watercolors with 2 brushes each ○ 2 medium-size

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		empire. Colorado Standards  National Standards 			<ul style="list-style-type: none"> ○ boxes ○ 6" squares of white drawing paper ○ 14 one-gallon plastic bags ○ masking tape.
<p>March 2010</p>	<p>Week 1 What was the Silk Road and how did it contribute to the spread of ideas and resources/products? A. The Silk Road</p> <p>Week 2 <u>Ancient Greece</u></p>	<p>A. The Silk Road</p> <p>Students will...</p> <ul style="list-style-type: none"> • cite the locations of the trans-Eurasian "silk roads" in the periods of the Han dynasty and the Roman Empire. • describe the difficulties of travel along the Silk Road. • cite the significance of the trans-Eurasian "silk roads" in the period of the Han dynasty • describe the diffusion of Buddhism northward to China during the Han dynasty. 	<p>Suggested Assessments A. The Silk Road</p> <ul style="list-style-type: none"> • History Alive! Lesson 24 Assessment <ul style="list-style-type: none"> ○ Fill in a table identifying three geographic features traders found along the Silk Road. List at least one challenge each feature posed for traders. ○ Create a billboard that a trader might have seen on the Silk Road. Your billboard should identify four goods that would likely be traded in the area, identify where at least two goods come from, and explain why people would want to have these goods. Be sure to identify where your billboard can be found along the Silk Road. 	<p>Suggested Activities A. The Silk Road</p> <ul style="list-style-type: none"> • History Alive! Lesson 24 <ul style="list-style-type: none"> ○ Students travel along a simulated Silk Road, playing the roles of ancient traders. ○ Students read and take notes about the route, difficulties of travel, products that were traded and cultural exchanges that took place along the Silk Road. ○ Students apply their learning in a Processing assignment. 	<p>Suggested Resources A. The Silk Road</p> <ul style="list-style-type: none"> • History Alive! The Ancient World • History Alive! The Ancient World Lesson Guide 2 <ul style="list-style-type: none"> ○ Interactive Student Notebooks ○ Transparency 24 ○ Information Masters 24A - 24C ○ Information Master 24D ○ Student Handout 24 ○ butcher paper ○ masking tape ○ string or yarn ○ scissors

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p>Week 4 What was life like in ancient Greece? D. Life in Two City-States: Athens and Sparta</p>	<ul style="list-style-type: none"> • describe the connections between geography and the development of city-states in the region of the Aegean Sea. • explain how rivalries among Greek city-states over control of farmland often led to wars. • describe the patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. <p>C. The Rise of Democracy</p> <p>Students will...</p> <ul style="list-style-type: none"> • trace the transition from tyranny and oligarchy to early democratic forms of government and back to 	<p>C. The Rise of Democracy</p> <ul style="list-style-type: none"> • History Alive! Lesson 26 Assessment <ul style="list-style-type: none"> ○ Complete a timeline by identifying the type of government the ancient Greeks developed ○ Write statements in the voice of one of the following types of people: aristocrat, citizen, king, or tyrant. Be sure your statement explains who you are, how you got your role, what you do, how you feel about what you do, and how others view you and why. ○ Create a political cartoon that might have appeared in a newspaper published under one of the four types of governments studied. <p>D. Life in Two City-States: Athens and Sparta</p> <ul style="list-style-type: none"> • History Alive! Lesson 27 	<p>settlement sites in a simulated landscape of ancient Greece to understand the influence of geography on settlement and culture.</p> <ul style="list-style-type: none"> ○ They then explore ways for their settlement to survive. ○ Students then read about the early settlement of Greece and make connections with their experiences. <p>C. The Rise of Democracy</p> <ul style="list-style-type: none"> • History Alive! Lesson 26 <ul style="list-style-type: none"> ○ Students use the principles of four forms of government - monarchy, oligarchy, tyranny, and democracy - to select a song to play for the class. ○ Students read about each form 	<ul style="list-style-type: none"> ○ CD Tracks 22-23 ○ scissors ○ masking tape ○ 8 1/2" X 11" scrap paper <p>C. The Rise of Democracy</p> <ul style="list-style-type: none"> • History Alive! The Ancient World • History Alive! The Ancient World Lesson Guide 2 <ul style="list-style-type: none"> ○ Interactive Student Notebooks ○ music CD's ○ headband made of yellow paper ○ headband made of green paper ○ 3 coins or play money of large denominations ○ yardstick or meter stick

