

7th World History and Geography: Ancient River Civilizations Curriculum Guide

Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist / State Assess-ments	Sample Assessment Question
Geography								
Proficient	A. Interpret and use map essentials (scale, symbols, legend [key], cardinal and intermediate directions, longitude and latitude coordinates).	5	ESS	Y/Intro. 1 st 2 days	<i>Using map scale</i> Provide students with a desk copy of the same map. Have each student choose three pairs of cities and write them down on a piece of paper. Then exchange papers with a partner and calculate the road distance between each pair.	✓W G4-G8, ✓R 6-11, W 12-13, WPB 1,2,7,21, WLS 3,19 <i>Scale</i> ✓ME 28-29, <i>Grid</i> *METE 10-11, MEST 4-5 <i>Games Geo Adventures</i> 28,62,73,79,86	ECA/1 st Latitude and longitude coordinates, scale, directions ECA/2 nd Symbols, legend	Use the map to answer this question. What are the coordinates for Cairo, the capital of Egypt? A. 0°, 80°W B. 30°N, 31°E C. 40°N, 80°W D. 20°S, 120°E
Below Proficient	A. Interpret and use map essentials (scale, symbols, legend [key], cardinal and intermediate directions using a compass rose).				<i>Using map scale</i> Provide students with a desk copy of the same map. Have each student choose three pairs of cities and write them down on a piece of paper. Then exchange papers with a partner and calculate the road distance between each pair.	✓W G4-G8, ✓R 6-11, W 12-13, WPB 1,2,7,21, WLS 3,19 <i>Scale</i> ✓ME 28-29, <i>Grid</i> *METE 10-11, MEST 4-5 <i>Games Geo Adventures</i> 28,62,73,79,86	ECA/1 st scale, directions ECA/2 nd Symbols, legend	Use the map to answer this question. What is the capital of Egypt? A. Ur B. Babylon C. Harappa D. Cairo

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Geography								
	B. Choose the most appropriate maps, globes, photographs, satellite images, and graphics to answer specific questions about geographic issues.	10	EXP	Y/Intro. 1 st 2 days	Create a game like <i>Jeopardy</i> by placing a specific geographic question on one side of an index card and the type of map you would use to solve the question on the other. Divide the class into student teams. As the teacher, or designated other, reads the geographic question, the teams should try to answer with the correct match. Offer points for correct answers.	<i>Maps: political, physical, landform, elevation, historical, distribution</i> W G9-G11, R 12-15, WPB 3,4,5,31 <i>Maps: elevation</i> ME 14-17, <i>land use</i> ME 18-19, <i>cartograms</i> ME 40-41, <i>distribution</i> ME 42-44, <i>demographic</i> ME 48, <i>satellite images</i> ME 52-53, R 616-617	Teacher Observable 2 nd	Which kind of map would you choose to find out where coal is produced in China? A. political map B. elevation map C. population distribution map D. resource distribution map

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Proficient	C. Describe physical and cultural characteristics that define a region (e.g., religion, land use, language).	15	ESS	1 st 1 day	Make a travel pamphlet to inform people from another country about the region where you live. Write a paragraph describing the region's major landforms, climate, resources, and some important features of the culture. Draw mosaic or collage-type pictures on the front of the brochure to illustrate the characteristic features of the region.	W 6-21, R 20-33, WPB 6, WLS 2, 4-5, WA 2 <i>Physical regions</i> ME 10-12 <i>Using visuals</i> WTE 8	ECA 1 st	Which feature helps make up a cultural region? A. weather B. landforms C. religion D. economy
Below Proficient	C. Describe physical and cultural characteristics that define a region (e.g., religion, land use, language).			Y/1 st 5 days	<i>Same as above after:</i> Do Venn Diagram on India culture. Do Matrix Chart on cultures around the world. Do landforms map WR46 and 47	W 6-21, R 20-33, WPB 6, WLS 2, 4-5, WA 2 <i>Physical regions</i> ME 10-12 <i>Using visuals</i> WTE 8 Venn Diagram = W pgs. 14 –17 (India) and Matrix Chart = W pgs. 18 and 19. Matrix Chart- graphic organizers transparency from World Regions series.	ECA 1 st	Which feature helps make up a cultural region? A. weather B. religion

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Historical Sources								
Proficient	A. Identify artifacts and documents from which historical accounts are constructed as either primary or secondary sources of historical data (e.g., eyewitness accounts, letters, diaries, artifacts, paintings, news accounts, hearsay).	20	ESS	1 st 2 days	Use samples of writing about a specific historical event that are either primary or secondary sources. Have students examine the sources, identify which is which, and briefly explain why they are classified as primary or secondary sources. (Sample explanation: This document is a primary source because someone who was an eyewitness to the event produced it.)	WTE 26, W 26-27, WPB 10 <i>Artifacts</i> WLS 8-9	ECA 1 st	Which one is a primary source for learning about life in ancient Egypt? A. an encyclopedia article about ancient Egypt B. an inscription written on a tomb wall in the Valley of the Kings C. a <u>National Geographic</u> magazine article on tombs D. a history textbook chapter on ancient Egypt
Below Proficient	A. Define primary source and secondary source and give an example of each.				Same as above and/or create an archeological dig using objects, newspaper clippings, and diary pages. Have students find a number of artifacts and classify them as primary or secondary.			WTE 26, W 26-27, WPB 10 <i>Artifacts</i> WLS 8-9

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	B. Question historical sources to determine their authenticity and reliability (e.g., primary sources: credibility, authority, authenticity of author; secondary sources: bias, distortion, omission, invention of facts).	25	EXP	Y/Intro. 1 st 2 days	Students should be encouraged to evaluate a variety of sources, including internet sources, to determine the quality of information. The following are basic questions that the students should practice asking and answering in order to determine the credibility and accuracy of a source: Who was the writer? What kind of source is it? When was the source produced? Where was the source produced? Why was the source produced? Assign various sources to pairs of students. The students will research to find the answers to the above questions and then sum up their findings in a paragraph that reports the quality of the information they examined.	W 27-28, <i>Accuracy</i> R 126-127, RPB 29 <i>Bias</i> R 242-243, RPB 64, R 478, RPB 130 <i>Point of view</i> R 280-281, RPB 76, R 518, RPB 139	Teacher Observable 2 nd	Which one of the following is not a reason historians evaluate sources? A. to decide if the source is useful B. to find out how accurate the source is C. to see if they agree with the source D. to determine the author's viewpoint

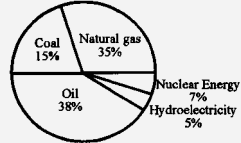
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	C. Distinguish between facts, unsupported opinions, and reasoned judgments [arguments] when examining historical narratives and stories.	30	EXP	Y/Intro. 1 st 1 day	Use samples of historical articles that contain statements of fact, reasoned judgments, and opinions. Have students identify which is which.	R 162-163, RBP 40, R 439, RPB 118	Teacher Observable 2 nd	Which statement below is an opinion, not a fact? A. Ancient Chinese farmers developed silk making around 2700 B.C. B. China remains the largest producer of silk in the world today. C. Silk is a beautiful fabric and people all over the world enjoy wearing it. D. The source of silk is the cocoon of the silkworm.
	D. Interpret and illustrate data on graphs, charts, and tables.	35	EXP	Y/Intro. 1 st 1 day	<i>Making a table</i> A table is a way to visually organize information so that it is clear and easy to read. Demonstrate to the students how to make a table. Give them the format for the table and suggest the column and headings. Then ask the students to complete the table and give it an appropriate title. (See sample table activity suggested for Prehistory, objective B.)	<i>Charts and Tables</i> W 60, R 419, RPB 112 <i>Graphs</i> W 290, R 253, RPB 68, R 301, RPB 81 <i>Making a graph from a chart</i> R 463, RPB 125	Teacher Observable 2 nd	Use the circle graph to answer the question. U.S. Energy Sources  What is the largest source of energy in the United States? A. oil B. coal C. natural gas D. nuclear energy

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Historical Sources	E. Interpret historical data presented visually in photographs, paintings, cartoons, and architectural drawings.	40	EXP	Y/Intro. 1 st 1 day	Create a cartoon that depicts the steps involved in the invention of fire, or the development of stone age tools.	W <u>Reading Social Studies Practice Book</u> , Use Visuals 1-3 <u>Cartoons R 535, RPB 145</u>	Teacher Observable 2 nd	What is the cartoonist's message in the cartoon below? (Picture an exhausted worker, dressed in typical Egyptian clothing. He is trying to move a large stone block into place in one of the pyramids, using only a log as a roller.) A. Because the blocks of stone of the pyramids were not cemented together, they were often stolen. B. Placing thousands of heavy stones together with only the aid of simple machines made building the pyramids hard work. C. It was difficult to obtain good traction with the sandals worn by ancient Egyptians.

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Prehistory								
Proficient	A. Define the role of archaeologists and other scientists in the study of early human communities.	45	ESS	1 st 2 days	Write a help wanted advertisement for the classified section of the local paper seeking an archaeologist to recover and study the Iceman [Otzi]. Be specific about the job description and list the job requirements for the archaeologist (e.g., educational background and skills needed). In the ad mention other scientists that will be working on the recovery team.	W 32-37, WPB 12	ECA 1 st	Which one is a source that would be used by an archaeologist studying prehistory? A. letters B. news articles C. fossils D. diaries
Below Proficient	A. Define the role of archaeologists and the study of archeology.	45	ESS	1 st 1 day	Same as above	W 32-37, WPB 12	ECA 1 st	Which one is a source that would be used by an archaeologist studying prehistory? A. pottery B. fossils C. All of the above

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Prehistory								
Proficient	B. Describe the evidence and methods of investigation archaeologists and other scientists use to reconstruct early human and cultural development (e.g., ruins [Stonehenge], artifacts, fossil remains, oral tradition, excavation, dating methods).	50	ESS	1 st 1 day	Read about the discovery of the Iceman. Interview "the	<i>Stonehenge</i> W 4-5 <i>Iceman</i> W 32-37, WPB 12	ECA 1 st	Which statement is true about the scientific method of carbon-14 dating? A. Carbon-14 dating is used to determine the age of once-living things. B. Carbon-14 dating is used to determine the age of stone tools. C. Carbon-14 dating is used to date metal objects. D. Carbon-14 dating is used to date old writing.
Below Proficient	Use evidence and methods about the Iceman to reconstruct his cultural development.				<p>Read about the discovery of the Iceman. Play, "To Tell the Truth" with "the Iceman" Each student should come up with questions out of the reading assignment in the book (and answers) for "the Iceman" and the student will become "the Iceman" to be interviewed by the teacher.</p>  <p>"Iceman Questions and Answers.doc" <i>Iceman</i> W 32-37, WPB 12</p>	Teachers will be given a set of questions that are attached to this document.	ECA 1 st	T or F The Iceman was a mountaineer. T or F The Iceman was a fisherman.

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Prehistory								
Proficient	C. Locate early human cultures and examine theories regarding human migration across the earth (e.g., climate, flora, fauna, motives for moving, review Bering Strait land bridge theory).	55	ESS	1 st 1 day	Read theories about the last Ice Age and the environmental conditions that allowed migration of early man to every continent, except Antarctica. Have students write a fictional conversation (dialogue) between two hunter-gatherers. One hunter-gatherer has decided to move to a new part of the world. He states several of the environmental conditions that makes travel possible now, and makes a convincing argument for his friend to come with him to a new and better place.	This topic is a review of a 6 th grade topic. W 42-45, <i>Beringa- Ice Age</i> W 286 <i>Our previous text, A Message of Ancient Days, explains the Ice Age and global migration on pages 94-95.</i>	ECA 1 st	According to scientific theory, when did environmental conditions make it possible for the early humans to migrate to every continent, except Antarctica? A. during the Neolithic Revolution B. during the last Ice Age C. during the early civilizations D. during a global warming period
Below Proficient	C. Examine theories regarding human migration across the earth (e.g., motives for moving (revisit when doing objective 280 and 285), review Bering Strait land bridge theory).				As a class, read theories about the last Ice Age. On a map (dry-erase world map) have students trace the path that early man would have taken along the Bering Strait.			

