

Scope and Sequence
Social Studies - 6th Grade Gen Ed

Unit : Geography; Review Latitude & Longitude

Project Theme:	<i>To accompany their study of Geography, students will research and present the following information by using poster board. Requirements and questions to answer are provided below. Students will submit their work to their teacher when completed or by the due date, whichever comes first.</i>				
Project Breakdown:	<i>Students will research one city in Northeast Ohio but they are not allowed to choose Cleveland. Students must pick from the list provided below. Students will use the poster board to answer: where is the city located in relation to Cleveland? How far away in miles from Cleveland is the city? What is the most-recent population of the city? What county is it located within? What is the mascot of their major high school or high schools? What is the average income of people in this city? What is the demographic breakdown of the city? What is the crime rate in this city? What is the current rating or status of their school system? Who is the current mayor of this city? What is the latitude and longitude of their city? Name three interesting facts or sites within this city. Include at least one photo. Decorate your poster board to make it look beautiful!</i>				
Cities to Choose From:	<i>Euclid, Mentor, Lorain, Elyria, Painesville, Eastlake, Willoughby, Solon, Rocky River, East Cleveland, South Euclid, Cleveland Heights, Lyndhurst, Beechwood, Shaker Heights, Ashtabula, Sandusky, Geneva, North Royalton, North Olmsted, University Heights, Lakewood</i>				
Terms to Know:	<i>Compass, Geography, Mercator Projection Map, Cuyahoga, Appalachian, Rocky, Mississippi River, Amazon River, Africa, Asia, Europe, Antarctica, Australia, North America, South America, Caribbean Sea, Mediterranean Sea, Latitude, Longitude</i>				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Pop Quiz: Correctly identify all seven continents and five major oceans on a map - 10 min
	Teacher to provide a blank Mercator Projection Map of the Seven Continents and Five Oceans; As a class identify and locate them on your individual maps while referencing on a SMART/Clever Board; discuss major features as an overview; Review Latitude & Longitude with each continent - 20 min	Teacher to provide a blank Mercator Projection Map of North America; Locate and label the Rocky Mts., Appalachian Mts., Mississippi & Missouri Rivers, Great Planes, Great Lakes, Death Valley; Using colored pencils, color the Atlantic & Pacific Oceans and the Caribbean Sea blue, the Great Planes beige, Death Valley yellow, the mountains brown, and the rivers/lakes dark blue; shade the other areas green - 20 min	Teacher to provide a blank map of Ohio; locate and label the: Cuyahoga River, Lake Erie, islands in Lake Erie, Ohio River, Appalachian Plateau, Major cities in Ohio (Columbus, Cincinnati, Toledo, Dayton, Akron); using colored pencils, color the bodies of water blue, the plateau dark green, central Ohio beige (for farming), and the surrounding areas green - 20 min	Teacher to provide a blank Mercator Projection Map of Africa; locate and label the Nile River, the Sahara & Kalahari Deserts, Madagascar, Great Rift Valley, Horn of Africa, Mount Kilimanjaro, the Indian and Atlantic Oceans, and the Mediterranean Sea; using colored pencils, color the deserts yellow, the Nile River dark blue, the oceans and sea light blue, and label Mt. Kilimanjaro with a red "X"; color all other areas green - 20 min	Teacher to provide a blank Mercator Projection Map of Europe; locate and label The Alps, Italy, the United Kingdom, Mediterranean Sea, Russia, North Sea, Danube River, Ural Mountains, the Aegean Sea, the Arctic Ocean, and the Atlantic Ocean; color the ocean and sea blue, the mountains brown, the rivers dark blue, and the remaining areas green; what major land feature does Europe lack? - 20 min
	Watch "Seven Continents of the world - Seven continents video for kids" on YouTube (4:00 min) and discuss: why does music help you to learn things better? Discuss how Africa seems to fit into the gap created by North & South America as well as Madagascar fitting next to Africa - 10 min	Using the website "www.latlong.net/", locate the following cities and discuss which feature of North America that they are located upon: Denver, CO; Nashville, TN; New Orleans, LA; Topeka, KS; Cleveland, OH; Detroit, MI; Fresno, CA; Helena, MT; Charleston, WV; Kansas City, MO; Des Moines, IA; St. Paul, MN - 10 min	Students in pairs: using 3" x 5" notecards, write questions about the sites in Ohio that we discussed on the side with lines and the answer on the blank side; use these cards to study for your test on Geography - 10 min	Using the website "https://online.seterra.com/en", play the games under the continent Africa or North America to test your knowledge of the sites that we've studied. - 10 min	Using the website "www.latlong.net/", locate the following cities and discuss which feature of Europe that they are located upon or near: Warsaw, Poland; Berlin, Germany; Rome, Italy; Athens, Greece; Lisbon, Portugal; London, England; Moscow, Russia; St. Petersburg, Russia; Sicily, Italy - 10 min
	Introduce project and discuss requirements; provide in-class time to work on it - 20 min	In-class time to work on project - 20 min	In-class time to work on project - 20 min	In-class time to work on project - 20 min	In-class time to work on project - 20 min

Bellwork Topic:	Write a list of all seven continents and five major oceans.	List as many rivers, lakes, mountains, and other geographic features that you can think of in North America; try to have ten	How many cities can you name in Ohio? Create a list, try to think of at least ten.	List five things that you know RIGHT NOW about Africa.	See "Pop Quiz" above
Daily Homework:	Written Response: Imagine an 8th Continent; where would it be? Why would you imagine it there? Would it be large or small? Would people live there? (one paragraph)	Work on your project!	Written Response: What is your favorite part about living in Cleveland? Why is that? (One paragraph)	Written Response: Imagine that you're stranded in the Sahara Desert; what are five tools that you would need with you to survive? Why do you choose those five? (one paragraph)	Using a blank Mercator Map of Europe, correctly label at least eight places on the map for tomorrow
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Test on World Geography, including defining "Terms to Know" from Week One - 20 min
	Teacher to provide a blank Mercator Projection Map of Asia; locate and label the Himalayan Mts., Mt. Everest, Japan, Philippines, China, India, Russia, the Gobi Desert, Yellow River, Indus River, Pacific Ocean, Arctic Ocean, and the Indian Ocean; color the oceans light blue, the rivers dark blue, the mountains beige, the desert yellow, and the rest green - 20 min	Teacher to provide blank Mercator Projection Map of South America; locate and label the Amazon River, the Amazon Rainforest, Brazil, Chile, Sandwich Islands, Caribbean Sea, Argentina, Pacific Ocean, Atlantic Ocean, Caribbean Sea, and Andes Mountains; color the oceans light blue, the Amazon dark blue, the mountains beige, and the remainder green - 20 min	Teacher to provide blank Mercator Projection Map of Australia; locate and label Tasmania, New Zealand, Great Barrier Reef, Outback, Great Sandy Desert, Great Victoria Desert, the Blue Mountains, Pacific Ocean, and Indian Ocean; color the oceans light blue, the desert beige, the mountains brown, and the remainder green - 20 min	Students to play the game "Around the World"; teacher to ask questions about each continent (ex. Which continent are the Rocky Mts on?); students to review all seven locations; winner receives extra credit on their project - 20 min	
	Students in pairs: using 3" x 5" notecards, write questions about the sites in Asia that we discussed on the side with lines and the answer on the blank side; use these cards to study for your test on Geography - 10 min	Students in groups of 3 or 4, class to play a game against other groups; teacher will ask students about a location and students need to correctly identify which continent that it is located on; the winner receives extra credit on their upcoming test - 10 min	Students in pairs: play the online game "www.abcya.com/games/latitude_and_longitude_practice"; find all of the buried treasure; play again and beat your score; play similar games when you each complete two rounds - 10 min	Students in pairs: using 3" x 5" notecards, write questions about the sites on all seven locations that we discussed on the side with lines and the answer on the blank side; use these cards to study for your test on Geography - 10 min	In-class time to work on project - 25 min
	In-class time to work on project - 20 min	In-class time to work on project - 20 min	In-class time to work on project - 20 min	In-class time to work on project - 20 min	
Bellwork Topic:	Write a list of all seven continents and four major oceans; correctly include at least one feature for Europe, Africa, and North America	Using a blank Mercator Projection Map of Asia, label at least five places or features from yesterday	Use a Venn Diagram to compare and contrast any two continents that we've discussed in two ways for each section (six total statements)	List all seven continents, as well as two features of Asia, Africa, South America, and Australia	None
Daily Homework:	Study your continents and oceans; quiz in four days	Work on your project!	Work on your project!	Study for your test on all seven continents and all features of each (including "Terms to Know") that we've discussed tomorrow!	Finish project, due tomorrow!

