

Learning Outcomes		Teaching/Learning Strategies
<p>Topic: Skills and Concepts</p> <ol style="list-style-type: none"> 1. Compare information shown on modern and historical maps of the same region (G) 2. Use correctly the words or abbreviations for identifying time periods or dates in historical narrative (decade, age, era, century, millennium, AD/ CE, BC / BCE, c. and circa). Identify in BC/BCE dates the higher number as indicating the older year (that is, 3000 BC / BCE is earlier than 2000 BC /BCE) (H) 3. Construct and interpret timelines of events and civilizations studied. (H) 4. Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history. (H) 5. Identify multiple causes and effects when explaining historical events. (H) 6. Describe ways of interpreting archaeological evidence from societies leaving no written records. (H) 7. Define and use correctly words and terms relating to government such as city-state, dynasty, kingdom, empire, republic, separation of powers, civic duty, rule of law, military. (C) 8. Define and apply economic concepts learned in prekindergarten through grade 6: producers, consumers, goods, services, buyers, sellers, natural resources, taxes, specialization, savings, entrepreneur, process, markets, scarcity, trade, barter, money. (E) 	<ul style="list-style-type: none"> • Create map of modern countries of region studied. Create historical map of region studied. Make comparisons of maps. • Define vocabulary. Use vocabulary in discussions of historical events. • Create timelines of each civilization studied. • Create graphic organizers to show the causes and effects of events in the various civilizations. • Research and create a table to show various types of archaeological findings and how they are interpreted. • Define vocabulary. Use vocabulary to discuss the various civilizations and to write about them. 	
<p>In alignment with MA framework : Grade 7 Concepts and Skills 1-8</p>		
Values/Attitudes	Resources	Assessment
<p>Appreciation of diverse cultures Economic stewardship</p>	<p>http://www.crystalinks.com/ancient.html http://historylink101.com/ http://www.historyforkids.org/whoweare.htm http://www.providence.edu/dwc/</p>	<p>These concepts will be taught and assessed within each civilization studied.</p>

Learning Outcomes		Teaching/Learning Strategies	
<p>Topic: Human Origins in Africa through the Neolithic Age</p> <p>1. Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life. (H)</p> <p>2. Identify sites in Africa where archaeologists have found evidence of the origins of modern human beings and describe what the archaeologists found. (G,H)</p> <p>3. List the characteristics of the hunter – gatherer societies of the Paleolithic Age(H)</p> <p>4. Explain the importance of the invention of metallurgy and agriculture. (H)</p> <p>5. Describe how the invention of agriculture related to the settlement, population growth, and the emergence of civilization. (H)</p> <p>6. Examine the characteristics of civilization:</p> <ul style="list-style-type: none"> A. the presence of geographic boundaries and political institutions B. an economy that produces food surpluses C. a concentration of population in distinct areas or cities D. the existence of social classes E. developed systems of religion, learning, art, and architecture F. a system of record keeping (H,G,E) 		<p>1. Create flowcharts of climatic and environmental changes that shaped the earth and permitted growth of human life</p> <p>2. On a map locate sites in Africa where archaeologists have found evidence of the origins of modern man. Discuss and report on the evidence the archaeologists found</p> <p>3. Students investigate the characteristics of the hunter- gatherer societies of the Paleolithic Age</p> <p>4. Students research early metals and their uses, as well as how agriculture developed</p> <p>5. Create a flowchart to show advancement of agriculture led to settlements, population growth, and the emergence of civilization.</p> <p>6. Create and discuss graphic organizers that identify the characteristics of civilizations.</p>	
<p>In alignment with Ma framework standards 7.1-7.11</p>			
Values/Attitudes	Resources	Assessment	
<p>Cultural diversity and awareness</p> <p>How human/environmental interaction takes place</p>	<p>http://www.historylink101.com/prehistory.htm</p>	<p>Student will create several journal entries that an archaeologist might have written detailing his discoveries of early man and what those discoveries indicate about how early man lived.</p>	

