

UNIT 1 | The Rise of Civilizations | Beginnings to 5000 Years Ago

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[2.1 | Neolithic Revolution](#)

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[3.1 | Geography of Mesopotamia](#)

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[3.3 | Mesopotamian Innovations and Contributions](#)

Chapter 4 | Egypt

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[4.2 | Egyptian Society](#)

[4.3 | Egyptian Innovations and Contributions](#)

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UNIT 3 | Regional Civilizations | 2500 BCE to 1054 CE

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[6.1 | Geography of India](#)

[6.2 | India's Rulers and Society](#)

[6.3 | India's Religions: Origins and Characteristics](#)

Chapter 7 | Ancient China and Chinese Belief Systems

[7.1 | Geography of China](#)

[7.2 | China's Belief Systems](#)

[7.3 | Life in the Chinese Dynasties](#)

[7.4 | Ancient Chinese Economy](#)

Chapter 8 | Ancient Hebrews and the Origins of Judaism

[8.1 | Culture and Beliefs of the Ancient Hebrews](#)

[8.2 | Life in Ancient Israel and the Diaspora](#)

Chapter 9 | Ancient Greece

[9.1 | Geography of Ancient Greece](#)

[9.2 | Greek Political Systems](#)

[9.3 | Greek Cultural Achievements](#)

Chapter 10 | The Roman Republic and Empire

[10.1 | Geography and Economy of Ancient Rome](#)

[10.2 | Roman Origins and Early Political Structures](#)

[10.3 | From Republic to Empire](#)

[10.4 | Roman Culture: Life and Legacy](#)

10.5 | A Weakening Empire

(Note: This concept is included in Techbook, but does not address content from the Content Standards or Framework)

Chapter 11 | Origins and Growth of Christianity

[11.1 | Christianity: Origins and Characteristics](#)

[11.2 | Christianity's Spread](#)

Chapter 12 | Ancient America

[12.1 | Early North American Cultures and the Maya](#)

UNIT 1: The Rise of Civilizations

Chapter 1: Human Origins

1.1 Rise of Humans

Recommended Timeframe: 6 days

Content Standards:

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

6.1.2 Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.

Analysis Skills:

Research, Evidence, and Point of View 1. Students frame questions that can be answered by historical study and research.

Research, Evidence, and Point of View 2. Students distinguish fact from opinion in historical narratives and stories.

Research, Evidence, and Point of View 3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.

Analysis Skills:

Research, Evidence, and Point of View 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them

Research, Evidence, and Point of View 5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author’s perspectives).

Historical Interpretation 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.

Historical Interpretation 5. Students recognize that interpretations of history are subject to change as new information is uncovered.

History-Social Science Framework – Chapter 10:

Lines 50 – 74, 250-263

Key Resources:

Full Concept: [Rise of Humans](#)

(6.1)

Engage: [Connecting and Questioning](#) (Connecting and Questioning activities appear on the first Engage page of each Chapter throughout Techbook)

(Research, Evidence, and Point of View (1), Historical Interpretation (1))

Explore 1: [Archaeologists as Detectives](#)

(Historical Interpretation (5))

Explore 1: Reading Passage: [Does History Change?](#)

(Research, Evidence, and Point of View (2), Historical Interpretation (5))

Explore 5: [Hominin Habitats](#)

(6.1.2)

Explore 5: Reading Passage: [Where Humans Live](#)

(6.1.2)

Explain: [Archaeological Investigation](#)

(Historical Interpretation (5))

Explain: [Diagram \(Mind Map\)](#)

(6.1.2, Historical Interpretation (5))

Elaborate: [Student Sleuth: The Neanderthals](#)

Reference Terms:

PLACES

[Fertile Crescent](#)

[Petra](#)

GENERAL

[artifact](#)

[artifact](#)

[Asia](#)

[bipedal](#)

[chronological](#)

[civilization](#)

[climate](#)

[culture](#)

[dig site](#)

[DNA](#)

[epoch](#)

[evolution](#)

[fossil](#)

(Research, Evidence, and Point of View (4))

Elaborate: Document-Based Investigation: [A Modern Mystery: Amelia Earhart](#)

(Research, Evidence, and Point of View (1), (3), and (4) – All Document-Based Investigations meet these standards)

Elaborate: Secondary Source Library: [Self-Guided Inquiry Planning Template](#) (Self-Guided Inquiry Planning Templates appear in each concept's Secondary Source Library)

(Research, Evidence, and Point of View (1))

Elaborate: Secondary Source Library: [Evaluating and Using Sources](#) (The Evaluating and Using Sources guide appears in each concept's Secondary Source Library)

(Research, Evidence, and Point of View (1), (4), and (5))

Elaborate: Secondary Source Library: [Source Analysis Tool](#) (The Source Analysis Tool appears in each concept's Secondary Source Library)

(Research, Evidence, and Point of View (1), (4), and (5))

Evaluate: [Brief-Constructed Response: Rise of Humans](#)

(6.1.2, Historical Interpretation (5))

[genus](#)

[hominin](#)

[Homo sapiens](#)

[savanna](#)

[scientific method](#)

[technology](#)

UNIT 1: The Rise of Civilizations

Chapter 1: Human Origins

1.2 Early Humans

Recommended Timeframe: 6 days

Content Standards:

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

6.1.1 Describe the hunter-gatherer societies, including the development of tools and the use of fire.

6.1.3 Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

6.2.9 Trace the evolution of language and its written forms.

Analysis Skills:

Chronological and Spatial Thinking 1. Students explain how major events are related to one another in time.

Chronological and Spatial Thinking 3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

History-Social Science Framework – Chapter 10:

Lines 75 – 155, 264 - 316

Key Resources:

Full Concept: [Early Humans](#)

(6.1)

Explore 2: Reading Passage: [Early Climate Change](#)

(6.1.3)

Explore 4: [Hunting in Groups](#)

(6.1.1)

Explore 4: Reading Passage: [What's So Great About Fire?](#)

(6.1.1)

Explore 5: [Making Tools](#)

(6.1.1)

Explore 6: [Language](#)

(6.2.9)

Explain: [Early Humans: Diagram](#)

(6.1.1, 6.2.9)

Explain: [Early Humans: Advertisement](#)

(6.1.1)

Elaborate: [Investigation: Timeline Map: The First Migrations](#)

(ChronSpatialThinking (1) and (3))

Elaborate: [Investigation: Timeline Map: The First Migrations](#)

(6.1.1, 6.1.3, 6.2.9)

Evaluate: [Extended Constructed Response: Early Humans](#)

(6.1.1)

Reference Terms:

PEOPLE

[Cro-Magnon](#)

[Neanderthal](#)

PLACES

[Africa](#)

[Bering Land Bridge](#)

[Beringia](#)

[Euphrates River](#)

[Europe](#)

[Fertile Crescent](#)

[Oceania](#)

[Red Sea](#)

[Tigris River](#)

EVENTS

[Ice Age](#)

GENERAL

[hunter-gatherer](#)

[migration](#)

[New Stone Age](#)

[Old Stone Age](#)

[region](#)

UNIT 1: The Rise of Civilizations

Chapter 2: Agriculture and Settlement

2.1 Neolithic Revolution

Recommended Timeframe: 6 days

Content Standards:

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

6.1.2 Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.

6.1.3 Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

History-Social Science Framework – Chapter 10:

Lines 155 – 209, 316 – 341

Key Resources:

Full Concept: [Neolithic Revolution](#)

(6.1)

Explore 1: [Why, Where, and When](#)

(6.1.3)

Explore 2: [The First Crops](#)

(6.1.2, 6.1.3)

Explore 3: [The First Farm Animals](#)

(6.1.3)

Explore 4: [Sophisticated Stone Tools](#)

(6.1.2)

Explore 5: [Birth of Cities](#)

(6.1.2)

Explore 6: [Farming Spreads Worldwide](#)

(6.1.3)

Explain: [Advertisement: Neolithic Revolution](#)

(SS.6.W.2.1)

Explain: [Neolithic Revolution: Diagram](#)

(6.1.2, 6.1.3)

Elaborate: [Role Play: Impacts of Animal Domestication](#)

(6.1.2, 6.1.3)

Elaborate: [Investigation: Source Analysis: Prehistoric Bone Tools](#)

(6.1.2)

Evaluate: [Extended Constructed Response: Neolithic Revolution](#)

(6.1.2, 6.1.3)

Reference Terms:

PLACES

[Euphrates River](#)

[Fertile Crescent](#)

[Iraq](#)

[Jericho](#)

[Middle East](#)

[North Africa](#)

[South America](#)

[Syria](#)

[Tigris River](#)

[Çatalhöyük](#)

EVENTS

[agricultural revolution](#)

[Bronze Age](#)

[Neolithic Period](#)

[Neolithic Revolution](#)

GENERAL

[agriculture](#)

[cultivate](#)

[domestication](#)

[environment](#)