Unit : History of our school and parish

Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 3	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Continue to read the website from yesterday; why is Our Lady of the Blessed Sacrament important to this community? Why must we never forget their work and heritage? In rereading the article, what "good thing" actually lead to the demise of the former school and building? Why was Saint Adalbert Church a logical place for OLBS to merge with? Think of three reasons from the article - 20 min
	Teacher-led discussion: Teacher to go to Wikipedia to search for "Adalbert of Prague"; review the article with students, discussing the major points of his life: Adalbert did not want to be a Bishop, he wanted to serve God directly; Answer the questions: how was Adalbert brave? How did he stand up for what was right? What are three adjectives that you'd use to describe him? - 20 min	Review Saint Adalbert and the homework from yesterday; how is Saint Adalbert the person similar to people from Cleveland? Teacher may note that Clevelanders are generally tough people, no nonsense people, but also caring and giving people; Clevelanders typically share even if they have very little but are also hard-nosed people; how is that similar to Saint Adalbert? Discuss these attributes and make a list on the board - 20 min	Teacher to take students to the Sacristy of the church; view BUT DO NOT TOUCH the relics of Saint Adalbert and Saint Martin de Porres (they are located in the Sacristy where the statue of Saint Martin is); these are bone fragments of each Saint; the container is called a reliquary; why do you think Christians honor Saints by keeping their bones? What do the remains of the Saints do at times? Have any miracles even occurred at our church (yes)? - 20 min	Teacher-led discussion: Teacher to go to Wikipedia to search for "Katharine Drexel" and discuss: View her photo, how is her image similar to the Sisters currently at our school? Her order was Our Lady of the Blessed Sacrament, this order was very important to our school many years ago; read the section on OLBS and relate to Cleveland and our school's history; Saint Katharine helped establish our school so a Saint was actually here! 20 min	
	Teacher to choose the links on Wikipedia's page for "Adalbert of Prague"; view his statue on the Charles Bridge, his remains in Gniezno, and his image; how was Adalbert viewed by his people? Review what was read about him, what he loved by everyone? Why or why not? - 15 min	Students in pairs, answer and discuss: make a Venn Diagram of Saint Adalbert the person compared and contrasted to a typical Clevelander; use the list on the board as an aide; one Venn Diagram per group - 15 min	Return to the classroom; watch "5 Christian Relics With Alleged SUPERNATURAL Powers" on YouTube (7:33 min) and discuss: why are relics important? How are they powerful? What are the purpose of relics? - 15 min	Teacher-led discussion: Teacher to go to Wikipedia to search for "Sisters of the Blessed Sacrament" and discuss: She did a lot of work in Pennsylvania and across the region; a church was founded on East 79th and Quincy that no longer exists - 10 min	Teacher to go to the following website: "https://case.edu/ech/articles/s/st-adalbert-parish" and review with students; Who was Father Gene? Why was he important? How old is the community of Saint Adalbert Parish? How did OLBS become merged with Saint Adalbert? How else may you know the name "Bishop Hoban"? When was our current Upper Campus School finished being built? Our school is built from many of the remains of OLBS School on East 79th and Quincy - 20 min
	Quick Write: What is something about Saint Adalbert that you could admire and try to imitate in him? (one paragraph) - 10 min	Share Venn Diagrams and compare notes about how Saint Adalbert was great; why should he honor him as a person? - 10 min	Discussion: Which relic in the video was most interesting to you? Why? - 10 min	Go to the website "https://case.edu/ech/articles/o/our-lady-blessed-sacrament-parish" and read aloud; discuss as time permits - 10 min	
Bellwork Topic:	What do you know about Saint Adalbert, the person? Who do you know about Saint Adalbert, the church or school?	What are three things that you really like about Cleveland? Why do you like them?	What are relics? What do you know about relics?	Who is Our Lady of the Blessed Sacrament? Try to figure it out based upon the words "Our Lady" if you don't know.	None
Daily Homework:	Written Response: How is Saint Adalbert as a person very similar to the people of Cleveland? What are three traits of people from Cleveland that Saint Adalbert also had?	Written Response: Imagine that you were Adalbert of Prague; would you have gone out to preach or stayed in the city as Bishop? Why? (one paragraph)	Written Response: Which relic in the video that we saw today was most interesting to you? Why is that? (one paragraph)	Written Response: If you could start a church in Cleveland, where would you found it? Why would you select that location? Why is that place important to you? (one paragraph)	Many of our teachers worked here prior to 2012 when the church reopened; ask one of them the following: where was Mass held? Who was Principal at that time? How large was our school? How was it different than now?
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	Bellwork - 5 min	Bellwork - 5 min		Bellwork - 5 min	

Week 4	<p>Teacher-led discussion: Why is Father Gene Wilson important to our school and parish history? Why is he important to African-American civil rights? Read the following articles and discuss to provide evidence: "http://cpps-preciousblood.org/2017/03/fr-gene-wilson-c-pp-s-1928-2017/" and "https://georgiabulletin.org/commentary/2009/09/reflection-year-priests/"; what type of man was Father Gene? Why did people respect him? - 25 min</p>	<p>Teacher-led discussion: Review Father Gene Wilson; Read aloud the top-two paragraphs on page 133 of the following article: https://books.google.com/books?id=wYOOG9o4IU8C&pg=PA133&lpg=PA133&dq=father+gene+wilson+black+panther+party&source=bl&ots=wqgNC7GGr7&sig=ACFU3U3KN-zjJaWcIE7--fcqWMq1TAZgwQ&hl=en&sa=X&ved=2ahUKEwiR6tNr6XkAhUGTKwKHarcD2MQ6AEwFHoECAsQAQ#v=onepage&q=father%20gene%20wilson%20black%20panther%20party&f=false"; How did Father Gene work with local groups to feed children? Where in our current school were community children and the hungry fed? Walk to the first floor of the UC and explain that Rooms 101, 103, and 105 all used to be a giant cafeteria that would feed the hungry in the community in the 1960s, 1970s, and 1980s - 20 min</p>	<p>Who are the Missionaries of the Precious Blood? Read the following: "http://cpps-preciousblood.org/about/history/"; go to the church as a class, locate the Precious Blood symbol in the church; are we a Precious Blood community? How do we live the lives of the Precious Blood in our school? - 20 min</p>	<p>Read aloud the following and discuss: "https://www.dioceseofcleveland.org/news/2019/08/20/new-cletus-jeckering-early-childhood-learning-center-opens-at-st-adalbert-school-in-cleveland"; Who are the Jeckering Family? Who is the new school named after? How are they important to our parish history? - 20 min</p>	<p>Test on the History of our School and Parish Community - 20 min</p>
	<p>As a class, read aloud and discuss "http://www.clevelandmemory.org/pray/traditions/spring2010.pdf"; why is Our Lady of the Blessed Sacrament important to Cleveland? Who is Sister Juanita Shealey? Who is Bishop Schrembs? Look at the time when OLBS was founded, why is this important for Catholics in Cleveland? 20 min</p>	<p>Walk to the church and review the African-American cultural influence on the church; Make connections to Father Gene and the article from yesterday discussing this - 20 min</p>	<p>Read aloud the reopening letter from Father Gary in 2012: "https://d2wldr9tsuuj1b.cloudfront.net/2224/documents/St.%20Adalbert/Pastor%27s%20Letter%20of%20Introduction.pdf"; how does our school display the characteristics of the Precious Blood? - 15 min</p>	<p>Who is Lydia Harris? Read aloud: "https://ashbrook.org/publications/onprin-v5n6-byrne/"; This article was written in 1997 and Ms. Harris retired shortly thereafter; her portrait hangs in the UC Cafeteria by the doorway; why was she an important person for our school community? Teacher to locate her obituary online and read reviews, she is greatly missed! 20 min</p>	<p>Read and discuss the following article: "https://www.cleveland.com/galleries/VJVVHRRPGCZHD5G5W3L6ZIT2HBA/"; Why is this a historic time for our school and for the Fairfax community? How is our school helping to lead Fairfax? If time permits, teacher to lead the students on a tour of the Early Learning Center to view the new building and our community's future - 15 min</p>
	<p>Review the homework from the previous day; who was Principal in our school in 2011? What was the school like then?</p>	<p>Write three things that you remember from yesterday's lesson</p>	<p>None</p>	<p>Write three things that you remember from yesterday's lesson</p>	<p>None</p>
Daily Homework:	<p>Written Response: How do you feel to be a part of this parish community that is the oldest African-American Roman Catholic church in Ohio and 2nd-oldest in the country? Why do you feel that way? (one paragraph)</p>	<p>Written Response: Why was Father Gene Wilson important to all people in our school community? (one paragraph)</p>	<p>Written Response: In what ways are you personally living out the ways of the Precious Blood? What ways could you personally improve? (one paragraph)</p>	<p>Study for test tomorrow on the history of our school and parish</p>	<p>None</p>

