










Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p><u>Europe During Medieval Times</u>                      Week 2  <b>B. What is the Legacy of the Roman Empire?</b></p>	<p><b>B. The Legacy of the Roman Empire</b>                      Students will...</p> <ul style="list-style-type: none"> <li>describe key geographic and political features of Medieval Europe.</li> <li>explain how geography affected selected aspects of life in Medieval Europe.</li> <li>interpret maps and other geographic tools to find patterns in human and physical patterns.</li> <li>ask and answer questions after examining geographic sources.</li> <li>analyze and interpret data using geographic tools and create maps.</li> <li>construct maps using fundamental principles to identify key information and analyze regional issues and perspectives in the Eastern Hemisphere.</li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p>Students will...</p> <ul style="list-style-type: none"> <li>describe the internal weaknesses of the Roman Empire and the reasons for the fall of the Empire in the west.</li> <li>describe the rise of the</li> </ul>	<p><b>B. The Legacy of the Roman Empire</b></p> <ul style="list-style-type: none"> <li>History Alive! Lesson 1 Assessment                             <ul style="list-style-type: none"> <li>Fill in a blank table that contains Latin prefix/root, meaning, and the English word.</li> <li>Students design a monument to commemorate the four Roman influences on American life.</li> </ul> </li> </ul>	<p><b>B. The Legacy of the Roman Empire</b></p> <ul style="list-style-type: none"> <li>History Alive! Geography Challenge 1                             <ul style="list-style-type: none"> <li>Students read and interpret physical, political, and climate maps to learn about the relationship between geography and ways of life in medieval Europe.</li> <li>Students answer questions while labeling a map of Europe.</li> <li>Discuss critical thinking questions related to the map.</li> </ul> </li> <li>History Alive! Lesson 1                             <ul style="list-style-type: none"> <li>Students participate in a Response group activity; they read and play a game to discover more about Roman culture, such as art, architecture, engineering, and language that influence us today.</li> </ul> </li> </ul>	<p><b>B. The Legacy of the Roman Empire</b></p> <ul style="list-style-type: none"> <li>History Alive! The Medieval World and Beyond</li> <li>History Alive! The Medieval World and Beyond Lesson Guide 1 Geography Challenge 1                             <ul style="list-style-type: none"> <li>Interactive Student Notebook</li> <li>Geography Challenge Handout 1</li> <li>colored pencils or markers</li> </ul> </li> <li>History Alive! The Medieval World and Beyond Lesson Guide 1                             <ul style="list-style-type: none"> <li>Interactive Student Notebooks</li> <li>Information Master 1</li> <li>dictionaries or similar reference books with definitions and etymologies of English words</li> <li>a collection of magazines such as news, home, and general-interest</li> <li>sticky notes</li> </ul> </li> </ul>



Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		<p>Byzantine Empire including the establishment of a new capital in the east by Constantine.</p> <ul style="list-style-type: none"> <li>describe common Roman art forms and identify items from modern life that utilize similar designs and techniques</li> <li>explain how the Roman engineering achievements science, technology, architecture have been incorporated into modern life.</li> <li>describe the influence of Latin on modern languages and identify examples of English words derived from Latin terms</li> <li>identify the relationship between Roman law and philosophy in modern thought.</li> <li>describe the foundation and development of key historical topics: Roman Empire.</li> <li>analyze the social, political, cultural, economic, and technological development within the Roman Empire.</li> </ul> <p><b>Colorado Academic Standards:</b> §</p> <p>National Standards: §</p>			
September 2009	<p><b>Week 1</b>  <b>A. How did the Development of Feudalism in Western Europe occur?</b></p>	<p><b>A. The Development of Feudalism in Western Europe</b></p> <p>Students will...</p>	<p>Suggested Assessment  <b>A. The Development of Feudalism in Western Europe</b></p>	<p>Suggested Activities  <b>A. The Development of Feudalism in Western Europe</b></p>	<p>Suggested Resources  <b>A. The Development of Feudalism in Western Europe</b></p>

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p><b>Week 2</b>  <b>B. What was the Role of the Church in Medieval Europe?</b></p>	<ul style="list-style-type: none"> <li>describe the accomplishments of Charlemagne and how his cooperation with the pope fostered temporary order and unity in western Europe.</li> <li>explain how invasions during the 9th and 10th centuries created a need for a new type of political and economic system in western Europe.</li> <li>describe the land divisions and political organization of European feudal society.</li> <li>compare and contrast the lives of nobles, knights, and serfs.</li> <li>explain how people interact and are interconnected over key periods or eras in history in the Eastern Hemisphere.</li> <li>describe the foundation and development of key historical topics: Feudal Europe.</li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p><b>B. The Role of the Church in Medieval Europe</b></p> <p>Students will...</p> <ul style="list-style-type: none"> <li>describe the structure and role of the Roman Catholic Church in medieval Europe and the influence of the church on art, architecture, and education.</li> <li>summarize the conflict between Pope Gregory VII</li> </ul>	<ul style="list-style-type: none"> <li>History Alive! Lesson 2 Assessment                             <ul style="list-style-type: none"> <li>Complete the Venn diagram to compare and contrast the lives of nobles and peasants on a feudal manor.</li> <li>Students pretend they are a knight. They write a letter to their family telling them what life was like on a feudal manor. Be sure to mention these things: the main groups of people who live on your manor, what each person or group does for the others, what works well in the feudal system and why, and what doesn't work well in the feudal system and why.</li> </ul> </li> </ul> <p><b>B. The Role of the Church in Medieval Europe</b></p> <ul style="list-style-type: none"> <li>History Alive! Lesson 3 Assessment                             <ul style="list-style-type: none"> <li>Match the seven sacraments of the Roman Catholic Church</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>History Alive! Lesson 2                             <ul style="list-style-type: none"> <li>Students assume the roles of serfs, knights, lords, and a monarch to re-create the vassal-lord relationships that defined European feudal society.</li> <li>Students create a diagram comparing relationships in modern society with those of European feudal society.</li> </ul> </li> </ul> <p>Lesson including letter format</p> <p><b>B. The Role of the Church in Medieval Europe</b></p>	<ul style="list-style-type: none"> <li>History Alive! The Medieval World and Beyond</li> <li>History Alive! The Medieval World and Beyond Lesson Guide 1                             <ul style="list-style-type: none"> <li>Interactive Student Notebooks</li> <li>Information Master 2</li> <li>Student Handout 2</li> <li>5 pieces of string or yarn, each about 40 feet long</li> <li>masking tape</li> <li>several sheets of scrap paper crumpled into balls</li> <li>snacks and drink for one student</li> <li>colored pencils or markers</li> </ul> </li> </ul> <p><b>B. The Role of the Church in Medieval Europe</b></p> <ul style="list-style-type: none"> <li>History Alive! The Medieval World and Beyond</li> <li>History Alive! The Medieval World and Beyond Lesson Guide 1                             <ul style="list-style-type: none"> <li>Interactive Student</li> </ul> </li> </ul>


Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p><b>Week 3</b>  <b>C. What was life like in Medieval Towns?</b></p>	<p>and Emperor Henry IV.</p> <ul style="list-style-type: none"> <li>compare and contrast the role of monks and friars in medieval society.</li> <li>research and organize ideas for an illuminated poem that expresses their ideas clearly, demonstrating an understanding of grammar, structure, and forms and genres of writing.</li> <li>explain how people interact and are interconnected over key periods or eras in history in the Eastern Hemisphere.</li> <li>determine and explain the historical context of key people, events, and ideas over time.</li> <li>analyze the social, political, cultural, economic, and technological development within Feudal Europe.</li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p><b>C. Life in Medieval Towns</b></p> <p>Students will...</p> <ul style="list-style-type: none"> <li>explain how geographic factors affected the development of towns in medieval Europe.</li> <li>discuss the relationship between trade and the growth of medieval towns.</li> <li>describe daily life in medieval</li> </ul>	<p>with its definition.</p> <ul style="list-style-type: none"> <li>Create a diagram that shows the influence of the Roman Catholic Church on the following areas of life: art and architecture, education, holidays, and religious orders.</li> </ul> <p>Teacher created rubric</p> <p><b>C. Life in Medieval Towns</b></p> <ul style="list-style-type: none"> <li>History Alive! Lesson 4 Assessment                             <ul style="list-style-type: none"> <li>Students complete a blank graphic organizer</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>History Alive! Lesson 3                             <ul style="list-style-type: none"> <li>Students "visit" six medieval sites to learn about the church's influence.</li> <li>Students then create "illuminated poems" describing what they have learned.</li> </ul> </li> </ul> <p><b>C. Life in Medieval Towns</b></p> <ul style="list-style-type: none"> <li>History Alive! Lesson 4</li> </ul>	<p>Notebooks</p> <ul style="list-style-type: none"> <li>Transparencies 3A and 3B</li> <li>Placards 3A - 3I</li> <li>Station Setup 3A - 3F</li> <li>Station Direction 3A - 3F</li> <li>Station Materials 3A - 3F</li> <li>Student Handout 3</li> <li>CD Tracks 1 and 2</li> <li>10 one-inch cubes of clay or sculpting material and 4 craft sticks</li> <li>2 oatmeal boxes, 2 yardsticks and rulers, 10 straws, and 2 tennis rackets</li> <li>colored pencils, glue, and scissors; 12 one-gallon plastic bags; 2 rulers; masking tape</li> </ul> <p><a href="http://rubistar.4teachers.org/">http://rubistar.4teachers.org/</a></p> <p>Poem rubric (grammar structure forms/genres of writing)</p> <p><b>C. Life in Medieval Towns</b></p> <ul style="list-style-type: none"> <li>History Alive! The Medieval World and Beyond</li> <li>History Alive! The Medieval World and Beyond Lesson Guide 1                             <ul style="list-style-type: none"> <li>Interactive Student Notebooks</li> <li>Transparencies 4A - 4G</li> </ul> </li> </ul>

