Unit I-Human Origins

**Essential Understanding:**

Anthropologists and Archaeologists have studied artifacts and fossils to discover that the earliest humans originated in East Africa and migrated to follow their food. The characteristics of the hunter and gatherer societies of the Paleolithic era changed because of the Neolithic Revolution, which allowed for stable communities and the rise of early civilizations. Prehistory is defined as the time before writing. Although there is no written record to document the events of the prehistoric period, historians are fairly confident in their ability to understand the culture of prehistoric peoples.

**Essential Question:**

Student can write at least one paragraph **to** explain how the lives of early humans changed between the Paleolithic and Neolithic Eras. Using 2 of the following:

* Geographic
* Social (gender relations)
* Technology
* Economics of communal life

**September 6th-13th**

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| **Essential Question: How did the lives of early humans changed between the Paleolithic and Neolithic Eras?**  **Using 2 of the following: Write at least one paragraph.**   * **Geographic** * **Social (gender relations)** * **Technology** * **Economics of communal life** | | | |
| **Standard Objective:** | **Summative Assessment** | **Formative Assessment/Learning Experience** | **Pre-Assessment** |
| **2a) Explain the impact of geographic environment on hunter-gatherer societies.**  **2b) List characteristics of hunter-gatherer societies.** | **Based on your learning, write 1 paragraph describing the geographic, social (gender relations), economics of communal life, and characteristics that existed during the Paleolithic Era.** | * **Students analyze the migration patterns to explain the impact geography had on early man by using the Site of Hominid Remains with accompanying questions and the blank Eastern Hemisphere map with accompanying questions.** * **Students analyze pictures of early weapons and cave art to explain life of early man by viewing the Ancient Rock Art video and having students complete the Reasons and conclusions graphic organizer; Examining the photo of the early weapons then completing and discussing the accompanying Reading Like a Historian document; Reading the essay about Prehistoric Survival patterns and summarizing the reading using the Reading Like a Historian document and/or the four square organizer.** * **Exit slip-listing the characteristic of hunter-gatherer societies or have students refine earlier examples listed on the circle web.** * **Students will complete the CFA: Map of Human Migration, Early Cave Paintings and Early Stone Tools.** | * **Anticipation Guide 2a-d** * **Using the Impact of Geography on Hunting-Gathering societies; Label a map to show where the homo-sapiens emerged and the migration patterns of prehistoric man.** * **Using the circle web, have students write examples of what they think are characteristics of a Hunter-Gatherer society.** * **Using the story of the Iceman, have students discuss their answers to the question: What does this tell you about early man?**   + **Could have students participate in a stand and deliver activity where they decide if the Iceman was advanced for his time, and support their decision with evidence.**   + **Also on page 15 of textbook.** |
| **Essential Question: How did the lives of early humans changed between the Paleolithic and Neolithic Eras?**  **Using 2 of the following: Write at least one paragraph.**   * **Geographic** * **Social (gender relations)** * **Technology** * **Economics of communal life** | | | |
| **2c) Describe technological and social advancements that gave rise to stable communities.**  **3a) Locate stable river valley civilizations in time and place.** | **Based on your learning, write 1-2 paragraphs answering:**  **How was life during the Paleolithic Age different from that in the Neolithic Age? Give at least one example from each of the following:**   * **Geographic** * **Social (gender relations)** * **Economics of communal life**   **Did the quality of life for early humans improve during the Neolithic Revolution? Explain how and why.** | * **On page 17 of the textbook, analyze the map and charts of the agricultural revolution by answering then discussing the skill builder questions.** * **After examining maps and charts and listening to a brief lecture on the changes during the Neolithic Era, categorize information about the Paleolithic and Neolithic eras into a Venn diagram** * **Exit slip- cause and effect graphic organizer of technology and farming on migration.** * **Examine Change over time by completing the Cause/Effect Chart to make connections between eras, or use the Progress over Time Chart.**    + **Reference page 24 of the textbook if necessary.** * **Students will complete the CFA: Describe life during the Neolithic Era and how technology gave rise to stable communities by analyzing pictures of domesticated animals and plants.** | * **Using the Paleolithic and Neolithic Age pictures, have students sort the pictures into Paleolithic & Neolithic eras.**   + **Could have students use the SMARTboard to sort the pictures.** * **Have the students discuss possible advantages to farming and herding versus hunting and gathering.** |
| **Essential Question: How did the lives of early humans changed between the Paleolithic and Neolithic Eras?**  **Using 2 of the following: Write at least one paragraph.**   * **Geographic** * **Social (gender relations)** * **Technology** * **Economics of communal life** | | | |
| **2d) Explain how archaeological discoveries are changing present-day knowledge of early peoples.** | **Using your thesis, write 3-4 paragraphs explaining how new discoveries alter and refine our knowledge of the time before written history (prehistory), citing specific examples of change over time.** | * **Using the Art and Life in the Early Agrarian Era PowerPoint and the Visual Sources document that accompanies it, have the students research and investigate the evidence of settled life.** * **Have students read Dawn of the City and answer the discussion questions AND/OR read Into the Stone Age with a Scalpel: A Dig With Clues on Early Urban Life by Susanne Fowler and answer the accompanying Reading Like a Historian questions.** * **Using the new information for the activities above, have them alter their thesis.** * **Students will complete the CFA: Describing the importance of Archeology in the study of History.** | * **Have students answer question #1 and #2 on the Land of the People Map: Based on what they already know, have students develop a thesis describing the essential parts of a settled community.** * **Using the Elements of Civilization PowerPoint: Pictures of Stonehenge, Aleppo, Jericho and Çatalhöyük) and the World Map, have students match the archeological findings on a map.** |

