**Unit of Study: Human Origins in Africa through the Neolithic Age**

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| **MA Standard/Strands:** | 7.1 – 7.6 |
| **Time Frame:** | 25 days |
| **Text**  **(Chapter/Pages)** | *A Message of Ancient Days*,Chapters 3 – 5 |
| **Other Resources:** | Films: *In Search of Human Origins 1 & 2*  *Neanderthal*  Lascaux Cave paintings Virtual Tour  Geologic Time Scale  Kids Discover: *Archaeology Magazine*  Brain Pops |
| **Essential Questions**  **Concepts, Content:** | * How is a map used in Social Studies? * How do Historians learn about the past? * How do Archaeologists investigate ancient cultures? * How have new historical sources and methods changed some interpretations of the past? * What have scientists learned about our earliest ancestors? * Why were tool making and language important for the development of human culture? * How did human culture develop? * How did agriculture lead to the beginning of civilization? * What are the characteristics of a city? |
| **Targeted Skill(s):** | Reading for understanding, writing, map skills, understanding chronology, primary source analysis, note taking, listening, cooperative learning and collaboration, higher level thinking and discussion, mastery of essential questions  See Appendix A, *Reading Standards for Literacy in History/Social Studies 6 – 12* |
| **Writing:** | Emphasis on capital letters, sentence structure, direct answers to questions, support of answers with textual evidence  See History/Social Studies sections of Appendix B, *Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects6 – 12* |
| **Assessment Practices:** | Teacher generated tests, quizzes, projects, packets, classwork, and discussion |

**Unit of Study: Mesopotamia**

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| **MA Standard/Strands:** | 7.7 – 7.11, 7.18 |
| **Time Frame:** | 25 days |
| **Text**  **(Chapter/Pages)** | *A Message of Ancient Days* Chapter 6 |
| **Other Resources:** | Film: “Ancient Mesopotamia for Children  Time/Life Series: “Mesopotamia”  Magazine: “Kids Discover Mesopotamia”  Book Series: *The Epic of Gilgamesh*  DDM: *Gilgamesh*  Mini-Q: *Hammurabi's Code: Was It Just?* |
| **Essential Questions**  **Concepts, Content:** | * What was the relationship between the geography of Mesopotamia and the civilization that developed there? * What were the Mesopotamian contributions in government, religion, and education? * Why did the first empires emerge? * What factors led to war? * How did the first kings come to power? * What was the significance of Hammurabi’s code? * Describe the development of written language. * How did the advent of writing change the study of history? * What were the significant inventions and achievements of the Mesopotamian people? |
| **Targeted Skill(s):** | Reading for understanding, writing, map skills, understanding chronology, primary source analysis, note taking, listening, cooperative learning and collaboration, higher level thinking and discussion, mastery of essential questions  See Appendix A, *Reading Standards for Literacy in History/Social Studies 6 – 12* |
| **Writing:** | Emphasis on capital letters, sentence structure, direct answers to questions, support of answers with textual evidence  See History/Social Studies sections of Appendix B, *Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects6 – 12* |
| **Assessment Practices:** | Teacher generated tests, quizzes, projects, packets, classwork, discussion, Babylonian Bazaar, Mini-Q: *Hammurabi's Code: Was It Just?* |