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<p>Topic: Mesopotamia</p> <p>1. Locate on a historical map, the Tigris and Euphrates Rivers. Identify Sumer, Babylon, and Assyria, as successive civilizations and empires in this region. Explain why the region is sometimes called the Fertile Crescent. (G)</p> <p>2. Identify on a modern map: Iraq, Iran, Turkey. (G)</p> <p>3. Define polytheism as the religious belief of the people in the Mesopotamian civilizations. (H)</p> <p>4. Describe how irrigation, metalsmithing, slavery, the domestication of animals, and the inventions (the wheel, the sail, and the plow) contributed to the growth of Mesopotamian civilization. (H,E)</p> <p>5. Analyze the important achievements of Mesopotamian civilization:</p> <ul style="list-style-type: none"> A. system of writing and its importance in record keeping and tax collection B. monumental architecture (ziggurat) C. art (large relief sculpture, mosaics, and cylinder seals) (H,C,E) <p>6. Identify who Hammurabi was and explain the basic principle of justice in Hammurabi’s Code (“An eye for an eye”) (H,C,E)</p>		<ol style="list-style-type: none"> 1. Create an historical map of the Fertile Crescent. 2. Label the countries on a modern map of the Middle East. Compare the historical map to the modern map 3. Research religion in Mesopotamia. Report on gods and goddesses, how people viewed them and what people did to worship them. 4. Create a table of achievements in Mesopotamia. 5. Research the development of writing and its uses in Mesopotamia. 6. Produce an art project based on the style of art and architecture in Mesopotamia. 7. Use a Venn diagram to compare Hammurabi’s Code to our laws today. 	
<p>In Alignment with Ma framework standards 7.7 – 7.11</p>			
Values/Attitudes	Resources	Assessment	
<p>Rights and responsibilities of citizens</p> <p>Common good of all citizens</p>	<p>Jonah Chapters 1-3</p> <p>http://www.usfca.edu/westciv/Mesochro.html</p> <p>http://www.newadvent.org/cathen/02179b.htm</p> <p>http://www.wsu.edu/~dee/GLOSSARY/CUNEL.HTM</p> <p>http://viator.ucs.indiana.edu/~ancmed/meso.HTM</p> <p>http://www.historylink101.com/ancient_mesopotamia.htm</p>	<p>Student will create a chart explaining the advantages the Fertile Crescent provided to the civilizations there and contrast them to the disadvantages.</p>	

Learning Outcomes		Teaching/Learning Strategies
<p>Topic: Ancient Israel</p> <ol style="list-style-type: none"> Using an historical map locate Asia Minor, Greece, Mesopotamia, and the kingdoms of: the Hittites, the Israelites, and the Egyptians. (G) Locate Egypt, Greece, Israel, Jordan, Lebanon, the area governed by the Palestinian Authority, Syria, and Turkey on a modern map. (G) Identify the ancient Israelites, or Hebrews, and trace their migrations from Mesopotamia to the land called Canaan. Explain the role of Abraham and Moses in their history. (H,G) Describe the monotheistic religion of the Israelites: <ol style="list-style-type: none"> the belief there is one God the Ten Commandments the emphasis on individual worth and personal responsibility the belief that all people must adhere to the same moral obligations, whether ruler or ruled. the Hebrew Bible (Old Testament) as part of the history of early Israel. (H) Explain the unification of the Tribes of Israel under Kings Saul, David, and Solomon, including David’s founding of Jerusalem as his capital city in 1000 BC and the building of the first temple by Solomon. (H) Analyze the Diaspora after the destruction of the second temple in Jerusalem in 70 AD, and the renaming of the country by the Romans. (H) 		<ul style="list-style-type: none"> Create both an historical map and a modern map of the Mediterranean and Middle East regions and compare them. Locate Abraham’s home of Ur on map of the Fertile Crescent and locate Canaan . Research Abraham, Joseph, and Moses and find their importance in the history of the Israelites. Create a timeline covering the reigns of Saul, David, and Solomon. Explore and discuss map of areas settled by Jews following the Diaspora. 6. Prepare a timeline to organize the events and people of Ancient Israel.
In alignment with MA framework standards 7.19 –7.23		
Values/Attitudes	Resources	Assessment
Individual worth of each person Moral responsibility Appreciate contributions of Jewish culture	Video: In the Beginning Abraham the Forefather Video: Testament The Bible in Action David and Saul http://www.fordham.edu/halsall/ancient/asbook06.html	Create a newspaper tracing the rise of Israel from Abraham’s migration from Ur to Canaan through the Diaspora of the Jews.