Unit : Latitude and Longitude Practice

Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Pop Quiz: Correctly locate ten locations on a map using Latitude and Longitude - 10 min

Week 5	<p>Watch "Dr. Nagler's Laboratory: Longitude and Latitude" on YouTube (6:33 min) and discuss: what are the horizontal lines called? What are the vertical lines called? What is the major horizontal line and the major vertical line called? What specifically happens at the equator? - 15 min</p>	<p>Teacher to provide students with a map of our campus on regular computer paper; divide the paper into one-inch squares by measuring across the paper and down the paper to create a grid; label each row a letter (A, B, C, D) and label each column a number (1, 2, 3, 4, 5, 6); help students locate items on our campus by identifying their coordinates as A3, B5, D4, etc. For example "where is Father Gene Wilson Garden"? - 20 min</p>	<p>Teacher and students to go to "modernsurvivalblog.com/survival-skills/basic-map-reading-latitude-longitude/" and read aloud; what is one way to remember the word latitude? How far is one degree on a map? How far is one minute on a map? What city in England does the Prime Meridian pass through? - 15 min</p>	<p>Teacher to visit BEFORE CLASS begins: "www.education.com/worksheet/article/map-grid/" and sign up for a free membership; downloaded the worksheet and complete together with students; ask additional questions to review other locations - 10 min</p>	<p>Teacher to visit BEFORE CLASS begins: "www.education.com/worksheet/article/find-map/" and sign up for a free membership; downloaded the worksheet and complete together with students; ask additional questions to review other locations - 10 min</p>
	<p>Teacher and students to go to "www.timeanddate.com/geography/longitude-latitude.html"; read each section aloud and review important lines to know: Equator, Prime Meridian, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and the Antarctic Circle; locate the equator on Google Maps and trace which countries it passes through; locate the Prime Meridian and trace which countries it passes through - 20 min</p>	<p>Using the website "www.latlong.net/", locate the following cities and discuss which feature of North America that they are located upon: Denver, CO; Pittsburgh, PA; St. Louis, MO; Chattanooga, TN; Cleveland, OH; Chicago, IL; Lincoln, NE; Billings, MT; Key West, FL; Kansas City, MO; Furnace Creek, CA; Salt Lake City, UT - 20 min</p>	<p>Teacher to visit BEFORE CLASS begins: "www.education.com/worksheet/article/latitude-and-longitude/" and sign up for a free membership; downloaded the worksheet and complete together with students; ask additional questions to review other locations - 10 min</p>	<p>Students in pairs, using the website "www.abcya.com/games/latitude_and_longitude_practice", practice locating correctly the latitude and longitude of the coins. Play twice and see which partner receives the highest score! - 20 min</p>	<p>Using the website "www.latlong.net/", locate the following cities and discuss which feature of Europe that they are located upon or near: Warsaw, Poland; Berlin, Germany; Rome, Italy; Athens, Greece; Lisbon, Portugal; London, England; Moscow, Russia; St. Petersburg, Russia; Sicily, Italy - 20 min</p>
	<p>Teacher to visit "https://theplanetd.com/what-to-do-in-bergen-norway/" and discuss: Bergen is a city where the sun never goes all of the way down; what would it be like to live here? What are your thoughts on this city? How are people adjusting to life here? - 10 min</p>	<p>Students in pairs: working individually first, locate five additional cities in the United States that you choose on the map; write their latitude and longitude; then share those cities with another student for them to locate and record their coordinates; compare your results - 10 min</p>	<p>Teacher to visit BEFORE CLASS begins: "www.education.com/worksheet/article/latitude-longitude-of-cities/" and download the worksheet; complete together with students; ask additional questions to review other locations - 20 min</p>	<p>Teacher to visit BEFORE CLASS begins: "www.education.com/worksheet/article/n-s-e-w/" and download the worksheet; complete together with students; ask additional questions to review other locations - 20 min</p>	<p>Students in pairs: working individually first, locate five additional cities in the world (NOT in the United States) that you choose on the map; write their latitude and longitude; then share those cities with another student for them to locate and record their coordinates; compare your results - 10 min</p>
Bellwork Topic:	<p>What is the difference between latitude and longitude?</p>	<p>Using a blank map of the Earth, label the Equator, Prime Meridian, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle</p>	<p>Review your homework, what is the relationship of the six cities that you researched for homework? What direction are they from each other?</p>	<p>Look up on Google: "what is the International Date Line?"; compare it to the Prime Meridian</p>	<p>See "Pop Quiz" above</p>
Daily Homework:	<p>Written Response: Imagine an 8th Continent; where would it be? Why would you imagine it there? Would it be large or small? Would people live there? (one paragraph)</p>	<p>Students to use Google Maps, locate the coordinates of the following cities: Ashtabula, Ohio; Cincinnati, Ohio; Columbus, Ohio; Pittsburgh, Pennsylvania; Toledo, Ohio; Detroit, Michigan; due tomorrow!</p>	<p>Teacher to download the following worksheet: "www.education.com/worksheet/article/treasure-map-grid/" and provide to students, due tomorrow!</p>	<p>Written Response: Imagine that you're stranded in the Sahara Desert; what are five tools that you would need with you to survive? Why do you choose those five? (one paragraph)</p>	<p>Teacher to download the following worksheet: "www.education.com/worksheet/article/latitude-longitude-practice/" and provide to students, due tomorrow!</p>
Mini-Project:	<p>Students to review a map of Ohio and the adjoining States of the US Midwest including geographic features and cities. Students will create a grid on their map the same way that we have done before in one-inch blocks; students will secretly "hide a treasure" somewhere on their map and will need to create clues to help find that treasure; clues should be similar to the one shown in the YouTube video observed at the beginning of this project. DO NOT MARK AN "X" OR INDICATE WHERE THE TREASURE IS IN ANYWAY! Your clues should be based upon map skills and latitude & longitude to find the treasure. Each day, you will solve your classmates' treasure maps until you have solved all of the maps in the room. Once you solve all of your classmates' treasure maps, you are finished! You may can be as challenging or easy as you'd like but you MUST have five clues based upon latitude & longitude or map skills for your classmates to solve.</p>				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday

Week 6	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Test on map skills, latitude, and longitude - 30 min	
	Students to go the following site "www.ixl.com/social-studies/grade-5/identify-lines-of-latitude-and-longitude" and play the game on Latitude and Longitude to test their skills and knowledge - 15 min	Students to go the following site "www.ixl.com/social-studies/grade-5/identify-lines-of-latitude-and-longitude" and play the game on Latitude and Longitude to test their skills and knowledge - 15 min	Students to go the following site "www.ixl.com/social-studies/grade-5/identify-lines-of-latitude-and-longitude" and play the game on Latitude and Longitude to test their skills and knowledge - 15 min	Students to go the following site "www.ixl.com/social-studies/grade-5/identify-lines-of-latitude-and-longitude" and play the game on Latitude and Longitude to test their skills and knowledge - 15 min		
	Watch "They Couldn't Find This Treasure for 224 Years" on YouTube (5:50 min) and incorporate the idea of this treasure into the mini-project; teacher to introduce the project and requirements - 20 min	Finish writing your clues and be ready to begin the treasure hunt! If you're already done, continue playing IXL "latitude-and-longitude" from above - 20 min	(Part II of IV) Begin your treasure hunt! Solve all of your classmates' riddles and locate their treasure! When you have located each person's treasure, inform your teacher of the locations - 40 min	(Part III of IV) Begin your treasure hunt! Solve all of your classmates' riddles and locate their treasure! When you have located each person's treasure, inform your teacher of the locations - 40 min		(Part IV of IV) Begin your treasure hunt! Solve all of your classmates' riddles and locate their treasure! When you have located each person's treasure, inform your teacher of the locations - 30 min
	Create your map of the United States with your "buried treasure"; decide on your five clues to help discover where the treasure is located; use the cities and sites on the map to guide your classmates to its location; your map can be challenging, but it should be able to be followed! - 20 min	(Part I of IV) Begin your treasure hunt! Solve all of your classmates' riddles and locate their treasure! When you have located each person's treasure, inform your teacher of the locations - 20 min				
Bellwork Topic:	Using Google Maps, locate the following five coordinates and specify which city is located there: (23 S, 43 W), (19 N, 99 W), (30 N, 31 E), (42 N, 12 E), (40 N, 116 E)	Using Google Maps, locate the following five coordinates and specify which city is located there: (60 N, 30 E), (28 N, 80 W), (34 S, 151 E), (29 N, 77 E), (18 S, 35 E)	Using Google Maps, locate the following five coordinates and specify which city is located there: (10 N, 67 W), (25 N, 77 W), (38 N, 122 W), (33 S, 70 W), (51 N, 1 W)	Using Google Maps, locate the following five coordinates and specify which city is located there: (35 N, 140 E), (0 S, 78 W), (33 N, 7 W), (33 N, 43 E), (19 N, 155 W)	None	
Daily Homework:	Locate the latitude and longitude of the following cities: Dayton, Ohio; St. Paul, Minnesota; Atlanta, Georgia; Dallas, Texas; Little Rock, Arkansas	Locate the latitude and longitude of the following cities: Seattle, Washington; Vancouver, British Columbia; Manila, Philippines; Lagos, Nigeria; Hammerfest, Norway	Locate the latitude and longitude of the following cities: Helsinki, Finland; Bangkok, Thailand; Buenos Aires, Argentina; Villa Las Estrellas, Antarctica; Dodoma, Tanzania	Study for test tomorrow on map skills, latitude, and longitude	None	

Unit : Ancient Egypt - 4600 BC to 30 BC (Research Project: Explore a Pharaoh and write a research paper about that individual.)

Project Theme:	Students will use Google Docs to write a research paper of a Pharaoh of Ancient Egypt. Students will research the intangibles listed below and answer the questions. Students must have a minimum of three paragraphs and three photos in their essay. Students are to share the link with their teacher when complete or by the due date, whichever comes first.
Project Requirements:	Students will research when this Pharaoh ruled (beginning and end date), which dynasty they ruled in (family name), which Kingdom they presided in (Old, Middle, or New), if they were a man or woman, who they were married to and their children, what monuments were built in their honor, where their remains are kept currently, where they were buried, were there any famous military conquests during their reign, what was happening in Christianity or Judaism during their reign, and a minimum of three photos of items, relics, or monuments built in their honor.

Options to Select:	Tutankhamun, Cleopatra VII, Ramses II, Hatshepsut, Ramses III, Akhenaten, Khufu, Djoser, Thutmose III, Amenhotep III, Menes, Narmer, Snefru, Khafre, Neferefre, Pepi II, Nitocris, Senusret I (also called "Sesostris I"), Ahmose I, Thutmose II, Amenhotop II, Seti I, Merenptah, Twosret, Xerxes I, Nefertiti				
Terms to Know:	Pharaoh, Delta, Dynasty, Menes, Cataracts, Theocracy, Nobles, Afterlife, Mummies, Ka, Pyramids, Old Kingdom, Middle Kingdom, New Kingdom, Hyksos, Hieroglyphics, Papyrus, Rosetta Stone, Obelisk, Sphinx				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 7	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<i>HMH Ancient Civilizations, Mod Four, Lesson One, Pages 104-106 (up to Civilization Develops...)</i> - Read aloud and discuss the geography of Egypt and how the Nile was a major feature of their life; refer to the map on page 105 and answer #'s 1-2; use the scale on the map to estimate how long the boundary of Egypt to Nubia was - 25 min	<i>HMH Ancient Civilizations, Mod Four, Lesson One, Pages 106-109</i> - Read aloud and discuss Menes and how he unified Egypt; why would some people think that he is a legend? What is a pharaoh and a dynasty? Refer to the map on page 105, why did Menes build Memphis where he did? - 25 min	<i>HMH Anc Civ, Mod 4, Lesson 2, Pages 110-112 (stop at Religion & Egyptian Life)</i> - How was the structure of Egyptian life set up? What status did the Pharaoh have? Relate back to Menes, do you think it was intended that way? What was the Old Kingdom? Why was this time so important to Ancient Egyptians? Refer to the timeline on page 105, what else happened around this time? Why may these events be important? - 25 min	<i>HMH Anc Civ, Mod 4, Lesson 2, Pages 112-116</i> - Read aloud and discuss the Egyptian gods and their belief in the Afterlife; how is it similar to ours? What is Ka? What does Ka sound similar to our Christianity? Why do you think Egyptians removed people's organs when mummifying them? How did religion effect Egyptian building? - 30 min	<i>HMH Anc Civ, Mod 4, Lesson 3, Pages 117-120</i> - Read aloud and as a class complete an outline of this section using the letters & numbers format previously used; Teacher to assist in the outlining; focus on who the Hyksos were and the major Pharaohs in this section (Ahmose, Hatshepsut, Ramses II); who were the Sea Peoples? - 30 min
	Watch "National Geographic - Nile River" on YouTube (2:47 min) and discuss the importance of the Nile to these people; how did the Aswan Dam change their lives? - 10 min	Teacher to lead the class in creating a Concept Map of this section; include all vocabulary words, the importance of the Nile River, major cities, and geography - 15 min	Teacher to refer back to the earlier unit on the history of our school and our community; how may Father Gene and Sister Juanita be the "Old Kingdom" for our school? Teacher to create a Venn Diagram and complete together as a class - 10 min	Watch "How Were the Pyramids Built?" on YouTube (6:31 min) and discuss what the pyramids are believed to have looked like (gold top, white sides); why would the Ancient Egyptians have wanted that appearance? Who is believed to have built the pyramids? What honor were they given when they died? - 15 min	Students in pairs, beginning with Page 104 create a timeline of events in Ancient Egypt that span through the text; list major events, construction, Pharaohs, and conquests; use colored pencils on computer paper to make your work colorful and easy to read; at times throughout, Teacher to assist students throughout but not provide answers or direction other than ensuring the format is correct - 20 min
	Students in pairs, create a T-chart reviewing the pros and cons of the Aswan Dam; teacher to reply the video if necessary; present charts to the class when complete; teacher to help students weigh options - 15 min	Students in pairs, discuss and prepare to present: In your opinion, why did Menes want to rule over both kingdoms? Provide logical reasons why; students to present their reasoning - 15 min	Students in pairs, using Chromebooks look up a list of all Presidents of the United States; how may our Founding Fathers be like the Old Kingdom? How were they impactful in outlining our country similar to Menes and the first dynasty of Ancient Egypt? Were there any times in US History that could be considered dynasties? In your opinion, when did a "New Kingdom" begin for the United States? - 15 min	<i>HMH Anc Civ, Mod 4, Lesson 2, Page 116</i> - Reread the prayer to Re for the King Unas found in his tomb; why were the pyramids important to the Ancient Egyptians? In Google Docs, write a prayer to God asking Him to accept your soul into Heaven when you die like the one in the text for King Unas - 10 min	
Bellwork Topic:	What do you know about Ancient Egypt? What were their kings called?	What is a delta? Why are these areas important for life by rivers? How was the Nile Delta important to Ancient Egyptians?	Who was the first President of the United States? How was he similar yet different to Menes?	What is the Old Kingdom? Why was it important to Ancient Egypt?	How many famous women rulers or queens can you list?
Daily Homework:	Written Response: Egypt was called "the gift of the Nile"? Why is that? How does the Nile provide for Egypt? (one paragraph)	<i>HMH Ancient Civ, Mod 4, Lesson 1 Assess, Page 109</i> - Complete #'s 1-3 in complete sentences; due tomorrow!	Teacher to provide a blank outline of Egypt; students to color and label the Nile River, Nile Delta, Mediterranean Sea, Red Sea, the Sahara Desert, and label Memphis, Giza, Thebes, and Nubia; due tomorrow!	<i>HMH Ancient Civ, Mod 4, Lesson 2 Assess, Page 116</i> - Complete #'s 1-4 in complete sentences; due tomorrow!	Written Response: How do you feel the early founders of Egypt (such as Menes) would have felt to see the Middle Kingdom form, or the nobles take power? Why do you believe this?
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday

	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
Week 8	Watch "The Pharaoh Who Found the Sphinx" on YouTube (4:21 min); why do you think the Sphinx was lost to the Egyptians over time? What could have happened that allowed this to occur?	In-class time to work on your Pharaoh Google Docs Essay - 45 min	Teacher to review content thus far and describe the major Pharaohs, geography, Kingdoms, and class system - 10 min	(Part II of II) Students in pairs; complete the pyramid-based illustration of the society system in Ancient Egypt; one diagram per pair - 25 min	<i>HMH Ancient Civ, Mod 4, Lesson 4, Pages 125-128</i> - Read aloud and discuss the temples, their décor, and Egyptian tombs; why was King Tut's tomb such an important find? What was their art like? How was it distinct? - 20 min
	<i>HMH Ancient Civ, Mod 4, Lesson 2, Page 113</i> - Reread the list of Egyptian gods and their roles; how do God the Father (Yahweh), Jesus, and the Holy Spirit encompass all of these roles into one God? How is Christianity similar yet different to their beliefs? - 15 min		<i>HMH Ancient Civ, Mod 4, Lesson 3, Pages 120-122</i> - Read in Literacy Circle and discuss the different roles in their society; which role was the most-honored other than gov't officials & priests? Who was the lowest in the system? What types of jobs existed in Ancient Egypt overall? - 25 min		Teacher to Google images of an obelisk (Cheopatra's Needle), Luxor, Karnak, and Memphis to display the temples; focus upon the artwork and how detailed it was; who are they detailing art to specifically? - 15 min
	<i>Ancient Civ, Mod 4, Lesson 3, Page 119</i> - Relate this map to the Pharaoh's conquests; why would the Egyptians want to control the land of Canaan? What resources are here? What other significance does it hold? If the Egyptians held this land, what else could they easily control? - 15 min		(Part I of II) Students in pairs, students will diagram the society system in Ancient Egypt using a pyramid; using computer paper and colored pencils, illustrate a pyramid and a symbol for each system; at the top is the Pharaoh, illustrate the next layer in the system as the next layer on the pyramid; each layer should have its own picture to symbolize the system; one diagram per pair - 20 min		<i>HMH Ancient Civ, Mod 4, Lesson 4, Pages 123-125</i> - Read aloud and discuss hieroglyphics and the stories the Ancient Egyptians had; why were people buried with spells or magic books? What is the Rosetta Stone? Why do you think a French soldier found it (why was a soldier even there)? How long was their calendar? -20 min
Bellwork Topic:	Pharaoh in the Book of Exodus is Ramses II; what type of person was he? List three character traits of him	Watch "How to make a mummy - Len Bloch" on YouTube (4:46 min); briefly describe how to create a mummy	Watch "Ramses II Biography" on YouTube (2:32 min); what are your thoughts on Ramses II? How many sons did he have? In your opinion, was he a great ruler?	Watch "The Egyptian Book of the Dead: A guidebook for the underworld - Tejal Gala" on YouTube (4:32); how does Ancient Egypt's view of the Aftercare compare to ours?	If you had to write your name in a symbol (like a hieroglyph), what symbol would it be and why?
Daily Homework:	<i>Ancient Civ, Mod 4, Lesson 3, Page 118</i> - Reread "Queen Hatshepsut", answer the question in complete sentences? What are two things that you'd like to know about this Pharaoh?	<i>Ancient Civ, Mod 4, Lesson 3, Page 120</i> - Reread "Ramses the Great", answer the question in complete sentences? What are two things that you'd like to know about this Pharaoh?	Written Response: What are your thoughts on the society system of Ancient Egypt? Was it fair? How did they reward people? How is it similar to today's system? (one paragraph)	<i>HMH Ancient Civ, Mod 4, Lesson 3 Assess, Page 122</i> - Complete #'s 1-4 in complete sentences; due tomorrow!	Written Response: Imagine becoming Pharaoh at age nine; who might you have as an advisor? Why would you choose that person/people? (one paragraph)
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min

Week 9	Teacher to Google Images of the Valley of the Kings; why do you think the Pharaohs were buried in a large area like this? How did they protect themselves from grave robbers? Does the Valley of the Kings downplay pyramids as a burial place? Or are these tombs equally impressive? - 15 min	Teacher to Google images of the Rosetta Stone and help explain its importance; what were the three languages written on it? Why was this important when found? What does the Rosetta Stone say? - 15 min	In-class time to work on your Pharaoh Google Docs Essay - 45 min	<i>HMH Ancient Civ, Mod 4, Lesson 5, Pages 129-133 (stop at "Later Kush")</i> - Read aloud and discuss what happened to Egypt as a kingdom at its fall; what dynasty were the Kushite kings? What resources were abundant in Kush? What natural barriers kept Kush safe from invaders? - 25 min	<i>HMH Ancient Civ, Mod 4, Lesson 5, Pages 133-136</i> - Read in Literacy Circles and discuss: how were women viewed in Kushite culture? How do archeologists know about Kush? What happened to Kush? How was Egypt and Kush similar? - 20 min
	Students to use Chromebooks, go to "https://discoveringegypt.com/egyptian-hieroglyphic-writing/hieroglyphic-typewriter/" and discover your name in hieroglyphs; using computer paper and colored pencils; illustrate your name and color it; write underneath each symbol the meaning of the symbol; above each symbol write the letter that correlates to your name - 35 min	Students to create their own mock Rosetta Stone in Google Docs; students must write a statement about themselves that is one paragraph long; they will then use Google Translate to translate that paragraph into any two languages that they choose; using options in the "Desing" tab, students may decorate their page, change the font style, or create a border; teacher to print and hang in class - 30 min		Review the "Explore ONLINE!" link in the Chromebook app to review the map on page 130; answer the questions as a class; why would invading armies find Kush difficult to invade? Do you think Kush influence Egypt more or Egypt influenced Kush more? Why? - 15 min	Students to use Chromebooks to Google "Meroe and Napata" to view the images and answer: which kingdom had more pyramids, Kush or Egypt? How are Egypt and Kush similar? How are their art and tombs similar? - 10 min
				Teacher to Google images of "Who was Kush Nubia" to observe the Kingdom of Kush and their influence on Egypt; Teacher to refer to many sites and images including the ruins found in Sudan (the city of Meroe) destroyed by Axum (Aksum) - 10 min	Students in pairs, create a Venn Diagram comparing & contrasting Egypt and Kush; have three statements in each section (nine total); one diagram per pair - 15 min
Bellwork Topic:	What are your thoughts on King Tut? Share them in Google Docs with your teacher	What is the Rosetta Stone? Why was it important to historians?	Use the "Explore Online" link to review the map on Page 119 regarding Egyptain goods and trade	How do you think Ancient Egypt eventually fell, or was conquered?	<i>HMH Ancient Civ, Mod 4, Lesson 5, Page 132</i> - Reread "Piankhi" and answer the question via Google Docs; submit to your teacher
Daily Homework:	Written Response: How long do you think it would take you if you had to complete your homework writing in hieroglyphs? Try writing a sentence in hieroglyphs to estimate your response	<i>HMH Ancient Civ, Mod 4, Lesson 4 Assess, Page 128</i> - Complete #'s 1-4 in complete sentences; due tomorrow!	Work on your Pharaoh Google Docs Research Essay!	Written Response: Egypt came to power in 3500 BC and eventually started to fall in 750 BC; do you think that this is sad at all? Or is it normal? Why do you feel that way? (one paragraph)	<i>HMH Ancient Civ, Mod 4, Lesson 6 Assess, Page 136</i> - Complete #'s 1-4 in complete sentences; due tomorrow!
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	Students in pairs, using a "Cause and Effect" graphic organizer think of five events in Ancient Egypt and either what caused them or what they created an effect of; one paper per student - 20 min	<i>HMH Ancient Civ, Mod. 4 Assessment, Page 138</i> - Students in pairs, complete #'s 11-15 via Google Docs and submit to your teacher - 25 min	<i>HMH Ancient Civ, Mod. 4 Assessment, Page 139</i> - Students in pairs, complete #'s 16-22 via Google Docs and submit to your teacher - 25 min	Review your study guide for the test tomorrow on Ancient Egypt - 30 min	Test on Ancient Egypt and "Terms to Know from Week Seven" - 30 min