Unit II- Early Civilizations

(River Valleys, Hebrews, Phoenicians, Nubia)

**Essential Understanding:**

Archaeologists have discovered artifacts that prove the first permanent settlements arose near river valleys because they provided water, rich soil, and protection. These civilizations developed social, economic, religious and political patterns over time.

**Essential Question:**

What patterns developed among early civlizations?

* Students can write in at least one paragraph comparing the patterns between the 4 river valleys.

**September 14th- October 3rd**

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| Essential Question: What patterns developed among early civlizations?   * Students can write in at least one paragraph comparing the patterns between the 4 river valleys. | | | |
| Standard Objective: | Summative Assessment | Formative Assessment/Learning Experience | Pre-Assessment |
| 3a) Locate stable river valley civilizations in time and place. | Based on your learning, identify geographic regions and features of early civilizations on a map and write at least 1 paragraph about their significance to the development of early civilization. | * If necessary, correct map used in pre-assessment. Then, using pages 27, 30, 36, 45 and 51 of the textbook add the dates of development to the river valleys. * Students will complete the CFA**:** Comparing at least 2 maps to analyze geographic similarities and features. | * Using the River Valleys Map, have students label the rivers and names of the 4 river valley civilizations. * Using the Ancient History Timeline, have students place the 4 given dates in the appropriate place on the time line. |
| Essential Question: What patterns developed among early civlizations?   * Students can write in at least one paragraph comparing the patterns between the 4 river valleys. | | | |
| 3b) Describe the development of social, political, and economic patterns, including slavery.  3e) Explain the development of language and writing. | Using your analysis of earlier documents, write at least 1 paragraph that compares and contrasts the political structure of 2 of the following civilizations:   * Mesopotamia * Egypt * Indus * China | Complete the graphic organizer through investigations of the following:   * Image: Ziggurat * Image: Writing systems * Image: Egyptian Ship * Image: Palette of King Narmer * Image: Book of the Dead-Weighing of the Heart * Document: Book of the Dead; The Protestation of Guiltlessness; A Soul Giving Testimony and Awaiting Osiris’s Judgment * Document: Hammurabi’s Code(3) * Document: Ten Commandments See page 79 in the textbook. * Document: Mandate of Heaven(2)   Students will complete the CFA:Analyzing art to explain patterns created by early civilizations.  \*\*While investigating the sources:   * Students should use analysis sheets and/or answer guided questions. | * Using the PERSIA chart, give preliminary examples of what those words represent, then through discussion and debate, develop a definition and characteristics of civilization. |
| Essential Question: What patterns developed among early civlizations?   * Students can write in at least one paragraph comparing the patterns between the 4 river valleys. | | | |
| 3c) Explain the development of religious traditions.  3d) Describe the origins, beliefs, traditions, customs, and spread of Judaism. | What religious patterns emerge in early societies?  Write one paragraph explaining the religious characteristics that set the Hebrews apart from other early societies.  Using a map, locate the placement of the Hebrews over time from the origins of Judaism through Exodus and Diaspora. | Complete a graphic organizer and a map after investigating the following:   * Basic Principles of the Torah * Ten Commandments * Flood stories * Roman Source on the Jews and Judaism * Genesis 12:1-2   Using the Eastern Hemisphere Map and the map on page 78 of the textbook and the map of the exile have students label a map showing the origin and spread of the Hebrews over time. | Ask students to discuss the difference between mono and polytheism. Then have them list any examples of religions for each.  Using an Eastern Hemisphere Map—where in the world is…  --Middle East  --Palestine  --Mediterranean Sea |