Learning Outcomes		Teaching/Learning Strategies
<p>Topic: Phoenicia</p> <ol style="list-style-type: none"> 1. Create a map of the ancient Mediterranean world. Locate Greece, Asia Minor, Crete, Phoenicia, the Aegean Sea, and the Red Sea. (G) 2. Locate on a modern map: Greece, Crete, Turkey, Lebanon, and Syria. (G) 3. Identify the Phoenicians as the successors to the Minoans in dominating maritime trade in the Mediterranean from c. 1000 – 300 BC. (H,E) 4. Describe how the Phoenician writing system was the first alphabet and the precursor of the first complete alphabet developed by the ancient Greeks. (H) 		<ul style="list-style-type: none"> • On a historical map locate the ancient locales of Greece, Asia Minor, Crete, and Phoenicia, also the Aegean Sea and the Red Sea. • On a modern map of the region label Greece, Crete, Turkey, Lebanon, and Syria. Then compare this map with the historical map. • Shade the areas that were colonized by the Phoenicians on a map of the Mediterranean. • Research the Phoenicians abilities as sailors and compare them to the Minoans. • Using a graphic organizer compare the Phoenician and Greek alphabets. • Create a timeline that illustrates the Phoenicians’ place in history.
<p>In alignment with MA framework standards 7.17 – 7.18</p>		
Values/Attitudes	Resources	Assessment
<p>How valuable the Phoenician alphabet was to the advancement of civilization How early Phoenician exploration led to the development of new world cultures</p>	<p>http://phoenicia.org/alphabet.html http://phoenicia.org/datingchronology.htm http://phoenicia.org/history.html http://phoenicia.org/ships.html http://phoenicia.org/puniceconomy.html http://phoenicia.org/dress.html</p>	<p>Students will create a flowchart to explain how the Phoenicians spread their idea of an alphabet to other places around the Mediterranean.</p>

Learning Outcomes		Teaching/Learning Strategies
<p>Topic: Ancient Egypt</p> <ol style="list-style-type: none"> 1. Create an historical map of the Mediterranean region. Locate the Mediterranean Sea, the Red Sea, the Nile River Delta, and the areas of Ancient Nubia and Egypt. Identify the locations of Ancient Upper and Lower Egypt. (G) 2. Locate Egypt and Sudan on a modern map.(G) 3. Analyze the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of Ancient Nubia and Ancient Egypt. (H,G) 4. Explore the roles of the pharaoh, peasants, and slaves in Ancient Egypt. (H,C) 5. Describe the polytheistic religion of Ancient Egypt with the respect to beliefs about death, the afterlife, mummification, and the roles of different deities. (H) 6. Summarize important achievements of Egyptian civilization: (H) <ol style="list-style-type: none"> A. the Egyptian agricultural system B. the invention of a calendar C. monumental architecture and art such as the pyramids and the Sphinx at Giza. D. hieroglyphic writings E. the invention of papyrus 	<ul style="list-style-type: none"> ▪ Compare the historical map of Ancient Egypt with the modern map of the region. ▪ Compare and contrast the reigns of Menes, Hatshepsut, and Tutankhamen. ▪ Use a Venn diagram to compare the role of slaves in Egyptian society to that of slaves in Mesopotamian society. ▪ Prepare an oral presentation on religious beliefs and customs of Ancient Egypt; include their major gods and goddesses. ▪ Create a table of Egyptian achievements. ▪ Compare the Egyptian calendar to the modern Western calendar. 	
<p>In alignment with MA framework standards 7.19 –7.23</p>		
Values/Attitudes	Resources	Assessment
<p>Appreciation of the technology of the pyramids</p>	<p><u>Pyramid (Eyewitness Series) Knopf</u> <u>Usborne Encyclopedia of Ancient Egypt</u> <u>Usborne Discovery: Mummies and Pyramids</u> http://dailynews.yahoo.com/fc3/yahooligans/egyptancient http://www.pbs.org/wgbh/nova/pyramid/ http://www.humanities-interactive.org/ancient/tut/</p>	<p>Student will create a model or diorama that illustrates a significant aspect in ancient Egyptian society.</p>