Week 10	HMH Ancient Civ, Module 4 Assessment, Page 138 - Using the terms in #'s 1-10 plus an additional ten more, create a crossword puzzle with questions either on computer paper or at the website "www.puzzle-maker.com/CW" and provide to your teacher; teacher to photocopy your puzzles and provide to other classmates tomorrow to solve as homework - 30 min	In-class time to work on your Pharaoh Research Essay - 20 min	In-class time to work on your Pharaoh Research Essay - 20 min	In-class time to work on your Pharaoh Research Essay - 20 min	In-class time to work on your Pharaoh Research Essay - 20 min
Bellwork Topic:	<i>HMH Ancient Civ, Mod 4, Social Studies Skills, Page 137</i> - "Practice the Skill, #'s 1-3"	Watch "Aksum (UNESCO/NHK)" on YouTube (2:53 min); how are these people continuing the traditions of their ancestors?	Watch "The pharaoh that wouldn't be forgotten - Kate Green" on YouTube (4:34 min); why did the Ancient Egyptians want to erase Hapshetsut from their recorded time?	What are two questions about Ancient Egypt that you don't know the answer to that you think will be on the test tomorrow?	Prepare for your test, sharpen pencils now if needed!
Daily Homework:	Work on your Pharaoh Research, it is due in five days!	Complete another student's crossword puzzle provided by your teacher from the previous days assignment; due tomorrow!	Work on your Pharaoh Research Essay, it is due in three days!	Study for your test tomorrow on Ancient Egypt and the "Terms to Know from Week Seven"!	Work on your Pharaoh Research Essay, it is due tomorrow!

Unit : The Fertle Crescent (Mesopotamia, Babylon, Asyria) and Persia

Terms to Know:	<i>Sumerians, Cuneiform, Fertile Crescent, Irrigation, Canals, Surplus, Monarch, Rural, Urban, Ziggurat, Chariot, Polytheism, City-State, Empire, Pictograph, Hammurabi's Code, Cavalry, Alphabet, Persian Wars</i>
Simulation Project Theme:	<i>Students will choose to follow one of the two formats discussed in class over the last several weeks, either the founding of a civilization or the conquering of an area to found an empire. Both projects will require different elements of work and each one relates to your personality and what you'd rather achieve. Requirements are listed below and maps of land to settle or conquer are created here: "https://azgaar.github.io/Fantasy-Map-Generator/". Each student will have a different map created by the teacher for them and NO TWO MAPS ARE THE SAME. When complete, submit all work as stated below based upon your choice of which style project to complete.</i>
	<i>1. Teacher to ensure that the following options are selected on the "Layers" tab on the map generator: Wind Rose, Heightmap, Rivers, Coordinates, Relief, and Scale Bar. Students will analyze their map and search for rivers, mountains, and the lines of latitude/longitude; it is VERY IMPORTANT that students observe if their land is by the equator or near the poles.</i>
	<i>2. Students will model the founding of the Fertile Crescent by creating their first city in what they choose as the best location. Students will name their city, anoint a king, queen, and at least one prince and one princess. Students will decide at least two crops that they will grow and must label a fertile region close to their city similar to the labeling of the "Fertile Crescent" in your text book. Students will create a nickname for the fertile region.</i>
	<i>3. Students will create and name two more cities within their fertile region. Students will decide if their king/queen will rule over those cities (similar to Babylon), or will they be city-states (similar to Ancient Greece). If they are city-states, a king and queen must be named for each city-state. Students will decide what items these cities will trade or farm. If they trade, who do they trade with? If they farm, do they trade what they farm or keep it for themselves to eat only? If the king rules over them, what do those two cities pay to the king/queen to protect them from invaders?</i>
	<i>4. Students will create a new city further away from the fertile region but still close enough to communicate with them. Do you have roads to travel upon? If so, what are they named? Name your new city; if it is a city-state, create a new king/queen for them. Decide what items this new city will trade or farm. Will they trade with the other cities? If so, what items will each city trade?</i>

Founding a Civilization Breakdown:

4a. Students will need to determine the population of their four cities. Students will go to "www.random.org/dice/?num=1" to simulate one dice (die) rolling. Whatever number appears is the population x 1000 people of your first city. For example, if you roll a four your population is 4,000 people. If you roll a 6, your population is 6,000 people. Do this for ALL FOUR OF YOUR CITIES IN YOUR KINGDOM.

5. Imagine that you have invaders attacking your cities. Where do your invaders live? Create a region that your invaders live within and name a capital city for them, as well as create two cities for them, crops that they grow, and decide a reason for why they want to invade your kingdom. Presume that your invaders are stopped by your citizens from invading but you now have to find a way to be peaceful with them... What are three things that you will do?

6. Your people DEMAND culture and arts! What games, sports, or events will you host each month to entertain them? How often will they be held? How large are your four cities in your kingdom (what is the population of each)? What is the name of your kingdom? How do your cities interact? Do they compete against each other? You need to create an alphabet to record your history; use the English alphabet as a model to create your own letters or symbols for each one. Will you have 26 letters like the English alphabet does? On computer paper, you will illustrate and color a piece of artwork from your people or a nature scene from your kingdom to show the work of your people.

7. Your cities are over-crowded and your people are upset! You must found a new city (this is your fifth city) and place someone in power there quickly. They cannot be near the invaders but also cannot over-use the resources in your fertile area? Where will you place them? Remember to name a king/queen if they're city-states! Create a trade route for this city. What will these people farm and trade? With what other cities in your kingdom will they trade?

8. DISASTER! The invaders return and attack your third largest city! They start a massive fire and kill thousands of people in the process. Use the following website to determine the number of people that die "www.random.org/dice/?num=1". Whatever number appears on the dice, multiply that number by 1,000. That is the total number of people killed in the attack! If that number is larger than the total population of the city, that city is destroyed and no longer exists...