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Prehistory								
Proficient	D. Describe the daily life of hunter-gatherer communities (e.g., Old Stone Age tools, shelters, diet, use of fire, life in Border Cave, art [Lascaux or Avignon]).	60	ESS	1 st 3 days	Provide each student with a human outline, or have them draw an outline of a human 6 or 7 inches tall on an unlined sheet of white paper. (One good artist could make the master outline for the entire class.) The task is to outfit a hunter-gatherer with appropriate clothing and gear for daily life in Old Stone Age times. Before students begin their drawings, have the class create a scoring rubric that will be used to assess the drawings (e.g., number of items, labeling items, and other qualifications the group thinks important).	W 42-51, WPB 14-15, WLS 11, WA 8 <i>Lascaux A Message of Ancient Days 110-113</i>	ECA 1 st	Which one of the following is an example of Old Stone Age technology? A. lightening starting a fire B. gathering grass for bedding C. finding shelter in a cave D. sharpening stones to use in hunting
Below Proficient	D. Describe the daily life of hunter-gatherer communities (e.g., Old Stone Age tools, shelters, diet, use of fire, life in Border Cave, art [Lascaux or Avignon]).				Same as above. Instead of drawing, the students could cut pictures out of magazines. Also compare and contrast modern hunters with early hunters and gatherers.			W 42-51, WPB 14-15, WLS 11, WA 8 <i>Lascaux A Message of Ancient Days 110-113</i>

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Neolithic Revolution								
Proficient	A. Describe the characteristics of early agricultural settlements (e.g., domestication of plants and animals, New Stone Age tools, surplus, specialization, trade, and towns such as Catal Huyuk).	65	ESS	1 st 3 day	Create a postcard of the town of Catal Huyuk. On the front side, draw a picture or an artifact that informs the reader of the postcard about this interesting place. On the backside, briefly describe the picture on the front and write a note to a family member who lives in a hunter-gatherer band explaining specific advantages of living in a Neolithic farming village. Before students begin this assignment, have the class create a scoring rubric that will be used to assess the postcard.	W 52-57, WLS 12, WA 9-10	ECA 1 st	Which important development began in the New Stone Age? A. stone tools B. agriculture C. fire D. cave painting
Below Proficient	A. Describe the characteristics of early agricultural settlements (what do people need to farm instead of hunt.)				Create a brochure advertising and specifying why they would move from being a hunter gatherer to becoming a farmer.			W 52-57, WLS 12, WA 9-10

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Proficient	B. Compare and contrast hunter-gatherer communities with agrarian communities (e.g., geographic setting, choice of work, roving or settled life, Border Cave and Catal Huyuk).	70	ESS	1 st 1 day	Create two spider diagrams or graphic organizers. Make the first graphic to illustrate the characteristics of the Old Stone Age (Paleolithic). On the second graphic illustrate characteristics of the New Stone Age (Neolithic). Compare methods of obtaining food, types of shelter, tools, and arts and crafts. Drawings could be included along with the text boxes. Have the students answer this question: What if agriculture had never been developed?	W 46-49, W 52-57 <u>Class Library Stone Stories</u>	ECA 1 st	Write HG if the characteristic is one that belongs to hunter-gatherer cultures. Write NF if the characteristic is one that belongs to Neolithic farming communities. Write B if it is a characteristic of both groups. ____ 1.lived in caves for shelter ____ 2.practiced agriculture ____ 3. used stone tools ____ 4. specialized in particular kinds of work ____ 5. hunted for survival ____ 6 gathered wild plants ____ 7. domesticated plants and animals ____ 8. valued beautiful artifacts

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Below Proficient	B. Compare and contrast hunting for food with farming for food.	70	ESS	1 st 1 day	Same as above except modify the spider diagrams to be on one page and simplify the vocabulary. A Venn diagram could be used to compare and contrast hunting and farming.	W 46-49, W 52-57 <u>Class Library Stone Stories</u>	ECA 1 st	Write HG if the characteristic is one that belongs to hunter-gatherer cultures. Write NF if the characteristic is one that belongs to Neolithic farming communities. Write B if it is a characteristic of both groups. ____ 1.lived in caves for shelter ____ 2.practiced agriculture (farming) ____ 3. used stone tools ____ 4. specialized in particular kinds of work (more jobs) ____ 5. hunted for survival ____ 6 gathered wild plants ____ 7. domesticated plants and animals ____ 8. valued beautiful artifacts

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	C. Describe the patterns and processes of trade used by early societies to exchange goods. Give examples of interdependence and accessibility of resources.	75	EXP	1st 1 day	Read about obsidian trade. Sketch a map to depict a fictional trade route for obsidian. Begin at the source of the obsidian, next show the place where it is worked into a tool, then show where it is traded, and last show where it ends up through trade. Make up a short story about the journey of one piece of obsidian as it passes through many human hands. Describe its usefulness to each person who handled it, and tell what he got in exchange.	Obsidian trade W 56-57 A map showing early obsidian trade can be found in A Message of Ancient Days, page 134.	Teacher Observable 1st	Obsidian products from Catal Huyuk were found in Syria, and Syrian pottery was found in Catal Huyuk. What conclusion can be drawn? A. People had learned how to make pottery. B. People valued beautiful objects. C. People hunted with obsidian points. D. People of Catal Huyuk traded with people of Syria.

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Proficient	D. Explain ways different regions are connected and become interdependent. <i>Relate migration and trade to cultural diffusion.</i>	80	ESS	1 st 2 day	Archaeologists have found evidence of trade items, such as obsidian tools and other artifacts far away from the original sources of raw material and/or production. Have students explain in their own words how the effect of having surplus goods and trading can result in city growth, interdependence, and the spreading of culture from one region to another.	W 56-57. <i>The Cause and Effect activity, W 118-119, shows the importance of trade to connectivity and interdependence.</i>	ECA 1 st	Which statement explains why trade in Neolithic times was more important than just the exchange of goods? A. Trade made certain people in cities richer. B. Trade brought people from different places together so they learned new ways of doing things. C. Trade was usually unfair to one of the parties involved. D. Trade was only important to people who had a source of obsidian nearby.
Below Proficient	D. Identify ways that our country has borrowed/shared ideas and culture from other countries.				Using the dry erase maps, number locations in the world from which we have adopted culture. Create a map key or legend, which identifies the culture that we have adopted. For example, identify Italy as having created pizza, which we now eat. Further adaptations may include cutting pictures out of a magazine for the map legend.	W 56-57. <i>The Cause and Effect activity, W 118-119, shows the importance of trade to connectivity and interdependence. Use dry erase maps of the world.</i>		ECA 1 st

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Neolithic Revolution								
Proficient	E. Identify the locations of culture hearths. (Mesopotamia, Egypt, Indus River Valley, China).	85	ESS	1 st 1 day	Find Mesopotamia, Egypt, India, and China on a map. Discuss the relative location of each. Give each student an outline map of the eastern hemisphere. Have the students use colored pencils to shade in the general area of the four river valley civilizations, using a different color for each civilization. Draw in the rivers and label them [Nile, Tigris, Euphrates, Indus, and Huang.]	<i>Introduction Unit 2, River Valley Civilizations</i> WTE pages 64C, 64D <i>Maps: Mesopotamia</i> W 103, <i>Egypt</i> W 69, <i>India</i> W 129, <i>China</i> W 159 <i>Outline map, eastern hemisphere</i> WOM 3	ECA 1 st Mesopotamia and Egypt ECA 2 nd Indus River Valley and China	Refer to the map to answer the following question(s). Which river valley civilization is located at the number 4? A. Mesopotamia B. Indus River Valley C. Egypt D. Greece
Below Proficient	Identify the seven continents (this has been modified to allow a valuable learning experience for students with severe disabilities. Use this below proficient objective as the bottom of a range with the proficient level being nearer the top. Students should be taught according to what they can and need to learn.				Students should progress from coloring a world map (continents only) to labeling a map with the continents. Students may progress to labeling oceans, or even more specific places. Mapping should be taught as a progression of skills.	<i>Black line master of world map or dry erase map</i>	ECA 1 st Continents ECA 2 nd Oceans	Label the seven continents on a blank map using a word bank

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Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessments	Sample Assessment Question
	A. Measure and calculate calendar time from a fixed point in the calendar system (e.g., B.C., A.D., c., determine onset, duration, and ending dates of historical events or developments).	90	EXP	Y/Intro. 1st 1 day	Display or draw a timeline showing historical developments, such as the early dynasties in ancient China, and use both B.C. and A.D. dates. Model how to calculate the amount of time that passed between events and how to calculate the length of time an event lasted. Have each student thumb through his book to find a timeline and prepare a three-item quiz about the events on that timeline (e.g., duration of an event, or years that pass between events). Have the students give the quiz they prepared to a partner.	W 58-59, WPB 16	Teacher Observable 2nd	Use the timeline to answer the question(s). About how many years passed between the first crop planting and the invention of irrigation? A. 1,000 B. 3,000 C. 4,000 D. 10,000

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Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessment s	Sample Assessment Question
Chronological Thinking								
Proficient	B. Interpret historical data presented on timelines and create timelines to show temporal order of important developments in world history.	95	ESS	Y/Intro. 1 st 1 day	Provide each student with a timeline template showing a starting date, an ending date, and the intervals in between. Make a list of important events and dates for a topic the class is studying. (The list does not need to be in chronological order.) Have the students place the events in chronological order on the timeline. Create an illustrated timeline by adding a drawing, symbol, or picture for each event.	W58-59, WPB 16, <i>Create a timeline for Egypt</i> WLS 13-14	ECA 1 st	Use the timeline to answer the question(s). According to the timeline, what occurred in approximately 7000 B.C.? A. Irrigation was invented. B. The plow was invented. C. The first crops were planted. D. Cattle were domesticated.
Below Proficient	B. Make a timeline of the student's life by putting information in order. Include events of national importance (Students may have difficulty with BC/AD time. The objective is that the students be able to show temporal order (sequence of events)).				Give the student a timeline of their life, starting at the year they were born and going up to the present year. Student put events in order on the timeline.	Students can place presidents on timeline. For example, George Washington was elected in 1789, Abraham Lincoln was elected in 1861, Ronald Reagan was elected in 1981. George W. Bush was elected in 2001. Information about US presidents is easily obtainable.	ECA 1 st	Use the timeline to determine who was elected President in the year 2001? a. Ronald Reagan b. George Washington c. Abraham Lincoln d. George W. Bush

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Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessment s	Sample Assessment Question
	A. Locate Mesopotamia, Tigris and Euphrates Rivers, Red Sea, Mediterranean Sea, Persian Gulf, and the Zagros Mountains.	100	EXP	1st 1 day	Assign map work during the study of this civilization. Have the students use colored pencils to create or complete historical maps showing the major physical features and important locations of ancient Mesopotamia.	W 105, WOM 18, WPB 24, WLS 21-23, R 263	Teacher Observable 1st	Use the blank outline map provided. Identify and label the locations and physical features listed below: Mesopotamia Tigris River Euphrates Rivers Red Sea Mediterranean Sea Persian Gulf Zagros Mountains.
	B. Identify the largest urban areas in Mesopotamia on a map of that region and explain why cities may have developed in these locations (e.g., city-states in Babylon and Sumer). Identification of large urban areas, objective B, may be introduced or practiced in the context of other regions.	105	EXP	1st ½ day	Using a map of ancient Mesopotamia, ask the class to determine where the largest concentrations of people settled. Prior to reading about ancient Mesopotamia, have the class brainstorm a list showing some of the advantages and disadvantages of living by a river and the Persian Gulf. Explain that these were the first large urban areas and that they were organized into city-states.	Map W 110	Teacher Observable 1st	Which accomplishment of the Sumerians can be attributed to the advantages of living in the areas between the Tigris and Euphrates Rivers? A. They produced many bronze art works. B. They developed the first tools for specific purposes. C. They were the first builders of cities. D. They made a type of paper called papyrus.