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		<p>dictatorship to early democratic forms of government and back to dictatorship in ancient Greece.</p> <ul style="list-style-type: none"> explain the reasons for the failure of monarchy, oligarchy, and tyranny in ancient Greece. state the key differences between Athenian, or direct, democracy and representative democracy. <p>D. Life in Two City-States: Athens and Sparta</p> <p>Students will...</p> <ul style="list-style-type: none"> describe Athenian and Spartan government, 	<p>Assessment</p> <ul style="list-style-type: none"> Fill in a graphic organizer that compares the government, economy, education, and treatment of women and slave in Athens and Sparta. Where would you prefer living? Give two reasons for your choice. Write a cheers for two of the four areas of life listed above. Cheers should include words that either rhyme or are good for chanting, include a description of a physical routing to accompany the words, and either praise your team's approach to that area of life or mock the other team's approach. 	<p>of government in ancient Greece and make connections with their experiences.</p> <p>D. Life in Two City-States: Athens and Sparta</p> <ul style="list-style-type: none"> History Alive! Lesson 27 Students create a metope - the decorative square on the frieze of a Greek temple - that illustrates one aspect of life in either Athens or Sparta. Students read about the aspect of Athenian or Spartan life and the rest of the class tries to 	<p>D. Life in Two City-States: Athens and Sparta</p> <ul style="list-style-type: none"> History Alive! The Ancient World History Alive! The Ancient World Lesson Guide 2 Interactive Student Notebooks Transparencies 27A and 27B Information Master 27 Student Handouts 27A-27H Student Handouts 27I - 27J 18"X24" sheets of colored construction paper 18" X 12" sheets of white or gray construction paper white drawing paper

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		<p>economy, education, and treatment of women and slaves.</p> <ul style="list-style-type: none"> compare and contrast the life in Athens and Sparta. work collaboratively to create a metope. <p>Standards: National:  Colorado:  </p>		<p>interpret the metope.</p>	<ul style="list-style-type: none"> 3 1/2" X 1/2" paper strips colored pencils or markers scissors glue tape.
<p>April 2010</p>	<p>Week 1 How did Persia and the Persian Wars impact ancient history? A. Fighting the Persian Wars</p>	<p>A. Fighting the Persian Wars</p> <p>Students will...</p> <ul style="list-style-type: none"> outline the founding, expansion, and political organization of 	<p>Suggested Assessment A. Fighting the Persian Wars</p> <ul style="list-style-type: none"> History Alive! Lesson 28 Assessment <ul style="list-style-type: none"> Using a list that describes the Battle of Salamis, students draw a map of the battle site. 	<p>Suggested Activities A. Fighting the Persian Wars</p> <ul style="list-style-type: none"> History Alive! Lesson 28 <ul style="list-style-type: none"> Students analyze images of a Persian war council and the battles of 	<p>Suggested Resources A. Fighting the Persian Wars</p> <ul style="list-style-type: none"> History Alive! The Ancient World History Alive! The Ancient World Lesson Guide 2 <ul style="list-style-type: none"> Interactive