[hunter-gatherer](#)

[migration](#)

[nomadic](#)

[nomadic](#)

[pastoral](#)

UNIT 1: The Rise of Civilizations

Chapter 2: Agriculture and Settlement

2.2 Early Agricultural Civilizations

Recommended Timeframe: 6 days

Content Standards:

- 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
- 6.1.2 Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.
- 6.2.2 Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

History-Social Science Framework – Chapter 10:

Lines 155 – 209, 316 – 365

Key Resources:

- Full Concept: [Early Agricultural Civilizations](#)
(6.1)
- Explore 1: [Specialization of Labor](#)
(6.1.2, 6.2.2)
- Explore 3: [The Creation of Social Classes](#)
(6.2.2)
- Explore 3: [Reading Passage: This is “Culture”](#)
(6.2.2)
- Explore 4: [Cities and Government](#)
(6.2.2)
- Explore 5: [Art and Architecture](#)
(6.2.2)
- Explore 6: [Religion and Literature](#)
(6.2.2)
- Explore 7: [The Importance of Geography](#)
(6.1.2)
- Explain: [Movie Trailer: Early Agricultural Civilizations](#)
(6.1.2, 6.2.2)
- Elaborate: [Investigation: Early Settlements in Scotland](#)
(6.1.2, 6.2.2)
- Evaluate: [Brief Constructed Response: Agricultural Civilizations](#)
(6.1.2, 6.2.2)
- Evaluate: [Extended Constructed Response: Agricultural Civilizations](#)
(6.2.2)

Reference Terms:

- PLACES**
- [Euphrates River](#)
- [Nile River](#)
- [Tigris River](#)
- EVENTS**
- [agricultural revolution](#)
- GENERAL**
- [agriculture](#)
- [barter](#)
- [capital](#)
- [central government](#)
- [city-state](#)
- [civilization](#)
- [climate](#)
- [cultural region](#)
- [culture](#)
- [erosion](#)
- [harbor](#)
- [levee](#)
- [loess](#)
- [natural resource](#)
- [nomadic](#)
- [opportunity cost](#)
- [productive resources](#)
- [scarcity](#)
- [specialization](#)

UNIT 1: Ancient Civilizations

Chapter 3: Mesopotamia

3.1 Geography of Mesopotamia

Recommended Timeframe: 5 Days

Content Standards:

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

6.2.1 Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.

6.2.2 Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

Analysis Skills:

Chronological and Spatial Thinking 3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

Historical Interpretation 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.

Historical Interpretation 3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.

History-Social Science Framework – Chapter 10:

Lines 210 – 242, 367 -418

Key Resources:

Entire Concept: [Geography of Mesopotamia](#)

(6.2)

Explore 1: [Locating Mesopotamia](#)

(6.2.1)

Explore 2: [Big Cities](#)

(6.2.2)

Explore 3: [Resources and Geography](#)

(6.2.1, 6.2.2)

Explore 4: [Controlling the Floods](#)

(6.2.1, Historical Interpretation (1))

Explore 5: [Agricultural Innovations](#)

(6.2.2)

Explore 6: [Farming and Other Jobs](#)

(6.2.2)

Explore 7: [Trade and Barter](#)

(6.2.2)

Explore 8: [Overseas and Land Travel](#)

(6.2.1)

Explain: [Geography of Mesopotamia: Diagram](#)

(6.2.1, 6.2.2)

Explain: [Mesopotamian Technology: Advertisement](#)

(6.2.2)

Elaborate: Map Guided Inquiry: [The Geography of Southwest Asia](#)

Reference Terms:

PLACES

[Baghdad](#)

[Canaan](#)

[Eridu](#)

[Euphrates River](#)

[Fertile Crescent](#)

[Harappa](#)

[Mesopotamia](#)

[Persian Gulf](#)

[Sumer](#)

[Tigris and Euphrates Rivers](#)

[Tigris River](#)

[Ur](#)

[Uruk](#)

EVENTS

[Assyrian Empire](#)

GENERAL

[agriculture](#)

[city-state](#)

[civilization](#)

[climate](#)

[commerce](#)

[dam](#)

[dike](#)

[domestication](#)

[drought](#)

[empire](#)

[goods](#)

[hunter-gatherer](#)

(Chron. and Spatial Thinking (3))

Elaborate: [Current Events Connection: Agriculture in the Central Valley](#)

(Historical Interpretation (3))

Evaluate: [Brief-Constructed Response](#)

(6.1.1, 6.1.2)

Evaluate: [Extended-Constructed Response](#)

(6.2.2)

[irrigation](#)

[levee](#)

[natural resource](#)

[nomadic](#)

[plain](#)

[plateau](#)

[scribe](#)

[silt](#)

[textile](#)

[trade](#)

[tradition-oriented economy](#)

UNIT 2: Ancient Civilizations

Chapter 3: Mesopotamia

3.2 Mesopotamian Society

Recommended Timeframe: 6 days

Content Standards:

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

6.2.3 Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.

6.4.5 Outline the founding, expansion, and political organization of the Persian Empire.

Analysis Skills:

Research, Evidence, and Point of View 3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.

History-Social Science Framework – Chapter 10:

Lines 210 - 242, 367 -418, 419 – 491

Key Resources:

Entire Concept: [Mesopotamian Society](#)

(6.2)

Explore 1: [Religion in Mesopotamia](#)

(6.2.3)

Explore 2: [A Social Pyramid](#)

(6.2.3)

Explore 3: [The Leadership and the Elite](#)

(6.2.3)

Explore 4: [The Working Class and the Enslaved People](#)

(6.2.3)

Explore 5: [The Role of Women](#)

(6.2.3)

Explore 8: [A Series of Empires \(c. 900-539 BCE\)](#)

(6.4.5)

Explain: [Diagram: Mesopotamian Social Pyramid](#)

(6.2.3)

Explain: [You as Journalist: Mesopotamian Society](#)

(SS.6.W.2.8)

Elaborate: [Express Your Opinion: Women in Mesopotamia](#)

(6.2.3)

Elaborate: [Investigation: Source Analysis: The Standard of Ur](#)

(6.2.3)

Elaborate: [Document-Based Investigation: Representing Our Values](#)

(Research, Evidence, and Point of View (3) – all Document-Based Investigations meet this standard)

Evaluate: [Brief Constructed Response: Mesopotamian Society](#)

(6.2.3)

Evaluate: [Extended Constructed Response: Mesopotamian Society](#)

(6.2.3)

Reference Terms:

PEOPLE

[Akkadians](#)

[Chaldeans](#)

[Gilgamesh](#)

[Hammurabi](#)

[Medes](#)

[Nebuchadnezzar](#)

[Sargon](#)

[Sumerians](#)

PLACES

[Babylon](#)

[Babylonia](#)

[Euphrates River](#)

[Mesopotamia](#)

[Sumer](#)

[Tigris and Euphrates Rivers](#)

[Tigris River](#)

EVENTS

[Akkadian Empire](#)

[Assyrian Empire](#)

[Babylonian Empire](#)

[Code of Hammurabi](#)

[Neo-Babylonian Empire](#)

GENERAL

[artisan](#)

[city-state](#)

[civilization](#)

	<ul style="list-style-type: none"><u>code of law</u><u>culture</u><u>cuneiform</u><u>deity</u><u>division of labor</u><u>empire</u><u>fertile</u><u>goods</u><u>irrigation</u><u>merchant</u><u>patriarchal</u><u>polytheism</u><u>religion</u><u>scribe</u><u>social pyramid</u><u>stylus</u><u>trade</u><u>ziggurat</u>
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UNIT 2: Ancient Civilizations

Chapter 3: Mesopotamia

3.3 Mesopotamian Innovations and Contributions

Recommended Timeframe: 6 days

Content Standards:

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

6.2.2 Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

6.2.4 Know the significance of Hammurabi's Code.

6.2.9 Trace the evolution of language and its written forms.

Analysis Skills:

Research, Evidence, and Point of View 3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.

History-Social Science Framework – Chapter 10:

Lines 210 - 242, 367 -418, 419 – 491

Key Resources:

Entire Concept: [Mesopotamian Innovations and Contributions](#)

(6.2)

Explore 1: [The Development of Written Language](#)

(6.2.9)

Explore 2: [The Epic of Gilgamesh](#)

(6.2.9)

Explore 3: [The Lessons of Gilgamesh](#)

(6.2.9)

Explore 4: [The Mesopotamian Calendar](#)

(6.2.2)

Explore 5: [Advances in Technology](#)

(6.2.2)

Explore 6: [The Law of the Land](#)

(6.2.4)

Explore 8: [A New Sense of Justice](#)

(6.2.4)

Explain: [Mesopotamian Innovations: Encyclopedia Entry](#)

(6.2.2, 6.2.9)

Elaborate: [Investigation: Source Analysis: Hammurabi's Code](#)

(6.2.4)

Elaborate: [Document-Based Investigation: Law Throughout the Ages](#)

(6.2.4; Research, Evidence, and Point of View (3))

Evaluate: [Brief Constructed Response: Mesopotamian Innovations](#)

(6.2.2)

Reference Terms:

PEOPLE

[Assyrians](#)

[Gilgamesh](#)

[Hammurabi](#)

[Nebuchadnezzar](#)

[Sumerians](#)

PLACES

[Babylonia](#)

EVENTS

[Assyrian Empire](#)

[Code of Hammurabi](#)

GENERAL

[code of law](#)

[cuneiform](#)

[epic](#)

[rule of law](#)

UNIT 2: Ancient Civilizations

Chapter 4: Egypt

4.1 Geography of Egypt

Recommended Timeframe: 5 days

Content Standards:

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

6.2.1 Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.