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Ancient Mesopotamia								
Proficient	C. Explain how ancient Mesopotamia was influenced by its physical environment and identify methods developed for environmental control (e.g., physical features [Fertile Crescent, Tigris-Euphrates Rivers], methods for control [agricultural techniques and irrigation]).	110	ESS	1 st 1 day	Assign reading about the geography of the Fertile Crescent. Have each student create his own list of the geographic advantages and disadvantages of living in this region.	W 104-107 <i>Irrigation of arid lands</i> W 106-107	ECA 1 st	What made it difficult to farm in southern Mesopotamia? A. droughts and irregular flooding B. cold weather and early frosts C. not enough sunshine D. rocky, infertile soil
Below Proficient	Compare and contrast Mesopotamia with Idaho Falls in regards to physical environment.				Read as a class about the Fertile Crescent. Using a Venn Diagram, list of the geographic advantages and disadvantages of living in Mesopotamia and Idaho Falls.	W 104-107 <i>Irrigation of arid lands</i> W 106-107	ECA 1 st	What made it difficult to farm in southern Mesopotamia? A. droughts and irregular flooding B. cold weather and early frosts

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Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessments	Sample Assessment Question
Ancient Mesopotamia								
Proficient	D. Explain how people adapted to living in different physical environments and how the environment affected life in Mesopotamia (e.g., unpredictable flooding, cooperation).	115	ESS	1 st 1 day	Show pictures or video clips of modern flooding disasters and discuss with the class the personal misfortune and loss that occurs when a flood happens. Have students make a simple drawing of the water control system the people used to solve the flooding problem. Label the parts of the system and write a brief explanation of how each part of the system worked (e.g., gates regulated water flow in and out, lakes held excess water to be used when needed). Explain why such a system would require the cooperation of many people.	W 104-107 <i>Humans and natural hazards</i> W 105 <i>Research recent flooding in Bangladesh</i> W 105	ECA 1 st	In what way did Mesopotamian farmers change their environment? A. They harvested crops at different times of the year. B. They gave up farming for other occupations. C. They developed terrace farming. D. They created an irrigation system.
Below Proficient	D. Explain how people adapted to living in different physical environments and how the environment affected life in Mesopotamia (e.g., unpredictable flooding, cooperation).				Same as above. And/or design a map like the one on pg.107, labeling all of the parts of the irrigation system (river, canal, gate, and artificial lake) using salt dough clay if possible.			W 104-107 <i>Humans and natural hazards</i> W 105 <i>Research recent flooding in Bangladesh</i> W 105

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	E. Draw a map from memory of the important physical features in the region of ancient Mesopotamia (e.g., Fertile Crescent, Tigris R., Euphrates R., Zagros Mountains) and compare it with an atlas map to determine the accuracy of place location and knowledge. The application of mental mapping skills, objective E, may be introduced or practiced in the context of other regions.	120	EXP	1st ½ day	After studying the geography of the Fertile Crescent, have the students use their knowledge to create an illustrated dictionary page. Make a dictionary entry for each physical feature that is important in this region (e.g., mountains, plateau, plain, rivers, gulf, and sea). Students may refer to the dictionary of geographic terms as an example. Discuss ways each of these physical features influenced the lives of the people who settled in ancient Mesopotamia.	Map W 105 Dictionary of Geographic Terms, W R46-R47	Teacher Observable 1st	Sketch a map from memory and label the most important physical features of the Fertile Crescent. Write a brief explanation of why it was called the Fertile Crescent. Think of a new name for the region that will attract people to move there. Title your map with the new name. Give points for the following: A. accuracy of map and correct location of the features B. choice of a new name that reflects the historical perception of the physical environment

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Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessments	Sample Assessment Question
Ancient Mesopotamia								
Proficient	F. Describe the characteristics of civilization that developed in Mesopotamia (e.g., Sumer: cuneiform writing, city-states, ziggurats, polytheism; military empires; Babylon: Code of Hammurabi; invention of the wheel, trade).	125	ESS	1 st 5 days	<p><i>City-States</i> Discuss the government of a city-state. Have the students draw an annotated map to explain the parts of a city-state. The annotations should explain the role played by each part (e.g., farming villages and walled cities).</p> <p><i>See sample teaching strategy, objective H, on page 18.</i></p>	W 108-115, WLS 24, <i>Scribes WA 23</i> <i>City-states W 110-111, WTE 110</i> <i>Sargon's empire W 111</i>	ECA 1 st	Which statement best describes the government of the Sumerian city-states? A. Each city-state was independent. B. The city-states had a central government and one leader. C. The Sumerians were governed by a council of important men. D. Each city-state voted for its leaders in a yearly election.
Below Proficient	F. Describe the characteristics of civilization that developed in Mesopotamia (e.g., Sumer: cuneiform writing, city-states, ziggurats, polytheism; Babylon: Code of Hammurabi; invention of the wheel, trade).				<p>Same as above after completing a graphic organizer that focuses on government, religion, writing/language, and inventions. Place emphasis on vocabulary from objective!</p> <p><i>See sample teaching strategy, objective H, on page 18.</i></p>	W 108-115, WLS 24, <i>Scribes WA 23</i> <i>City-states W 110-111, WTE 110</i> <i>Sargon's empire W 111</i>  "Graphic organizer-civilization."	ECA 1 st	Which statement best describes the government of the Sumerian city-states? A. Each city-state was independent. B. Each city-state voted for its leaders in a yearly election.

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Ancient Mesopotamia								
Proficient	G. Identify the characteristic form of writing that developed in Mesopotamia and explain the significance of literacy in economic, legal, religious, and cultural life (e.g., cuneiform tablet, scribe, trade records, Code of Hammurabi).	130	ESS	1 st 4 days	<i>Code of Hammurabi</i> Explain to the students that Hammurabi's code was actually a collection of existing laws, or judgments. Hammurabi's goal was to assure justice by publishing the law. Have the students read excerpts from The Code of Hammurabi. Have the class brainstorm a list of insights into the structure and values of Babylonian society (e.g., social class distinctions, status of women and children, "an eye for an eye, a tooth for a tooth" principle, harsh punishment, and lack of compassion.) Did Hammurabi's Code meet his goal of giving justice? What seemed fair, and what seemed unfair? Have each student write a response to these questions.	W 109-113 <i>Code of Hammurabi</i> WTE 113, WPB 25 <i>Epic of Gilgamesh</i> WA 22,	ECA 1 st	Why were Hammurabi's laws important to the development of civilization? A. They were the first written records of any kind. B. They made all members of society responsible for its good order. C. They made trading with other civilizations less difficult. D. They made Babylon an important civilization for centuries.

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Below Proficient	G. Explain the significance of literacy in economic, legal, religious, and cultural life (e.g., cuneiform tablet, scribe, trade records, Code of Hammurabi).	130	ESS	1 st 4 days	Same as above. In addition, students will write their names in cuneiform on clay tablets (1 day). In a small group, students will brainstorm and prepare a 2-3 minute presentation on the importance of literacy during this time period. How would have literacy benefited someone living during the time of Hammurabi's Code?	W 109-113 <i>Code of Hammurabi</i> WTE 113, WPB 25 <i>Epic of Gilgamesh</i> WA 22,	ECA 1 st	1.True or False: Literacy would have allowed people to be aware of the laws which would have prevented them from being taken advantage of by people of higher social standing.

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Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessments	Sample Assessment Question
Ancient Mesopotamia								
Proficient	H. Demonstrate an understanding of the concept of civilization (e.g., specialization [surplus and trade], highly developed culture [advanced technology, religion, art, architecture, music, law, and writing], social levels [social class standing and a social pyramid] and government [military, planning, leadership]).	135	ESS	1 st 2 days		<p>W. 55 <u><i>A Message of Ancient Days</i></u> 140</p> <p><i>The following is a summary of what several sources have to say about pinning down the concept of a "civilization". Civilization is the term used to describe highly complex and organized societies. While there is not agreement among historians as to an exact definition for the term civilization, there is general agreement that several shared attributes or features are present in the complex human interactions of the societies we call civilizations. One of the best ways to develop an understanding of the abstract concept of "civilization" is to study the features of those places we recognize as civilizations. They began to appear about 3500 B.C. and the first recognizable civilization is Mesopotamia.</i></p>	Teacher Observable 1 st	<p>Essay</p>  <p>Essay.doc</p>

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Below Proficient	H. Demonstrate an understanding of the concept of civilization (e.g., specialization [surplus and trade], highly developed culture [advanced technology, religion, art, architecture, music, law, and writing], social levels [social class standing and a social pyramid] and government [military, planning, leadership]).	135	ESS	1 st 2 days	At the end of each unit (civilization, e.g., Mesopotamia) students will create a graph listing the characteristics of civilization and give an example of how each appears in the given civilization. A good idea to prepare for ECAs is to make a master graph of all civilizations. It is suggested to refer to these frequently.  "excell civilization graph.xls"	W. 55 <u><i>A Message of Ancient Days</i></u> 140 <i>The following is a summary of what several sources have to say about pinning down the concept of a "civilization". Civilization is the term used to describe highly complex and organized societies. While there is not agreement among historians as to an exact definition for the term civilization, there is general agreement that several shared attributes or features are present in the complex human interactions of the societies we call civilizations. One of the best ways to develop an understanding of the abstract concept of "civilization" is to study the features of those places we recognize as civilizations. They began to appear about 3500 B.C. and the first recognizable civilization is Mesopotamia.</i>	Teacher Observable 1 st	<i>Essay: Allow students to use their graphs when answering the following questions.</i>  Essay.doc

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	A. Locate Egypt, Nile River, Nile River Delta, Red Sea, Mediterranean Sea, Libyan Desert (Western), and the Arabian (Eastern) Desert.	140	EXP	1st 1 day	Assign map work during the study of this civilization. Have the students use colored pencils to create or complete historical maps showing the major physical features and important locations of ancient Egypt.	W 71, WOM 17, WPB 18, Delta W R41 Deserts R 631	Teacher Observable 1st	<i>Use the blank outline map provided. Identify and label the locations and physical features listed below: Egypt Nile River Nile River Delta Red Sea Mediterranean Sea Libyan Desert (Western), Arabian (Eastern) Desert.</i>

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Ancient Egypt								
Proficient	B. Explain how ancient Egypt was influenced by its physical environment and identify methods developed for environmental control (e.g., Nile, Lower Egypt-delta, Upper Egypt- desert, agricultural techniques).	145	ESS	1 st 1 day	Assign reading about the geography of Egypt. Have each student create a Venn diagram comparing and contrasting the geography of Upper and Lower Egypt.	W 70-73, R 354-359	ECA 1 st	Which feature of geography is related to the successful development of agriculture in ancient Egypt? A. The Nile River flows through a dry, barren desert. B. The Nile River floods and provides water and silt. C. The Nile River flows over 4000 miles to the Mediterranean Sea. D. The Nile River provides plenty of fish and water birds.

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Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessments	Sample Assessment Question
Below Proficient	B. Compare and contrast how ancient Egypt was influenced by its physical environment as opposed to Mesopotamia and identify methods developed for environmental control (e.g., Nile, Lower Egypt-delta, Upper Egypt- desert, agricultural techniques).	145	ESS	1 st 1 day	As a class, read about the geography of Egypt. Have each student create a Venn diagram comparing and contrasting the geography of Upper and Lower Egypt. In addition, have students create a Venn diagram for irrigation using Mesopotamia and ancient Egypt. Compare how ancient Egypt utilized predictable flooding as opposed to how Mesopotamia benefited from controlling the unpredictable floods. Turn in and save for Obj. # 270 (Ancient India)	W 70-73, R 354-359	ECA 1 st	Which feature of geography is related to the successful development of agriculture in ancient Egypt? A. The Nile River flows through a dry, barren desert. B. The Nile River floods and provides water and silt. C. The Nile River flows over 4000 miles to the Mediterranean Sea. D. The Nile River provides plenty of fish and water birds.