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p>Week 2</p> <p>How does Athenian culture continue to influence our lives today?</p> <p>B. The Golden Age of Athens</p>	<p>the Persian wars.</p> <ul style="list-style-type: none"> explain the causes of the Persian wars understand the roles of Athens and Sparta in the Persian wars. describe the results of the Persian wars. summarize key battles of the wars in a dramatic presentation. <p>B. The Golden Age of Athens</p> <p>Students will...</p> <ul style="list-style-type: none"> recognize how Greek literature permeates our language today. describe the artistic achievements of Athens in architecture, sculpture, and drama. interpret 	<ul style="list-style-type: none"> Students design a monument to commemorate one of the major battles of Persian War. The monument should include the following: labeled human figures or symbols that indicate what happened at the battle and a plaque that explains what happened at the battle. <p>B. The Golden Age of Athens</p> <ul style="list-style-type: none"> History Alive! Lesson 29 Assessment <ul style="list-style-type: none"> Draw a picture of the front of a Greek temple. Include the following features, and label each one: Columns (Identify whether your columns are Doric, Ionic, or Corinthian), a pediment, a frieze, and metopes. Students design a travel poster advertising a visit to Athens during its golden age. 	<ul style="list-style-type: none"> Marathon, Thermopylae, Salamis, and Plataea. Students use visual details in the images, and information from their books and a student handout, to create a scene for a short play that might include the background of each battle, key personalities, and the results of each battle. <p>B. The Golden Age of Athens</p> <ul style="list-style-type: none"> History Alive! Lesson 29 Students take a "walking tour" of Athens during the fifth century B.C.E. During their tour, they "visit" and read about six sites in the city to learn about various features of Greek culture in 	<ul style="list-style-type: none"> Student Notebooks Transparencies 28A - 28F Information Master 28A Information Master 28B Student Handout 28A - 28D CD Tracks 24 - 25 <p>B. The Golden Age of Athens</p> <ul style="list-style-type: none"> History Alive! The Ancient World History Alive! The Ancient World Lesson Guide 2 Interactive Student Notebooks Transparency 29 Station Setup 29A - 29F Station Directions 29A - 29F Station
	<p>Week 3</p> <p>What special traits did Alexander the Great have,</p>				

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		<p>the chances for success of Alexander's plan to unite his empire, including his plans to spread Greek culture eastward.</p> <p>D. The Legacy of Ancient Greece</p> <p>Students will...</p> <ul style="list-style-type: none"> recognize Greek contributions to modern language and literature. describe the contributions of important Greek figures in medicine, mathematics, and the sciences. identify political practices of our democracy that came from the Greeks. describe architectural features of modern buildings that 	<p>students write or draw an ancient Greek contribution that continues to influence us today.</p> <ul style="list-style-type: none"> Students plan a tour of your town. Students draw a simple map of their town. Then they identify five things that reflect Greek influence, draw the route that people would follow to visit those five things, and then explain how each thing is like its Greek counterpart. 	<p>of a huge empire.</p> <ul style="list-style-type: none"> Students speculate about the chances for success of each plan then apply their knowledge in a Processing assignment. <p>D. The Legacy of Ancient Greece</p> <ul style="list-style-type: none"> History Alive! Lesson 31 Students match 11 descriptions of modern arts, government, entertainment, and scientific beliefs and practices with images showing the Greek achievements that made these modern aspects of our lives possible. Students read about additional Greek contributions in the respective fields. Students apply their knowledge 	<p>Student Notebooks</p> <ul style="list-style-type: none"> Student Handout 30 Transparency 30 tokens, such as buttons or pennies tape colored pencils or markers <p>D. The Legacy of Ancient Greece</p> <ul style="list-style-type: none"> History Alive! The Ancient World History Alive! The Ancient World Lesson Guide 2 Interactive Student Notebooks Student Handout 31 Placards 31A - 31K masking tape History Alive! Ancient Greece Timeline Challenge 5