6.2.2 Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

6.2.6 Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.

Analysis Skills:

Historical Interpretation 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.

History-Social Science Framework – Chapter 10:

Lines 210 - 242, 367 -418

Key Resources:

Entire Concept: [Geography of Egypt](#)

(6.2)

Explore 1: [Egypt: Built Along a River](#)

(6.2.1)

Graphic Organizer: [Cause/Effect Chart](#)

(6.2.1, Historical Interpretation (2))

Explore 2: [The Nile River](#)

(6.2.1)

Explore 3: [The River's Bounty](#)

(6.2.2)

Explore 4: [The Growth of States](#)

(6.2.2)

Explore 5: [Egypt's Trade Economy](#)

(6.2.6)

Explore 5: Reading Passage: [Egyptian Culture and Trade](#)

(6.2.6)

Explain : [The Wealth of Egypt](#)

(6.2.1, 6.2.2, 6.2.6)

Elaborate: Investigation: [Document-Based Investigation: Ancient Egypt's Far-Flung Trade](#)

(6.2.6)

Evaluate: [Brief Constructed Response: Geography of Egypt](#)

(6.2.1)

Evaluate: [Extended Constructed Response: Geography of Egypt](#)

(6.2.1, 6.2.6)

Reference Terms:

PEOPLE

[Hatshepsut](#)

PLACES

[Egypt](#)

[Egypt](#)

[Giza](#)

[Lower Egypt](#)

[Mediterranean Sea](#)

[Memphis](#)

[Mesopotamia](#)

[Nile River](#)

[Thebes](#)

[Upper Egypt](#)

EVENTS

[intermediary period](#)

GENERAL

[agriculture](#)

[command economy](#)

[delta](#)

[equator](#)

[irrigation](#)

[latitude](#)

[longitude](#)

[papyrus](#)

[silt](#)
[trade](#)
[tradition-oriented economy](#)

UNIT 2: Ancient Civilizations

Chapter 4: Egypt

4.2 Egyptian Society

Recommended Timeframe: 6 days

Content Standards:

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

6.2.3 Understand the relationship between religion and the social and political order in Mesopotamia and Egypt

6.2.7 Understand the significance of Queen Hatshepsut and Ramses the Great.

Analysis Skills:

Chronological and Spatial Thinking 2. Students construct various time lines of key events, people, and periods of the historical era they are studying.

History-Social Science Framework – Chapter 10:

Lines 210 - 242, 367 -418, 492 – 539

Key Resources:

Entire Concept: [Egyptian Society](#)

(6.2)

Explore 2: [Egypt's Kingdoms](#)

(Chron. and Spat Thinking (2))

Explore 2: Graphic Organizer: [Timeline 3100 BCE -1075 BCE](#)

(Chron. and Spat Thinking (2))

Explore 3: [Great Leaders of Egypt](#)

(6.2.7)

Explore 3: [Reading Passage: The Mysteries of Hatshepsut](#)

(6.2.7)

Explore 4: [The Social Structure of Ancient Egypt](#)

(6.2.3)

Explore 5: [Government Officials and Priests](#)

(6.2.3)

Explore 6: [Soldiers and Scribes](#)

(6.2.3)

Explore 7: [Merchants and Craftsmen](#)

(6.2.3)

Explore 8: [Farmers and Enslaved People](#)

(6.2.3)

Explore 9: [Gods and Goddesses of Ancient Egypt](#)

(6.2.3)

Explore 10: [Life After Death](#)

(6.2.3)

Explain: [Diagram: Egyptian Society](#)

(6.2.3)

Explain: [Quick Write: Egyptian Society](#)

(6.2.7)

Elaborate: [Document-Based Investigation: Daily Life in Ancient Egypt](#)

(6.2.3)

Reference Terms:

PEOPLE

[Cleopatra VII](#)

[Egyptians](#)

[Hatshepsut](#)

[Khufu](#)

[Menes](#)

[pharaoh](#)

[Ramses II](#)

[Takarka](#)

[Thutmose III](#)

[Tutankhamen](#)

PLACES

[Giza](#)

[Kush](#)

[Memphis](#)

[Nile River](#)

[Thebes](#)

[Valley of Kings](#)

EVENTS

[Middle Kingdom](#)

[New Kingdom](#)

[Old Kingdom](#)

GENERAL

[civilization](#)

[dynasty](#)

[glyph](#)

[hieroglyphics](#)

Evaluate: [Brief Constructed Response: Egyptian Society](#)
(6.2.3)

Evaluate: [Extended Constructed Response: Egyptian Society](#)
(6.2.3)

[papyrus](#)

[polytheism](#)

[pyramid](#)

[social class](#)

[social pyramid](#)

UNIT 2: Ancient Civilizations

Chapter 4: Egypt

4.3 Egyptian Innovations and Contributions

Recommended Timeframe: 6 days

Content Standards:

- 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.
- 6.2.3 Understand the relationship between religion and the social and political order in Mesopotamia and Egypt
- 6.2.5 Discuss the main features of Egyptian art and architecture
- 6.2.6 Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.
- 6.2.9 Trace the evolution of language and its written forms.

Analysis Skills:

Historical Interpretation 6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

History-Social Science Framework – Chapter 10:

Lines 210 - 242, 367 -418, 492 – 539

Key Resources:

- Entire Concept: [Egyptian Innovations and Contributions](#)
(6.2)
- Explore 1: [King Tutankhamen’s Tomb](#)
(6.2.3, 6.2.5)
- Explore 2: [The Arts and Crafts of Ancient Egypt](#)
(6.2.5)
- Explore 5: [The Architecture of the Pyramids](#)
(6.2.5)
- Explore 5: [Ancient Egyptian Architecture](#)
(6.2.5)
- Explore 6: [Reading and Writing in Ancient Egypt](#)
(6.2.9)
- Explore 7: [The Invention of Paper](#)
(6.2.9)
- Explore 9: [How Much and How Big](#)
(6.2.6)
- Explore 10: [Trade Networks](#)
(6.2.6)
- Explain: [Advertisement: Egyptian Innovations and Contributions](#)
(6.2.5, 6.2.6, 6.2.9)
- Explain: [Egyptian Innovations and Contributions: Quick Write](#)
(6.2.5, 6.2.6, 6.2.9)
- Elaborate: [Document-Based Investigation: Writing’s Impact on Egypt](#)
(6.2.9)
- Elaborate: [Current Events Connection: How do Countries Get Rich?](#)
(Historical Interpretation (6))
- Evaluate: [Brief Constructed Response: Egyptian Innovations and Contributions](#)
(6.2.6)

Reference Terms:

- PEOPLE**
- [Hatshepsut](#)
- [pharaoh](#)
- [Thutmose III](#)
- [Tutankhamen](#)
- PLACES**
- [Lower Egypt](#)
- [Mediterranean Sea](#)
- [Upper Egypt](#)
- GENERAL**
- [anatomy](#)
- [barter](#)
- [command economy](#)
- [cubit](#)
- [cultural diffusion](#)
- [deity](#)
- [hieroglyphics](#)
- [kohl](#)
- [logogram](#)
- [mummy](#)
- [mural](#)
- [papyrus](#)
- [phonograms](#)
- [Rosetta Stone](#)
- [scribe](#)
- [stylus](#)

Evaluate: [Extended Constructed Response: Egyptian Innovations and Contributions](#)

(6.2.5, 6.2.6, 6.2.9)

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UNIT 2: Ancient Civilizations

Chapter 5: Kush and Phoenicia

5.1 Kush Geography and Society

Recommended Timeframe: 6 days

Content Standards:

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

6.2.1 Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.

6.2.6 Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.

6.2.8 Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.