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Ancient Egypt								
Proficient	C. Explain how people adapted to living in different physical environments and how the environment affected life in Egypt (e.g. predictable cycle of seasons: flooding, planting, harvesting).	150	ESS	1 st 1 day	The Egyptian calendar had just three seasons: flooding, planting, and harvesting. Students pretend they are farmers in ancient Egypt. Have the students keep a diary of personal thoughts and feelings. Write one or two diary entries for each season. Describe the daily life and the work tasks of that season.	W.70-73, R 354-366, WLS 15	ECA 1 st	How was the flooding of the Nile different than the flooding of the Tigris and the Euphrates? A. The Nile's flooding was more predictable. B. The Nile's flooding was less predictable. C. The Nile's flooding was a natural disaster. D. The Nile's flooding occurred three times each year.
Below Proficient	C. Explain how people adapted to living in different physical environments and how the environment affected life in Egypt (e.g. predictable cycle of seasons: flooding, planting, harvesting).	150	ESS	1 st 1 day	Same as above, but adapt so that students are working in pairs: one farmer and one scribe.	W.70-73, R 354-366, WLS 15	ECA 1 st	Students should be able to answer above question. In addition, Which of the following lists the seasons in ancient Egypt? A. Spring, Summer, Winter, Fall B. Flooding, Planting, Harvesting C. Monsoon, Dry season

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Ancient Egypt								
Proficient	D. Describe the characteristics of civilization that developed in Egypt (e.g., unification, Old Kingdom [Memphis, pyramids, pharaoh's role in government, religion, and economics], Middle Kingdom, New Kingdom [Thebes, temples, tombs; Hatshepsut, Tutankhamun; Ramses II]).	155	ESS	1 st 7 days	Make an illustrated timeline showing the Old Kingdom, the Middle Kingdom, the New Kingdom, and the Intermediate periods. Create a symbol, illustration, or picture, for the important events or dynasties that were studied. A scoring rubric can be created by the teacher or by the students, and it should be discussed before the students begin this assignment.	W 74-91, WPB 19, 20, WLS 16, 18, WA 14, 15-21, <i>W Class Library The Great Pyramid Ramses II</i> , W 66-67	ECA 1 st	Which one is an accomplishment of the New Kingdom? A. Menes united Upper and Lower Egypt. B. Sargon created the world's first empire. C. Hyksos took control of the delta region. D. Hatshepsut expanded trade beyond the Egyptian empire.
Below Proficient	D. Describe the characteristics of civilization that developed in Egypt (e.g., unification, Old Kingdom [Memphis, pyramids, pharaoh's role in government, religion, and economics], Middle Kingdom, New Kingdom [Thebes, temples, tombs; Hatshepsut, Tutankhamun; Ramses II]).	155	ESS	1 st 7 days	Same as above, after completing "Stoplight Notes" (Step Up to Writing) about Old Kingdom, Middle Kingdom, and New Kingdom. Further adaptation would include providing a hard copy of notes that isn't color-coded, for the students to code, or illustrating the concepts instead of writing.	W 74-91, WPB 19, 20, WLS 16, 18, WA 14, 15-21, <i>W Class Library The Great Pyramid Ramses II</i> , W 66-67 Step Up to Writing  "excell civilization graph.xls"	ECA 1 st	Which one is an accomplishment of the New Kingdom? A. Sargon created the world's first empire. B. Hatshepsut expanded trade beyond the Egyptian empire.

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Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessment s	Sample Assessment Question
Ancient Egypt								
Proficient	E. Identify the characteristic form of writing that developed in Egypt and explain the significance of literacy in economic, legal, religious, and cultural life (e.g., hieroglyphics, scribes, papyrus).	160	ESS	1 st 3 days	Brainstorm a list of reasons the people of ancient Egypt needed a written language. Read about the system of writing that developed in ancient Egypt. Make a bookmark from heavyweight paper with your name or the name of your favorite pharaoh written in hieroglyphics inside a cartouche.	W 78-79, <i>Hieroglyphics</i> WLS 16-17	ECA 1 st	What is the job of an Egyptian scribe? A. chief advisor to the pharaoh B. physician in charge of mummification C. keeper of official records written in hieroglyphics D. builder of the Great Pyramid
Below Proficient	E. Identify the characteristic form of writing that developed in Egypt and explain the significance of literacy in economic, legal, religious, and cultural life (e.g., hieroglyphics, scribes, papyrus).				Same as above and/or write on clay tablets. This is a good time to make paper, if you have time. Emphasize that students are scribes for the day.	W 78-79, <i>Hieroglyphics</i> WLS 16-17	ECA 1 st	What is the job of an Egyptian scribe? A. physician in charge of mummification B. keeper of official records written in hieroglyphics

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	F. Explain how new archaeological discoveries or new interpretations change ideas about the past. The impact of new discoveries, objective F, may be introduced or practiced in the context of other discoveries besides the Rosetta Stone.	165	EXP	1st 1 day	Read about the decoding of the Rosetta Stone in 1822. Use a “What If” question to help students to generate ideas about the importance of this new information. Example What if Jean Champollion had not been able to decode the Rosetta Stone and we still couldn’t read hieroglyphics? Ask the class to brainstorm as many consequences as possible.	W 79, WTE 79, WA 12-13	Teacher Observable 1st	Why was the decoding of the Rosetta Stone so important to the study of Ancient Egypt? A. Now people could read about the important gifts from the Pharaoh Ptolemy to the temple. B. It helped us learn how the Egyptians built their pyramids. C. Now we know it was easier for the Egyptians to write on papyrus than to carve in stone. D. It unlocked Egypt’s past so that laws, business deals, tomb writings, and even magic spells could be read.

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Ancient Egypt								
Proficient	G. Describe the development of religious and ethical belief systems in Egypt and tell how they legitimized the political and social order (e.g., pharaoh as god, the social pyramid, slavery).	170	ESS	1 st 2 days	Study the social hierarchy in Egyptian society. Assign students, by rows, to a social class ranking. (Don't assign the role of pharaoh [worshipped as a god], or government official to anyone.) Have each social class group write a petition to the pharaoh requesting to be moved up one social level. The petition should explain their current hardships and grievances, and it should convince the pharaoh of what they can do for him as a member of the higher social class.	W 94-99, <i>Religious beliefs</i> WTE 77, <i>Social pyramid</i> WPB 22, WLS 20	ECA 1 st	Which group ranked highest in Egyptian social pyramid? A. farmers B. slaves C. artists D. scribes
Below Proficient	Students will construct a social pyramid of ancient Egypt's cultural system to understand the social hierarchy.				Same as above after drawing/labeling the social pyramid. If students cannot read/write, have them cut and paste answers and make illustrations to aid their understanding of the classes. Use cooperative learning groups to complete the above assignment.	W 94-99, <i>Religious beliefs</i> WTE 77, <i>Social pyramid</i> WPB 22, WLS 20	ECA 1 st	Which group ranked highest in Egyptian social pyramid? A. farmers B. slaves C. scribes

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Ancient Egypt								
Proficient	H. Describe the economic and cultural elements of the Kingdom of Kush (Nubia, Punt) and explain interaction between Kush and Egypt (e.g., trade and cultural exchanges).	175	ESS	1 st 1 day	Read about Egypt's conquest of Kush. Create two posters on the flip sides of a single piece of unlined paper. On one side create an enlistment poster to encourage Egyptians to join the pharaoh's army as it heads south to conquer Kush. On the other side create an enlistment poster for the Kushites who wish to raise an army to defend their kingdom. On both posters give specific reasons people should enlist. Use the posters to discuss Egypt's interest in conquering and controlling Kush.	W 84-87, <i>Cultural exchanges A Message of Ancient Days</i> 210-214 <i>Culture of Kush in the time of Meroë</i> WA 79-81	ECA 1 st	Which statement describes a characteristic of the ancient African Kingdom of Kush? A. It was a religious center of the Middle East. B. It was an African center of trade rich in gold, ivory and ebony. C. It was the first place in Africa to build a great city. D. Tutankhamun and other pharaohs were buried in tombs in the Kingdom of Kush.
Below Proficient	H. Describe the economic and cultural elements of the Kingdom of Kush (Nubia, Punt) and explain interaction between Kush and Egypt (e.g., trade and cultural exchanges).				Read about Egypt's conquest of Kush as a class. Using a black line master map of Egypt, students will map trade routes between Egypt, Kush, Nubia, and Punt and items traded. They will create a legend for icons used in trade (e.g., gold, ebony, ivory, hides, perfume, incense, apes, etc.)	W 84-87, <i>Cultural exchanges A Message of Ancient Days</i> 210-214 <i>Culture of Kush in the time of Meroë</i> WA 79-81	ECA 1 st	Which statement describes a characteristic of the ancient African Kingdom of Kush? A. It was a religious center of the Middle East. B. It was an African center of trade rich in gold, ivory and ebony.

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Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessments	Sample Assessment Question
	I. Relate the economic and cultural significance of trade routes between Mesopotamia and Egypt (e.g., transportation by boat, land routes, trade and cultural exchanges). Objective I may be reviewed when studying the Indus Valley trade routes during the same time period.	180	EXP	1st 1 day	Study maps of trade routes for the early civilizations. Use the maps to locate two cities that traded. Determine the resources people had to trade and items they needed to obtain through trade. Write a paragraph explaining how trade between these two cities was a win-win situation for both parties involved.	W84-90, WPB 20, Maps: W 86, METE 22-23, 66, ME 24-25, MESRB16-17 Boats W82-83, R 394-397 *solar boat 394 India W 137, map W 138	Teacher Observable 1st	Essay Explain how the geographical settings of Mesopotamia and Egypt motivated them to conduct trade successfully? Give points for the following: A Both civilizations developed along rivers or near waterways that could be used for trade by boat. B. Both civilizations needed to trade to get some of the timber and mineral resources they lacked.

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Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessments	Sample Assessment Question
Ancient Israel								
	A. Locate Israel, Egypt, Mediterranean Sea, Red Sea, Persian Gulf, Jordan River, and the Dead Sea.	185	EXP	1 st 1 day	Assign map work during the study of this civilization. Have the students use colored pencils to create or complete historical maps showing the physical features and locations of ancient Israel.	W 121, W R10, <i>map</i> R378, R356, ROM27	Teacher Observable 1 st	Use the blank outline map provided. Identify and label the locations and physical features listed below: Israel Egypt Mediterranean Sea Red Sea Persian Gulf Jordan River Dead Sea.
Proficient	B. Identify the origins and important figures of Judaism (e.g., Abraham [covenant], Moses [Exodus, Passover]).	190	ESS	1 st 2 days	Trace the origins of the Israelites. Have the students create a flow chart with the following topics: Abraham's Call→ Life in Egypt→ Exodus→ The Covenant (on Mount Sinai) → The Chosen People in Canaan. Have the students write a chronicle or narrative explaining each topic.	W 120-123, WPB 27, WLS 25-26 <i>Abraham</i> WTE 121 <i>Moses</i> WTE 122	ECA 1 st	Which statement best describes an act of Moses? A. He built the great temple at Jerusalem. B. He led the Exodus from Egypt. C. He led a revolt against the Syrians. D. He was commanded by God to move to Canaan.

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Below Proficient	B. Identify the origins and important figures of Judaism (e.g., Abraham [covenant], Moses [Exodus, Passover]).	190	ESS	1 st 2 days	Trace the lives of Abraham and Moses using a draw and tell map of Egypt, Mesopotamia, and the surrounding areas. Students will write words/sentences/paragraphs depending on their ability level, explaining the routes and accomplishments of Abraham and Moses.	W 120-123, 121 Map , WPB 27, WLS 25-26 <i>Abraham</i> WTE 121 <i>Moses</i> WTE 122 <i>Draw and Tell Map of Egypt, Mesopotamia, and surrounding areas.</i>	ECA 1 st	Same as above, and: Which statement best describes an act of Abraham? A. He built the great temple at Jerusalem. B. He led the Exodus from Egypt. C. He led a revolt against the Syrians. D. He was commanded by God to move to Canaan.

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Ancient Israel								
Proficient	C. Describe the basic religious principles of Judaism (e.g., Torah, monotheism, moral laws, Ten Commandments).	195	ESS	1 st 3 days	Read the Ten Commandments. Discuss the values reflected in these laws. Identify the Commandments that tell how the people should deal with God. Identify the commandments that tell how people should deal with one another. Have the students summarize their thoughts by answering two questions in their own words. What do the Ten Commandments say about how people should treat God? What do the Ten Commandments say about how should people treat each other?	W 120-123 <i>Additional references on Ancient Israel can be found in <u>A Message of Ancient Days</u>, pages 296-314.</i>	ECA 1 st	Which one describes the Ten Commandments? A. stories that explained the religious beliefs of the Jews B. rules for building the great temple in Jerusalem C. rules about how the Israelites should behave D. a list of punishments for breaking the covenant
Below Proficient	C. Describe the basic religious principles of Judaism (e.g., Torah, monotheism, moral laws, Ten Commandments).			1 st 4 days	As a class, read W123. Create a booklet of the Ten Commandments. Illustrate each page to show the meaning of each commandment. Using copies of Bibles and class discussion, students will learn that the Torah is the first five books of the Bible.	W 120-123 <i>Additional references on Ancient Israel can be found in <u>A Message of Ancient Days</u>, pages 296-314.</i>	ECA 1 st	Who received the Ten Commandments? a. Moses b. Hammurabi True or False The Torah is the first five books of the Bible

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Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessment s	Sample Assessment Question
Ancient Israel								
Proficient	D. Describe the development of the Jewish Kingdoms (e.g., David, Solomon, the Diaspora).	200	ESS	1 st 1 day	Divide the class into eight groups. Assign each group a subject from this list: Abraham, Moses, monotheism, Ten Commandments, Torah, King David, and King Solomon, and Diaspora. Have each group review its subject and make a poster showing the role it played in Judaism's development.	W 124-125	ECA 1 st	Which statement describes an accomplishment of King David? A. He built the great temple at Jerusalem. B. He led the Exodus from Egypt. C. He led a revolt against the Syrians. D. He was commanded by God to move to Canaan.