9. Color your map using colored pencils to display your kingdom and the regions within it as was illustrated in your textbook. Afterwards, color the water, rivers, mountains, and other terrain (ex. Desert and forests). Create a key/legend to describe what each area is clearly.

10. Using Google Docs, write about your kingdom! Include all of the features and questions asked in these requirements. It takes a lot to found a civilization so include each part and review them all a second time. Some things to add at this stage: What is irrigation and did you need it? What are canals and did you need to dig them? Where are your greatest cities located? Why are they specifically there (what makes them great in that location?). How will your kingdom progress further into the future when your king dies? Who will take power? What about after them?

1. Teacher to ensure that the following options are selected on the "Layers" tab on the map generator: Wind Rose, Markers, Heightmap, Rivers, Labels, Coordinates, Relief, Religions (to display the states in this country), Routes (to see major roads), and Scale Bar. Students will need to analyze their map and search for rivers, mountains, and the lines of latitude/longitude before just invading the kingdoms; it is VERY IMPORTANT that students observe if their land is by the equator or near the poles to understand what they are up against. Teacher to create eight cities on the map by placing a small star or circle in their location and numbering them 1-8 in terms of largest to smallest. Therefore, #1 is the largest... #8 is the smallest.

2. Locate an area on the map that you will invade. Will you invade a large city and go for a glorious victory to begin the war? Or will you land quietly somewhere undetected and invade slowly? When you invade, use a ruler to measure out one centimeter from the shore and create a box that is one centimeter wide. Color this area red; this is your safe, landing zone or region that you initially conquered depending on where you landed.

2a. When you engage in battle, you will use a simple point system to determine if you won or lost a battle. Go to the following website (www.random.org/dice/?num=1) to determine the strength of your attack and your enemies counter-attack. If the number that you roll is higher than their number, you win that battle and possibly that city! If the number that you roll is less than their number, you lose and must retreat!

2b. Conduct a series of turns by moving to your desired targets. You will move one centimeter for every turn. However, if you lose a battle you must retreat two centimeters across land or back into the sea for safety. Track all of your armies movements by using a RED LINE.

3. Now that you have landed, you have tipped off the empire that you're invading! They will launch a counter-offensive illustrated as a BLUE LINE. They are launching a counter-offensive from their largest two cities! They will move directly towards your army in two attacks... What do you do? Do you try to retreat to safety or engage one of them in battle? If you engage in battle, following the same technique as stated above for battling for cities. If your score is higher than the enemy, you destroyed their army! If their score is higher, your army is destroyed!

Building an Empire Breakdown:

4. Another part of your fleet of ships has just landed, bringing necessary reinforcements! Where will you land them? Follow the same procedure as before by creating a same zone on the shore.
5. Now that your reinforcements arrived, your enemy is launching two more armies to attack you! They are leaving from their two-smallest cities this time. Move in a series of one centimeter for your movement verses one centimeter for their movement until you meet for a battle. Follow the same format of rolling the dice on the website to determine if you win a battle.
6. Attack a mine (symbolized by an X of tools) to gain more strength with any of your remaining armies. Roll the dice as you've done before with battles to determine if you capture the resources from the mine. If you do capture the resources, you will now divide that army into TWO ARMIES! If you do not have a higher number, you will pass through the mine without effect.
7. Your enemy is upset that you are attacking their resources! They are launching an army from their fifth largest city. You must send an army to engage with this new army. Move both your army and their army at one centimeter per turn until you meet for a battle. Determine the outcome of the battle as you have done previously.
8. Attempt to attack any city that you choose with one of your remaining armies. Determine the outcome of the battle as you have done previously.
- 8a. Attempt to attach another city that you choose with one of your remaining armies. Determine the outcome of the battle as you have done previously.
9. Attempt to settle a small colony on this land that you're invading. Where will you settle it? Your colony is defenseless and could be easily attacked and conquered by the empire that you're attacking. Make sure that you're placing it somewhere safe and is away from the other armies. You may want to keep an army around to defend it...
10. Color your conquered land RED by measuring one centimeter in all directions (like a circle) around every city that you've conquered as well as the mine if you conquered it. Color a BLUE circle around every city that remains of the empire's kingdom by measuring one centimeter in all directions around each enemy city that still remains.
11. Students will write a two-paragraph summary in Google Docs of their experience in this simulation. Students should thoroughly discuss what strategies in battle they had to plan. Students will discuss their thought process and why they chose to attack the cities that they chose. In your writing, answer the following questions: Why did you originally pick your first landing site? Why did you chose your second landing site? Why did you chose your colony location? Did you have any major victories that you feel turned the war around for you? Did you have any major defeats? Why do you feel this way for each? If you could do anything in this simulation again, what would you redo? How do you think that outcome would have changed?

Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	HMH Ancient Civilizations, Module Three, Timeline of Events, Page 63 - Explore the timeline and review the dates; how long ago did these events happen? Subtract the year today from the years in this timeline to have a better understanding - 10 min	HMH Ancient Civilizations, Module Three, Lesson One, Pages 66-69 - Read aloud and use a concept map to connect main ideas; begin with the words "Fertile Crescent" and the first two branches should be "Location" and "Civilization"; as students read, add important information into these two sections with new branches as needed - 25 min	Teacher to review the content from the previous lessons and its importance; students to use a "Cause and Effect" graphic organizer to review how irrigation lead to a more advanced civilization in the "Fertile Crescent"; share results with the class - 15 min	HMH Ancient Civ, Module Three, Lesson Two, Page 73 - Watch the "Explore ONLINE!" link in your online books; describe Sargon's empire; what other prominent empire at this time did it overlap with (not on the map, use your prior knowledge)? Why do you think that there are more cities in the southern part of the kingdom than the northern part? - 10 min	Watch "Sumerians and their Civilization Explained in 7 Minutes" on YouTube (6:52 min) and discuss the Sumerians; what was the major focus of their life? What did they rely on for survival? What current-day countries are in this area? What type of government did they have? - 10 min