Analysis Skills:

Historical Interpretation 6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

History-Social Science Framework – Chapter 10:

Lines 210 - 242, 367 -418, 540 - 573

Key Resources:

Entire Concept: [Kush Geography and Society](#)

(6.2)

Explore 1: [The Kingdom of Kush – Then and Now](#)

(6.2.8)

Explore 2: [Resources and Location](#)

(6.2.1)

Explore 3: [Cultural Connections](#)

(6.2.6, 6.2.8)

Explore 4: [Conquered and Conquering](#)

(6.2.8)

Explore 5: [Crossroads of Commerce and Ideas](#)

(6.2.6)

Explain: [Diagram: Kush: Geography and Society](#)

(6.2.6, 6.2.8)

Elaborate: Express Your Opinion: [Should We Continue to Trade?](#)

(6.2.6, Historical Interpretation (6))

Elaborate: Investigation: [Timeline Map: The Splendor of Ancient Kush](#)

(6.2.6, 6.2.8)

Evaluate: [Brief Constructed Response: Kush Geography and Society](#)

(6.2.6, 6.2.8)

Evaluate: [Extended Constructed Response: Kush Geography and Society](#)

(6.2.6, 6.2.8)

Reference Terms:

PEOPLE

[pharaoh](#)

PLACES

[Egypt](#)

[Ethiopia](#)

[Kush](#)

[Nile River](#)

[Nubia](#)

[Red Sea](#)

EVENTS

[Assyrian Empire](#)

[Kush's conquest of Egypt](#)

GENERAL

[cultural diffusion](#)

UNIT 2: Ancient Civilizations

Chapter 5: Kush and Phoenicia

5.2 Phoenicia's Geography and Society

Recommended Timeframe: 5 days

Content Standards:

6.2.9 Trace the evolution of language and its written forms.

History-Social Science Framework – Chapter 10:

Lines 210 - 242

Key Resources:

Explore 5: [The Written Word](#)

(6.2.9)

Explore 6: [The Development of the Modern Alphabet](#)

(6.2.9)

Explain: [Advertisement: Buying Phoenician Innovations](#)

(6.2.9)

Reference Terms:

PEOPLE

[Phoenicians](#)

PLACES

[Carthage](#)

[Europe](#)

[Lebanon](#)

[Mediterranean Sea](#)

[Phoenicia](#)

GENERAL

[city-state](#)

[colony](#)

[cultural diffusion](#)

[overland trade](#)

[port cities](#)

[self-government](#)

[trade](#)

[tribute](#)

UNIT 3: Regional Civilizations

Chapter 6: Ancient India and the Rise of Hindu and Buddhist Religions

6.1 Geography of India

Recommended Timeframe: 5 days

Content Standards:

6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

6.5.1 Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.

History-Social Science Framework – Chapter 10:

Lines 210 – 242, 794 - 841

Key Resources:

Full Concept: [Geography of India](#)

(6.5)

Explore 1: [Between the Mountains and the Sea](#)

(6.5.1)

Explore 1: [Reading Passage: Wonders of the Natural World](#)

(6.5.1)

Explore 2: [Rivers and River Valleys](#)

(6.5.1)

Explore 3: [Wet and Dry](#)

(6.5.1)

Explore 4: [Civilization in the Indus Valley](#)

(6.5.1)

Explain: [Geography of India: Diagram](#)

(6.5.1)

Elaborate: [Investigation: Map-Guided Inquiry: The Geography of India](#)

(6.5.1)

Evaluate: [Brief Constructed Response: Geography of India](#)

(6.5.1)

Reference Terms:

PLACES

[Agra](#)

[Arabian Sea](#)

[Ganges Valley](#)

[Harappa](#)

[Himalayas](#)

[India](#)

[Indian Subcontinent](#)

[Indus Plain](#)

[Indus River](#)

[Mohenjo-Daro](#)

[Mount Everest](#)

[Sarasvati River](#)

[South Asia](#)

GENERAL

[alluvial plain](#)

[citadel](#)

[climate](#)

[landform](#)

[monsoon](#)

[mountain range](#)

[subcontinent](#)

[surplus](#)

[tradition-oriented economy](#)

UNIT 3: Regional Civilizations

Chapter 6: Ancient India and the Rise of Hindu and Buddhist Religions

6.2 India's Rulers and Society

Recommended Timeframe: 6 days

Content Standards:

- 6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.
- 6.5.2 Discuss the significance of the Aryan invasions.
- 6.5.4 Outline the social structure of the caste system.
- 6.5.6 Describe the growth of the Maurya empire and the political and moral achievements of the emperor Ashoka.
- 6.5.7 Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the Bhagavad Gita; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).

History-Social Science Framework – Chapter 10:

Lines 210 – 242, 842 – 869, 893 – 925, 960 - 972

Key Resources:

Full Concept: [India's Rulers and Society](#)

(6.5)

Explore 1: [The Vedic Period Begins](#)

(6.5.2)

Explore 2: [The Vedic Period Cultural Contributions](#)

(6.5.2)

Explore 3: [The Caste System](#)

(6.5.4)

Explore 4: [Rules of the Caste System](#)

(6.5.4)

Explore 5: [The Mauryan Empire](#)

(6.5.6)

Explore 6: [Ashoka and Buddhism](#)

(6.5.6)

Explore 8: [Achievements of the Gupta Empire](#)

(6.5.7)

Explain: [Venn Diagram: India's Rulers and Society](#)

(6.5.4)

Elaborate: [Investigation: Timeline Inquiry: India's Caste System](#)

(6.5.4)

Elaborate: [You as Artist: Ashoka's Memorial](#)

(6.5.6)

Reference Terms:

PEOPLE

[Ashoka](#)

[Chandragupta](#)

[Indo-European](#)

[Indo-European](#)

[Siddhartha Gautama /](#)

[Buddha](#)

PLACES

[Bay of Bengal](#)

[Eurasia](#)

[Taj Mahal](#)

EVENTS

[Gupta Empire](#)

[Mauryan Empire](#)

GENERAL

[Brahmans](#)

[Buddhism](#)

[caste system](#)

[civilization](#)

[culture](#)

[Dalits / Untouchables](#)

[dynasty](#)

[empire](#)

[Hinduism](#)

[Kshatriyas](#)

[merchant](#)

	<ul style="list-style-type: none"><u>nomadic</u><u>parliament</u><u>peasant</u><u>region</u><u>social class</u><u>society</u><u>Sudras</u><u>Vaisyas</u><u>Vedas</u>
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UNIT 3: Regional Civilizations

Chapter 6: Ancient India and the Rise of Hindu and Buddhist Religions

6.3 India's Religions: Origins and Characteristics

Recommended Timeframe: 6 days

Content Standards:

- 6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.
- 6.5.3 Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.
- 6.5.5 Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.
- 6.5.6 Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.
- 6.5.7 Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the Bhagavad Gita; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).

History-Social Science Framework – Chapter 10:

Lines 210 – 242, 860 – 892, 926 – 959

Key Resources:

- Full Concept: [India's Religions: Origins and Characteristics](#)
(6.5)
- Explore 1: [Hinduism](#)
(6.5.3)
- Explore 2: [Hindu Gods and Goddesses](#)
(6.5.3)
- Explore 3: [Dharma and Karma](#)
(6.5.3)
- Explore 4: [The Four Noble Truths and the Eightfold Path](#)
(6.5.5)
- Explore 4: [Reading Passage: The Ramayana](#)
(6.5.7)
- Explore 5: [Prince Gautama Becomes the Buddha](#)
(6.5.5)
- Explore 6: [The Four Noble Truths and the Eightfold Path](#)
(6.5.5)
- Explore 8: [A Religious Revolution](#)
(6.5.5, 6.5.6)
- Explain: [Quick Write: One God or Many?](#)
(6.5.3)
- Elaborate: [Say What?: The Bhagavad-Gita](#)
(6.5.7)
- Elaborate: [Investigation: Timeline Map: Trade and Religion](#)
(6.5.5)
- Evaluate: [Extended Constructed Response: India's Religions](#)
(6.5.5)

Reference Terms:

PEOPLE

- [Aryans](#)
- [Ashoka](#)
- [Chandragupta](#)
- [Siddhartha Gautama / Buddha](#)

PLACES

- [Angkor](#)

EVENTS

- [beginning of Buddhism](#)
- [Mauryan Empire](#)

GENERAL

- [avatars](#)
- [Bhagavad-Gita](#)
- [Brahma](#)
- [Buddhism](#)
- [culture](#)
- [Dalits / Untouchables](#)
- [dharma](#)
- [Eightfold Path](#)
- [Four Noble Truths](#)
- [Hinduism](#)
- [Jainism](#)
- [karma](#)
- [Krishna](#)
- [Mahabharata](#)
- [nirvana](#)

[Rama](#)
[reincarnation](#)
[Sanskrit](#)
[Shiva](#)
[Vaiasyas](#)
[Vedas](#)
[Vishnu](#)

UNIT 3: Regional Civilizations

Chapter 7: Ancient India and Chinese Belief Systems

7.1 Geography of China

Recommended Timeframe: 5 days

Content Standards:

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

6.6.1 Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.

6.6.2 Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.