**Unit of Study: Ancient Egypt**

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| **MA Standard/Strands:** | 7.12 – 7.16 |
| **Time Frame:** | 35 days |
| **Text**  **(Chapter/Pages)** | *A Message of Ancient Days*, Chapter 7 |
| **Other Resources:** | Films: “The Quest for Immortality”  “The Pyramid and the City of the Pharaohs”  “This Old Pyramid”  “Quest for Eternity”  “The Secret of the Pharaohs”  “The Great Pyramids of Giza”  “The Great Pyramids”  “The Mystery of the Sphinx”  “Mysteries of the Pyramids”  “This Old Pyramid”  “Imhotep”  “Ramses”  Magazines: “Kids Discover Ancient Egypt”  “Kids Discover Pyramids” |
| **Essential Questions, Concepts, Content:** | * What did the ancient Egyptians accomplish because of the “gifts of the Nile?” * Identify and describe the core religious beliefs of the Egyptians. * What was the ancient Egyptian social structure? * Compare/contrast the writing system of the Egyptians and Mesopotamians. * What were the defining characteristics of the Three Kingdoms? * What were some important achievements of the New Kingdom? * Why is Kush considered one of the great civilizations of Africa? |
| **Targeted Skill(s):** | Reading for understanding, writing, map skills, understanding chronology, primary source analysis, note taking, listening, cooperative learning and collaboration, higher level thinking and discussion, mastery of essential questions, designing a diagram, presentation skills  See Appendix A, *Reading Standards for Literacy in History/Social Studies 6 – 12* |
| **Writing:** | Emphasis on capital letters, sentence structure, direct answers to questions, support of answers with textual evidence  See History/Social Studies sections of Appendix B, *Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects6 – 12* |
| **Assessment Practices:** | Teacher generated tests, quizzes, projects, packets, classwork, discussion |

**Unit of Study: Ancient Greece**

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| **MA Standard/Strands:** | 7.25, 7.27 – 7.29 |
| **Time Frame:** | 40 days |
| **Text**  **(Chapter/Pages)** | *A Message of Ancient Days*, Chapters 11 and 12 |
| **Other Resources:** | Films: *Ancient Aegean*  *Greece: Secrets of the Past*  *The Seven Wonders of the Ancient World*  *The Seven Wonders of Ancient Greece*  *Ancient Civilization for Children: Ancient Greece*  *Greece: A Moment of Excellence*  *Jason and the Argonauts*  Various Youtube video clips  Magazines – *Kids Discover Ancient Greece*  *Junior Scholastic*  Various Greek plays and myths  Aesop’s Fables  DDM: *Odysseus*  Mini-Q’s: *Education in Sparta*  *How Great was Alexander the Great?* |
| **Essential Questions**  **Concepts, Content:** | * How did the geography of Greece shape the civilization of Ancient Greece? * How did democracy develop and work in Athens? * What religious beliefs and customs did all Greeks share? * What is the legacy of Greek drama and comedy? * How were the cultures of Athens and Sparta both similar and different? * In what ways did democracy strengthen under the leadership of Pericles? * Describe the difference in the daily life of a citizen and a non-citizen. * Describe the difference in the daily life of a man and a woman. * What were the causes and consequences of the Peloponnesian War? * How did Alexander the Great spread Greek culture throughout the world? * What is the difference between victory and conquest? * What are the advantages and disadvantages of conquest? * How does the culture of ancient Greece continue to influence our lives today? |
| **Targeted Skill(s):** | Reading for understanding, writing, map skills, understanding chronology, primary source analysis, note taking, listening, cooperative learning and collaboration, higher level thinking and discussion, mastery of essential questions  See Appendix A, *Reading Standards for Literacy in History/Social Studies 6 – 12* |
| **Writing:** | Emphasis on capital letters, sentence structure, direct answers to questions, support of answers with textual evidence  See History/Social Studies sections of Appendix B, *Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects6 – 12* |
| **Assessment Practices:** | Teacher generated tests, quizzes, projects, packets, classwork, discussion  Mini-Q’s: *Education in Sparta*  *How Great was Alexander the Great?* |