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Below Proficient	D. Describe the development of the Jewish Kingdoms (e.g., David, Solomon, the Diaspora).	200	ESS	1 st 1 day	As a class, read p 124 and 125. Discuss. Divide the class into eight groups. Assign each group a subject from this list: Abraham, Moses, monotheism, Ten Commandments, Torah, King David, and King Solomon, and Diaspora. Have each group review its subject and make a poster showing the role it played in Judaism's development. Each group will present their information to the class, while the others take notes. The groups will all be provided with teacher-generated questions. Presenters must address these issues, and all questions are to be answered by the end of class. The teacher can accept oral answers from students who cannot read/write.	W 124-125	ECA 1 st	Who made the city of Jerusalem his capitol around 1000 BC? a. David b. Solomon Who built the great temple in Jerusalem? a. David b. Solomon Diaspora means: a. The scattering of the Jews to many parts of the world. b. The weekly day of rest, prayer, and study

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Ancient Israel								
Proficient	E. Compare Jewish monotheism with the polytheism in the region of Mesopotamia.	205	ESS	1 st 1 day	Review the polytheistic religious beliefs of the Sumerians. Then read the 1 st of the Ten Commandments and discuss its meaning. Have students write their own definitions for the words polytheism and monotheism.	WPB 28 <i>Polytheism</i> W 111 <i>Monotheism</i> W 123 <i>Ten Commandments</i> W 123	Teacher Observable 1 st	Write a paragraph comparing and contrasting monotheism and polytheism. Give points for correctly using the terms to make the distinction between one God and many gods.
Below Proficient	E. Compare Jewish monotheism with the polytheism in the region of Mesopotamia.				Review the polytheistic religious beliefs of the Sumerians. Then read the 1 st of the Ten Commandments and discuss its meaning. Create a Venn Diagram, compare and contrast monotheism, and polytheism. Have students write / draw their own definitions for the words polytheism and monotheism.	WPB 28 <i>Polytheism</i> W 111 <i>Monotheism</i> W 123 <i>Ten Commandments</i> W 123	Teacher Observable 1 st	What is the difference between polytheism and monotheism?

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Ancient Israel								
Proficient	F. Explain how the Jews maintained their religious and cultural traditions despite destruction of their kingdoms.	210	ESS	1 st 2 days	Discuss how people on the move take both their important items (like the Torah) and their ideas with them. Music and poetry were very important to the ancient Israelites. They composed songs and poetry about their daily lives, their hardships, and important events that were happening. They made songs and poems about their battles and “praise songs” telling what they liked about their world. Have students form groups of up to five people. Students pretend that they are Israelites and write the words to a song or poem for an event the class has studied. Perform a short number or reading for the class.	<i>Diaspora</i> W 125 <i>Western Wall</i> WA 24-25	ECA 1 st	Which statement explains how the Jews continued to keep their religious beliefs, even in the Diaspora? A. Every year they celebrated Christmas. B. They continued to read the Torah and live by the Ten Commandments. C. They continued to hope for a return to Jerusalem. D. They built new temples in other lands.

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Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessments	Sample Assessment Question
Below Proficient	Same as above							Which statement explains how the Jews continued to keep their religious beliefs, even in the Diaspora? A. Every year they celebrated Christmas. B. They continued to read the Torah and live by the Ten Commandments.
Modern Middle East and North Africa								
	A. Locate Egypt, Israel (West Bank), Saudi Arabia, Jordan, Lebanon, Syria, Turkey, Iraq, Iran, Kuwait, Bahrain, United Arab Emirates, Oman, Yemen, Red Sea, Persian Gulf, and the Mediterranean Sea.	215	EXP	2nd 1 day	Assign map work during the study of this region. Have the students use colored pencils to create or complete maps showing the major physical features and political boundaries of the Modern Middle East and North Africa.	R 630, W 363, ROM 27	Teacher Observable 2nd	Use the blank outline map provided. Identify and label the locations and physical features listed below: Egypt, Israel (West Bank) Saudi Arabia Jordan Lebanon Syria Turkey Iraq Iran Kuwait Bahrain United Arab Emirates, Oman Yemen Red Sea Persian Gulf Mediterranean Sea

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	B. Explain factors contributing to different points of view people hold about other regions, other places, and other people (e.g., culture of Arab Muslims, non-Arab Muslims, non-Muslim peoples, Bedouin peoples).	220	EXP	2nd 2 days	<i>Read and study about the diversity of the people and religions in the Middle East. Have students pretend to be artists chosen to create a collage showing the diversity of cultures in the Middle East. Titles or symbols for the most important characteristics should be shown and the following groups should be represented: Arabs, Persians, Turks, and Jews. Discuss ways in which values and attitudes influence people's perceptions of places.</i>	R 368-372, Outline of people of the Middle East RTE 369 Bedouins R 357-358, 370, Cultural chart R 384	Teacher Observable 2nd	Which of the following Middle East countries is non-Arabic in language and culture. A. Oman B. Turkey C. Palestine D. Saudi Arabia

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Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessments	Sample Assessment Question
Proficient	C. Identify the founder (Muhammad) and the basic religious principles of Islam (e.g., Five Pillars, Koran [Quran], Kaaba, pilgrimage [Hajj]).	225	ESS	2 nd 5 days	After studying the Five Pillars of Islam, have the students create a model of the Kaaba, using a cubing activity. (Give students a template for a sample cube.) Have students number the sides of the cube one through six. Use sides one through five to briefly explain each of the five duties of a Muslim. On side number six briefly explain the importance of Mecca. When the writing is completed have the students cut and construct their cubes. Covers just like the actual Kaaba covering, a black cloth with gold Arabic lettering, can be made with black construction paper and a gold ink pen.	R 368-371, RPB 99 <i>Koran</i> RTE 368 <i>Mecca</i> RA 148-149 or WA 56-57, <i>Life of Muhammad</i> W 266-267 <i>Basic beliefs</i> W 268-269, WPB 55, RA 148-149	ECA 2 nd	Which is not one of the Five Pillars of Islam? A. making a pilgrimage to Mecca B. speaking the Arabic language C. praying five times a day D. giving of alms
Below Proficient	C. Identify the founder (Muhammad) and the basic religious principles of Islam (e.g., Five Pillars, Koran [Quran], Kaaba, pilgrimage [Hajj]).	225	ESS	2 nd 5 days	Read pages 266-269 as a class. Compare and contrast the Five Pillars, the Ten Commandments and the Code of Hammurabi. Bring in a copy of the Koran. Discuss Pilgrimage and take a virtual tour of Mecca using your computer lab. Then, same as above.	R 368-371, RPB 99 <i>Koran</i> RTE 368 <i>Mecca</i> RA 148-149 or WA 56-57, <i>Life of Muhammad</i> W 266-267 <i>Basic beliefs</i> W 268-269, WPB 55, RA 148-149 http://www.islamicity.com/mosque/hajj/ (Click Hajj: Step By Step Guide)	ECA 2 nd	Which is not one of the Five Pillars of Islam? A. making a pilgrimage to Mecca B. speaking the Arabic language


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Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessments	Sample Assessment Question
Modern Middle East and North Africa								
Proficient	D. Explain the influence of Islamic law on social behavior and family life (e.g., daily life, role of women).	230	ESS	2 nd 2 days	After studying about the women of the Middle East and discussing multicultural perspectives, compare the role of women in Saudi Arabia, Turkey, and the United States. Make a report card for each country to evaluate performance in the area of women's rights and freedoms. Give letter grades A through F and make a corresponding written comment. Consider these topics or any others the class generates for grading: jobs or careers, freedom of dress, freedom of mobility, equality under the law, and general liberties.	R 372, W 270-271 <i>Multicultural perspectives</i> RTE 371	ECA 2 nd	Which statement is true about the government of most Muslim countries? A. They are governed by the laws in the Bible. B. They are governed fully or partially by western law. C. They are governed by communist rulers. D. They are governed fully or partially by Islamic law.
Below Proficient	D. Explain the influence of Islamic law on social behavior and family life (e.g., daily life, role of women).				After studying about Islamic law and culture, have the students present any or all of these plays to show understanding: Middle East Skits  "middle east attachment.doc"	R 372, W 270-271 <i>Multicultural perspectives</i> RTE 371	ECA 2 nd	Which statement is true about the government of most Muslim countries? A. They are governed by the laws in the Bible. B. They are governed fully or partially by western law. C. They are governed by communist rulers. D. They are governed fully or partially by Islamic law.

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Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessments	Sample Assessment Question
	E. Identify and explain factors that contribute to conflict between Israel and the Arab States (e.g., cultural differences, different forms of government [absolute ruler], boundary disputes, control of strategic locations).	235	EXP	2nd 2 days	Discuss the 1993 peace talks with the class. Have students bring in current events articles about the Israeli-Palestinian conflict. Divide the class into small groups. Ask students to read their articles to the other students in their group. Students in the group should decide whether each news item reflects conflict or cooperation. Following this activity, make a list of several specific disputes. Have the class brainstorm possible solutions.	R 377-379, Palestine R 378-379, Map 378, R 382-384, RPB 100-101, 103, R 398-399, R 402-404, RPB 106-109, Different points of view RA 159-163 A history of events in the Middle East, including the founding of Israel as an independent nation after WWII, can be found in the W 574-578 (student text edition) and WPB 114.	Teacher Observable 2nd	What has been the main source of conflict between Israel and the Palestine? A. The Palestinians are angry over the Israeli's friendship with Saudi Arabia. B. Israel has exploited Palestinian laborers to achieve a healthy economy. C. The Palestinians oppose the Israeli's occupation of the West Bank and the Gaza Strip. D. The government of Israel will not allow Palestinians religious freedom.

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	F. Explain the effects of oil extraction with advanced technology in North Africa and the Middle East (e.g., oil-rich countries, conflict over oil resources).	240	EXP	2nd 1 day	Read maps, graphs, and, charts to determine which countries in the Middle East are the biggest producers of oil. Divide the class into groups of two or three students, one group for each country listed below. Have students use reference materials to find the leading exports of Egypt, Israel, Saudi Arabia, Jordan, Lebanon, Syria, Turkey, Iraq, Iran, Kuwait, Bahrain, United Arab Emirates, Oman, and Yemen. Have each group report on the economy of its country and draw conclusions about the standard of living in that country (e.g., education, healthcare, and housing).	R 364-365, R 391-393, RPB 97 Conflict R 373-375 Leading exports W R20-R35.	Teacher Observable 2nd	Essay Explain how countries of the Middle East would be affected if large new oil reserves were found in North America. Give points for the following: A. suggests that the impact would be great because the world market for Middle East oil would decrease due to the role N. American consumption plays B. suggests that the oil producing countries in the Middle East would experience economic weakening (e.g., less wealth for improving schools, roads, housing, etc.)
	G. Use distribution maps to explain patterns of land use and population and relate these patterns to climate, topography, and soil. Making an analysis using distribution maps, objective G, may be introduced or practiced in the context of other regions such as modern India or China.	245	EXP	2nd 1 day	Have students find the Nile River Valley on a world population distribution map and a land use map showing how people use the resources in that area today. Have students explain in writing why this region supports a dense population.	Comparing Maps R 380-381, RPB 102 Overlay maps of Egypt W Atlas R5, R 621C, R 631 Definition of a distribution map R 15 Using a distribution map ME 42-45	Teacher Observable 2nd	Short answer (Provide two distribution maps.) Compare the forest distribution map and the population distribution map. Do forested regions support dense populations? Why or why not?