History-Social Science Framework – Chapter 10:

Lines 210 – 242, 974 - 1002

Key Resources:

Full Concept: [Geography of China](#)

(6.6)

Explore 1: [Ancient China](#)

(6.6.1)

Explore 1: Reading Passage: [The Yellow River](#)

(6.6.1)

Explore 2: [China's Earliest Civilizations](#)

(6.6.1)

Explore 4: [China's Great Deserts](#)

(6.6.2)

Explore 4: Graphic Organizer: [Effects of Deserts and Mountains](#)

(6.6.2)

Explore 5: [The Himalayas](#)

(6.6.2)

Explore 7: [The Trading Networks of Ancient China](#)

(6.6.2)

Explain: [Geographic Features of Ancient China: Encyclopedia Entry](#)

(6.6.2)

Elaborate: [Map-Guided Inquiry: Geography of China](#)

(6.6.2)

Elaborate: [Document-Based Investigation: Geography of China](#)

(6.6.2)

Elaborate: [Brief Constructed Response: Geography of China](#)

(6.6.2)

Graphic Organizer: [Geography of China: Costs and Benefits](#)

(6.6.2)

Reference Terms:

PLACES

[Anyang](#)

[Asia](#)

[Beijing](#)

[Chang'an](#)

[China](#)

[Cishan](#)

[Gobi Desert](#)

[Great Wall of China](#)

[Himalayas](#)

[Huang He River](#)

[Luoyang](#)

[Mekong River](#)

[Mount Everest](#)

[North China Plain](#)

[Qinling Mountains](#)

[Silk Road](#)

[Tibetan Plateau](#)

[Xianyang](#)

EVENTS

[Han dynasty](#)

[Qin dynasty](#)

[Shang dynasty](#)

GENERAL

[dynasty](#)

[latitude](#)

[longitude](#)

UNIT 3: Regional Civilizations

Chapter 7: Ancient India and Chinese Belief Systems

7.2 China's Belief Systems

Recommended Timeframe: 6 days

Content Standards:

- 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.
- 6.6.3 Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.
- 6.6.4 Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.

Analysis Skills:

- Historical Interpretation 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
- Historical Interpretation 3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.

History-Social Science Framework – Chapter 10:

Lines 210 – 242, 1003 - 1036

Key Resources:

- Full Concept: [China's Belief Systems](#)
(6.6)
- Explore 1: [A State of War](#)
(6.6.4)
- Explore 2: [Confucius](#)
(6.6.3)
- Explore 3: [The Beliefs of Confucianism](#)
(6.6.3, 6.6.4)
- Explore 4: [The Influence of Confucianism](#)
(6.6.3)
- Explore 5: [Daoism and Nature](#)
(6.6.3)
- Explain: [China's Belief Systems: Diagram](#)
(6.6.3)
- Elaborate: [Investigation: Enduring Debate: Confucius vs. Han Feizi](#)
(6.6.3, Historical Interpretation (1))
- Elaborate: Current Events Connection: [Ancient Beliefs in Modern China](#)
(Historical Interpretation (3))
- Evaluate: [Brief Constructed Response: China's Belief Systems](#)
(6.6.3)
- Evaluate: [Extended Constructed Response: China's Belief Systems](#)
(6.6.3, 6.6.4)

Reference Terms:

- PEOPLE**
- [Confucius](#)
- [Han Feizi](#)
- [Laozi](#)
- PLACES**
- [China](#)
- EVENTS**
- [beginning of Confucianism](#)
- [Han dynasty](#)
- [Qin dynasty](#)
- [Warring States period](#)
- GENERAL**
- [Confucianism](#)
- [dynasty](#)
- [filial piety](#)
- [Legalism](#)
- [philosophy](#)
- [Taoism](#)

UNIT 3: Regional Civilizations

Chapter 7: Ancient India and Chinese Belief Systems

7.3 Life in the Chinese Dynasties

Recommended Timeframe: 6 days

Content Standards:

- 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.
- 6.6.5 List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.
- 6.6.6 Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.

Analysis Skills:

Historical Interpretation 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.

History-Social Science Framework – Chapter 10:

Lines 210 – 242, 1003 – 1010, 1037 - 1078

Key Resources:

- Full Concept: [Life in Chinese Dynasties](#)
(6.6)
- Explore 3: [Graphic Organizer: Cause/Event/Effect](#)
(6.6.5, Historical Interpretation (2))
- Explore 4: [The First Chinese Empire](#)
(6.6.5)
- Explore 5: [The Impact and Collapse of the Qin Dynasty](#)
(6.6.5)
- Explore 6: [The Han Dynasty](#)
(6.6.6)
- Explore 7: [Life During the Han Dynasty](#)
(6.6.6)
- Explore 8: [Government During the Han Dynasty](#)
(6.6.6)
- Explain: [Life in the Chinese Dynasties: Comparison Chart](#)
(6.6.5, 6.6.6)
- Elaborate: [Classroom Debate: The Impact of Qin Shi Huangdi](#)
(6.6.5)
- Evaluate: [Brief Constructed Response: Life in the Chinese Dynasties](#)
(6.6.5)

Reference Terms:

- PEOPLE**
- [Confucius](#)
 - [Emperor Wu Di](#)
 - [Huns](#)
 - [Laozi](#)
 - [Li Yuan](#)
 - [Liu Bang](#)
 - [Marco Polo](#)
 - [Qin Shi Huang Di](#)
 - [Xuan Zang](#)
 - [Zheng He](#)
- PLACES**
- [China](#)
 - [Forbidden City](#)
 - [Great Wall of China](#)
 - [Qin](#)
 - [Silk Road](#)
- EVENTS**
- [Han dynasty](#)
 - [Ming dynasty](#)
 - [Qin dynasty](#)
 - [Roman Empire](#)
 - [Song dynasty](#)
 - [Warring States period](#)
 - [Zhou dynasty](#)

GENERAL

[Confucianism](#)

[dynasty](#)

[emperor](#)

[feudalism](#)

[mandate](#)

[Mandate of Heaven](#)

[meritocracy](#)

UNIT 3: Regional Civilizations

Chapter 7: Ancient India and Chinese Belief Systems

7.4 Ancient Chinese Economy

Recommended Timeframe: 6 days

Content Standards:

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

6.6.7 Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.

6.6.8 Describe the diffusion of Buddhism northward to China during the Han Dynasty.

Analysis Skills:

Historical Interpretation 3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.

Historical Interpretation 6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

History-Social Science Framework – Chapter 10:

Lines 210 – 242, 1079 - 1102

Key Resources:

Full Concept: [Ancient Chinese Economy](#)

(6.6)

Explore 1: [Open for Business](#)

(6.6.7)

Explore 1: [Reading Passage: The Silk Road](#)

(6.6.7, Historical Interpretation (3))

Explore 6: [An Exchange of Cultures](#)

(6.6.8)

Explain: [Encyclopedia Entry: Ancient Chinese Economy](#)

(SS.6.E.1.1, SS.6.W.4.8)

Elaborate: [Timeline Inquiry: Ancient Chinese Economy](#)

(6.6.7)

Elaborate: [Current Events Connection: Ancient and Modern Trade](#)

(Historical Interpretation (6))

Evaluate: [Brief-Constructed Response: Ancient Chinese Economy](#)

(6.6.7, 6.6.8)

Evaluate: [Extended-Constructed Response: Ancient Chinese Economy](#)

(6.6.7)

Reference Terms:

PEOPLE

[Laozi](#)

[Siddhartha Gautama /](#)

[Buddha](#)

PLACES

[Black Sea](#)

[China](#)

[Great Wall of China](#)

[Mediterranean Sea](#)

[Persian Gulf](#)

[Red Sea](#)

[Silk Road](#)

EVENTS

[beginning of Daoism](#)

[Han dynasty](#)

[Zhou dynasty](#)

GENERAL

[artifact](#)

[Buddhism](#)

[caravan](#)

[compass](#)

[markets](#)

[merchant](#)

[monopoly](#)
[seismograph](#)
[technology](#)
[trade](#)

UNIT 3: Regional Civilizations

Chapter 8: Ancient Hebrews and the Origins of Judaism

8.1 Culture and Beliefs of the Ancient Hebrews

Recommended Timeframe: 6 days

Content Standards:

6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

6.3.1 Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.

6.3.2 Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.

6.3.3 Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.

6.3.4 Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.