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p><b>Week 4</b>  <b>D. What caused the Decline of Feudalism?</b></p>	<p>towns.</p> <ul style="list-style-type: none"> <li>summarize the purpose of medieval guilds.</li> <li>analyze the social, political, cultural, economic, and technological development within Medieval Europe.</li> <li>explain how the physical environment of a place influences its economy, culture, and trade patterns.</li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p><b>D. The Decline of Feudalism</b></p> <p>Students will....</p> <ul style="list-style-type: none"> <li>describe significant medieval English legal and constitutional developments, such as the Magna Carta and the establishment of Parliament, and their impact on feudalism.</li> <li>explain how the bubonic plague spread from Central Asia to Europe, and describe the impact it had on the population of Europe and on feudalism.</li> <li>explain how the Hundred Years' War weakened the feudal system in France and England.</li> <li>describe the foundation and development of key historical topics: Feudalism and Medieval Europe.</li> </ul>	<p>providing details about three categories of daily life in medieval towns: economic, political, and social.</p> <ul style="list-style-type: none"> <li>Design a web site for a medieval town.</li> </ul> <p><b>D. The Decline of Feudalism</b></p> <ul style="list-style-type: none"> <li>History Alive! Lesson 5 Assessment             <ul style="list-style-type: none"> <li>Using a cause-and-effect chart, students fill in four causes that led to the effect of common people having more power.</li> <li>Students order the three events studied in this lesson. They then create a simple drawing to represent it.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students read and create dramatizations about six aspects of life in medieval European towns, such as guilds and medical treatment.</li> <li>Students demonstrate their knowledge by creating a calendar that describes a typical day for someone living in a medieval European town.</li> </ul> <p><b>D. The Decline of Feudalism</b></p> <ul style="list-style-type: none"> <li>History Alive! Lesson 5             <ul style="list-style-type: none"> <li>Students take on the roles of individuals affected by three key events of the times, exploring the impact on Europe of the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Student Handout 4</li> <li>CD tracks 3 and 4</li> </ul> <p><b>D. The Decline of Feudalism</b></p> <ul style="list-style-type: none"> <li>History Alive! The Medieval World and Beyond</li> <li>History Alive! The Medieval World and Beyond Lesson Guide 1             <ul style="list-style-type: none"> <li>Interactive Student Notebooks</li> <li>Transparencies 5A - 5C</li> <li>Information Masters 5A - 5C</li> <li>Student Handout 5A - 5C</li> <li>butcher paper</li> <li>1 die</li> <li>6 legal-size envelopes</li> <li>masking tape</li> </ul> </li> </ul>




Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		<ul style="list-style-type: none"> <li>use criteria that identify the attributes of a good government and apply to specific examples.</li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p>National: </p> <p><b>B</b> Colorado: National: </p>		<p>Magna Carta, the bubonic plague, and the Hundred Years' War.</p>	
<p><b>October 2009</b></p>	<p><b>Week 1</b> <b>A. What were the contributions of the Byzantine Empire?</b></p>	<p><b>A. The Byzantine Empire</b> Students will...</p> <ul style="list-style-type: none"> <li>explain the importance of the city of Constantinople as a trading hub and how it emerged as the capital of the Byzantine Empire.</li> <li>describe the importance of the reign of Justinian I and the lasting impact of the new code of laws organized during his reign.</li> </ul>	<p><b>Suggested Assessment</b> <b>A. The Byzantine Empire</b></p> <ul style="list-style-type: none"> <li>History Alive! Lesson 6 Assessment                             <ul style="list-style-type: none"> <li>Compare and contrast medieval Europe and the Byzantine Empire by completing a Venn diagram.</li> <li>Students write a</li> </ul> </li> </ul>	<p><b>Suggested Activities</b> <b>A. The Byzantine Empire</b></p> <ul style="list-style-type: none"> <li>History Alive! Lesson 6                             <ul style="list-style-type: none"> <li>Students read about and act out images that represent Constantinople, Justinian's rule, the development of the Eastern Orthodox</li> </ul> </li> </ul>	<p><b>Suggested Resources</b> <b>A. The Byzantine Empire</b></p> <ul style="list-style-type: none"> <li>History Alive! The Medieval World and Beyond</li> <li>History Alive! The Medieval World and Beyond Lesson Guide 1                             <ul style="list-style-type: none"> <li>Interactive Student Notebooks</li> <li>Transparencies 6A - 6E</li> <li>Placards 6A - 6H</li> </ul> </li> </ul>

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p><b><u>The Rise of Islam</u></b>  <b>Week 2</b>  <b>B. How did the Geography of the Arabian Peninsula impact its</b></p>	<ul style="list-style-type: none"> <li>trace the development of the Eastern Orthodox Church and its relations with the west.</li> <li>determine and explain the historical context of key people, events, and ideas over time.</li> <li>analyze the social, political, cultural, economic, and technological development within the Byzantine Empire.</li> </ul> <p><b>Colorado Academic Standards:</b></p> <p></p> <hr/> <p>Students will...</p> <ul style="list-style-type: none"> <li>complete a historical timeline to show how major events are related to one another in time.</li> <li>identify and add key events, people, and periods from the unit to their timelines.</li> <li>answer timeline challenge questions by analyzing their completed timelines.</li> <li>determine and explain the historical context of key people, events, and ideas over time.</li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p><b>B. The Geography of the Arabian Peninsula</b></p>	<p>sentence about three topics surrounding the Eastern Orthodox church including church hierarchy, architecture and art, and liturgy and prayer.</p> <p>Teacher created rubric</p> <p><b>B. The Geography of the Arabian Peninsula</b></p>	<ul style="list-style-type: none"> <li>Church, and the schism between Roman Catholics and Eastern Orthodox Christians.</li> <li>Students create real estate advertisements that encourage people to move to Constantinople, the capital of the Byzantine Empire.</li> <li>History Alive! Timeline Challenge 1             <ul style="list-style-type: none"> <li>Students analyze a historical timeline.</li> <li>Students respond to a series of questions that lead them to complete and analyze a timeline of key dates from the past unit.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Student Handout 6A</li> <li>Student Handout 6B</li> <li>CD Track 5</li> <li>construction paper</li> <li>masking tape</li> <li>History Alive! The Medieval World and Beyond Lesson Guide 1 Timeline Challenge 1             <ul style="list-style-type: none"> <li>Interactive Students Notebooks</li> <li>Timeline Challenge Transparency 1</li> </ul> </li> </ul> <p><a href="http://rubistar.4teachers.org/">http://rubistar.4teachers.org/</a></p> <p>Advertisement rubric</p> <p><b>B. The Geography of the Arabian Peninsula</b></p>







Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p>development?</p>	<p>Students will...</p> <ul style="list-style-type: none"> <li>label and interpret a specialty map that highlights the importance of trade to the growth and development of the Arab world.</li> <li>map key physical features important to the rise and spread of Islam.</li> <li>interpret maps and other geographic tools to find patterns in human and physical patterns.</li> <li>ask and answer questions after examining geographic sources.</li> <li>analyze and interpret data using geographic tools and create maps.</li> <li>construct maps using fundamental principles to identify key information and analyze regional issues and perspectives in the Eastern Hemisphere.</li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p>Students will...</p> <ul style="list-style-type: none"> <li>identify the physical features and describe the climate of the Arabian Peninsula, its relations to surrounding bodies of land and water, and nomadic sedentary ways of life.</li> <li>explain how geography affected patterns of life on the Arabian Peninsula in the sixth</li> </ul>	<ul style="list-style-type: none"> <li>History Alive! Lesson 7 Assessment                             <ul style="list-style-type: none"> <li>Students complete a table to include a brief description and an adaptation for each of the four environments of the Arabian Peninsula - desert, oases, coastal plain, and mountains.</li> <li>Students write and illustrate a magazine article called "Ten Tips for Living Large on the Arabian Peninsula." The article should include ten tips, with at least one tip for each of the four environments: desert, oases, coastal plain, and mountains. It should also include four visuals that illustrate your tips.</li> </ul> </li> </ul> <p>Teacher created rubric</p>	<p><b>B. The Geography of the Arabian Peninsula</b></p> <ul style="list-style-type: none"> <li>History Alive! Islam Geography Challenge                             <ul style="list-style-type: none"> <li>Students read and interpret an economic map to learn about the physical geography of and importance of trade in the Arab world.</li> <li>Students answer questions while labeling a map showing trade routes originating in or intersecting southwest Asia.</li> <li>Students discuss critical thinking questions relevant to their maps.</li> </ul> </li> <li>History Alive! Lesson 7                             <ul style="list-style-type: none"> <li>Students participate in a Response Group activity, examining four environments - the desert, oases, coastal plains, and mountains - to discover how they</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>History Alive! The Medieval World and Beyond</li> <li>History Alive! The Medieval World and Beyond Lesson Guide 1 Geography Challenge 2                             <ul style="list-style-type: none"> <li>Geography Challenge Handout 2</li> <li>Interactive Student Notebooks</li> <li>colored pencils or markers.</li> </ul> </li> <li>History Alive! The Medieval World and Beyond Lesson Guide 1 Lesson 7                             <ul style="list-style-type: none"> <li>Interactive Student Notebooks</li> <li>Transparencies 7A - 7I</li> <li>transparency of Reading Notes 7</li> <li>masking tape</li> </ul> </li> </ul> <p><a href="http://rubistar.4teachers.org/">http://rubistar.4teachers.org/</a></p> <p>Magazine grading rubric</p>







Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		<p>of various peoples and cultures that have lived in or migrated to the Eastern Hemisphere: world religions (Islam).</p> <p><b>Colorado Academic Standards:</b> </p> <p><b>D. The Teachings of Islam</b></p> <p>Students will...</p> <ul style="list-style-type: none"> <li>explain the significance of the Qur'an and the Sunnah and their influence on Muslims' beliefs, practices, laws, and daily life.</li> <li>describe the Five Pillars of Faith, the meaning of jihad, and the role of shari'ah in Islam.</li> <li>create and collect illustrations that represent key beliefs and practices of Islam.</li> <li>learn effect presentation skills</li> <li>describe the history, interactions, and contributions of various peoples and cultures that have lived in or migrated to the Eastern Hemisphere: world religions (Islam).</li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p><b>National Standards:</b> </p>	<p><b>D. The Teachings of Islam</b></p> <ul style="list-style-type: none"> <li>History Alive! Lesson 9 Assessment                             <ul style="list-style-type: none"> <li>Match terms with their correct definitions.</li> <li>Write a caption for five images that will appear in a textbook. Be sure captions include information about what is shown in the image and information about what Muslim belief or practice the image relates to.</li> </ul> </li> </ul>	<p>manuscript that retells the story in their own words.</p> <p><b>D. The Teachings of Islam</b></p> <ul style="list-style-type: none"> <li>History Alive! Lesson 9                             <ul style="list-style-type: none"> <li>Students read about, create illustrations for, and make presentations on eight beliefs and practices of Islam.</li> <li>Students add a section to an eight-pointed star to fill</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>CD Tracks 6-9</li> </ul> <p><b>D. The Teachings of Islam</b></p> <ul style="list-style-type: none"> <li>History Alive! The Medieval World and Beyond</li> <li>History Alive! The Medieval World and Beyond Lesson Guide 1                             <ul style="list-style-type: none"> <li>Interactive Student Notebooks</li> <li>Transparency 9</li> <li>Information Master 9</li> <li>Student Handout 9</li> <li>butcher paper or poster paper</li> <li>index cards</li> <li>scissors</li> <li>tape</li> <li>glue</li> <li>colored pencils or markers</li> </ul> </li> </ul>




Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p>Christians, Jews, and Muslims?</p> <p><b>The Culture and Kingdoms of West</b></p>	<p><u>Colorado Academic Standards:</u> </p> <p><b>B. From the Crusades to New Muslim Empires</b></p> <p>Students will....</p> <ul style="list-style-type: none"> <li>• create an illustrated map that tells the story of the crusades.</li> <li>• explain the causes and course of the religious crusades and their effects on Christian, Muslim, and Jewish populations.</li> <li>• describe the larger effects and aftermath of the crusades, including the Reconquista and the rise of the Ottoman Turks and other Muslim empires in the 1500s.</li> <li>• <a href="#">describe the foundation and development of key historical topics: the Crusades.</a></li> </ul> <p><u>Colorado Academic Standards:</u> </p> <p>Students will...</p> <ul style="list-style-type: none"> <li>• complete a historical timeline to show how major events are related to one another in time.</li> <li>• identify and add key events, people, and periods from the unit to their timelines.</li> <li>• answer timeline challenge questions by analyzing their</li> </ul>	<p><b>B. From the Crusades to New Muslim Empires</b></p> <ul style="list-style-type: none"> <li>• History Alive! Lesson 11 Assessment                             <ul style="list-style-type: none"> <li>○ Complete a matrix by filling in the blank cells. Then answer a question in a well-written paragraph. Pg. 244</li> <li>○ Write an editorial expressing your view on this question: Can any good be drawn from the hate and intolerance of the crusades?</li> </ul> </li> </ul> <p>Teacher created rubric</p>	<p><b>B. From the Crusades to New Muslim Empires</b></p> <ul style="list-style-type: none"> <li>• History Alive! Lesson 11                             <ul style="list-style-type: none"> <li>○ Students read and learn about the ideas, beliefs, and experiences of six figures who were involved in or affected by the crusades.</li> <li>○ Students conduct a panel debate in which the historical figures discuss the effects of and their opinions about the crusades.</li> <li>○ Students read about the spread of Islam and the new Muslim empires that arose after the crusades.</li> </ul> </li> <li>• History Alive! Islam Timeline Challenge 2                             <ul style="list-style-type: none"> <li>○ Students analyze a historical timeline. Then they respond to a series of</li> </ul> </li> </ul>	<p><b>B. From the Crusades to New Muslim Empires</b></p> <ul style="list-style-type: none"> <li>• History Alive! The Medieval World and Beyond</li> <li>• History Alive! The Medieval World and Beyond Lesson Guide 1                             <ul style="list-style-type: none"> <li>○ Interactive Student Notebooks</li> <li>○ Transparency 11</li> <li>○ Student Handout 11A - 11D</li> <li>○ 8 pieces of cardboard (approximately 18" square, 7 brown and white)</li> <li>○ red, green, and blue stickers</li> <li>○ scissors</li> <li>○ high-energy music (for the game)</li> </ul> </li> <li>• History Alive! The Medieval World and Beyond Lesson Guide 1 Timeline Challenge 2                             <ul style="list-style-type: none"> <li>○ Interactive Student Notebooks</li> <li>○ Timeline Challenge Transparency 2</li> </ul> </li> </ul> <p><a href="http://rubistar.4teachers.org/">http://rubistar.4teachers.org/</a></p> <p>Editorial rubric</p>





Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p><u>Africa</u>                      Week 3                      C. How did different Early Societies develop and change over time in West Africa?</p>	<p>completed timelines.</p> <ul style="list-style-type: none"> <li>determine and explain the historical context of key people, events, and ideas over time.</li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p><b>C. Early Societies in West Africa</b></p> <p>Students will...</p> <ul style="list-style-type: none"> <li>map four sections into which Africa can be divided.</li> <li>map Africa's vegetation zones.</li> <li>map the borders of the three kingdoms that developed in West Africa.</li> <li>interpret maps and other geographic tools to find patterns in human and physical patterns.</li> <li>ask and answer questions after examining geographic sources.</li> <li>analyze and interpret data using geographic tools and create maps.</li> <li>construct maps using fundamental principles to identify key information and analyze regional issues and perspectives in the Eastern Hemisphere.</li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p>Students will...</p>	<p><b>C. Early Societies in West Africa</b></p> <ul style="list-style-type: none"> <li>History Alive! Lesson 12 Assessment                             <ul style="list-style-type: none"> <li>Students answer questions about the geography of West Africa.</li> <li>Complete a drawing of an excavation site in West Africa. Label each layer from the simplest society at the bottom to the most complex at the top of the pit. Draw and label an artifact that would indicate some important feature about how people lived in each type of society. On the floor of the pit, write a brief paragraph that explains each</li> </ul> </li> </ul>	<p>questions that lead them to complete and analyze a timeline of key dates from the unit they just studied.</p> <p><b>C. Early Societies in West Africa</b></p> <ul style="list-style-type: none"> <li>History Alive! West Africa Geography Challenge 3                             <ul style="list-style-type: none"> <li>Students read and interpret three specialty maps to learn about West Africa.</li> <li>Students answer questions while labeling and drawing on a map of Africa.</li> <li>Students discuss critical thinking questions related to their completed</li> </ul> </li> </ul>	<p><b>C. Early Societies in West Africa</b></p> <ul style="list-style-type: none"> <li>History Alive! The Medieval World and Beyond</li> <li>History Alive! The Medieval World and Beyond Lesson Guide 1 Geography Challenge 3                             <ul style="list-style-type: none"> <li>Interactive Student Notebooks</li> <li>Geography Challenge Handout 3</li> <li>colored pencils or markers</li> </ul> </li> <li>History Alive! Lesson Guide 1 Lesson 12                             <ul style="list-style-type: none"> <li>Interactive Student Notebook</li> <li>Transparencies 12A - 12D</li> <li>Information Master 12A</li> <li>Information Master 12B</li> <li>skeins of yellow, green, blue, and red yarn</li> <li>small pieces of paper, about 3" X 3"</li> <li>masking tape</li> <li>business-size envelopes</li> <li>paper</li> </ul> </li> </ul>


Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p><b>Week 4</b></p> <p><b>D. What impact did Ghana, A West African Trading Empire, have on the region? North Africa?</b></p>	<ul style="list-style-type: none"> <li>describe the relationship of trade to the Niger River and describe the vegetation zones, of forest, savanna, Sahel, and desert.</li> <li>describe the evolution of early societies in West Africa</li> <li>analyze the importance of family, labor specialization, and regional commerce in the development of cities and kingdoms in West Africa.</li> <li>explain how the physical environment of a place influences its economy, culture, and trade patterns</li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p><b>D. Ghana: A West African Trading Empire</b></p> <p>Students will...</p> <ul style="list-style-type: none"> <li>identify the trans-Saharan caravan routes through the kingdom of Ghana.</li> <li>describe how trade in gold and salt led to the growth of Ghana and Mali</li> <li>explain silent bartering</li> <li>describe the government of Ghana</li> <li>explain how people interact and are interconnected over</li> </ul>	<p>artifact that was drawn.</p> <p><b>D. Ghana: A West African Trading Empire</b></p> <ul style="list-style-type: none"> <li>History Alive! Lesson 13 Assessment                             <ul style="list-style-type: none"> <li>Complete a map to show North African trade with West Africa.</li> <li>Students image that they have gone back in</li> </ul> </li> </ul>	<p>maps.</p> <ul style="list-style-type: none"> <li>History Alive! Lesson 12                             <ul style="list-style-type: none"> <li>Students explore four types of societies: family-based communities, villages, cities, and kingdoms.</li> <li>Students experience the political and economic organization of each society and consider possible explanations for the development of kingdoms in West Africa.</li> </ul> </li> </ul> <p><b>D. Ghana: A West African Trading Empire</b></p> <ul style="list-style-type: none"> <li>History Alive! Lesson 13                             <ul style="list-style-type: none"> <li>Students role-play the African trade in gold and salt, exploring how it made Ghana a powerful kingdom.</li> </ul> </li> </ul> <p>Lesson including dialogue format for</p>	<p><b>D. Ghana: A West African Trading Empire</b></p> <ul style="list-style-type: none"> <li>History Alive! The Medieval World and Beyond</li> <li>History Alive! The Medieval World and Beyond Lesson Guide 1                             <ul style="list-style-type: none"> <li>Interactive Student Notebooks</li> <li>Information Master 13</li> <li>Student Handout 13A</li> <li>Student Handout 13B</li> <li>sheets of white paper</li> <li>scissors</li> <li>masking tape</li> </ul> </li> </ul>

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		<p>key periods or eras in history in the Eastern Hemisphere.</p> <ul style="list-style-type: none"> <li>identify patterns of trade between places based on distribution of resources.</li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p><b>National Standards:</b> </p> <p><b>National Standards:</b> </p>	<p>time and stopped at a "camel stop" along a West African trade route. They overhear two drivers talking. One is heading south, the other north. By listening in, they learn a lot about geography, trade, and travel. Students write part of the conversation they overheard.</p>	<p>students to follow in writing conversation they overheard.</p>	
<p><b>December 2009</b></p>	<p><b>Week 1</b>  <b>A. What Influence did Islam have on West Africa?</b></p>	<p><b>A. The Influence of Islam on West Africa</b></p> <p>Students will...</p> <ul style="list-style-type: none"> <li>understand the role of trans-Saharan trade in spreading the influence of Islam in West Africa.</li> <li>identify important ways in which Islam influenced West Africa.</li> <li>describe the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.</li> <li>analyze contemporary photographs from West Africa and identify the influences of</li> </ul>	<p><b>Suggested Assessment</b>  <b>A. The Influence of Islam on West Africa</b></p> <ul style="list-style-type: none"> <li>History Alive! Lesson 14 Assessment             <ul style="list-style-type: none"> <li>Students fill in a blank graphic organizer that provides examples of how Islam affected six areas of West African life including: government and law, architecture styles, education, religious practices, language, and decorative arts.</li> </ul> </li> </ul>	<p><b>Suggested Activities</b>  <b>A. The Influence of Islam on West Africa</b></p> <ul style="list-style-type: none"> <li>History Alive! Lesson 14             <ul style="list-style-type: none"> <li>Students read about various Islamic influences, such as religious practices and education, and use their new knowledge to analyze photographs of West Africans and identify the Islamic influences they see.</li> </ul> </li> </ul>	<p><b>Suggested Resources</b>  <b>A. The Influence of Islam on West Africa</b></p> <ul style="list-style-type: none"> <li>History Alive! The Medieval World and Beyond</li> <li>History Alive! The Medieval World and Beyond Lesson Guide 1             <ul style="list-style-type: none"> <li>Interactive Student Handbooks</li> <li>Placards 14A - 14H</li> <li>Information Master 14A - 14B</li> </ul> </li> </ul>







Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p><b>Week 2</b>  <b>B. What was/is The Cultural Legacy of West Africa?</b></p>	<p>Islamic culture represented in them.</p> <ul style="list-style-type: none"> <li>describe the foundation and development of key historical topics: ancient African civilizations.</li> <li>describe the history, interactions, and contributions of various peoples and cultures that have lived in or migrated to the Eastern Hemisphere: world religions (Islam).</li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p><b>B. The Cultural Legacy of West Africa</b></p> <p>Students will...</p> <ul style="list-style-type: none"> <li>record details about the orature (oral arts), written traditions, music, and visual arts of West Africa.</li> <li>describe the importance of written and oral traditions in the transmission of African history and culture.</li> <li>explain how African cultural achievements of the past continue to shape the world today.</li> <li>research and organize ideas for a museum guide that expresses their ideas clearly, demonstrating and understanding of grammar,</li> </ul>	<ul style="list-style-type: none"> <li>Students pretend they have taken a job as a tour guide in Timbuktu. To show visitors examples of both West African and Islamic cultures, draw pictures of sights you might see in Timbuktu. Beneath each picture write a sentence or two to explain to your tour group the West African or Islamic Elements of that sight.</li> </ul> <p><b>B. The Cultural Legacy of West Africa</b></p> <ul style="list-style-type: none"> <li>History Alive! Lesson 15 Assessment             <ul style="list-style-type: none"> <li>Students complete a table that discusses four types of cultural achievements including written and oral tradition, music, and visual arts. Students provide an example of each cultural achievement and evidence of its influence today.</li> <li>Students write lyrics to a call-and-response song</li> </ul> </li> </ul>	<p><b>B. The Cultural Legacy of West Africa</b></p> <ul style="list-style-type: none"> <li>History Alive! Lesson 15             <ul style="list-style-type: none"> <li>Students read about each topic discussed in the unit including West Africa's oral and written traditions, music, and visual arts and their impact on the world today.</li> <li>Students complete a related activity: retelling a griot tale, singing a call-and-response song, or interpreting West African art.</li> </ul> </li> </ul>	<p><b>B. The Cultural Legacy of West Africa</b></p> <ul style="list-style-type: none"> <li>History Alive! The Medieval World and Beyond</li> <li>History Alive! The Medieval World and Beyond Lesson Guide 1             <ul style="list-style-type: none"> <li>Interactive Student Notebooks</li> <li>Transparencies 15A and 15B</li> <li>Placards 15A - 15F</li> <li>Information Masters 15A - 15D</li> <li>Student handouts 15A, 15B, and 15D</li> <li>Student Handout 15C</li> <li>CD Tracks 11-13</li> </ul> </li> <li>History Alive! The Medieval World and Beyond Lesson Guide 1 West Africa Timeline Challenge             <ul style="list-style-type: none"> <li>Interactive Student Notebooks</li> <li>Timeline Challenge Transparency 3</li> </ul> </li> </ul>


Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		<p>structure, and the forms and genres of writing.</p> <ul style="list-style-type: none"> <li>analyze the social, political, cultural, economic, and technological development within ancient Africa.</li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p>Students will...</p> <ul style="list-style-type: none"> <li>complete a historical timeline to show how major events are related to one another in time.</li> <li>identify and add key events, people, and periods from the unit to their timelines.</li> <li>answer timeline challenge questions by analyzing their completed timelines.</li> <li>determine and explain the historical context of key people, events, and ideas over time.</li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p><b>National Standards:</b> </p> <p><b>National Standards:</b> </p>	<p>that identifies and celebrates the cultural legacies of West Africa. Include at least three calls and three responses.</p>	<ul style="list-style-type: none"> <li>Students use their knowledge to create a cultural center guide that depicts and explains what they have seen, heard, and done.</li> <li>History Alive! West Africa Timeline Challenge 3             <ul style="list-style-type: none"> <li>Students analyze a historical timeline.</li> <li>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.</li> </ul> </li> </ul>	
<p>January 2010</p>	<p><b>Imperial China</b>  <b>Week 1</b>  <b>A.</b>  <b>How did Imperial China develop politically?</b></p>	<p><b>A. The Political Development of Imperial China</b></p> <p>Students will...</p>	<p>Suggested Assessment</p> <p><b>A. The Political Development of Imperial China</b></p>	<p>Suggested Activities</p> <p><b>A. The Political Development of Imperial China</b></p>	<p>Suggested Resources</p> <p><b>A. The Political Development of Imperial China</b></p>


Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		<ul style="list-style-type: none"> <li>• use a specialty map to identify and label key geographic features of Asia and China.</li> <li>• describe ways in which geography influenced the history of China.</li> <li>• <a href="#">interpret maps and other geographic tools to find patterns in human and physical patterns.</a></li> <li>• <a href="#">ask and answer questions after examining geographic sources.</a></li> <li>• <a href="#">analyze and interpret data using geographic tools and create maps.</a></li> <li>• <a href="#">construct maps using fundamental principles to identify key information and analyze regional issues and perspectives in the Eastern Hemisphere.</a></li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p>Students will...</p> <ul style="list-style-type: none"> <li>• describe the reunification of China under the Sui dynasty.</li> <li>• explain the development of the imperial state and the scholar-official class.</li> <li>• analyze the influences of Confucianism on the process by which government officials were selected.</li> <li>• identify the changes in Confucian thought during the Song and Mongol periods.</li> <li>• <a href="#">describe the foundation and development of key historical</a></li> </ul>	<ul style="list-style-type: none"> <li>• History Alive! Lesson 16 Assessment                             <ul style="list-style-type: none"> <li>○ Students complete a table with information about the governments of the Chinese dynasties that have been studied including the Ming, Song, Tang, and Yuan dynasties. Students must order the dynasties and how civil servants were chosen during each dynasty.</li> <li>○ Prepare a portfolio to help you get a job in two dynasties of your choice. Explain how each item represents a quality you have that the employer wants.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• History Alive! Imperial China Geography Challenge 4                             <ul style="list-style-type: none"> <li>○ Students read and interpret a physical map of Asia to learn how geography affected the history of China.</li> <li>○ Students answer questions while labeling a map of China.</li> <li>○ Students discuss critical thinking questions related to their completed maps.</li> </ul> </li> <li>• History Alive! Lesson 16                             <ul style="list-style-type: none"> <li>○ Students explore the rise of scholar-officials in China and the effects of their political influence by debating the advantages and disadvantages of three methods used to select officials during this time period.</li> <li>○ Students read about the examination scholars took to become government officials and learn</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• History Alive! The Medieval World and Beyond</li> <li>• History Alive! The Medieval World and Beyond Lesson Guide 1 Imperial China Geography Challenge                             <ul style="list-style-type: none"> <li>○ Interactive Student Notebooks</li> <li>○ Geography Challenge Handout 4</li> <li>○ colored pencils or markers</li> </ul> </li> <li>• History Alive! The Medieval World and Beyond Lesson Guide 1                             <ul style="list-style-type: none"> <li>○ Interactive Student Notebooks</li> <li>○ Student Handout 16</li> </ul> </li> </ul> <p>Portfolio guidelines</p>




Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p><b>Week 4</b>  <b>D. How did China interact with the outside world?</b></p>	<p>Students will...</p> <ul style="list-style-type: none"> <li>describe Chinese technological developments from about 200 to 1400 C.E., especially during the Tang and Song dynasties.</li> <li>analyze the ways in which such Chinese inventions as gunpowder, the compass, and printing affected China and the rest of the world.</li> <li>skim reading material to discover and research information needed to complete assignments.</li> <li>analyze the social, political, cultural, economic, and technological development within ancient China.</li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p><b>D. China's Contacts with the Outside World</b></p> <p>Students will...</p> <ul style="list-style-type: none"> <li>identify products and inventions that traveled along overland trade routes during the Tang dynasty.</li> <li>understand the importance of overland travel and trade during the Yuan dynasty.</li> <li>describe the importance of maritime expeditions during the Ming dynasty.</li> <li>evaluate the benefits and drawbacks of foreign contact</li> </ul>	<p><b>Inventions</b></p> <ul style="list-style-type: none"> <li>History Alive! Lesson 18 Assessment                             <ul style="list-style-type: none"> <li>Name four inventions or discoveries at the top of a hourglass. On the bottom of the hourglass, students write a way that it influences life today.</li> <li>Students will develop the art for four new currency bills the government will be issuing. Instead of picturing people, these bills will commemorate Chinese discoveries and inventions.</li> </ul> </li> </ul> <p><b>D. China's Contacts with the Outside World</b></p> <ul style="list-style-type: none"> <li>History Alive! Lesson 19 Assessment                             <ul style="list-style-type: none"> <li>Students list three reasons why an emperor might follow these policies: reasons for welcoming foreign contact and reasons for rejecting foreign contact</li> </ul> </li> </ul>	<p>time.</p> <ul style="list-style-type: none"> <li>Students read about and describe the causes and effects of several dramatic changes in China's economy.</li> </ul> <p><b>C. Chinese Discoveries and Inventions</b></p> <ul style="list-style-type: none"> <li>History Alive! Lesson 18                             <ul style="list-style-type: none"> <li>Students research and study nine achievements in the areas of exploration and travel, industry, military technology, everyday objects, and disease prevention.</li> <li>Students create scrolls celebrating the four Chinese discoveries or inventions they believe have had the greatest effect on the world.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>History Alive! The Medieval World and Beyond</li> <li>History Alive! The Medieval World and Beyond Lesson Guide 1                             <ul style="list-style-type: none"> <li>Interactive Student Notebooks</li> <li>Placards 18A - 18I</li> <li>Information Masters 18A and 18B</li> <li>9" X 12" white drawing paper</li> <li>tape or glue</li> <li>scissors</li> <li>masking tape</li> <li>colored pencils or markers</li> </ul> </li> </ul> <p><b>D. China's Contacts with the Outside World</b></p> <ul style="list-style-type: none"> <li>History Alive! The Medieval World and Beyond</li> <li>History Alive! The Medieval World and Beyond Lesson Guide 1 Lesson 19                             <ul style="list-style-type: none"> <li>Interactive Student Notebooks</li> <li>Transparencies 19A - 19C</li> <li>Student Handout 19</li> <li>CD Tracks 14-16</li> <li>transparency pens</li> <li>scissors</li> </ul> </li> <li>History Alive! The Medieval World and Beyond Imperial China Timeline</li> </ul>


Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		<p>during each dynasty's rule.</p> <ul style="list-style-type: none"> <li>describe the history, interactions, and contributions of the ancient Chinese.</li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p>Students will...</p> <ul style="list-style-type: none"> <li>complete a historical timeline to show how major events are related to one another in time.</li> <li>identify and add key events, people, and periods from the unit to their timelines.</li> <li>answer timeline challenge questions by analyzing their completed timelines.</li> <li>determine and explain the historical context of key people, events, and ideas over time.</li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p><b>National Standards:</b> </p>	<ul style="list-style-type: none"> <li>Students complete a timeline by placing the early Tang dynasty, late Tang dynasty, Yuan dynasty, early Ming dynasty, and the late Ming dynasty at the appropriate place on the timeline. Students then indicate whether or not foreigners were welcomed during this time period.</li> </ul>	<p><b>D. China's Contacts with the Outside World</b></p> <ul style="list-style-type: none"> <li>History Alive! Lesson 19                             <ul style="list-style-type: none"> <li>Students listen to recorded conversations about the benefits and drawbacks of foreign contact during each dynasty.</li> <li>Students read more about this issue and then discuss to what extent they would have allowed foreign contact if they had ruled China during that period.</li> </ul> </li> <li>History Alive! Imperial China Timeline Challenge 4                             <ul style="list-style-type: none"> <li>Students analyze a historical timeline.</li> <li>Students respond to a series of questions that lead them to complete and analyze a timeline of</li> </ul> </li> </ul>	<p>Challenge</p> <ul style="list-style-type: none"> <li>Interactive Student Notebooks</li> <li>Timeline Challenge Transparency 4</li> </ul>


Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
				<p>key dates from the unit they just studied.</p>	
<p>February 2010</p>	<p><b>Japan During Medieval Times</b>  <b>Week 1</b>  <b>A. How was Japan influenced by neighboring cultures/countries?</b></p>	<p><b>Japan During Medieval Times</b>  <b>A. The Influence of Neighboring Cultures on Japan</b>                      History Alive! Geography Challenge 5                      Students will...</p> <ul style="list-style-type: none"> <li>• use maps to identify and label physical features and population regions of Japan</li> <li>• discuss how physical features may have affected the settlement of Japan</li> <li>• <a href="#">interpret maps and other geographic tools to find patterns in human and physical patterns.</a></li> <li>• <a href="#">ask and answer questions after examining geographic sources.</a></li> <li>• <a href="#">analyze and interpret data using geographic tools and create maps.</a></li> <li>• <a href="#">construct maps using fundamental principles to identify key information and analyze regional issues and perspectives in the Eastern Hemisphere.</a></li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p>History Alive! Lesson 20                      Students will...</p>	<p><b>Japan During Medieval Times</b>  <b>A. The Influence of Neighboring Cultures on Japan</b>                      History Alive! Lesson 20 Assessment</p> <ul style="list-style-type: none"> <li>• diagram one element of government, religion and the arts for China that influenced that cultural element of Japan</li> <li>• Student pretends they are part of Japan's Chamber of Commerce and create a map and travel guide for visitors about the new Japanese capital of Nara. the guide must mention how neighboring cultures influence the way the city looks including:                             <ul style="list-style-type: none"> <li>○ a layout of the city</li> <li>○ important religious buildings</li> <li>○ the neighboring countries that influenced the building of Nara</li> </ul> </li> </ul>	<p><b>Japan During Medieval Times</b>  <b>A. The Influence of Neighboring Cultures on Japan</b>                      History Alive! Geography Challenge 5</p> <ul style="list-style-type: none"> <li>• Japan Geography Challenge                             <ul style="list-style-type: none"> <li>○ read and interpret physical and population maps to learn how geography affected the settlement of Japan</li> </ul> </li> </ul> <p>History Alive! Lesson 20</p> <p>study the influence of India, China and Korea on Japanese culture</p> <ul style="list-style-type: none"> <li>• create playing cards with pictures of aspects of culture, such as religion and literature</li> </ul>	<p><b>Japan During Medieval Times</b>  <b>A. The Influence of Neighboring Cultures on Japan</b></p> <ul style="list-style-type: none"> <li>• <i>History Alive: The Medieval World &amp; Beyond</i></li> <li>• <i>History Alive! The Medieval World and Beyond Lesson Guide 20</i></li> <li>• <i>Interactive Student Notebooks</i></li> <li>• <i>Geography Challenge Handout 5</i></li> <li>• <i>Colored pencil or markers</i></li> <li>• <i>Information Master 20A and 20B</i></li> <li>• <i>Student Handout 20</i></li> <li>• <i>scissors</i></li> </ul>


Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p><u>Week 2</u>  <b>B. What was Heian-kyo? why was it considered The Heart of Japan's Golden Age?</b></p>	<ul style="list-style-type: none"> <li>define cultural diffusion and illustrate the concept by describing how cultural elements were transmitted from India, China, and Korea to Japan</li> <li>describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influences of those countries on Japan</li> <li>discuss the reign of Prince Shotoku and the characteristics of Japanese society and family life during his reign</li> <li>describe the history, interactions, and contributions of various people and cultures that have lived in or migrated to the Eastern Hemisphere.</li> <li>describe the characteristics and distribution of cultural patterns and make predictions: cultural diffusion.</li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p><b>B. Heian-kyo: The Heart of Japan's Golden Age</b></p> <p>History Alive! Lesson 21            Students will...</p> <ul style="list-style-type: none"> <li>describe the Golden Age of literature, art, and drama in Japan during the 9th, 10th, and 11th centuries</li> <li>explain the effects of the Golden Age, including the</li> </ul>	<p><b>B. Heian-kyo: The Heart of Japan's Golden Age</b></p> <p>History Alive! Lesson 21 Assessment</p> <ul style="list-style-type: none"> <li>Students will pretend they are members of the Japanese aristocracy and draw a picture of three aspects of their daily life in Japan on a scroll. It must cover</li> </ul>	<p><b>B. Heian-kyo: The Heart of Japan's Golden Age</b></p> <p>History Alive! Lesson 21</p> <ul style="list-style-type: none"> <li>learn about court like and cultural accomplishments of Japan during the Heian period</li> <li>visit the home of a Japanese aristocrat by reading about and learning how a Japanese aristocrat might</li> </ul>	<p><b>B. Heian-kyo: The Heart of Japan's Golden Age</b></p> <ul style="list-style-type: none"> <li><i>History Alive: The Medieval World &amp; Beyond</i></li> <li><i>History Alive! The Medieval World and Beyond Lesson Guide 21</i></li> <li><i>Interactive Student Notebooks</i></li> <li><i>Transparency 21</i></li> <li><i>Placards 21A-C</i></li> <li><i>Information Master 21A-B</i></li> <li><i>Student Handout 21A-B</i></li> <li><i>3'x6' piece of butcher paper</i></li> </ul>






Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p><b>Week 3</b>  <b>C. How and why did the Warrior Class in Japan gain power?</b></p>	<p><i>Tale of Genji</i>, on Japanese culture today</p> <ul style="list-style-type: none"> <li>understand the reasons for the end of the Heian era and the rise of the military class in the late 12th century</li> <li>research and organize ideas for a journal entry that expresses their ideas clearly, demonstrating an understand of grammar, structure, and the forms and genres of writing</li> <li>describe the foundation and development of ancient Japan.</li> <li>analyze the social, political, cultural, economic, and technological development within ancient Japan.</li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p><b>C. The Rise of the Warrior Class in Japan</b></p> <p>History Alive! Lesson 22                      Students will...</p> <ul style="list-style-type: none"> <li>analyze the rise of military society in the late 12th century and the role of the samurai in that society</li> <li>describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, and samurai</li> <li>trace the development of</li> </ul>	<p>at least three of these areas:</p> <ul style="list-style-type: none"> <li>what their home life is like</li> <li>what their life is like in the court</li> <li>what their clothing is like</li> <li>what they do for amusement</li> </ul> <ul style="list-style-type: none"> <li>Students will draw a web showing the many components of Japanese society during the Heian period including 4 of the five aspects:                             <ul style="list-style-type: none"> <li>Heian-kyo</li> <li>Beauty and Fashion</li> <li>Writing</li> <li>Arts</li> <li>Fujiwara Family</li> </ul> </li> </ul> <p><b>C. The Rise of the Warrior Class in Japan</b></p> <p>History Alive! Lesson 22 Assessment</p> <p>Draw 4 plates of armor and on each suit of armor draw something the samurai did on that plate of armor. Write a sentence for each plate of armor explaining what the action shows about</p>	<p>act in certain situations</p> <ul style="list-style-type: none"> <li>create a diary entry describing a day in the life of a courtier during the Heian period</li> </ul> <p><b>C. The Rise of the Warrior Class in Japan</b></p> <p>History Alive! Lesson 22</p> <ul style="list-style-type: none"> <li>learn about the rise of a warrior class in Japan and the pivotal role the samurai played from the end of the 12th to the 19th centuries</li> <li>read about the forces that led to the creation of a lord-vassal system in Japan, and then perform skits to</li> </ul>	<ul style="list-style-type: none"> <li>2 sheets of paper folded into fans with folds</li> <li>20 small stones</li> <li>2 lightweight balls or paper squeezed into balls</li> <li>2 sets of: watercolors, brushes, and water</li> <li>drawing paper</li> <li>masking tape</li> <li>string</li> <li>CD Track 17</li> </ul> <p><b>C. The Rise of the Warrior Class in Japan</b></p> <ul style="list-style-type: none"> <li>History Alive: The Medieval World &amp; Beyond</li> <li>History Alive! The Medieval World and Beyond Lesson Guide 22</li> <li>Interactive Student Notebooks</li> <li>Transparencies 22A-22E</li> <li>Student Handouts 22A-22B</li> <li>construction paper, scissors, tape, string, and colored markers</li> <li>fine paintbrush, ink or dark paint, and paper</li> </ul>


Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		<p>distinctive forms of Japanese Buddhism</p> <ul style="list-style-type: none"> <li>describe the lasting influence of the warrior code throughout the 20th century</li> <li>compare western Europe in the Middle Ages with the samurai society of Japan</li> <li>explain how people interact and are interconnected over key periods or eras in history in the Eastern hemisphere.</li> <li>describe the foundation and development of key historical topics: ancient Japan.</li> <li>describe the history, interactions and contributions of various peoples and cultures that have lived in or migrated to the Eastern Hemisphere: world religions (Japanese Buddhism)</li> </ul> <p><b>Colorado Academic Standards:</b> </p>	<p>the samurai.</p> <ul style="list-style-type: none"> <li>Student will pretend to be a daimyo in need of more samurai. The student will write an advertisement for a samurai that describes the qualities and skills needed. It should include at least three of the following:                             <ul style="list-style-type: none"> <li>military training</li> <li>mental training</li> <li>spiritual training</li> <li>training in writing and literature</li> <li>tea ceremony training</li> <li>samurai values</li> </ul> </li> </ul> <p>Teacher created rubric</p>	<p>demonstrate various aspects of samurai training</p>	<p><a href="http://rubistar.4teachers.org/">http://rubistar.4teachers.org/</a></p> <p>Advertisement rubric</p> <p>Guidelines for skits</p>
<p>April 2010</p>	<p>Europe's Renaissance and Reformation <u>Week 1</u> A. When and where did The Renaissance Begin?</p>	<p>Europe's Renaissance and Reformation</p> <p>A. The Renaissance Begins</p> <p>History Alive! Geography Challenge 7 Students will...</p> <ul style="list-style-type: none"> <li>use a specialty map to identify and label key cities and regions of Europe related to the Renaissance and Reformation</li> </ul>	<p>Europe's Renaissance and Reformation</p> <p>A. The Renaissance Begins</p> <p>History Alive! Lesson Assessment 28</p> <ul style="list-style-type: none"> <li>have students identify three factors that contributed to the beginning of the Renaissance using a diagram</li> </ul>	<p>Europe's Renaissance and Reformation</p> <p>A. The Renaissance Begins</p> <p>History Alive! Lesson 28</p> <ul style="list-style-type: none"> <li>working in pairs, students answer questions while labeling a map of Europe</li> <li>discuss critical thinking question related to the</li> </ul>	<p>Europe's Renaissance and Reformation</p> <p>A. The Renaissance Begins</p> <ul style="list-style-type: none"> <li><i>History Alive: The Medieval World &amp; Beyond</i></li> <li><i>History Alive! The Medieval World and Beyond Lesson Guide 28</i></li> <li><i>Geography Challenge Handout 7</i></li> </ul>



Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		<ul style="list-style-type: none"> <li>discuss how the locations of key cities and regions may have affected the spread of goods and ideas across Europe</li> <li>interpret maps and other geographic tools to find patterns in human and physical patterns.</li> <li>ask and answer questions after examining geographic sources.</li> <li>analyze and interpret data using geographic tools and create maps.</li> <li>construct maps using fundamental principles to identify key information and analyze regional issues and perspectives in the Eastern Hemisphere.</li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p>History Alive! Lesson 28 Students will...</p> <ul style="list-style-type: none"> <li>learn about the elements of classical, medieval, and Renaissance art</li> <li>identify the period--classical, medieval, or Renaissance--in which six artworks were created</li> <li>explain the importance of the growth of towns, the rise of a money economy, and the development of independent city-states to the birth and spread of Renaissance ideas</li> <li>explore how humanism encouraged a new way of thinking that affected many</li> </ul>	<ul style="list-style-type: none"> <li>have students design a simple Renaissance Web site by drawing four squares that represent four screens.                             <ul style="list-style-type: none"> <li>screen 1: a home page stating their overall thesis including a sentence that explains what they saw as most important about the beginning of the Renaissance</li> <li>screens 2-4: provide information about how <i>art, humanism, trade and commerce, or Italian city-states</i> influenced the beginning of the Renaissance</li> </ul> </li> </ul> <p>Teacher created rubric</p>	<p>completed map</p> <ul style="list-style-type: none"> <li>explore elements of classical, medieval, and Renaissance art to help them understand the rebirth of classical ideas</li> <li>in a <b>Visual Discovery</b> activity students trace the changes in European life that led to the birth of the Renaissance</li> </ul>	<ul style="list-style-type: none"> <li><i>colored pencil or markers</i></li> <li><i>Interactive Student Notebooks</i></li> <li><i>Transparencies 28A-28F</i></li> <li><i>Information Master 28A-28B</i></li> </ul> <p><i>Student Handouts 28A-28B</i></p> <p><a href="http://rubistar.4teachers.org/">http://rubistar.4teachers.org/</a></p> <p>Website rubric</p>