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	H. Describe and compare population settlement patterns during different periods (e.g., population patterns in Ancient Egypt, population patterns in Egypt today, migration of population to cities and delta region). Objective H may be introduced or practiced in the context of other region such as modern India or China.	250	EXP	2nd 1 day	Compare two maps of the Nile River Valley, one historical map and one map of the Nile River Valley today. Locate the cities on both maps. Work with a partner to explain why cities on both maps developed where they did. Discuss the way humans altered the environment in both ancient and modern times. Choose one city on each map and write a real estate advertisement for the classified page that would encourage people to move to that city (e.g., Memphis in 2000 B.C., Aswan today).	ME 20-23 Modern population density map R 381	Teacher Observable 2nd	Which statement describes the pattern of movement in the Nile River Valley today? A. More people are moving to rural areas. B. More people are moving to other parts of Africa. C. More people are moving to cities. D. More people are moving to farms.
	I. Describe the role of technology in changing the environment and explain the consequences of such actions (e.g., modern equipment and techniques, irrigation, advantages and disadvantages of the Aswan Dam). Objective I may be introduced or practiced in the context of other environmental issues, such as modern India's Green Revolution or China's Three Gorges Dam.	255	EXP	2nd 1 day	Brainstorm a list of consequences of damming rivers. Examine pictures and maps of Lake Nasser, upstream from the Aswan Dam. Create a historical marker for Lake Nasser. It should include such things as the date the lake was created, benefits of the lake, problems created by the lake, and an illustration.	Water R 362-363, Farming R 375-376, Aswan Dam R 392, METE 20-21, 65, ME 20-23, ME SRB14-15 Lake Nasser ME 23	Teacher Observable 2nd	How does the Aswan Dam benefit modern Egypt? A. silt production B. flood control C. soil erosion D. waste disposal

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	J. Analyze a geographic issue surrounding the construction of the Aswan Dam on the Nile River and develop sound arguments in favor of specific actions (e.g., upstream: moving the temples at Abu Simbel, downstream: no longer flooding annually). Objective J may be introduced or practiced in the context of other environmental issues in other regions.	260	EXP	2nd 2 day	Study the issues surrounding the construction of the Aswan Dam. Use a two-column table to list the costs and the benefits of this human modification to the environment. Have students prioritize their lists to identify one issue they feel is most important. (It can be either a cost or a benefit.) Survey the class and prioritize the top three issues.	Abu Simbel W 38-39, W 66-67 Flooding R 392	Teacher Observable 2nd	We have been studying the costs and benefits of the Aswan Dam that was constructed on the Nile River. Write an editorial giving your view on one of the issues surrounding the construction of this dam. Choose an issue you feel strongly about. You must include evidence to support your opinion. (Use the facts you found while studying the Aswan Dam.)
Ancient India								
	A. Locate India, Indus River, Ganges River, Arabian Sea, Bay of Bengal, Indian Ocean, Mohenjo-Daro, Harappa, Hindu Kush Mountains, and the Himalayas.	265	EXP	2nd 1 day	Assign map work during the study of this civilization. Have the students use colored pencils to create or complete historical maps showing the major physical features and place locations of ancient India.	Maps W 135, R 506, ROM 34	Teacher Observable 2nd	Use the blank outline map provided. Identify and label the place locations and physical features listed below: India Indus River Ganges River Arabian Sea Bay of Bengal Indian Ocean Mohenjo-Daro Harappa Hindu Kush Mountains Himalayas

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Proficient	B. Explain ways the ancient civilizations in the Indus Valley were influenced by their physical environments and identify methods developed for environmental control (e.g., monsoons and tropical climate, irrigation, and high earthen walls to protect from flooding [citadel]).	270	ESS	2 nd 2 days	<i>Citadel</i> Look at slides, photos, or internet sites showing the ruins of Mohenjo-Daro. Have students create an illustration or map of some the important man-made features found at Mohenjo-Daro (e.g., grid layout of streets, citadels, Great Bath and granaries). Label each feature. Explain that the citadel protected the most important buildings from floods.	W 130-133, WPB 29, <i>Citadel</i> W 135 <i>Monsoons</i> R 498-501, RPB 135 <i>Man made features</i> WTE 135	ECA 2 nd	What geographical feature isolates India from other countries? A. deserts B. rivers C. oceans D. mountains
Below Proficient	B. Explain ways the ancient civilizations in the Indus Valley were influenced by their physical environments and identify methods developed for environmental control (e.g., monsoons and tropical climate, irrigation, and high earthen walls to protect from flooding [citadel]).				<i>Hand out Venn Diagrams kept from Obj. #145. Review environmental control from Mesopotamia and Egypt. Complete a K-W-L chart on the weather of India. Introduce monsoons and tropical climate. Have students brainstorm possible solutions for environmental control. Then, read about irrigation and high earthen walls (citadel). Possible collaboration with Science teacher on weather patterns study/monsoons and mountain ranges.</i>	W 130-133, WPB 29, <i>Citadel</i> W 135 <i>Monsoons</i> R 498-501, RPB 135 <i>Man made features</i> WTE 135	ECA 2 nd	*What geographical feature isolates India from other countries? A. deserts B. rivers C. oceans D. mountains Which factor influences the climate in India? A. permafrost at high mountain elevations. B. monsoons that bring rain in the summer and cool weather in the winter. *This is a test question on the district ECA for second semester. Subcontinent must be taught in order for students to succeed

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Ancient India								
Proficient	C. Describe the different characteristics of civilization that developed in the Indus Valley, (e.g., Harappa and Mohenjo-Daro, city planning and government, technological advancements, architecture, Great Bath [religion]).	275	ESS	2 nd 2 days	Have each student create a real estate advertisement poster to encourage people to move to Mohenjo-Daro. The poster should illustrate the advantages of living in such an advanced city (e.g., sewer systems, brick homes, grain storage, skilled potters, and bathing).	W134-137, WPB 30, <u>pictures A Message of Ancient Days</u> 226-227	ECA 2 nd	Why do historians think that Mohenjo-Daro had a strong government? A. The city was located in a good spot. B. The weavers of the city used cotton. C. The layout of the city showed careful planning. D. The metal work was beautiful.
Below Proficient	C. Describe the different characteristics of civilization that developed in the Indus Valley, (e.g., Harappa and Mohenjo-Daro, city planning and government, technological advancements, architecture, Great Bath [religion]).				Same as above after completing a graphic organizer that focuses on government, religion, writing/language, and inventions. Have each student include a map of Mohenjo-Daro set up in a grid-like system.	W134-137, WPB 30, <u>pictures A Message of Ancient Days</u> 226-227	ECA 2 nd	Why do historians think that Mohenjo-Daro had a strong government? A. The layout of the city showed careful planning. B. The metal work was beautiful.

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Ancient India								
Proficient	D. Describe the pastoral (nomadic) way of life (e.g., migration linked to climate and geography of Central Asian steppes, horsemanship, sources of food, and “steppe vs. sown”).	280	ESS	2 nd 1 day	Read about the Aryan invasion of the Indus Valley. Study maps showing the location and range of pastoral nomadic peoples about 1500 B.C. Use physical maps to study the geography of the steppes regions. Speculate about the factors that may have caused Aryan pastoral peoples to leave central Asia. Have students write an invitation to come to the Indus Valley. On the invitation have students make a bulleted list of things that might be pushing Aryans from the steppes and a bulleted list of things that might be attracting them to the Indus Valley. Decorate the invitations with technology that helped the Aryans to move (e.g., horse, saddle, and chariot).	W 138, <i>definition and economy of nomads in steppe regions of Central Asia</i> W 163 <u><i>A Message of Ancient Days 229-230</i></u> <u><i>Nomadic migration maps</i></u> W 138, <u><i>A Message of Ancient Days 231</i></u>	ECA 2 nd	Which one helped the Aryans to take over the Indus Valley? A. following a religion based on nature B. having horses and chariots C. making their living by herding rather than farming D. being taller than the people who lived in the valley

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Below Proficient	D. Describe the pastoral (nomadic) way of life (e.g., migration linked to climate and geography of Central Asian steppes, horsemanship, sources of food, and “steppe vs. sown”).				As a class, read about the Aryan invasion of the Indus Valley. Complete above activity. Further adaptations include: students will illustrate bulleted list, student will cut and paste pictures	W 138, <i>definition and economy of nomads in steppe regions of Central Asia</i> W 163 <i>A Message of Ancient Days</i> 229-230 <i>Nomadic migration maps</i> W 138, <i>A Message of Ancient Days</i> 231	ECA 2 nd	Which one helped the Aryans to take over the Indus Valley? A. having horses and chariots B. being taller than the people who lived in the valley

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Ancient India								
Proficient	E. Identify possible causes for the decline and collapse of the Indus Valley civilization (e.g., environmental changes, assimilation with Aryan culture).	285	ESS	2 nd 1 day	Brainstorm a list of possible causes of decline or disappearance of cities in history that the students have heard about such as Pompeii and other famous ruins. Review the evidence that could explain why the ancient cities of Mohenjo-Daro and Harappa were abandoned. Have students write a short story about what might have happened to this civilization.	W 138-139	ECA 2 nd	Which do historians think is a possible reason the ancient cities of the Indus Valley were abandoned? A. The people died of a contagious disease. B. The people were taken away as slaves. C. The people moved away following a major geographic change caused by an earthquake or a flood. D. The people moved away to the steppes where they could herd animals.
Below Proficient	E. Identify possible causes for the decline and collapse of the Indus Valley civilization (e.g., environmental changes, assimilation with Aryan culture).			Brainstorm a list of possible causes (natural disasters) of decline or disappearance of cities in history that the students have heard about such as Pompeii and other famous ruins. Same as above or illustrate the disaster that shows the decline of the cities. Story could be done as a comic strip.	W 138-139	ECA 2 nd	Which do historians think is a possible reason the ancient cities of the Indus Valley were abandoned? A. The people died of a contagious disease. B. The people moved away following a major geographic change caused by an earthquake or a flood.	

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Ancient India								
Proficient	F. Explain the development of the Indo-European languages and identify some of the languages that are related.	290	ESS	2 nd 1 day	Provide the class with examples of related words in several languages that have an Indo-European root (e.g., words for mother and father). Examine a “language tree” showing how linguists think all of these languages are related. Tell the students that the Indo-European languages represent the largest group of related languages and have the largest number of people speaking them. Have the students draw conclusions about the ways Indo-European languages may have spread from one culture to another. Survey the class to determine the most popular ideas.	WTE 134 and WTE 138, W 135 <i>Aryan origin of Sanskrit Language A Message of Ancient Days 234 Language Tree (A supplemental handout is provided.)</i>	ECA 2 nd	Which language developed from an Indo-European root language? A. Japanese B. Chinese C. English D. Arabic
Below Proficient	F. Explain the development of the Indo-European languages and identify some of the languages that are related.				Same as above. Possible collaboration with Reading/English teachers for root word study.	WTE 134 and WTE 138, W 135 <i>Aryan origin of Sanskrit Language A Message of Ancient Days 234 Language Tree (A supplemental handout is provided.)</i>	ECA 2 nd	Which language developed from an Indo-European root language? A. Japanese B. English

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Ancient India								
Proficient	G. Describe the development of Hinduism and explain the social class structure in Ancient India (e.g., Aryan invasion and the beginning of Hinduism, Vedas, caste system).	295	ESS	2 nd 3 days	Study the impact of the Aryan invasion. Have students make a list of the new ideas that the Aryans brought to the Indian subcontinent when they migrated (e.g., Vedas, caste system, Hindu religion). Write a summary, and draw a symbol for each idea.	W 142-149, WLS 33-34 <i>Outline format for summary</i> WLS 34	ECA 2 nd	Which statement best describes India's caste system? A. Social levels could be changed if a person became wealthy. B. Social levels were rigid and unchanging from birth. C. Social levels could be changed during life if a person fulfilled his or her duty. D. There were no social levels; everyone was created equal.
Below Proficient	G. Describe the development of Hinduism and explain the social class structure in Ancient India (e.g., Aryan invasion and the beginning of Hinduism, Vedas, caste system).			Same as above, including plenty of class discussion. Utilize caste system diagram found in <u>A Message of Ancient Days</u> . Students can write a summary and/or use symbols, if necessary.	W 142-149, WLS 33-34 <i>Outline format for summary</i> WLS 34 <u>A Message of Ancient Days</u>	ECA 2 nd	Which statement best describes India's caste system? A. Social levels could be changed if a person became wealthy. B. Social levels were rigid and unchanging from birth.	