History-Social Science Framework – Chapter 10:

Lines 210 – 242, 575 - 626

Key Resources:

Full Concept: [Culture and Beliefs of the Ancient Hebrews](#)

(6.3)

Engage: [One God](#)

(6.3.1)

Explore 1: [Ancient Israel](#)

(6.3.4)

Explore 2: [The Roots of Judaism](#)

(6.3.1, 6.3.3)

Explore 2: Graphic Organizer: [Summary Frames: Culture and Beliefs of the Ancient Hebrews](#)

(6.3.1)

Explore 3: [The Exodus](#)

(6.3.3, 6.3.4)

Explore 4: [A Culture of Law and Learning](#)

(6.3.1, 6.3.2)

Explore 5: [Becoming a Kingdom](#)

(6.3.3)

Explore 7: [Women of Valor](#)

(6.3.3)

Explore 7: [Reading Passage: Ruth](#)

(6.3.3)

Explore 8: [Three Faiths](#)

(6.3.4)

Explain: [Culture and Beliefs of the Ancient Hebrews: Summary Frames](#)

(6.3.1, 6.3.2, 6.3.3)

Elaborate: [Document-Based Investigation: The Ancient Hebrews](#)

Reference Terms:

PEOPLE

[Abraham](#)

[King David](#)

[King Solomon](#)

[Moses](#)

[Ruth](#)

[Saul](#)

PLACES

[Canaan](#)

[Israel](#)

[Jerusalem](#)

[Jordan River](#)

[Mediterranean Sea](#)

[Red Sea](#)

EVENTS

[founding of the kingdom of Israel](#)

[Israel](#)

GENERAL

[Christianity](#)

[Hebrew Bible](#)

[Islam](#)

[Judaism](#)

[monotheism](#)

(6.3.2)

Evaluate: [Brief-Constructed Response: The Ancient Hebrews](#)

(6.3.3)

Evaluate: [Extended-Constructed Response: The Ancient Hebrews](#)

(6.3.3)

[Muslims](#)

[polytheism](#)

[Sabbath](#)

[Ten Commandments](#)

UNIT 3: Regional Civilizations

Chapter 8: Ancient Hebrews and the Origins of Judaism

8.2 Life in Ancient Israel and the Diaspora

Recommended Timeframe: 6 days

Content Content Standards:

- 6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.
- 6.3.2 Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.
- 6.3.3 Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.
- 6.3.4 Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.
- 6.3.5 Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70
- 6.7.5 Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.

Analysis Skills:

Chronological and Spatial Thining.1 Students explain how major events are related to one another in time.

History-Social Science Framework – Chapter 10:

Lines 210 – 242, 627 - 646

Key Resources:

- Full Concept: [Life in Ancient Israel and the Diaspora](#)
(6.3)
- Explore 1: [Keeping the Sabbath](#)
(SS.6.W.2.9)
- Explore 2: [Traditions and Celebrations](#)
(6.3.2)
- Explore 3: [The Temple of Solomon](#)
(6.3.2)
- Explore 4: [Ancient Temple, Modern Echoes](#)
(6.3.4)
- Explore 5: [A Kingdom Divided](#)
(SS.6.G.4.4, SS.6.E.2.1, SS.6.G.2.4, SS.6.G.2.5)
- Explore 6: [The Persian, Roman, and Greek Empires Rule Judea](#)
(6.3.3, 6.3.4, 6.3.5, 6.7.5)
- Explore 7: [A Common Identity, History, and Religion](#)
(6.3.5)
- Explain: [Visualization: Life in Ancient Israel and the Diaspora](#)
(6.7.5)
- Elaborate: [Document-Based Investigation: A People's Survival](#)
(6.3.5)
- Elaborate: [Timeline Map Investigation: Scattered to the Winds](#)
(6.7.5, ChronSpatialThinking(1))

Reference Terms:

- PEOPLE**
- [King David](#)
- [King Solomon](#)
- [Nebuchadnezzar](#)
- PLACES**
- [Israel](#)
- [Jerusalem](#)
- [Judea](#)
- [Mecca](#)
- EVENTS**
- [Neo-Babylonian Empire](#)
- [Roman Empire](#)
- GENERAL**
- [diaspora](#)
- [Hebrew Bible](#)
- [Islam](#)
- [Judaism](#)
- [monotheism](#)
- [rabbi](#)

Evaluate: [Brief-Constructed Response: Life in Ancient Israel and the Diaspora](#)

(6.3.4)

Evaluate: [Extended-Constructed Response: Life in Ancient Israel and the Diaspora](#)

(6.3.4)

[Sabbath](#)

[Talmud](#)

[Ten Commandments](#)

[Torah](#)

UNIT 3: Regional Civilizations

Chapter 9: Ancient Greece

9.1 Geography of Ancient Greece

Recommended Timeframe: 6 days

Content Standards:

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.4.1 Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.

6.4.5 Outline the founding, expansion, and political organization of the Persian Empire.

6.4.6 Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.

Analysis Skills:

Research, Evidence, and Point of View 5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

Historical Interpretation 5. Students recognize that interpretations of history are subject to change as new information is uncovered.

History-Social Science Framework – Chapter 10:

Lines 210 – 242, 648 - 705

Key Resources:

Full Concept: [Geography of Ancient Greece](#)

(6.4)

Explore 1: [Islands and Mountains](#)

(6.4.1)

Explore 1: Graphic Organizer: [Cause and Effect Chart](#)

(6.4.1)

Explore 2: [The Economy of Ancient Greece](#)

(6.4.1)

Explore 3: [Unique City-States](#)

(SS.6.G.2.2, SS.6.G.2.1, SS.6.E.3.3)

Explore 4: [The Persian Empire](#)

(6.4.5)

Explore 4: [Reading Passage: Cyrus the Great](#)

(6.4.5)

Explore 5: [Persia Vs. Greece](#)

(6.4.5)

Explore 6: [The Persian Wars](#)

(6.4.6)

Explore 6: Reading Passage: [Written by the Winners](#)

(Research, Evidence, and Point of View (5), Historical Interpretation (5))

Explain: [Visualization: Persian Wars Slide Show](#)

(6.4.6)

Explore 7: [The End of the Wars](#)

(6.4.6)

Elaborate: [Geography of Ancient Greece: Map-Guided Inquiry](#)

Reference Terms:

PEOPLE

[Aeneas](#)

[Cyrus / Cyrus the Great](#)

[Darius](#)

[King Xerxes](#)

[Medes](#)

PLACES

[Aegean Sea](#)

[Athens](#)

[Attica](#)

[Constantinople](#)

[Crete](#)

[Greece](#)

[Ionian Sea](#)

[Macedonia](#)

[Marathon](#)

[Mediterranean Sea](#)

[Mount Olympus](#)

[Mycenae](#)

[Peloponnesus](#)

[Persia](#)

[Pompeii](#)

[Sparta](#)

[Thebes](#)

(6.4.1)

Elaborate: [Document-Based Investigation: The Impact of Greece's Location](#)

(6.4.1)

Evaluate: [Extended-Constructed Response: Geography of Ancient Greece](#)

(6.4.1, 6.4.6)

EVENTS

[Persian Wars](#)

GENERAL

[Acropolis](#)

[blockade](#)

[city-state](#)

[island](#)

[latitude](#)

[longitude](#)

[peninsula](#)

UNIT 3: Regional Civilizations

Chapter 9: Ancient Greece

9.2 Greek Political Systems

Recommended Timeframe: 6 days

Content Standards:

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.4.2 Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from *Pericles' Funeral Oration*).

6.4.3 State the key differences between Athenian, or direct, democracy and representative democracy.

6.4.6 Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.

Analysis Skills:

Research, Evidence, and Point of View 2. Students distinguish fact from opinion in historical narratives and stories.

Historical Interpretation 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.

History-Social Science Framework – Chapter 10:

Lines 210 – 242, 706 - 756

Key Resources:

Full Concept: [Greek Political Systems](#)

(6.4)

Explore 1: [Early Forms of Greek Government](#)

(6.4.2)

Explore 2: [The Beginnings of Democracy](#)

(6.4.2, 6.4.6)

Explore 3: [Ancient Greek Democracy](#)

(6.4.3, 6.4.6)

Explore 3: [Graphic Organizer: City-States Comparison Chart](#)

(6.4.3, 6.4.6)

Explore 4: [Life in Athens](#)

(6.4.6)

Explore 5: [Sparta: A Military Oligarchy](#)

(6.4.6)

Explore 6: [Life in Ancient Sparta](#)

(6.4.6)

Explore 7: [Tensions Between Athens and Sparta](#)

(6.4.2, 6.4.6)

Explore 7: [Reading Passage: The Peloponnesian War](#)

(6.4.2; 6.4.6; Research, Evidence, and Point of View (2))

Explore 8: [A Series of Empires](#)

(6.4.5)

Explain: [Greek Political Systems: Comparison Chart](#)

(6.4.3)

Explain: [Quick Write: Ancients at War](#)

(6.4.3, Historical Interpretation (1))

Elaborate: [The Roots of the U.S. Constitution](#)

Reference Terms:

PLACES

[Athens](#)

[Ethiopia](#)

[Greece](#)

[Peloponnesus](#)

[Sparta](#)

EVENTS

[Alexander's Empire](#)

[Peloponnesian Wars](#)

[Persian Wars](#)

GENERAL

[aristocracy](#)

[citizen](#)

[city-state](#)

[constitution](#)

[democracy](#)

[direct democracy](#)

[hierarchy](#)

[imperialism](#)

[monarchy](#)

[nationalism](#)

[oligarchy](#)

[polis](#)

[popular sovereignty](#)

[representative democracy](#)

(6.4.3)

Elaborate: [Document-Based Investigation: For the People, by the People?](#)

(6.4.2)

Evaluate: [Brief-Constructed Response: Greek Political Systems](#)

(6.4.6)

Evaluate: [Extended-Constructed Response: Greek Political Systems](#)

(6.4.6)

[representative government](#)

UNIT 3: Regional Civilizations

Chapter 9: Ancient Greece

9.3 Greek Cultural Achievements

Recommended Timeframe: 6 days

Content Standards:

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.4.4 Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer’s *Iliad* and *Odyssey*, and from *Aesop’s Fables*.