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p><u>Week 2</u>  <b>B. Why was Florence considered The Cradle of the Renaissance?</b></p> <p><u>Week 3</u>  <b>C. Who were the Leading Figures of the Renaissance? What did they do?</b></p>	<p>aspects of life</p> <ul style="list-style-type: none"> <li>analyze the social, political, cultural, economic, and technological development within the European Renaissance.</li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p><b>B. Florence: The Cradle of the Renaissance</b></p> <p>History Alive! Lesson 29                      Students will...</p> <ul style="list-style-type: none"> <li>examine a map of Renaissance Florence</li> <li>describe Renaissance advances in architecture and engineering, painting, sculpture, literature, and science and mathematics</li> <li>describe Florentine politics as reflected in the work of Machiavelli, as well as Florentine commerce and trade</li> <li>interpret quotations from Machiavelli</li> <li>research and organize ideas for an illustrated letter that expresses their ideas clearly, demonstrating an understanding of grammar, structure, and the genre of letter writing</li> <li>analyze the social, political, cultural, economic, and technological development</li> </ul>	<p><b>B. Florence: The Cradle of the Renaissance</b></p> <p>History Alive! Lesson Assessment 29</p> <ul style="list-style-type: none"> <li>students will identify a five Renaissance men and name an artistic or scientific achievement of each</li> <li>students will name important places of architecture in Florence and identify where they got the ideas for the designs of their buildings</li> </ul> <p>Teacher created rubric</p>	<p><b>B. Florence: The Cradle of the Renaissance</b></p> <p>History Alive! Lesson 29</p> <ul style="list-style-type: none"> <li>in a <b>Writing for Understanding</b> activity, students will take a "walking tour" of Florence, visiting seven sites to learn about various aspects of Renaissance life, including architecture and engineering, painting, sculpture, literature, science and mathematics, politics, and commerce and trade.</li> <li>students will apply their new knowledge by writing illustrated letters from the point of view of 16th-century visitors to Florence</li> </ul>	<p><b>B. Florence: The Cradle of the Renaissance</b></p> <ul style="list-style-type: none"> <li><i>History Alive: The Medieval World &amp; Beyond</i></li> <li><i>History Alive! The Medieval World and Beyond Lesson Guide 29</i></li> <li><i>Interactive Student Notebooks</i></li> <li><i>Transparency 29</i></li> <li><i>Placards 29A-29G</i></li> <li><i>Stations Directions 29A-29G</i></li> <li><i>Station Materials 29A, 29B, and 29D-29G</i></li> <li><i>Information Master 29</i></li> <li><i>Student Handout 29</i></li> <li><i>CD Track 20</i></li> <li><i>1 beach ball</i></li> <li><i>2 small mirrors</i></li> <li><i>4 craft sticks</i></li> <li><i>clay or sculpting material</i></li> <li><i>butcher paper</i></li> <li><i>2 small cardboard boxes</i></li> <li><i>scissors, masking tape, and</i></li> <li><i>colored pencils or markers</i></li> </ul> <p><a href="http://rubistar.4teachers.org/">http://rubistar.4teachers.org/</a></p> <p>Illustrated letter rubric</p>


Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p><b>Week 4</b>  <b>D. What was the Reformation, and when did The Reformation Begin?</b></p>	<p>within the European Renaissance.</p> <ul style="list-style-type: none"> <li>interpret maps and other geographic tools to find patterns in human and physical systems.</li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p><b>C. Leading Figures of the Renaissance</b></p> <p>History Alive! Lesson 30 Students will...</p> <ul style="list-style-type: none"> <li>explain how the Renaissance spread from Italy to other parts of Europe</li> <li>summarize key aspects of the lives and achievements of Renaissance figures, such as Leonardo da Vinci, Nicholas Copernicus, and William Shakespeare</li> <li>describe key Renaissance advances in literature, the arts and science that were made by 10 prominent figures</li> <li>determine and explain the historical context of key people, events, and ideas over time.</li> <li>analyze the social, political, cultural, economic, and technological development within the European Renaissance.</li> </ul>	<p><b>C. Leading Figures of the Renaissance</b></p> <p>History Alive! Lesson Assessment 30</p> <ul style="list-style-type: none"> <li>students take on the role of one of the individuals listed below and write a first-person account of their life, being sure to include; a statement about their background, an explanation of where they live and how living there affects them, a description of at least one of their achievements, and an explanation of why they are proud of their achievement(s):</li> <li>Michelangelo</li> <li>Queen Elizabeth I</li> <li>Nicolaus Copernicus</li> <li>Miguel Cervantes</li> <li>Leonardo da Vinci</li> <li>students will choose two elements of Renaissance culture from the list below and explain how humanism</li> </ul>	<p><b>C. Leading Figures of the Renaissance</b></p> <p>History Alive! Lesson 30</p> <ul style="list-style-type: none"> <li>explore the spread and impact of the Renaissance, by participating in a Response Group activity in which they create busts and illustrated pedestals for the Renaissance figures</li> <li>in groups they will examine the pedestals in the class "gallery" and, based on what they've read, identify which Renaissance figure each represents</li> </ul>	<p><b>C. Leading Figures of the Renaissance</b></p> <ul style="list-style-type: none"> <li><i>History Alive: The Medieval World &amp; Beyond</i></li> <li><i>History Alive! The Medieval World and Beyond Lesson Guide 30</i></li> <li><i>Interactive Student Notebooks</i></li> <li><i>Student Handout 30A-30C</i></li> <li><i>Information Master 30</i></li> <li><i>butcher paper</i></li> <li><i>transparent tape</i></li> <li><i>scissors</i></li> <li><i>glue</i></li> <li><i>colored pencils or markers</i></li> </ul> <p><b>D. The Reformation Begins</b></p>

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		<ul style="list-style-type: none"> <li>describe the history, interactions, and contributions of various peoples and cultures that have lived in or migrated to the Eastern Hemisphere.</li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p><b>D. The Reformation Begins</b></p> <p>History Alive! Lesson 31 Students will...</p> <ul style="list-style-type: none"> <li>identify corrupt practices and key events that weakened the Catholic Church</li> <li>describe the theological, political, and religious ideas of such early reformers as Jan Hus, William Tyndale, Catherine of Siena, and Desiderius Erasmus</li> <li>describe Martin Luther's theological and political ideas and how they led to the Protestant Reformation in Germany</li> <li>identify factors that contributed to the spread of protestant ideas throughout Europe</li> <li>describe the foundation and development of key historical topics: The Reformation.</li> </ul> <p><b>Colorado Academic Standards:</b> </p>	<p>influenced each of their two choices and give an example that supports their explanation:</p> <ul style="list-style-type: none"> <li>painting</li> <li>sculpture</li> <li>architecture</li> <li>astronomy</li> <li>anatomy</li> </ul> <p>Teacher created rubric</p> <p><b>D. The Reformation Begins</b></p> <p>History Alive! Lesson Assessment 31</p> <ul style="list-style-type: none"> <li>For each of the listed reformers write one belief or action for which he or she was known                             <ul style="list-style-type: none"> <li>Catherine of Siena</li> <li>John Wycliffe</li> <li>Desiderius Erasmus</li> <li>Martin Luther</li> </ul> </li> <li>For each of the following answers write a correct question:                             <ul style="list-style-type: none"> <li>Martin Luther</li> <li>The selling of indulgences</li> <li>The Great Schism</li> <li>William Tyndale</li> <li>King Henry VIII</li> </ul> </li> </ul>	<p><b>D. The Reformation Begins</b></p> <p>History Alive! Lesson 31</p> <ul style="list-style-type: none"> <li>through a <b>Visual Discovery</b> activity students will learn how the Christian community responded to the corruption of the times through the historic movement called the Reformation</li> </ul>	<ul style="list-style-type: none"> <li><i>History Alive: The Medieval World &amp; Beyond</i></li> <li><i>History Alive! The Medieval World and Beyond Lesson Guide 31</i></li> <li><i>Interactive Student Notebooks</i></li> <li><i>Student Handout 31A-31C</i></li> <li><i>Information Masters 31A-31B</i></li> <li><i>Student Handouts 31A-31C</i></li> </ul> <p><a href="http://rubistar.4teachers.org/">http://rubistar.4teachers.org/</a></p> <p>First-person account rubric</p>


Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		National 			
May 2010	<p><b>Europe's Renaissance and Reformation</b>  <b>Week 1</b>  <b>A. How did the reformation spread, and what was its impact?</b></p>	<p><b>Europe's Renaissance and Reformation</b></p> <p><b>A. The Spread and Impact of the Reformation</b></p> <p>History Alive! Lesson 32                      Students will...</p> <ul style="list-style-type: none"> <li>identify and describe key beliefs and practices of Catholicism, Lutheranism, Calvinism, and Anglicanism</li> <li>analyze how the Counter-Reformation revitalized the Catholic Church and slowed the spread of Protestantism</li> <li>identify and locate the European regions that remained Catholic and those that became Protestant</li> <li>describe the religious wars in Europe and some of the main consequences of the Reformation</li> <li>identify the location of Christian missions of the medieval and early modern periods on a world map</li> <li>analyze the social, political, cultural, economic, and technological development within Reformation.</li> <li>describe the history, interactions, and contributions of various peoples and cultures that have lived in or migrated to the Eastern</li> </ul>	<p><b>Europe's Renaissance and Reformation</b></p> <p><b>A. The Spread and Impact of the Reformation</b></p> <p>History Alive! Lesson Assessment 32</p> <ul style="list-style-type: none"> <li>Venn diagram which include these three Protestant sects showing at least two similarities shared by all three religious groups and at least two facts about each sect that is not shared by the other two:                             <ul style="list-style-type: none"> <li>Lutheranism</li> <li>Anglicanism</li> <li>Calvinism</li> </ul> </li> <li>Play three music selections for the students--Catholic music, Anglican music, and Lutheran music--and have the students write a description for each sect that includes:                             <ul style="list-style-type: none"> <li>language in which the music is sung (English, latin, or German)</li> <li>one or two beliefs of the religion that are expressed in the music</li> <li>how the music is</li> </ul> </li> </ul>	<p><b>Europe's Renaissance and Reformation</b></p> <p><b>A. The Spread and Impact of the Reformation</b></p> <p>History Alive! Lesson 32</p> <ul style="list-style-type: none"> <li>read about the three groups that broke away from the Catholic Church</li> <li>learn how the church tried to stop the spread of Protestantism</li> <li>in a <b>Problem Solving Groupwork</b> activity, groups of students research on of three Reformation religion's origins, beliefs, and practices</li> <li>read about and explore the Counter-Reformation with the Catholic Church and other effects of the Reformation throughout Europe</li> </ul>	<p><b>Europe's Renaissance and Reformation</b></p> <p><b>A. The Spread and Impact of the Reformation</b></p> <ul style="list-style-type: none"> <li><i>History Alive: The Medieval World &amp; Beyond</i></li> <li><i>History Alive! The Medieval World and Beyond Lesson Guide 32</i></li> <li><i>Interactive Student Notebooks</i></li> <li><i>Transparency 32</i></li> <li><i>Information Masters 32A-32D</i></li> <li><i>Student Handouts 32A-32B</i></li> <li><i>CD Tracks 21-23</i></li> <li><i>white flip char to butcher paper</i></li> <li><i>scissors.tape</i></li> <li><i>glue</i></li> <li><i>colored pencils or markers</i></li> </ul>




Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p><u>Week 2</u>  <b>Europe Enters the Modern Age</b>  <b>B. What and when was The Age of Exploration? Who were some of the major explorers, and what did they discover/find/do?</b></p>	<p>Hemisphere: world religions.</p> <p><b>Colorado Academic Standards:</b> </p> <p>History Alive! Timeline Challenge 7                      Students will...</p> <ul style="list-style-type: none"> <li>complete a historical timeline to show how major events are related to one another in time</li> <li>identify and add key events, people, and periods from the unit to their timelines</li> <li>answer timeline challenge questions by analyzing their completed timelines</li> <li>determine and explain the historical context of key people, events, and ideas over time.</li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p><b>Europe Enters the Modern Age</b>  <b>B. The Age of Exploration</b></p> <p>History Alive! Geography Challenge 8                      Students will...</p> <ul style="list-style-type: none"> <li>use a specialty map to identify and label the routes of the European voyages of discovery</li> <li>hypothesize about how these voyages may have affected the people who lived in the places the Europeans explored</li> </ul>	<p>different from the other two selections</p> <p><b>Europe Enters the Modern Age</b>  <b>B. The Age of Exploration</b></p> <p>History Alive! Lesson Assessment 33</p> <ul style="list-style-type: none"> <li>have students complete a chart that shows-- problems faced, important events for the groups and an illustration or symbol for</li> </ul>	<p><b>Europe Enters the Modern Age</b>  <b>B. The Age of Exploration</b></p> <p>History Alive! Lesson 33</p> <ul style="list-style-type: none"> <li>read and interpret a specialty map to learn about the routes of the great European voyages of discovery</li> <li>work in pairs, students answer questions while</li> </ul>	<p><b>Europe Enters the Modern Age</b>  <b>B. The Age of Exploration</b></p> <ul style="list-style-type: none"> <li><i>History Alive: The Medieval World &amp; Beyond</i></li> <li><i>History Alive! The Medieval World and Beyond Lesson Guide 33</i></li> <li><i>Geography Challenge Handout 8</i></li> <li><i>colored pencil or markers</i></li> <li><i>Interactive Student Notebooks</i></li> <li><i>Transparency pens or water-</i></li> </ul>



Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p><b>Week 3</b>  <b>C. What and when was The Scientific Revolution? Who were the</b></p>	<ul style="list-style-type: none"> <li>interpret maps and other geographic tools to find patterns in human and physical patterns.</li> <li>ask and answer questions after examining geographic sources.</li> <li>analyze and interpret data using geographic tools and create maps.</li> <li>construct maps using fundamental principles to identify key information and analyze regional issues and perspectives in the Eastern Hemisphere.</li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p>History Alive! Lesson 33            Students will...</p> <ul style="list-style-type: none"> <li>learn about the motivations and key advances in knowledge and technology that led to the Age of Exploration and the important European voyages of the period</li> <li>identify and explain the impact of the Age of Exploration--including the exchange of goods and ideas--on people in various parts of the world</li> <li>describe the commercial effects of exploration, including the origins of modern capitalism, the growth of cottage industry, the policy of mercantilism, and new patterns of trade</li> </ul>	<p>each of these groups:</p> <ul style="list-style-type: none"> <li>European Explorers</li> <li>African</li> <li>Asians</li> <li>American</li> </ul> <ul style="list-style-type: none"> <li>Complete these two statements:               <p>Statement 1</p> <ul style="list-style-type: none"> <li>take the role of a European explorer</li> <li>describe your ocean crossing and what you found when you reached land</li> <li>describe the people you found there</li> <li>describe what you did and why you did it</li> <li>describe any effects your actions might have had</li> </ul> <p>Statement 2</p> <ul style="list-style-type: none"> <li>Take the role of a native inhabitant of Central or South America</li> <li>describe the arrival of boats from faraway lands</li> <li>describe the people on the boats</li> <li>describe their actions</li> <li>describe how their actions affected you and</li> </ul> </li> </ul>	<p>labeling a world map</p> <ul style="list-style-type: none"> <li>discuss critical thinking questions related to their completed maps</li> <li>in teams--explore "uncharted territory" much as the European explorers did and discovering some of the challenges, dangers, and rewards explorers encountered</li> <li>map the routes of the European voyages of discovery and make connections between their classroom experience and the Age of Exploration</li> </ul>	<p><i>based markers</i></p> <ul style="list-style-type: none"> <li><i>Information Masters 33A-33B</i></li> <li><i>Student Handouts 33A-33C</i></li> <li><i>6 large blankets, sheets, or tablecloths, preferably dark colored</i></li> <li><i>masking tape</i></li> </ul>



Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		<p>cultural, economic, and technological development within the Scientific Revolution.</p> <p><b>Colorado Academic Standards:</b> </p> <p><b>D. The Enlightenment</b></p> <p>History Alive! Lesson 35 Students will...</p> <ul style="list-style-type: none"> <li>describe the roots of the Enlightenment</li> <li>identify five thinkers who influenced the Enlightenment--Hobbes, Locke, Montesquieu, Voltaire, and Beccaria--and explain the key ideas of each thinker</li> <li>match excerpts from important historical documents to the thinkers who are best represented by them</li> <li>explain the influence of Enlightenment thought on democratic thinking and institutions</li> <li>describe the foundation and development of key historical topics: The Enlightenment.</li> <li>analyze the social, political, cultural, economic, and technological developments</li> </ul>	<ul style="list-style-type: none"> <li>have Galileo state his theory</li> <li>have the church leader disagree</li> <li>have at least two more exchanges between the men</li> <li>finish the conversation in a way that reflects what actually happened to Galileo</li> </ul> <p><b>D. The Enlightenment</b></p> <p>History Alive! Lesson Assessment 35</p> <ul style="list-style-type: none"> <li>identify passages from the US Constitution that was influenced by one of these Enlightenment thinkers:                             <ul style="list-style-type: none"> <li>Locke</li> <li>Baron de Montesquieu</li> <li>Voltaire</li> <li>Beccaria</li> </ul> </li> </ul>	<p><b>D. The Enlightenment</b></p> <p>History Alive! Lesson 35</p> <ul style="list-style-type: none"> <li>in the <b>Response Group</b> activity students will "visit" an Enlightenment-era salon, or gathering, to meet and learn about the ideas of five important thinkers whose works were influential at the time</li> <li>play a game in which groups analyze excerpts from important historical documents, such as the Declaration of Independence, the US Constitution, and the Declaration of the Rights of man and Citizen, and try to match them to the thinker whose ideas are represented in them</li> </ul> <p>History Alive! Timeline Challenge 8</p>	<p><b>D. The Enlightenment</b></p> <ul style="list-style-type: none"> <li><i>History Alive: The Medieval World &amp; Beyond</i></li> <li><i>History Alive! The Medieval World and Beyond Lesson Guide 35</i></li> <li><i>Interactive Student Notebooks</i></li> <li><i>Transparency 35</i></li> <li><i>Information Masters 35A-35E</i></li> <li><i>butcher paper or flipchart paper</i></li> </ul>

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		<p style="text-align: center;"><i>within the Enlightenment.</i></p> <p><b>Colorado Academic Standards:</b> </p> <p>History Alive! Timeline Challenge 8 Students will...</p> <ul style="list-style-type: none"> <li>• complete a historical timeline to show how major events are related to one another in time</li> <li>• identify and add key events, people, and periods from the unit to their timelines</li> <li>• answer timeline challenge questions by analyzing their completed timelines</li> <li>• <i>determine and explain the historical context of key people, events, and ideas over time.</i></li> </ul> <p><b>Colorado Academic Standards:</b> </p> <p>National </p>		<ul style="list-style-type: none"> <li>• analyze a historical timeline--working in pairs--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</li> </ul>	