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<p>Topic: Ancient India</p> <ol style="list-style-type: none"> 1. Create a historical map, locating the Ganges and Indus Rivers, Harappa and Mohenjo-Daro, Asoka’s empire, Hindu Kush Mountains, Kyber and Bolan Passes, Himalaya Mountains, Indian Ocean. (H,G) 2. Locate on a modern map the countries of India, Sri Lanka, Pakistan, Bangladesh, Bhutan, and Nepal and Arabian Sea, Bay of Bengal, and Indian Ocean. (G) 3. Explain how the winter and summer monsoons effect the region. (G) 4. Describe the kinds of evidence that archaeologists have found that show the Indus cities were planned. (H) 5. Analyze how the Aryan invasion effected the societies of the Indus Valley. (H) 6. Examine the religions of the subcontinent: Hinduism and Buddhism. (H) 7. Explore the beginnings of Buddhism, its founder and his teachings of meditation and nonviolence, including nirvana or lasting peace. (H) 8. Discuss the rise of the Maurya Empire in India. (H,E, C) 		<ul style="list-style-type: none"> ▪ Compare the historical map of Ancient India to the modern map of the region. Add color-coded arrows showing the monsoons that blow across the subcontinent to the modern map. ▪ Create a table that shows the evidence found by archaeologists and how that evidence relates to a planned city. ▪ On the historical map indicate the invasion routes of the Aryans and then report on the lasting effects these people had on the Indus River people. ▪ Make a chart of the principal gods and goddesses of the Hindu religion.. ▪ Write a report on Siddhartha Gautama and how he came to found Buddhism and its teachings. ▪ Describe the influence of Chandragupta’s reign on that of his grandson, Asoka. ▪ Create timeline of Ancient India. 	
Values/Attitudes	Resources	Assessment	
<p>Appreciation of cultural and religious differences</p>	<p>http://www.wsu.edu:8080/~dee/ANCINDIA/CONTENTS.HTM http://history.evansville.net/india.html http://www.crystalinks.com/india.html http://www.ancientindia.co.uk/ http://www.mnsu.edu/emuseum/prehistory/india/index.shtml</p>	<p>Design and plan an ancient Indian city. Include important elements based on archaeological evidence.</p>	

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<p>Topic: Ancient China</p> <p>1. Locate on a modern map: China, Mongolia, Huang He and Yangzi Rivers, North Korea, Taiwan, Hong Kong, East China Sea, South China Sea and the Gobi Desert. (G)</p> <p>3. Explain the reasons for the isolation of the Chinese people. (H,G)</p> <p>4. Explain why the Huang He River was called China’s Sorrow. (H)</p> <p>5. Discuss why the family was China’s center of society. (H)</p> <p>6. Explore the early life of Confucius. Explain his philosophy and the impact it had on China. (H)</p> <p>7. Identify how China became united during the Qin Dynasty, emphasizing the role of Shi Huangdi. (H,C,E)</p> <p>8. Describe the rise of the Han Dynasty. Compare and contrast the Han Dynasty and the Qin Dynasty. (H,C,E)</p> <p>9. Examine the contributions of the Chinese civilization to trade, language and literature, technology, arts, and medicine. (H)</p>		<ul style="list-style-type: none"> ▪ Compare an historical map of China to a modern map. ▪ On an historical map add the Takla Desert and the mountains in western China. List the barriers that kept invaders out. Include the seas. ▪ Create a poster illustrating the causes of the flooding, the attempts to prevent flooding and the movement of the river. ▪ Student can explain the importance of the family unit in ancient China. ▪ Explain the impact of Confucian philosophy on Chinese society. 	
Values/Attitudes	Resources		Assessment
<p>Importance of the family</p> <p>Appreciation of the scientific achievements of the Chinese civilization</p>	<p>http://www.crystalinks.com/china.html</p> <p>http://www.historylink101.com/china_history.htm</p> <p>http://yahooligans.yahoo.com/around_the_world/countries/china/history/ancient_china/</p> <p>http://yahooligans.yahoo.com/around_the_world/countries/china/history/ancient_china/</p>		<p>Create a table showing the achievements of the early Chinese.</p> <p>Use a timeline to organize the events and the dynasties of Ancient China..</p>