6.4.7 Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.

6.4.8 Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

Analysis Skills:

Historical Interpretation 4. Students recognize the role of chance, oversight, and error in history.

History-Social Science Framework – Chapter 10:

Lines 210 – 242, 757 - 792

Key Resources:

Full Concept: [Greek Cultural Achievements](#)

(6.4)

Explore 2: [Socrates](#)

(6.4.8)

Explore 3: [Plato](#)

(6.4.8)

Explore 4: [The Republic](#)

(6.4.8)

Explore 5: [Aristotle](#)

(6.4.8)

Explore 6: [Math and Science](#)

(6.4.8)

Explore 7: [Art and Architecture](#)

(SS.6.W.3.5)

Explore 8: [Religion in Ancient Greece](#)

(6.4.4)

Explore 8: [Reading Passage: In the Beginning..](#)

(6.4.4)

Explore 9: [The Olympics](#)

(6.4.8)

Explore 10: [Language and Literature in Ancient Greece](#)

(6.4.8)

Explore 11: [Alexander the Great](#)

(6.4.7)

Explore 11: Reading Passage: [Alexander the Great Biography](#)

(6.4.7)

Explore 11: [Graphic Organizer: Story Frames](#)

Reference Terms:

PEOPLE

[Aristotle](#)

[Plato](#)

[Socrates](#)

PLACES

[Alexandria](#)

[Macedonia](#)

[Parthenon](#)

EVENTS

[Alexander's Empire](#)

[Hellenistic Age](#)

GENERAL

[Acropolis](#)

[agora](#)

[aristocracy](#)

[city-state](#)

[constitutional monarchy](#)

[cultural diffusion](#)

[democracy](#)

[epic](#)

[monarchy](#)

[mythology](#)

[oligarchy](#)

[philosophy](#)

<p>(6.4.7) Explore 12: The Cultural Impact of Alexander the Great</p> <p>(6.4.7) Explore 12: Reading Passage: Errors and Empires (6.4.7, Historical Interpretation (4))</p> <p>Explain: Greek Cultural Achievements: Diagram</p> <p>(6.4.8) Elaborate: You As Artist: Modern Greek Myth</p> <p>(6.4.4) Elaborate: Source Analysis Investigation: The Temple of Apollo at Delphi</p> <p>(6.4.8) Elaborate: Document-Based Investigation: Influencing Our Culture</p> <p>(6.4.8) Evaluate: Brief-Constructed Response: Greek Cultural Achievements</p> <p>(6.4.8) Evaluate: Extended-Constructed Response: Greek Cultural Achievements</p> <p>(6.4.8)</p>	<p>Socratic method stela</p>
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UNIT 3: Regional Civilizations

Chapter 10: The Roman Republic and Empire

10.1: Geography and Economy of Ancient Rome

Recommended Timeframe: 6 days

Content Standards:

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

6.7.1 Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.

6.7.3 Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.

History-Social Science Framework – Chapter 10:

Lines 210 – 242, 1104 – 1132, 1154 – 1168, 1239 - 1257

Key Resources:

Full Concept: [Geography and Economy of Ancient Rome](#)

(6.7)

Engage: [Building the Roman Roads](#)

(6.7.3)

Explore 1: [The Founding of Rome](#)

(6.7.1)

Explore 2: [Natural Benefits](#)

(6.7.3)

Explore 3: [The Importance of Rome's Waterways](#)

(6.7.3)

Explore 4: [Roman Roads and Bridges](#)

(6.7.3)

Explore4: [Reading Passage: Roman Roads](#)

(6.7.3)

Explore 5: [Rome's Monetary System](#)

(6.7.3)

Explore 6: [The History of Money](#)

(6.7.3)

Explain: [Advertisement: Roman Innovations](#)

(6.7.3)

Elaborate: [Data Analysis Investigation: Transportation and Trade in Ancient Rome](#)

(6.7.3)

Elaborate: [Document-Based Investigation: Rome: Geography and Economy](#)

(6.7.3)

Evaluate: [Brief-Constructed Response: Geography and Economy of Ancient Rome](#)

(6.7.3)

Evaluate: [Extended-Constructed Response: Geography and Economy of Ancient Rome](#)

(6.7.3)

Reference Terms:

PEOPLE

[Remus](#)

[Romulus](#)

PLACES

[Aachen](#)

[Alps](#)

[Apennine Mountains](#)

[Forum](#)

[Gaul](#)

[Latium](#)

[Mediterranean Sea](#)

[North Africa](#)

[Rome](#)

[Tiber River](#)

EVENTS

[Roman Empire](#)

GENERAL

[barter](#)

[empire](#)

[latitude](#)

[longitude](#)

[markets](#)

[peninsula](#)

UNIT 3: Regional Civilizations

Chapter 10: The Roman Republic and Empire

10.2: Roman Origins and Early Political Structures

Recommended Timeframe: 6 days

Content Standards:

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

6.7.1 Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero

6.7.2 Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).

6.7.3 Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.

6.7.8 Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

Analysis Skills:

Chronological and Spatial Thinking 2. Students construct various time lines of key events, people, and periods of the historical era they are studying.

Historical Interpretation 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.

Historical Interpretation 3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.

History-Social Science Framework – Chapter 10:

Lines 210 – 242, 1105 - 1183, 1196 - 1214

Key Resources:

Full Concept: [Roman Origins and Early Political Structures](#)

(6.7)

Explore 1: [The Roots of Roman Civilization](#)

(6.7.1)

Explore 2: [The Etruscans](#)

(6.7.1)

Explore 3: [The Roman Republic](#)

(6.7.2)

Explore 4: [Roman Government](#)

(6.7.2)

Explore 5: [Principles of Democracy](#)

(6.7.1, 6.7.2)

Explore 6: [The Punic Wars](#)

(6.7.3)

Explore 6: [Graphic Organizer: Roman Origins and Early Political Structures](#)

(6.7.3, Chron. and Spatial Thinking (2))

Explain: [Roman Origins and Early Political Structures: Venn Diagram](#)

(6.7.2)

Elaborate: [Current Events Connection: Ancient Roots of Modern Government](#)

(6.7.2, 6.7.8, Historical Interpretation (3))

Elaborate: [Document-Based Investigation: Democratic Ideals of Ancient Rome](#)

(6.7.2)

Elaborate: [Role Play: Roman Origins and Early Political Structures](#)

Reference Terms:

PEOPLE

[Aeneas](#)

[Cincinnatus](#)

[Commodus](#)

[Constantine](#)

[Diocletian](#)

[Etruscans](#)

[Goths](#)

[Hannibal](#)

[Julius Caesar](#)

[Octavian, Emperor Augustus](#)

[Remus](#)

[Romulus](#)

PLACES

[Alps](#)

[Carthage](#)

[Forum](#)

[Gaul](#)

[Latium](#)

[Mediterranean Sea](#)

[Pantheon](#)

[Rome](#)

(6.7.2)

Evaluate: [Brief-Constructed Response: Roman Origins and Early Political Structures](#)

(6.7.2)

Evaluate: [Extended-Constructed Response: Roman Origins and Early Political Structures](#)

(6.7.3)

[Sicily](#)

[Tiber River](#)

[Zama](#)

EVENTS

[Punic Wars](#)

[Roman Empire](#)

[Roman Republic](#)

GENERAL

[assembly](#)

[bicameral](#)

[census](#)

[citizen](#)

[code of law](#)

[consul](#)

[democracy](#)

[dictator](#)

[gladiator](#)

[jury](#)

[patrician](#)

[peninsula](#)

[plebian](#)

[representative](#)

[representative government](#)

[republic](#)

[Roman Senate](#)

[social class](#)

[tribune](#)

[Twelve Tables](#)

UNIT 3: Regional Civilizations

Chapter 10: The Roman Republic and Empire

10.3: From Republic to Empire

Recommended Timeframe: 6 days

Content Standards:

- 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.
- 6.7.1 Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero
- 6.7.4 Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.

Analysis Skills:

- Research, Evidence, and Point of View 5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).
- Historical Interpretation 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.