Unit III- Early Civilizations East and West

(Persia, India, China and the Americas)

**Essential Understanding:**

Large empires and dynasties were built on already existing Asian and Mediterranean civilizations. Geography and growing regional interactions due to trade routes impacted the growth, development and contributions of these civilizations. In the western hemisphere, the Maya created a complex civilization with a polytheistic religion, an agriculturally-based economy, advanced architecture, and innovative time- and record-keeping systems. Later Mesoamerican and Andean civilizations, such as the Aztecs and Incas, developed similar societies and technologies.

**Essential Question:**

How does the development of Inida and China compare politically, socially, religiously, and economically? What general patterns developed as civilizations grew.

* Students can write at least one paragraph to compare the development of India and China specifically and at least one paragraph summarizing the general patterns that developed over time.

**October 4th-29th**

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| **Essential Question: How does the development of Inida and China compare politically, socially, religiously, and economically**? **What general patterns developed as civilizations grew.**   * **Students can write at least one paragraph to compare the development of India and China specifically and at least one paragraph summarizing the general patterns that developed over time.** | | | |
| Standard Objective: | Summative Assessment: | Formative Assessment/Learning Experience: | Pre-Assessment: |
| 4a) Describe Persia’s geography, social structures, government, economy, and religion, including Zoroastrianism and the development of an imperial bureaucracy. | Based on your learning, write one paragraph answering:  How did the creation of imperial bureaucracy benefit the Persian Empire?  Give a modern example of the benefits of a strong bureaucracy. | * Using the maps of the Persian Empire and the questions that accompany them, have the students analyze its boundaries to determine how the extent of the empire promoted the construction of the Royal Road, unified currency, the development of provinces and satraps, and a constantly growing bureaucracy. * Using the Readings on the Persian Empire and the Read like a Historian Analysis Sheet, have the students analyze documents about religious tolerance of the Persian kings, and the effect on the empire. | * Teacher will give context of a scene from *One Night With A King*. Have the students record their impression of a Persian imperial court, including the power of the king, the role of his advisors, and their purpose. * After showing the video clip, discuss and debate the characteristics of imperial bureaucracy. |
| 4b) Describe India’s geography, social structures, government, economy, and religion, including  an emphasis on the Aryan migrations and the caste system.  4c) Describe the origins, beliefs, traditions, customs, and spread of Hinduism. | Based on your learning, write one paragraph on the impact of geography and the Indo-Aryan migration on the development of Indian society. | * Introduce the students to the early Indus civilizations by reading Indus Valley Civilization-Background and have them fill out the double entry journal and share it with a partner. * Students will complete the CFA by examining the Indo-Aryan Migration map   + Can use the CFA to guide a discussion to have the students make inferences about the path of the Indo-Aryans and what effect the migration will have on the early Indus civilizations? * Using the reading, The Indo-Aryans, have the students summarize the major contributions to the Ancient Indian Societies. * Using the Early Empires of India Map, have the students label or locate the physical characteristics rivers, mountains, oceans, and civilization. | * Using the Sites of Indus Valley Civilizations and the KWL chart, have the students fill in what they know from the map to be true about the Indus River Valley Civilizations and what they know about the religion of Hinduism. Then have them fill out what they would like to know…questions the map might raise for them about that civilization and about the religion of Hinduism. |