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		<p>can be traced to the Greeks.</p> <ul style="list-style-type: none"> recognize Greek contributions to modern entertainment and sports. <p>Students will...</p> <p>add key information to complete a historical timeline.</p> <ul style="list-style-type: none"> identify additional key information from the unit and add it to their timelines. answer timeline challenge questions by analyzing their completed timelines. <p>Standards: National:  Colorado:  </p>		<p>in a Processing assignment.</p> <ul style="list-style-type: none"> History Alive! Ancient Greece Timeline Challenge 5 <ul style="list-style-type: none"> Students analyze a historical timeline. Students respond to a series of questions that lead them to complete and analyze a timeline of key dates from the unit they just studied. 	<ul style="list-style-type: none"> Interactive Student Notebooks Timeline Challenge Transparency 5.
<p>May 2010</p>	<p><u>Ancient Rome</u> Week 1 What were key geographic features of the Roman Empire?</p> <p>A. Geography and the Early Development of Rome</p>	<p>A. Geography and the Early Development of Rome</p> <p>Students will...</p> <ul style="list-style-type: none"> locate the city 	<p>Suggested Assessments</p> <p>A. Geography and the Early Development of Rome</p> <ul style="list-style-type: none"> History Alive! Lesson 32 	<p>Suggested Activities</p> <p>A. Geography and the Early Development of Rome</p> <ul style="list-style-type: none"> History Alive! Ancient Rome Geography 	<p>Suggested Resources</p> <p>A. Geography and the Early Development of Rome</p> <ul style="list-style-type: none"> History Alive! The Ancient World

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p>Week 2</p> <p>How was Rome founded? How did neighboring cultures influence Roman culture?</p> <p>How did Roman government become more democratic?</p> <p>B. The Rise of the Roman Republic</p>	<p>of Rome and the boundaries of the Roman Empire.</p> <ul style="list-style-type: none"> identify key geographic features of the Roman Empire. explain why the city of Rome was ideally located to control a large empire. <p>Students will...</p> <p>identify the location of Rome and identify the roles of such legendary figures as Aeneas and Romulus and Remus.</p> <ul style="list-style-type: none"> distinguish between the historical and mythological versions of the founding of Rome. describe two Etruscan and four Greek aspects of Roman culture. identify ways in which Roman civilization was influenced by Etruscan and 	<p>Assessment</p> <ul style="list-style-type: none"> Students indicate on a blank map where a list of items that influenced Roman society originated. Students imagine that they are Romans planning a museum exhibit about how Rome was influenced by Greek and Etruscan cultures. Draw two pictures which illustrate the following statements: Etruscan culture had a big effect on Rome and Rome adopted many parts of Greek society. <p>B. The Rise of the Roman Republic</p> <ul style="list-style-type: none"> History Alive! Lesson 33 Assessment 	<p>Challenge 6</p> <ul style="list-style-type: none"> Students read and interpret a specialty map to learn about the key geographic features, territories, and boundaries of the Roman Empire at its height in 117 C.E. Students answer questions while labeling a map of the area. Students discuss their conclusions as a class. <ul style="list-style-type: none"> History Alive! Lesson 32 Students learn about the location and founding of Rome. Students read about aspects of Etruscan and Greek culture, such as engineering and mythology. Students examine an artistic rendition of Roman life and identify Etruscan and 	<ul style="list-style-type: none"> History Alive! The Ancient World Lesson Guide 2 Ancient Rome Geography Challenge 6 <ul style="list-style-type: none"> Interactive Student Notebooks Geography Challenge Handout 6 colored pencils or markers History Alive! The Ancient World Lesson Guide 2 <ul style="list-style-type: none"> Interactive Student Notebooks Transparencies 32A - 32D <p>B. The Rise of the Roman</p>