History-Social Science Framework – Chapter 10:

Lines 210 – 242, 1184 - 1214

Key Resources:

- Full Concept: [From Republic to Empire](#)
(6.7)
- Explore 1: [The Rise of Julius Caesar](#)
(6.7.4)
- Explore 1: [Reading Passage: Augustus Caesar: Father of Rome](#)
(6.7.4)
- Explore 1: [Graphic Organizer: Sequencing Chart](#)
(6.7.4)
- Explore 2: [Dictator for Life](#)
(6.7.4)
- Explore 3: [The Ides of March](#)
(6.7.1, 6.7.4)
- Explore 4: [Civil War](#)
(6.7.4)
- Explain: [From Republic to Empire: Visualization](#)
(6.7.4)
- Explain: [From Republic to Empire: You as a Journalist](#)
(6.7.4)
- Elaborate: [Enduring Debate Investigation: Julius Caesar vs. Cicero](#)
(6.7.1, Historical Interpretation (1))
- Elaborate: [Document-Based Investigation: The Real Julius Caesar](#)
(6.7.4; Research, Evidence, and Point of View (5))
- Evaluate: [Brief-Constructed Response: From Republic to Empire](#)
(6.7.1, 6.7.4)

Reference Terms:

- PEOPLE**
- [Brutus](#)
- [Caligula](#)
- [Charlemagne](#)
- [Claudius](#)
- [Cleopatra VII](#)
- [Hannibal](#)
- [Julius Caesar](#)
- [Mark Antony](#)
- [Nero](#)
- [Octavian, Emperor Augustus](#)
- [Ptolemy](#)
- [Tiberius](#)
- PLACES**
- [Mediterranean Sea](#)
- [Rubicon River](#)
- EVENTS**
- [Roman Empire](#)
- [Roman Republic](#)
- GENERAL**
- [consul](#)
- [dictator](#)
- [Pax Romana](#)
- [triumvirate](#)

UNIT 3: Regional Civilizations

Chapter 10: The Roman Republic and Empire

10.4 Roman Culture: Life and Legacy

Recommended Timeframe: 6 days

Content Standards:

- 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.
- 6.7.8 Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

Analysis Skills:

Chronological and Spatial Thinking 3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

History-Social Science Framework – Chapter 10:

Lines 210 – 242, 1215 - 1238

Key Resources:

Full Concept: [Roman Culture: Life and Legacy](#)

(6.7)

Explore 1: [Roman Society](#)

(6.7, FW)

Explore 1: [Reading Passage: Women in the Roman Empire](#)

(6.7, FW)

Explore 2: [Patrons and Clients](#)

(6.7, FW)

Explore 2: [Comparison Chart: Roman Culture—Life and Legacy](#)

(6.7)

Explore 3: [Slavery in Ancient Rome](#)

(6.7, FW)

Explore 4: [Bread and Circuses](#)

(6.7)

Explore 5: [Pax Romana](#)

(6.7.8)

Explore 6: [Moving People, Moving Water](#)

(6.7.8)

Explore 7: [A Practical Art](#)

(6.7.8)

Explore 8: [Latin: Dead or Alive](#)

(6.7.8)

Explain: [Roman Culture: Life and Legacy: You as Journalist](#)

(6.7.8)

Elaborate: [Map-Guided Inquiry: All Roads Lead to Rome](#)

(6.7.8, Chron and Spatial Thinking (3))

Elaborate: [Current Events Connection: Ancient Roots of Modern Government](#)

(6.7.8)

Elaborate: [Document-Based Investigation: Class Structure in Roman Society](#)

(6.7)

Evaluate: [Brief-Constructed Response: Roman Culture Life and Legacy](#)

Reference Terms:

PEOPLE

[legionnaires](#)

[Octavian, Emperor Augustus](#)

[Phoenicians](#)

PLACES

[Circus Maximus](#)

[Colosseum](#)

[Egypt](#)

[Pantheon](#)

[Rome](#)

[Sicily](#)

EVENTS

[Roman Empire](#)

GENERAL

[aqueduct](#)

[architecture](#)

[census](#)

[gladiator](#)

[hierarchy](#)

[irrigation](#)

[Latin](#)

[paterfamilias](#)

[patrician](#)

[Pax Romana](#)

[plebian](#)

[taxes](#)

[Twelve Tables](#)

(6.7)

Evaluate: [Extended-Constructed Response: Roman Culture Life and Legacy](#)

(6.7.8)

UNIT 3: Regional Civilizations

Chapter 11: Origins and Growth of Christianity

11.1: Christianity: Origins and Characteristics

Recommended Timeframe: 5 days

Content Standards:

6.7.6 Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).

Analysis Skills:

Chronological and Spatial Thinking 2. Students construct various time lines of key events, people, and periods of the historical era they are studying.

History-Social Science Framework – Chapter 10:

Lines 210 - 242

Key Resources:

Explore 2: [The Birth of Jesus](#)

(6.7.6)

Explore 2: Graphic Organizer: [Sequencing Chart](#)

(6.7.6, Chron. and Spatial Thinking (2))

Explore 3: [Who Was Jesus?](#)

(6.7.6)

Explore 4: [Jesus's Teachings](#)

(6.7.6)

Explore 5: [Building the Bible](#)

(6.7.6)

Explore 6: [Spreading the Faith](#)

(6.7.6)

Explain: [Origins and Characteristics – Venn Diagram](#)

(6.7.6)

Elaborate: [Source Analysis Investigation: Tenets of Christianity](#)

(6.7.6)

Elaborate: [Say What?: The Sermon on the Mount](#)

(6.7.6)

Evaluate: [Brief-Constructed Response: Christianity Origins and Characteristics](#)

(6.7.6)

Evaluate: [Extended-Constructed Response: Christianity Origins and Characteristics](#)

(6.7.6)

Reference Terms:

PEOPLE

[Abraham](#)

[Constantine](#)

[Hebrews](#)

[Herod the Great](#)

[Jesus](#)

[King David](#)

[Nebuchadnezzar](#)

[Ruth](#)

[Saul](#)

PLACES

[Bethlehem](#)

[Israel](#)

[Jerusalem](#)

[Judea](#)

[Nazareth](#)

EVENTS

[beginning of Christianity](#)

[Roman Empire](#)

GENERAL

[apostle](#)

[bishop](#)

[Christianity](#)

[Judaism](#)

[Messiah](#)

[missionary](#)

[monotheism](#)

[New Testament](#)

[parable](#)
[polytheism](#)
[proselytizing religion /](#)
[universalizing religion](#)
[Ten Commandments](#)

UNIT 3: Regional Civilizations

Chapter 11: Origins and Growth of Christianity

11.2: Christianity's Spread

Recommended Timeframe: 5 days

Content Standards:

6.7.6 Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).

6.7.7 Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.

Analysis Skills:

Chronological and Spatial Thining.1 Students explain how major events are related to one another in time.

History-Social Science Framework – Chapter 10:

Lines 210 - 242

Key Resources:

Explore 1: [Disciples Spread the Story](#)

(6.7.6)

Explore 1: [Reading Passage: Paul Spreads the Faith](#)

(6.7.6)

Explore 2: [Suffering for Beliefs](#)

(6.7.7)

Explore 3: [The Emperor Constantine Adopts Christianity](#)

(6.7.7)

Explore 4: [Monks and Monasteries Help Christianity Expand](#)

(6.7.7)

Explore 5: [Christianity Spreads After the Empire Falls](#)

(6.7.7)

Explain: Diagram: [Spread of Christianity](#)

(6.7.7)

Elaborate: [Timeline Map Investigation: A New Religion Takes Wing](#)

(6.7.7, ChronSpatThink (1))

Evaluate: [Brief-Constructed Response: Christianity's Spread](#)

(6.7.6, 6.7.7)

Evaluate: [Extended-Constructed Response: Christianity's Spread](#)

(6.7.7)

Reference Terms:

PEOPLE

[Constantine](#)

[Paul](#)

[Saint Anthony](#)

[Saint Patrick](#)

GENERAL

[bishop](#)

[Catholic Church](#)

[Christianity](#)

[convert](#)

[disciple](#)

[missionary](#)

[monastery](#)

[monk](#)

[pope](#)

[propaganda](#)

[proselytizing religion /](#)

[universalizing religion](#)

UNIT 4: Growth of World Empires

Chapter 15: Early Americas

12.1 Early North American Cultures and the Maya

Recommended Timeframe: 5 days

History-Social Science Framework – Chapter 10:

Lines 174 – 187, 210-242

Key Resources:

Explore 2: [Nations of the Pre-Columbian Americas](#)

(FW)

Explore 3: [Ancient Builders](#)

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Explain: [Diagram: Comparing Civilizations](#)

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Evaluate: [Extended-Constructed Response – Early North American Cultures and the Maya](#)

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Reference Terms:

PEOPLE

[Aztec](#)

[Christopher Columbus](#)

[Inca](#)

[Mayans](#)

[Olmec](#)

[Toltec](#)

PLACES

[Amazon River](#)

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