| **Essential Question: How does the development of Inida and China compare politically, socially, religiously, and economically**? **What general patterns developed as civilizations grew.**   * **Students can write at least one paragraph to compare the development of India and China specifically and at least one paragraph summarizing the general patterns that developed over time.** | | | |
| 4e) Describe China’s geography, social structures, government, economy, and religion, including an emphasis on the development of an empire and the construction of the Great Wall;  4d) Describe the origins, beliefs, traditions, customs, and spread of Buddhism.  4f) Describe the impact of Confucianism, Taoism, and Buddhism. | Based on your learning, write one paragraph on each of the following:   * What were contributions of classical China to the global civilization? * Why were Confucianism and Taoism important in the formation of Chinese culture? | * On a map of Eurasia, students will be able to locate the Great Wall of China and the Silk Road. Use words or symbols to show the goods that were traded along the Silk Road, especially those coming from China, and mark which direction they traveled. * Add to the Chinese culture and religion chart through teacher lecture, page 69 in the textbook and the reading about Confucianism and Buddhism. Then use that analysis to have students create a brief list that compares and contrasts Chinese and Western culture, values, and traditions. Then, have the students read Filial Piety in America and complete the Read Like a Historian Analysis Sheet that accompanies it. Lastly, have the students do a stand and deliver about the last question on the analysis sheet. * Have the students read the Mandate of Heaven and discuss their answers to the 2 questions to consider. | * Have students do a warm-up activity to see if they can name items used today that originated in China. * Using the list of characteristics, students will categorize them into a Chinese culture and religion chart. After checking the answers with the class, the teacher can use this to have the students chart their findings from their readings. |
| 11a)Describe the geographic relationships, with emphasis on patterns of development in terms of climate and physical features;  11b) Describe the cultural patterns as well as the political and economic structures. | Based on your learning, write one paragraph comparing and contrasting the patterns developed in the Mayan, Incan, and Aztec civilizations.  Have students complete P.E.R.S.I.A Chart | * Using page 439 in the textbook or the Pre-Columbian Civilizations Map, have students adjust the locations of the Mayan, Aztec, and Incan civilizations, if needed. * Through a teacher led discussion using the Cities of the American Civilizations, students will compare and contrast drawings and/or paintings of the major cities of the three American civilizations. * As they learn about the three civilizations, students will fill out a Venn diagram to determine similarities and differences. | * Ask students to locate the Mayan, Aztec, and Incan civilizations on a Western Hemisphere map without looking at another map for help. |

Unit IV- Ancient Greece

**Essential Understanding:**

Explore the emergence, interaction and spread of civilizations throughout the Mediterranean region when city-states began to develop because of Greece’s geography. The city-states maintained independence because they fought together during the Persian Wars but were later competing for control during the Peloponnesian War. Fighting amongst the city-states allowed for Alexander the Great to conquer Greece and spread the Hellenistic Culture.

**Essential Question:**

What are the political, social, religious, and intellectual contributions that Greece made to Western civilization?