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		<p>Greek cultures</p> <p>B. The Rise of the Roman Republic</p> <p>Students will....</p> <ul style="list-style-type: none"> describe the rise of the Roman Republic. describe the differences between patricians and plebeians in the Roman Republic. list the political rights earned by plebeians in their struggles with patricians. explain how the government of the Roman Republic was reorganized to become more democratic. <p>C. From Republic to Empire</p>	<ul style="list-style-type: none"> Students complete a diagram that shows how the government of the Roman Republic was set up. On a picture of a computer screen, students design a home page for a plebeian Web site during the Conflict of the Orders. Students imagine two other Web sites that might be of interest to plebeians and add those two links at the bottom of the screen. <p>C. From Republic to Empire</p> <ul style="list-style-type: none"> History Alive! Lesson 34 Assessment Students complete a matrix to explain the positive and negative effects of Roman expansion. Students draw a t-shirt with a slogan and picture that they could wear during a protest to express their unhappiness with Rome's policies. T 	<p>Greek influences depicted in the image.</p> <ul style="list-style-type: none"> Students dramatize the influences they discovered in the images. <p>B. The Rise of the Roman Republic</p> <ul style="list-style-type: none"> History Alive! Lesson 33 Students assume the roles of "Pats" and "Plebs" and negotiate how to work together to complete a mosaic project. Students then read about how the government of the Roman Republic was reorganized to become more democratic. Students make connections between what they read and their experience in the activity. 	<p>Republic</p> <ul style="list-style-type: none"> History Alive! The Ancient World History Alive! The Ancient World Lesson Guide 2 Interactive Student Notebooks Transparency 33 books and games, such as checkers and playing cards 8 or more magazines with color photographs or illustrations 8 rulers scissors snacks or candy glue <p>C. From Republic to Empire</p> <ul style="list-style-type: none"> History Alive! The Ancient World History Alive! The Ancient World Lesson Guide 2 Interactive Student
	<p>Week 3</p> <p>C. From Republic to Empire</p>				
	<p>Week 4</p> <p>D. Daily Life in the Roman Empire</p>				

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		<p>Students will...</p> <ul style="list-style-type: none"> • describe the major events in Roman expansion between 509 B.C.E. and 14 C.E. and the political and geographic reasons for the expansion of the empire. • state the positive and negative effects of military expansion on Roman society. • discuss the influence of Cincinnatus, Julius Caesar, and Augustus on Rome's transition from republic to empire. • identify the geographic boundaries of the empire at its height. <p>D. Daily Life in the Roman Empire</p>	<p>D. Daily Life in the Roman Empire</p> <ul style="list-style-type: none"> • History Alive! Lesson 35 Assessment <ul style="list-style-type: none"> ○ Students complete a table with information about each area of life for a wealthy teenager and a poor teenager living during ancient Rome. ○ Students create an advertisement to convince a teenager living at the height of the Roman Empire to move to Rome. Their advertisement should include these things: a catchy slogan, information about at least four aspects of daily life in ancient Rome, and at least two visuals illustrating aspects of daily life in ancient Rome. 	<p>C. From Republic to Empire</p> <ul style="list-style-type: none"> • History Alive! Lesson 34 <ul style="list-style-type: none"> ○ Students create columns to commemorate four key periods of growth of the Roman Empire. ○ Students examine each others' columns, read about the related periods of growth, and write political commentary about the expansion during each period. <p>D. Daily Life in the Roman Empire</p> <ul style="list-style-type: none"> • History Alive! Lesson 35 <ul style="list-style-type: none"> ○ Students read about eight 	<p>Notebooks</p> <ul style="list-style-type: none"> ○ Transparency 34 ○ Student Handout 34 ○ Information Master 34 ○ colored pencils or markers ○ glue or tape ○ scissors ○ butcher paper or other white paper that can be cut into 3' X 9' sheets ○ poster board (optional) ○ pushpins <p>D. Daily Life in the Roman Empire</p> <ul style="list-style-type: none"> • History Alive! The Ancient World • History Alive! The Ancient World Lesson Guide 2 ○ Interactive Student Notebooks ○ Information Master 35 ○ Student Handout 35 ○ Student Directions 35A - 35H

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		<p>Students will...</p> <ul style="list-style-type: none"> • describe eight aspects of daily life in the Roman Empire, including the growth of the economy through trade and the use of Roman currency. • explain how a teenager might have experienced each aspect of daily life. • identify key differences between life in ancient Rome and modern times. <p>Standards National:  Colorado:  </p>		<p>aspects of ancient Roman life - such as food and drink and education - and explore how a teenager might have experienced them.</p>	<ul style="list-style-type: none"> ○ CD Track 27.