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Ancient India								
Proficient	H. Identify the basic religious principles of Hinduism (e.g., Vedas, caste system, reincarnation, dharma, karma).	300	ESS	2 nd 3 days	Explain that the Brahmins, or high priests used the Vedic "Hymn of Man" to create a class system. Read this verse from the Rig-Veda aloud in class. Give the students the proper names for the four castes (e.g., Brahmin, Kshatria, Vaishya, and Shudra). Discuss outcastes or "untouchables". Have the students make a table to show the Dharma (occupations, laws, and duties) for each caste. Discuss recent changes to the laws in India that attempt to remove the legal impediments for the people of the lowest castes	W 142-149, WPB 32, WA 26-27, R 505-507, <i>Vedic "Hymn of Man"</i> W 144 <i>Four varnas, or classes</i> WTE 145 <i>Karma</i> 152 <i>Recent legal changes to the caste system</i> WTE 145 <i>Mohandas Gandhi</i> R 507	Teacher Observable 2 nd	<i>Essay</i> Write an essay to explain India's caste system and the beliefs that created it. Give points for the following: A. describes four classes of people and "outcastes"; B. discusses the beliefs that created the caste system (e.g., born into a caste, must follow laws and duties of the caste); C. explains recent legal changes to the caste system.

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Below Proficient	H. Identify the basic religious principles of Hinduism (e.g., Vedas, caste system, reincarnation, dharma, karma).	300	ESS	2 nd 3 days	Complete a graphic organizer that focuses on caste system (government), religion (including reincarnation, dharma, and karma). As a class, translate the song from Rig Veda (p. 143) into simple English.	W 142-149, WPB 32, WA 26-27, R 505-507, Vedic "Hymn of Man" W 144 <i>Four varnas, or classes</i> WTE 145 <i>Karma</i> 152 <i>Recent legal changes to the caste system</i> WTE 145 <i>Mohandas Gandhi</i> R 507	Teacher Observable 2 nd	1. True or False: According to reincarnation, if a person lived a good life they might be reincarnated as a priest. 2. An example of dharma is A. someone who is looked down upon by others. B. performing laws and duties in a correct manner.

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Ancient India								
Proficient	I. Identify the founder (Siddhartha) and the basic religious principles of Buddhism and explain how Buddhism was a reform of Hinduism (e.g., Buddha, Four Noble Truths, Eightfold Path, Middle Way, karma, and Nirvana).	305	ESS	2 nd 5 days	Read about the life of the Buddha. Have the students retell the life story of Siddhartha Guatama's search for the meaning of life in four to eight illustrated comic strip frames. Depict the important events from his birth to his Enlightenment. Use text boxes or callouts to relate the events in his life to his essential teachings (e.g., Middle Way, Four Noble Truths, Eightfold Path, Enlightenment). Have students briefly summarize values the Buddha taught and compare these values to those of the Hindus.	W 150-156, <i>reform</i> 152, WPB 33, WLS 35, WA 30-31 <i>Compare Hinduism and Buddhism</i> WPB 34 <i>Venn diagram</i> WLS 36 <i>Eightfold Path A</i> <i>Message of Ancient Days</i> 238	ECA 2 nd	Which one is an important belief of the Buddhists, but not a belief of the Hindus? A. People go through a cycle of life, death, and rebirth. B. Karma is based on people's behavior and affects their future lives. C. The most important goal is to reach peace by ending suffering. D. There is only one, all-powerful God.

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Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessments	Sample Assessment Question
Below Proficient	I. Identify the founder (Siddhartha) and the basic religious principles of Buddhism and explain how Buddhism was a reform of Hinduism (e.g., Buddha, Four Noble Truths, Eightfold Path, Middle Way, karma, and Nirvana).	305	ESS	2 nd 5 days	As a class, read about the life of the Buddha. Compare and contrast Buddhism, Hinduism, and Judaism. Same as above. Further adaptations include having students work in pairs, with one illustrator and one author.	W 150-156, <i>reform</i> 152, WPB 33, WLS 35, WA 30-31 <i>Compare Hinduism and Buddhism</i> WPB 34 <i>Venn diagram</i> WLS 36 <i>Eightfold Path</i> A <i>Message of Ancient Days</i> 238	ECA 2 nd	Which one is an important belief of the Buddhists, but not a belief of the Hindus? A. People go through a cycle of life, death, and rebirth. B. The most important goal is to reach peace by ending suffering. Siddhartha Guatama was the founder of which religion? A. Buddhism B. Hinduism C. Judaism

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Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessments	Sample Assessment Question
Ancient China								
	A. Locate China, Huang (Yellow) River, Chang (Yangtze) River, Mongolia, Gobi Desert, Tibet, Plateau of Tibet, East China Sea, and the South China Sea.	310	EXP	2 nd 1 day	Assign map work during the study of this civilization. Have the students use colored pencils to create or complete historical maps showing the major physical features and important locations of ancient China. Discuss the physical features contributing to China's geographic isolation (e.g., mountains, deserts, plateaus).	W 161, ROM 35, W R10-11	Teacher Observable 2 nd	Use the blank outline map provided. Identify and label the locations and physical features listed below: China Huang (Yellow) River Chang (Yangtze) River Mongolia Gobi Desert Tibet Plateau of Tibet East China Sea South China Sea.

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Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessments	Sample Assessment Question
Proficient	B. Explain ways the ancient civilization in the Huang River Valley (Yellow River Valley) was influenced by its physical environment and identify methods developed for environmental control (e.g., loess, levees, canals, erosion, and flooding).	315	ESS	2 nd 1 day	Read about early farming in the Huang River Valley. Ask students to recall the early farming methods that developed in the Nile River Valley. Make a Venn diagram with the class to compare and contrast farming in the two river valleys. Have students make two report cards to evaluate farming in each river valley. Give letter grades A through F and make a corresponding written comment to each topic evaluated. Consider these topics or any others the class generates for grading: fertile soil, stable soil (lack of erosion), predictable flooding, flood control methods, and ease of farming.	W 160-163, R 490-495, <i>Arable land</i> R 500, WPB 35, WLS 38-39 ME <i>Map Review</i> 63(#15)	Teacher Observable 2 nd	<i>Essay</i> China's earliest civilization developed in the Huang River Valley. Write a paragraph to explain why and how people may have lived along the Huang and what problems they may have encountered. Give points for the following: A. The region had rich loess soil and there was plenty of water, so it was a good place to settle. B. Farmers were successful, so the population grew. C. In order to feed more people, more trees were cleared and more crops were planted. D Loess soil, which is very light soil, was easily eroded and swept away by winds or floods. E. Eroded soil silted in levees and clogged canals. F. Crop failure caused famine.

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Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessments	Sample Assessment Question
Below Proficient	B. Explain ways the ancient civilization in the Huang River Valley (Yellow River Valley) was influenced by its physical environment and identify methods developed for environmental control (e.g., loess, levees, canals, erosion, and flooding).	315	ESS	2 nd 1 day	As a class, read and discuss essay questions listed in the sample essential assessment question and about early farming in the Huang River Valley. Ask students to recall the early farming methods that developed in the Nile River Valley. Make a Venn diagram with the class to compare and contrast farming in the two river valleys. Consider these topics or any others the class generates: fertile soil, stable soil (lack of erosion), predictable flooding, flood control methods, and ease of farming. Class can generate better possible solutions.	W 160-163, R 490-495, <i>Arable land</i> R 500, WPB 35, WLS 38-39 ME <i>Map Review</i> 63(#15)	Teacher Observable 2 nd	What was one problem farmers in the Huang River Valley faced? A. Drought due to lack of rain. B. Soil erosion due to light and fluffy loess soil. C. Rock soil that was hard to plow.

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Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessments	Sample Assessment Question
Ancient China								
Proficient	C. Describe the different characteristics of civilization that developed under the Shang, Qin, and Han Dynasties (e.g., Shang: government [nobles, feudalism of Shang and Zhou], social class, bronze metalwork, religion [ancestor worship and nature gods, oracle bones], Qin: government [unification, emperor, role of geographic isolation], army, standardization of measures [writing and money], forced labor [Great Wall], tomb [terracotta warriors], Han: government [Wudi, education and civil service], inventions [medicine, paper, silk], decline of Han Empire, Silk Road trade).	320	ESS	2 nd 10 days	 "Sample Teaching Strategy.doc"	 Resources.doc	ECA 2 nd	Match the dynasty with the description. A. Shang B. Qin C. Han ____ 1. consulted oracle bones about the future ____ 2. governed using the philosophy of Confucianism ____ 3. unified China by setting up a single system of writing ____ 4. developed the trade route known as the Silk Road ____ 5. discovered how to make bronze

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Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessments	Sample Assessment Question
Below Proficient	C. Describe the different characteristics of civilization that developed under the Shang, Qin, and Han Dynasties (e.g., Shang: government [nobles, feudalism of Shang and Zhou], social class, bronze metalwork, religion [ancestor worship and nature gods, oracle bones], Qin: government [unification, emperor, role of geographic isolation], army, standardization of measures [writing and money], forced labor [Great Wall], tomb [terracotta warriors], Han: government [Wudi, education and civil service], inventions [medicine, paper, silk], decline of Han Empire, Silk Road trade).	320	ESS	2 nd 10 days	 "Sample Teaching Strategy.doc"	 Resources.doc	ECA 2 nd	Match the dynasty with the description. A. Shang B. Qin C. Han ____ 1. consulted oracle bones about the future ____ 2. governed using the philosophy of Confucianism ____ 3. unified China by setting up a single system of writing ____ 4. developed the trade route known as the Silk Road ____ 5. discovered how to make bronze

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Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessment s	Sample Assessment Question
	D. Identify and explain how physical barriers and other barriers can impede the flow of people and give examples of ways people have overcome such barriers (e.g., Great Wall, Gobi Desert, Himalayan Mountains, Plateau of Tibet). Objective D may be introduced or practiced in the context of other regions and other barriers such as the Hindu Kush Mountains.	325	EXP	2nd 2 days	Great Wall Explain to the students that wall building was the way several Chinese dynasties attempted to deal with foreigners who might move in or invade. (Also, explain that the vast wall system we see today was mostly built during the Ming dynasty.) Have students write a letter to the Emperor Qin from the point of view of a herder from the north who wishes to settle in China. The letter should state what the herder thinks of the emperor's foreign policy. (Is the wall a physical barrier? Is the wall a psychological barrier?) Discuss ways people could overcome this barrier.	Physical Barriers W 160, Map W 161, R 490-495 Man-made Barriers Great Wall W 170, W 172-173, conflict with steppes people WA 34 Ming Wall and map W 404	Teacher Observable 2nd	Which statement explains the purpose of the Great Wall of China? A. It was built to protect China's cities from flooding. B. It was built for caravan travel. C. It was built to try to keep out invaders from the northern steppes. D. It was built as a memorial to the Emperor Qin.

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Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessments	Sample Assessment Question
Ancient China								
Proficient	E. Identify the characteristic form of writing that developed in Ancient China and explain the significance of literacy (e.g., oracle bones, pictograph to character writing, standard writing system and taxes).	330	ESS	2 nd 2 days	Discuss the brush technique used to make Chinese characters. Trace the development of Chinese writing by examining ancient picture forms of characters and their more modern equivalents. Have the students experiment with designing a character. Each student should choose a mammal, bird, or insect, and plan to make three drawings of this animal. The first drawing should be a realistic representation. The third drawing should be the abstract idea of the animal, and the second drawing should represent a step in between. Review ways a single system of writing helped to unify the people of China.	W166-167, WPB 36 <i>Writing chart</i> W 166 <i>Writing chart</i> R 528 <i>Chinese writing techniques, A Message of Ancient Days</i> , 267 <i>Asian Calligraphy</i> W 416-417	ECA 2 nd	What did the discovery of "oracle bones" reveal about the Shang dynasty? A. They had priests who kept written records and made predictions about the future. B. They ate the meat of oxen, sheep, and chickens. C. They believed in one, all-powerful God. D. They buried their kings in mounded tombs.