**Unit of Study: The Ancient Israelites**

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| **MA Standard/Strands:** | 7.19 – 7.23 |
| **Time Frame:** | 10 days |
| **Text**  **(Chapter/Pages)** | *A Message of Ancient Days*, Chapter 10 |
| **Other Resources:** | Films: *Ten Commandments*  *Judaism: Inside the Torah*  *Ancient Jerusalem*  *Masada*  *Maccabees* |
| **Essential Questions**  **Concepts, Content:** | * What role did the Israelite’s relationship with God play in the formation of their nation? * How did Israel develop as an independent Jewish nation? * How was the Torah of critical importance to the Jews? * How are Judaism and Christianity related? |
| **Targeted Skill(s):** | Reading for understanding, writing, map skills, understanding chronology, primary source analysis, note taking, listening, cooperative learning and collaboration, higher level thinking and discussion, mastery of essential questions  See Appendix A, *Reading Standards for Literacy in History/Social Studies 6 – 12* |
| **Writing:** | Emphasis on capital letters, sentence structure, direct answers to questions, support of answers with textual evidence  See History/Social Studies sections of Appendix B, *Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects6 – 12* |
| **Assessment Practices:** | Teacher generated tests, quizzes, projects, classwork, discussion |

**Unit of Study: The Roman Republic**

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| **MA Standard/Strands:** | 7.35 – 7.44 |
| **Time Frame:** | 10 days |
| **Text**  **(Chapter/Pages)** | *A Message of Ancient Days*, Chapter 13 |
| **Other Resources:** | Films: *Ancient Civilization for Children – Ancient Rome*  *Spartacus*  *Roman Soldiers*  *Various Youtube selections*  Magazines: *Kids Discover Pompeii*  *Kids Discover Ancient Rome* |
| **Essential Questions**  **Concepts, Content:** | * How was Rome founded and how did it grow? * What internal and external struggles occurred during the rise of the Roman Republic? * What is citizenship? * How was the government of the Roman Republic similar to the government of the United States? * How strong was the Greek influence on Rome? |
| **Targeted Skill(s):** | Reading for understanding, writing, map skills, understanding chronology, primary source analysis, note taking, listening, cooperative learning and collaboration, higher level thinking and discussion, mastery of essential questions  See Appendix A, *Reading Standards for Literacy in History/Social Studies 6 – 12* |
| **Writing:** | Emphasis on capital letters, sentence structure, direct answers to questions, support of answers with textual evidence  See History/Social Studies sections of Appendix B, *Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects6 – 12* |
| **Assessment Practices:** | Teacher generated tests, quizzes, projects, classwork, discussion |

**Unit of Study: The Roman Empire**

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| **MA Standard/Strands:** | 7.35 – 7.44 |
| **Time Frame:** | 30 days |
| **Text**  **(Chapter/Pages)** | *A Message of Ancient Days*, Chapters 13 - 15 |
| **Other Resources:** | Films: *Rome: The Ultimate Empire*  *Colosseum*  *Spartacus*  *Roman Soldiers*  *The Ultimate Empire*  *Ben Hur*  *Various Youtube selections*  Magazines: *Kids Discover Pompeii*  *Kids Discover Ancient Rome*  Mini-Q: *Why Did Christianity Take Hold of the Ancient World?* |
| **Essential Questions**  **Concepts, Content:** | * How did the Romans build a peaceful and prosperous empire? * What role did social rank play in Roman life? * How and why did the emperors provide “bread and circus” for the people of Rome? * How did the Jewish and Christian religious beliefs differ from the Romans? * How did Paul help spread Christianity? * What enabled Christianity to grow throughout the empire? * Why did the Roman Empire begin to decline? * Why did the Roman Empire fall? |
| **Targeted Skill(s):** | Reading for understanding, writing, map skills, understanding chronology, primary source analysis, note taking, listening, cooperative learning and collaboration, higher level thinking and discussion, mastery of essential questions  See Appendix A, *Reading Standards for Literacy in History/Social Studies 6 – 12* |
| **Writing:** | Emphasis on capital letters, sentence structure, direct answers to questions, support of answers with textual evidence  Mini-Q: *Why Did Christianity Take Hold of the Ancient World?*  See History/Social Studies sections of Appendix B, *Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects6 – 12* |
| **Assessment Practices:** | Teacher generated tests, quizzes, projects, packets, classwork, discussion  Mini-Q: *Why Did Christianity Take Hold of the Ancient World?* |