**October 30th-November 30th**

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| **Essential Question: What are the political, social, religious, and intellectual contributions that Greece made to Western civilization?** | | | | |
| **Standard Objective:** | **Summative Assessment** | **Formative Assessment/Learning Experience** | | **Pre-Assessment** |
| **5a) Assess the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies.**  **5b) Describe Greek mythology and religion.**  **5c) Identify the social structure and role of slavery, explain the significance of citizenship and the development of democracy, and comparing the city-states of Athens and Sparta.**  **5f) Teach the history and culture of Athens and Sparta in context with 5f. Cite contributions in drama [Aeschylus-[Eumenides](http://www.historyforkids.org/learn/greeks/literature/eumenides.htm)], poetry [Homers- Odyssey], architecture [the 3 types of pillars in connection with the colonized regions], philosophy with emphasis on Aristotle & Socrates [Politics, Trial of Socrates or The Cave].** | **Write a paragraph on how the geography of Greece impacts its political, economic, social structure.**  **Describe two differences between the social and political organizations of Athens and Sparta.**  **Which has had more impact on the modern forms of government, Sparta or Athens? Why?** | * **Have students do the Greek Mythology Today for homework and discuss what they researched and learned in class.** * **Using Comparing Zeus Over Time, have the students analyze artifacts and images of how Zeus’ image had changed over time.** * **Have students read the Geography Shapes Greek Life and complete the Read Like a Historian Analysis Sheet that accompanies it.**   + **Using that information, have students create a hypothesis about how Greece will develop because of its geography.** * **Engage the class in a discussion about the development of a polis using the Aristotle Quote.** * **Using Mapping Classical Greece, have students label and answer a series of questions about the impact of geographical features on political and economic development.** * **Using the Modern Use of Columns, have students examine where the 3 types of columns originated from and how they are used today.** * **Using the Four Forms of Government reading, have students read and complete the accompanying chart with the characteristics about each type of government.** * **Using the Spartan Life, have the students analyze the pottery artifact for aspects of Spartan life.** * **Using the Reading from Herodotus on Sparta, have the students complete the Read like a Historian analysis sheet.**    + **Have them identify the social structure, ideas of citizenship and democracy in Sparta.** * **To teach about bias, use the SOAP chart and have the students read about the Severity of Spartan life.** * **CFA-have students show their understanding of the impact of geography on the Greek city-states.** | | * **Have students generate a list of Greek Gods, then have them do a think-pair-share about the connections to Western Culture.** * **Have students explain what a peninsula is and ask them to point to Greece on a blank map they will be labeling.** |
| **Essential Question: What are the political, social, religious, and intellectual contributions that Greece made to Western civilization?** | | | | |
| **5d) Evaluating the significance of the Persian and Peloponnesian wars;**  **5e) Characterize life in Athens during the Golden Age of Pericles.**  **5f) Cite contributions in, history [ Herodotus, Persian Wars; Thucydides, Peloponnesian War]** | **In at least 2 paragraphs, summarize the Persian and Peloponnesian wars and the effect each had on Greece.**  **Choose 3 of the following to write 2 paragraphs that connects modern examples of Greek contributions.**   * **Art** * **Architecture Philosophy** * **Sculpture** * **Mathematics** * **Philosophy** * **History** * **Science** * **Drama**   **Poetry** | | * **Using the Persian War Readings and group project, have the students create news headlines to summarize their understanding of the Persian Wars.** * **Using the Recognizing Points of View, have students evaluate the different points of view about the Delian League** * **Using the audio files in the Athens and Sparta Activity, have the students summarize similarities and differences of Sparta v. Athens during the Golden Age.** * **Using the Pericles Reading, have the students summarize the contributions of Pericles to Athens by creating an obituary.** * **Using the Readings-Peloponnesian Wars (hypothetical thoughts of people living during the Peloponnesian War), have the students conclude what the cause, effects and outcomes of the war were as well as construct predictions for the future of Greece.** * **Using Pericles Funeral Oration, have the students analyze the document using the accompanying Historical Thinking document and complete the cause and effect chart.** * **Using the Greek contributions Stations, have the students investigate how Greek culture and achievements developed.** * **Using the Founding Father’s readings and Super Greeks graphic organizer, have students decide and defend on the importance of these individuals to today’s society.** * **CFA-Using according to the Historians, have the students summarize the differences between Sparta and Athens** | * **Using the Discussion over time and place graphic organizer, have the students develop an answer to the question: Why would historians label a time period “Golden”?**    + **Have the class make a list of their thoughts.**   **Using the Relating Past to Present, have students uncover how Greek language influences the English language.** |
| **Essential Question: What are the political, social, religious, and intellectual contributions that Greece made to Western civilization?** | | | | |
| **5g) Explain the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great.** | **Summative map quiz to identify Alexander the Great’s empire and important geographical locations of Greece** | | **Students will label a Map of Civilizations both before Alexander the Great’s conquest and after his conquest and answer a series of questions about Alexander’s empire.** |  |