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<p>Topic: Ancient Greece</p> <p>1. Create an historical map of the Mediterranean area. Locate Greece and trace the extent of its influence to 300 BC. (H,G)</p> <p>2. Locate on a modern map: England, the Middle East, the Indian Subcontinent, France, Greece, Italy, Spain, Crete, Egypt, India, the Middle East, Pakistan and Turkey. (G)</p> <p>3. Explain how the geographical locations of Athens and other city-states contributed to maritime trade, colonization, and cultural expansion. (H,G,E)</p> <p>4. Explain the democratic political concepts developed in ancient Greece. (C, H)</p> <p>5. Compare and contrast life in Athens and Sparta. (H)</p> <p>6. Describe the status of women in ancient Athens.</p> <p>7. Describe the role of slaves in ancient Athens. (H)</p> <p>7. Analyze the causes, course, and consequences of the Persian Wars, including the origin of marathons. (H)_</p>		<ul style="list-style-type: none"> ▪ Compare an historical map of the region to a modern map of the region. ▪ Students take on the roles of Greek citizens. They role-play the effect the geographic location of the Greek city-states had on their trade, colonies, and spread of their culture. ▪ Create a table to compare the democracy of Ancient Athens with our concept of democracy today. ▪ Use a Venn diagram to compare and contrast the life styles in Athens and Sparta. ▪ Prepare flowcharts of the Persian and Peloponnesian Wars. ▪ Report on the origins of marathons. 	
<p>In alignment with MA framework standards 7.24 – 7.29</p>			
Values/Attitudes	Resources	Assessment	
<p>Common good of the community</p> <p>Responsible citizenship in a democracy</p> <p>How mythology affects literature through the ages</p>	<p><u>Usborne Encyclopedia of Ancient Greece</u></p> <p><u>Heroes and Monsters of Greek Myth</u> by Evslin, Evslin, and Hoopes</p> <p><u>Dateline Troy</u> by P. Fleischman. Candlewick Press, 1996.</p> <p>http://www.museum.upenn.edu/Greek_World/Index.html</p> <p>http://www.historylink101.com/ancient_greece.htm</p>	<p>Build a table to show the accomplishments of the ancient Greeks.</p> <p>Create a timeline of the events associated with Ancient Greece</p>	