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Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessments	Sample Assessment Question
Below Proficient	E. Identify the characteristic form of writing that developed in Ancient China and explain the significance of literacy (e.g., oracle bones, pictograph to character writing, standard writing system and taxes).	330	ESS	2 nd 2 days	Same as above. Utilize collaborative learning, illustrations, etc. to further adapt.	W166-167, WPB 36 <i>Writing chart W 166</i> <i>Writing chart R 528</i> <i>Chinese writing techniques, A Message of Ancient Days, 267</i> <i>Asian Calligraphy W 416-417</i>	ECA 2 nd	What did the discovery of "oracle bones" reveal about the Shang dynasty? A. They had priests who kept written records and made predictions about the future. B. They ate the meat of oxen, sheep, and chickens.

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Level	Objective	Obj. #	Level of Criticality*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessments	Sample Assessment Question
Ancient China								
Proficient	F. Identify the origins and fundamental ideas of Confucianism (e.g., political and social problems Confucius sought to solve, mutual respect within the family and for government leaders [Mandate of Heaven- Zhou], teachings of the Analects).	335	ESS	2 nd 2 days	Read about the life and teachings of Confucius. Have students analyze several of the teachings from <i>The Analects</i> by doing the following: 1. Rewrite the teaching you are going to analyze. 2. State in your own words what you think this saying means? (paraphrase) 3. Give an example of how this saying might be applied in a situation today.	W 174-175, 177, 178 WPB 39, WA 33, WLS 44, R 526-527	ECA 2 nd	Which statement best expresses the philosophy of Confucianism? A. Strong governments, strict laws, and harsh punishments are necessary to keep order in society. B. People should lead a simple life that is in harmony with nature. C. Order and obedience are achieved by building relationships based on sincerity, loyalty, and mutual respect. D. Universal love and the treating of all people equally will bring peace to society.
Below Proficient	F. Identify the origins and fundamental ideas of Confucianism (e.g., political and social problems Confucius sought to solve, mutual respect within the family and for government leaders (Mandate of Heaven). *ECA asks for information pertaining to Confucius's beliefs on education.	335	ESS	2 nd 2 days	As a class, read about the life and teachings of Confucius. Students can make books about the life and teachings of Confucius, including the Mandate of Heaven, and oracle bones.	W 174-175, 177, 178 WPB 39, WA 33, WLS 44, R 526-527	ECA 2 nd	Which statement best expresses the philosophy of Confucianism? A. People should lead a simple life that is in harmony with nature. B. Order and obedience are achieved by building relationships based on sincerity, loyalty, and mutual respect.

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Ancient China								
Proficient	G. Compare Confucianism to other philosophies that influenced Chinese values, such as Daoism (Taoism).	340	ESS	2 nd 2 days	Review the strict governing style of the Qin dynasty (Legalism). Discuss other popular ideas of the times, such as Daoism. Make a table with the class to compare the following basic beliefs: Legalism, Daoism, and Confucianism. (Moism is optional.) Table headings should include the following: leader(s), beliefs about human nature, beliefs about government, beliefs about right conduct. Have each student write a personal statement telling which philosophy, or combination of ideas, he or she thinks makes the best government system and give reasons to support his or her opinion.	W 174 <i>Daoism (Laozi)</i> R 527-528 <i>Additional references on Daoist, Moist, and Legalist can be found in <u>A Message of Ancient Days</u>, pages 273-274. A graphic overview of the different schools of thought during the time of Confucius can be found in <u>A Message of Ancient Days</u>, teacher's edition, page 270.</i>	ECA 2 nd	Which statement best expresses the philosophy of Daoism? A. Strong governments, strict laws, and harsh punishments are necessary to keep order in society. B. People should lead a simple life that is in harmony with nature and not try to change things. C. Order and obedience are achieved by building relationships based on sincerity, loyalty, and mutual respect. D. Universal love and the treating of all people equally will bring peace to society.

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Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessments	Sample Assessment Question
Below Proficient	G. Compare Confucianism to other philosophies that influenced Chinese values, such as Daoism (Taoism).	340	ESS	2 nd 2 days	Same as above. Read pg. 273, <u>A Message of Ancient Days</u> , as a class. Be sure to complete this lesson as a whole class, or in cooperative learning groups. All students should participate.	W 174 <i>Daoism (Laozi)</i> R 527-528 <i>Additional references on Daoist, Moist, and Legalist can be found in A Message of Ancient Days, pages 273-274. A graphic overview of the different schools of thought during the time of Confucius can be found in A Message of Ancient Days, teacher's edition, page 270.</i>	ECA 2 nd	Which statement best expresses the philosophy of Daoism? A. Strong governments, strict laws, and harsh punishments are necessary to keep order in society. B. People should lead a simple life that is in harmony with nature and not try to change things.
Modern South Asia								
	A. Locate Afghanistan, Pakistan, India, Nepal, Mount Everest, Bhutan, Bangladesh, China, Mongolia, North Korea, South Korea, Taiwan, and Hong Kong.	345	EXP	2 nd 1 day	Assign map work during the study of this region. Have the students use colored pencils to create or complete maps showing the major physical features and political boundaries of Modern South Asia and China.	Maps: political R 506, political R 526, physical R 492 Outline maps ROM 34, 35	Teacher Observable 2 nd	Use the blank outline map provided. Identify and label the locations and physical features listed below: Afghanistan Pakistan India Nepal Mount Everest Bhutan Bangladesh China Mongolia North Korea South Korea Taiwan Hong Kong

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Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessment s	Sample Assessment Question
	B. Create thematic maps using data that includes a variety of symbols and colors and use the maps to compare the human characteristics of places (e.g., major religions in the countries of South Asia, government systems in the countries of South Asia). Creating thematic maps, objective B, may be introduced or practiced in the context of other topics.	350	EXP	2nd 2 days	Create a thematic map showing the major religion of each country in South Asia. Start with a political outline map. Have the students label the countries and create a color-coded key to the major religions. Make a symbol for each religion, as well. Color the map and mark it with the symbols to show the dominant religion in each country. Discuss current events, including religious conflicts, in this region of the world today.	Religion R 505-509, RTE 508 Government R 514-517, RPB 138 Types of government in South Asia today RTE 514 Mohandas Gandhi, partition of India and Pakistan R 514-515 Table of statistics for South Asia RPB 137 Outline map ROM 34	Teacher Observable 2nd	Retrieve data from your textbook or other sources to create a thematic map showing the different types of government in the following countries of South Asia: Afghanistan, Pakistan, India, Nepal, Bhutan, Bangladesh, and Sri Lanka. Use the outline political map provided. (ROM 34) Create a key using colors and symbols to show which countries have representative democracies, constitutional monarchies, and military dictatorships. Make a special symbol to show countries in this region whose government systems are currently unstable.

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Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessments	Sample Assessment Question
	C. Use maps to compare population and land-use patterns for a developing and a developed country and explain ways rapid growth of population can lead to economic, social, and political problems (e.g., poor standard of living, hunger, malnutrition). Using maps to compare developing and developed countries, objective C, may be introduced or practiced in the context of other countries.	355	EXP	2nd 2 days	Read about the economies of India and China and list some of their economic problems. Use cartograms or population statistics to compare current populations of the US, India, and China. Rank order these countries according to population, greatest to least. Briefly explain GDP to the class and compare the figures for GDP of each country. Rank order the three countries according to GDP, largest to smallest. Ask students to make generalizations about industrialization and wealth in each country, based on GDP. Examine land use maps for the US, India, and China. Rank order the countries in terms of commercial farming and livestock raising, most to least. Find the current population growth rate for each country. Use these demographics to make predictions about whether or not these three countries will have problems feeding their people in the future.	Economy: South Asia R 510-513 East Asia R 529-531 World Population Cartogram WPB 102 Current population WTE 618 GDP defined W 506 GDP graph China and India W 620, GDP graph US W 628, World GDP Cartogram W 506-507 Land use maps: Southern and Eastern Asia R 501 United States R 48 Use the internet to research current population statistics and growth rates for the countries studied. In addition, find statistics on worldwide mortality rates, croplands, undernourishment, disease, and population trends. http://www.zpg.org/	Teacher Observable 2nd	What is one reason there is a constant food shortage in South Asia? 1. South Asia has few natural resources. 2. The land is dry and infertile. 3. The population is too large for the food supply. 3. The population is all moving to the cities and few people are farming.

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	D. Describe one civilization's point of view of another (e.g., Taiwan and China [democracy vs. communism], United States and China [human rights, Tiananmen Square]).	360	EXP	2nd 2 days	Study China and its neighbors. Brainstorm a list of opposing ideologies in the areas of political, social, and economic programs. Have the students work in pairs to create a dialogue to show one important difference in the ideas (political, social, or economic) between two countries. Illustrate this difference by drawing a "talking head" for each country. Next to each head make a bulleted list or dialogue boxes to present each point of view. (A political cartoon assignment would be a good way to illustrate these differences.)	R 525-534, RPB 142, 143, 144, 146 Tiananmen Square W 618-619, RA 171 or W 195 Family size laws R 527 Democracy vs. communist governments: political cartoons R 535, RPB 145	Teacher Observable 2nd	What is a major concern the neighbors of China have following the actions of the Chinese government in 1989 in Tianamen Square? A. The Chinese economy will benefit from trade sanctions or penalties. B. The Chinese government will restrict the freedoms of anyone they control. C. The Chinese government will build a strong democracy. D. The communist party will lose control in China.

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Research								

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Level	Objective	Obj. #	Level of Critical-ity*	Sequence And Duration	Sample Teaching Strategy	Resources✓	Dist/State Assessments	Sample Assessment Question
	<p>A. Utilize primary and secondary sources to create an expository explanation, or presentation about one of the following social studies or history topics: Prehistory/Early Cultures Neolithic Revolution Ancient Mesopotamia Ancient Egypt Ancient Israel Modern Middle East and North Africa Ancient India Ancient China Modern South Asia and China (Research projects are to be completed during the second semester.)</p>	365	EXP	Y/ Into 1 st 8 days	<p>Have students conduct research and report on a topic from a list of suggested topics. Prepare students for research by instructing them in research techniques, including the use of primary and secondary sources. (Review Historical Sources, objectives A-C.) Use secondary sources such as reference books, magazines, textbooks and journal articles to gather background information, including the historical context, on their topics. Students should formulate a specific question (or questions) to answer through their research. Students may need guidance about finding primary sources. Student interpretation of primary sources is the main focus of this project and the main point of student presentations. Discuss scoring guidelines for each type of presentation, written report, or poster. A bibliography is required.</p>	<p><i>Research skills: Using the Library</i> R 89 RPB 19 <i>Asking Questions</i> R 400-401 Use <i>MLA and English department guidelines for the written paper and the bibliography.</i></p> <p><i>The National History Day web site has useful information and helpful guidelines for teachers who are helping their students conduct historical research. The website has research links to the National Archives, the Library of Congress and many other resources.</i> http://www.nationalhistoryday.com</p>	Teacher Observable 2 nd	<p>Use several of the following criteria to create a scoring scale for the research project: Historical Quality (80%) 1. Presents accurate information (15) 2. Shows analysis and interpretation (15) 3. Places topic in historical context (15) 4. Uses a variety of available sources (15) 5. Uses primary sources (15) 6. Research results in a balanced presentation of materials (15) Presentation Quality (20%) 1. Project is creative and original (5) 2. Written materials show correct use of grammar, punctuation, and spelling (5) 3. Visual materials are neat and visually attractive (5) 4. Directions for the project were followed (5)</p> <p><i>This scoring rubric is an adaptation of the judging forms developed for use in district, state, and national NHD competition. Judging criteria are available for downloading at the NHD web site.</i></p>

*EXP=Expected (Most students should master these objectives. They should be tested on in-class assessments and are important, but not critical.)

⊕ Y=Yearlong, 1st=Semester One, 2nd=Semester Two ✓ W= World Adventures in Time and Place (See related materials key in the Appendix) ✓ R= World Regions Adventures in Time and Place (See related materials key in the Appendix)

✓ ME= National Geographic Map Essentials (See related materials key in the Appendix)

*ESS=Essential (Students should master these objectives; they may be tested on the End-of-Course Assessment)

*EXP=Expected (Most students should master these objectives. They should be tested on in-class assessments and are important, but not critical.)

⊕ Y=Yearlong, 1st=Semester One, 2nd=Semester Two ✓ W= World Adventures in Time and Place (See related materials key in the Appendix) ✓ R= World Regions Adventures in Time and Place (See related materials key in the Appendix)

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