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources

	<p>What were the major Civilizations of the Americas? D. The Maya</p>	<p>History Alive! Timeline Challenge 5</p> <p>Civilizations of the Americas D. The Maya</p> <p>History Alive! Geography Challenge 6 Students will...</p> <ul style="list-style-type: none"> • use specialty maps to identify and label locations, landforms, and climates of geographic areas inhabited by the Maya, Aztecs, and Incas • discuss how these 	<p>Civilizations of the Americas D. The Maya</p> <p>History Alive! Lesson 23 Assessment</p> <ul style="list-style-type: none"> • draw the social pyramid of the Maya • describe how the Maya farmed in each of the following areas: <ul style="list-style-type: none"> ○ mountainous ○ land swamps ○ forested lowlands • pretend you are a journalist interviewing a Mayan teen (13 years old whose family farms) who has been deposited in the st 	<p>Civilizations of the Americas D. The Maya</p> <p>History Alive! Lesson 23</p> <ul style="list-style-type: none"> • read and interpret specialty maps to learn about the location, geographic features, and climate of the areas inhabited by the Maya, Aztecs, and Incas • working in pairs, 	
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		<p>geographic features may have affected the economies, trade, and urban centers of the Maya, Aztecs, and Incas</p> <ul style="list-style-type: none"> • interpret maps and other geographic tools to find patterns in human and physical patterns. • ask and answer questions after examining geographic sources. • analyze and interpret data using geographic tools and create maps. • construct maps using fundamental principles to identify key information and analyze regional issues and perspectives in the Eastern Hemisphere. <p><u>Colorado Academic Standards:</u></p> <p>History Alive! Lesson 23 Students will...</p> <ul style="list-style-type: none"> • explain how the Mayan civilization arose 	<p>century:</p> <ul style="list-style-type: none"> ○ write 3 questions to ask him/her ○ make sure the teen must think about your questions to answer them ○ make sure none of the questions can be answered with just "yes" or "no" ○ take on the role of the Mayan teen and answer the questions 	<p>students answer questions while labeling a map of the Americas</p> <ul style="list-style-type: none"> • discuss critical thinking questions related to their completed maps • visit four ancient sites to learn about out important aspects of Mayan life and culture • read about several aspects of mayan culture, and have students assume the roles of various groups in Mayan society and act out some of the tasks related to the cultural aspects (daily chores, etc.) 	
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		<ul style="list-style-type: none"> • experience important aspects of mayan culture, including class structure and slavery, family life, religious practices, and agricultural techniques • identify various theories to explain the sudden fall of the Mayans <p><u>Colorado Academic Standards:</u></p> <p>National </p>			
	<p>Civilizations of the Americas <u>Week 1</u> A. Who were The Aztecs and what were their accomplishments?</p>	<p>Civilizations of the Americas A. The Aztecs</p> <p>History Alive! Lesson 24 Students will...</p> <ul style="list-style-type: none"> • describe the humble beginnings of the Aztecs, how they arrived and survived in the Valley of Mexico, and the legend of their empire's beginnings • explain how the Aztecs built their capital of 	<p>Civilizations of the Americas A. The Aztecs</p> <p>History Alive! Lesson Assessment 24</p> <ul style="list-style-type: none"> • draw a diagram of Tenochtitlan to include: <ul style="list-style-type: none"> ○ Plaza ○ wall ○ Great Temple ○ royal palace ○ main marketplace ○ four wide avenues • describe the Aztecs from their humble beginnings to the building of Tenochtitlan to how the Aztecs maintained their 	<p>Civilizations of the Americas A. The Aztecs</p> <p>History Alive! Lesson 24</p> <ul style="list-style-type: none"> • complete a visual discovery activity to learn about the rise of the Aztecs • analyze a series of images that represent key stages in the development of the Aztec Empire and 	<p>Civilizations of the Americas A. The Aztecs</p> <ul style="list-style-type: none"> • <i>History Alive: The Medieval World & Beyond</i> • <i>History Alive! The Medieval World and Beyond Lesson Guide 24</i> • <i>Interactive Student Notebooks</i> • <i>Colored pencil or markers</i> • <i>Student Handouts 24A-24B</i>