Learning Outcomes Rev		Teaching/Learning Strategies
<p>Ancient Greece continued</p> <p>8. Analyze the causes and consequences of the Peloponnesian War. (H)</p> <p>9. Evaluate the rise of Alexander the Great and the spread of Greek culture. (H)</p> <p>10. Explore the myths and stories of classical Greece. (H)</p> <p>11. Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the kind of sports they featured. (H)</p> <p>12. Document the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria.</p> <p>13. Identify the major accomplishments of the ancient Greeks: (H)</p> <p>A. Thales</p> <p>B. Pythagoras and Euclid</p> <p>C. Hippocrates</p> <p>D. Socrates, Plato, Aristotle, Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides</p> <p>F. The building of Parthenon, the Acropolis, and the Temple of Apollo</p> <p>The development of the first complete alphabet with symbols for consonants and vowels.</p>		<ul style="list-style-type: none"> • 7. Make a timeline showing the life of Alexander the Great and his accomplishments. • In cooperative groups research a Greek god, goddess, or hero and report on their role in Greek Mythology, a story associated with him/her and how their name is used today. • Compare and contrast the ancient games to the Modern Olympics. • Use a graphic organizer to compare the functions of the gymnasium, lyceum, and library.
<p>In alignment with MA framework standards 7.30 –7.34</p>		
Values/Attitudes	Resources	Assessment
<p>Responsible citizenship in a democracy</p>	<p>http://www.pbs.org/empires/thegreeks/htmlver/index.html</p> <p>http://www.historyforkids.org/learn/greeks/index.htm</p> <p>http://www.stoa.org/athens/</p>	<ul style="list-style-type: none"> • Research and report on an event using at least 3 sources, one of which must be a primary source.

Learning Outcomes		Teaching/Learning Strategies	
<p>Topic: Ancient Rome</p> <ol style="list-style-type: none"> 1. Create an historical map identifying ancient Rome and trace the extent of the Roman Empire to 500 AD. (H,G) 2. Explain how the geographic location of Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond. (H, G, E) 3. Explore the rise of the Rome Republic and the role of mythical and historical figures in Roman history: (H) <ol style="list-style-type: none"> A. Romulus and Remus B. Hannibal and the Carthaginian War C. Cicero D. Julius Caesar and Augustus E. Hadrian 4. Examine the government of the Roman Republic and its contribution to the development of democratic principles. (H,C) 5. Explore the influences of Julius Caesar and Augustus in Rome’s transition from a republic to an Empire. Explain the reasons for the growth and long life of the Roman Empire: (H,E) <ol style="list-style-type: none"> A. military organization, tactics, and conquests; and decentralized administration B. the purpose and function of taxes C. the promotion of economic growth through the use of standard currency, road construction, and the protection of trade routes D. the benefits of a Pax Romana 		<ul style="list-style-type: none"> • Create a series of transparent historical overlay maps illustrating the expansion of the Roman Empire • Discuss and report on how Rome’s geographic location shaped Roman society and led to its political expansion. • Research the Roman Republic and explain the role of the important historical figures. • Make a Venn diagram comparing Rome’s republic to our government today. • Research slavery in Rome and compare it to the slavery in earlier ancient civilizations. • On a map of the Mediterranean region, locate places St. Paul visited as a missionary spreading the teachings of Jesus. • Create a flowchart of events that led to the disintegration of the Roman Empire. 	
In alignment with MA framework standards 7.35 – 7.44			
Values/Attitudes	Resources		Assessment
<p>Importance of separation of powers Importance of civic responsibility</p>	<p>http://www.exovedate.com/ancient_timeline_one.html http://eawc.evansville.edu/ropage.htm http://www.historylink101.com/ancient_rome.htm http://www.crystalinks.com/rome.html</p>		<p>Prepare a timeline that organizes the events of Rome and its empire.</p>

Learning Outcomes		Teaching/Learning Strategies	
<p>Topic: Ancient Rome</p> <p>6. Describe the origins of Christianity and its central features. (H)</p> <p>8. Identify how inner and external forces led to the disintegration of the Roman Empire (H,E)</p> <p>9. Discuss the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology. (H)</p> <p>10. Examine the spread and influence of the Roman alphabet and the Latin language</p>		<ul style="list-style-type: none"> • . Chart the characteristics of slavery under the Romans. (H) • In cooperative groups research and report on one of the achievements of the Romans. 	
In alignment with MA framework standards 7.35 – 7.44			
Values/Attitudes	Resources		Assessment
<p>Appreciation of the growth, persecution, and finally the official religion status of Christianity in the empire</p>	<p>http://www.historyforkids.org/learn/romans/ http://www.providence.edu/dwc/rome.htm</p>		<p>Make a dictionary of Latin derivatives</p>