<p>Week 4 D. What were the important Achievements of the Maya, Aztec and Incas?</p>	<ul style="list-style-type: none"> research and organize ideas for an illustrated journal that expresses their ideas clearly, demonstrating an understanding of grammar, structure, and the forms and genres of writing <p>C. The Incas</p> <p>History Alive! Lesson 26 Students will...</p> <ul style="list-style-type: none"> learn how the Inca Empire arose study aspects of Inca civilization and culture, including class structure, family life, religion, and warfare re-create the Inca message-relay system to identify how it helped the Sapa Inca control far-flung empire 	<p>Each design must have these things:</p> <ul style="list-style-type: none"> images on both sides of the coin symbols of Inca civilization or objects the Incas valued a phrase that sums up Inca values. For example, think about the phrases on American coins: <i>E pluribus unum</i> and <i>In God We Trust</i> <p>identify two benefits and two bad consequences of joining the empire, then have the student decide which would be most effective and why.</p> <p>D. Achievements of the Maya, Aztec and Incas</p> <p>History Alive! Lesson Assessment 27</p> <ul style="list-style-type: none"> identify an achievement for each empire (Maya, Aztec and Inca) and explain its importance draw an example of a Mayan stele and list one thing the stones have in common and one way they are different from a stone monument you could find in the United States today 	<p>about daily life there</p> <p>C. The Incas</p> <p>History Alive! Lesson 26</p> <ul style="list-style-type: none"> in an Experiential Exercise, students work in groups to role-play Inca messengers, called <i>chasquis</i>, as they communicate to their classmates information about aspects of Inca culture learn about Inca culture while experiencing an important achievement of the Incas that helped them build and control their far-flung empire 	<p>C. The Incas</p> <ul style="list-style-type: none"> <i>History Alive: The Medieval World & Beyond</i> <i>History Alive! The Medieval World and Beyond Lesson Guide 26</i> <i>Interactive Student Notebooks</i> <i>Transparency 26</i> <i>Information Master 26</i> <i>Student Handout 26</i> <i>traffic cones, masking tape or chalk</i> <p>D. Achievements of the Maya, Aztec and Incas</p>
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		<p>D. Achievements of the Maya, Aztec and Incas</p> <p>History Alive! Lesson 27 Students will...</p> <ul style="list-style-type: none"> describe important accomplishments of the Maya, Aztecs, and Incas in the areas of science and technology, arts and architecture, and language and writing Identify and categorize a series of artifacts pertaining to mayan, Aztec and Inca civilizations respond to a series of critical thinking challenges related to the achievements of these three civilizations <p>History Alive! Timeline Challenge 6</p>		<p>D. Achievements of the Maya, Aztec and Incas</p> <p>History Alive! Lesson 27</p> <ul style="list-style-type: none"> participate in a Social Studies Skill Builder in which they identify and categorize a series of artifacts they "discover" in a fictitious museum in a processing assignment have students create a mosaic of the key achievements of the three civilizations working in pairs, students respond to a series of 	<ul style="list-style-type: none"> <i>History Alive: The Medieval World & Beyond</i> <i>History Alive! The Medieval World and Beyond Lesson Guide 27</i> <i>Interactive Student Notebooks</i> <i>Transparency 27</i> <i>Placards 27A-27D</i> <i>Information Master 27A and 27B</i> <i>Student Handout 27</i> <i>CD Tracks 18 and 19</i> <i>Timeline Challenge Transparency 6</i>
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		<p>Students will...</p> <ul style="list-style-type: none">• complete a historical timeline to show how major events are related to one another in time• identify and add key events, places, and periods from the unit to their timelines• answer timeline challenge questions by analyzing their completed timelines <p>Colorado    National </p>		<p>questions that lead them to complete and analyze a timeline of key dates from the unit about civilizations of the Americas</p>	
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