Week 11	<p><i>HMH Ancient Civilizations, Module Three, "You Try It!", Page 65</i> - Read aloud and answer: who are the people discussed in this material? What did they create that was important? Why was this invention important? As a class, complete #'s 1-3 and discuss your responses - 20 min</p>	<p><i>HMH Ancient Civilizations, Module Three, Lesson One, Page 67</i> - Watch the "Explore ONLINE!" link in your online books; why was the "Fertile Crescent" so important to this region? What biomes or types of geography surround this region? Look at the rivers carefully on the map, why do you believe there are several smaller rivers throughout? - 10 min</p>	<p>Watch "Ancient Mesopotamia 101 National Geographic" on YouTube (4:10 min) and discuss the contributions of this region; what is cuneiform? What did are some of the major inventions that came from these people? What eventually happened to them? - 10 min</p>	<p><i>HMH Anc Civilization, Module 3, Lesson Two, Pages 75-77 (stop at "The Arts of Sumer")</i> - Read aloud and use a T-Chart to list the inventions of the Sumerians on the left side and how we have adapted it on the right side of each item - 20 min</p>	<p><i>HMH Anc Civilization, Mod Three, Lesson Two, Pages 77-79</i> - Read aloud about the arts of Sumeria; Teacher to Google images of "Sumerian Art" and review photos; what is a ziggurat? What other cultures had similar-style buildings? Why is the plow such an important invention? - 20 min</p>
	<p>Teacher to go to the following website: "www.ancient.eu/image/169/map-of-the-fertile-crescent/" and show the land of this unit; what three continents are shown on this image? Where else in your studies should you know the Tigris and Euphrates Rivers and the Red Sea? How far is Ancient Egypt from this region? Click the links below to see a photo of cuneiform - 10 min</p>	<p><i>HMH Anc Civ, Mod Three, Lesson One, Page 68</i> - Review the box titled "Irrigation and Civilization"; how did irrigation lead to a more advanced civilization? We do we have irrigation in our city? How does plumbing help our building? Think of at least three ways; do we have canals in our city? If yes, where are they? - 10 min</p>	<p><i>HMH Ancient Civilization, Module Three, Lesson Two, Pages 72-75 (stop at "The Invention of Writing")</i> - Read aloud and discuss the people of Sumeria; how is this land very similar to the Bible's story of Creation? Where is the Garden of Eden located (look it up if needed)? Use a pair of "Word Wheel" graphic organizers to outline Sargon and the development of the land around Sumer - 20 min</p>	<p><i>HMH Ancient Civilization, Module Three, Lesson Two, Literature in History, Pages 80-81</i> - Read aloud this segment from the <i>Epic of Gilgamesh</i>; answer each question as they appears as circled numbers 1, 2, 4, & 5 in the reading; discuss this epic poem, do you think it is a myth (made up to tell a story) or a legend (a myth that may have some truth to it)? - 20 min</p>	<p><i>HMH Ancient Civilization, Module Three, Social Studies Skills, Page 97</i> - Read aloud the material on "Interpret Physical Maps"; as a class complete "Learn the Skill #'s 1-4" and discuss; students in pairs, complete "Practice the Skill #'s 1-3" via Google Docs and submit your answers to your teacher - 20 min</p>
Daily Homework:	<p>Written Response: How does our country interact with other countries that we share borders with (Mexico, Canada)? How do you think Egypt and Mesopotamia may have interacted similarly?</p>	<p>Written Response: Answer the following questions - Which characteristic of a civilization is most important? Why do you think that? Why did the Mesopotamians create irrigation channels?</p>	<p><i>HMH Ancient Civ, Mod 3, Lesson 1 Assess, Page 69</i> - Complete #'s 1-3 in complete sentences; due tomorrow!</p>	<p><i>HMH Ancient Civilization, Module Three, Lesson Two, Literature in History, Pages 80-81</i> - Complete "Connect Literature to History #'s 1-2"; due tomorrow!</p>	<p><i>HMH Ancient Civ, Mod 3, Lesson 2 Assess, Page 79</i> - Complete #'s 1-5 in complete sentences; due tomorrow!</p>
Bellwork:	<p>What do you know about the "Fertile Crescent"? Where is it located? What is Babylon?</p>	<p>What continent is the "Fertile Crescent" located? What two rivers flow through it?</p>	<p>What is irrigation? What are canals? Why were they helpful to the people of the "Fertile Crescent"?</p>	<p><i>HMH Anc Civ, Module Three, "History and Geography", pages 70-71</i> - Review the map and answer #'s 1-2</p>	<p>What areas of life were improved by Sumerians inventions? Provide two examples</p>
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<p><i>HMH Ancient Civ, Module 3, Lesson 3, Pages 82-83</i> - Read aloud and discuss Hammurabi and his Code; what is a monarch? Where is Babylon? Why was this city important to the Empire? - 20 min</p>	<p><i>HMH Ancient Civilization, Module 3, Lesson 3, Pages 84-86</i> - Read aloud and use a "Main Idea & Supporting Ideas" graphic organizer to discuss the people that conquered Babylon (Hittites, Kassites, Assyrians, and Chaldeans); include important information for each - 25 min</p>	<p>Watch "Were The Hanging Gardens Of Babylon Real?" on YouTube (5:03 min) and discuss; do you think that they were real? If so, they would have needed a lot of irrigation to bring water there; could it be that they were built in "New Babylon", aka the city of Nineveh? Do you think that this ancient feature could ever be rebuilt? - 15 min</p>	<p><i>HMH Ancient Civilization, Module 3, Lesson 4, Pages 89-90</i> - Read aloud and discuss the contributions of the Phoenicians; how could the development of an alphabet spread quickly by the Phoenicians? What likely could have happened that would have quickly shared this idea? - 15 min</p>	<p><i>HMH Ancient Civ, Module 3, Lesson 5, Pages 91-92 (stop at "Persian Empire Grows Stronger")</i> - Read aloud and discuss the Persians; locate Iran on a present-day map, this is where Persia was; discuss Cyrus the Great and his work - 15 min</p>

Week 12	Teacher to Google Image of "Map of Babylonian Empire under Hammurabi"; display maps on the Clever Board and discuss how he helped to unite the entire region - 10 min	<i>HMH Ancient Civ, Module 3, Lesson 3, Page 84</i> - View the online map entitled "Explore ONLINE!" on your Chromebooks and answer the questions; what three continents are pictured on this map; are there any cities on this map that are still famous or important today? - 10 min	<i>HMH Ancient Civilization, Mod 3, Lesson 4, Pages 87-89 (stop at "Culture and Achievement")</i> - Read aloud and discuss the importance of the Mediterranean Sea to the Phoenician people; why were they somewhat forced to trade as opposed to farm? What was their only land resource? - 10 min	Artwork in Social Studies - Go to the following website: https://crewsproject.files.wordpress.com/2017/05/writing-your-name-phoenician.pdf and write your name in Ancient Phoenician; decorate it colorfully and write the English letters next to it; remember to write your name right-to-left, not left-to-right as we normally do - 20 min	<i>HMH Ancient Civilization, Module Three, Lesson 5, Page 92</i> - Review the map on page 92 about the advance of the Persian Empire under Cyrus; in 30 years, he conquered 2,000 miles of land; what is a calvary? Who were the Immortals? - 10 min
	Teacher to go to the following website: "www.biography.com/political-figure/hammurabi" and discuss the laws that are presented on it; Students will make a T-Chart writing the law from the Code of Hammurabi on the left and if they think it is fair on the right side; if they do NOT think it is fair, students will propose a more-fair law - 15 min	Teacher to go to the following website: "https://en.wikipedia.org/wiki/Seven_Wonders_of_the_Ancient_World" to discuss the seven wonders of the Ancient World; click the links to see the "Hanging Gardens of Babylon" and any others that you'd like to view; what is the controversy in the location of the Hanging Gardens of Babylon? What king is believed to have built them there? - 15 min	<i>HMH Anc Civ, Module 3 Assessment, Social Studies Skills, Page 99</i> - Students in pairs, answer together #'s 18-21 based upon the directions; then look at the maps on pages 97 & 88 to review Phoenicia; what choices did they have for survival? Review the cities of Tripolis, Carthage, and those at the Straights of Gibraltar; how are these cities similar but different than Phoenicia? - 20 min	<i>HMH Ancient Civilization, Module 3 Assessment, Page 98</i> - Students in pairs, using Google Docs complete # 12a, 12b, and 12c and submit to your teacher; one paper per student - 15 min	Debate - Host an in-class debate over the topic "Does war make someone great?"; Does Cyrus deserve to be called "Cyrus the Great" because of his conquering? Does his kindness after he conquered people change your view? What about the freeing of the Jewish slaves? What makes someone "Great"? - 25 min
Daily Homework:	Written Response: What would our country be like if we had laws like "an eye for an eye, a tooth for a tooth"? (one paragraph)	<i>HMH Ancient Civ, Mod 3, Lesson 3 Assess, Page 86</i> - Complete #'s 1-3 in complete sentences; due tomorrow!	Written Response: Imagine that you had to create a city along the shores of Lake Erie 300 years ago; what are three features that you would look for in selecting a location? Why would you look for those three things?	<i>HMH Ancient Civ, Mod 3, Lesson 4 Assess, Page 90</i> - Complete #'s 1-2 in complete sentences; due tomorrow!	Written Response: Write your thoughts about someone being called "the Great" after wars and conquering; in your opinion what makes someone "Great"? (one paragraph)
Bellwork:	<i>HMH Ancient Civ, Module Three Assessment, Page 98</i> - Complete # 9a-c via Google Docs, submit to your teacher	Who was Hammurabi? Why was his code of laws important?	<i>HMH Ancient Civ, Module 3 Assessment, Page 98</i> - Complete #'s 11a, 11b, and 11b	Do you think that the "Hanging Gardens of Babylon" existed? Why or why not?	Who were the Phoenicians? Why were they forced into trading instead of farming?
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<i>HMH Ancient Civ, Module Three, Lesson 5, Pages 92-94 (stop at "The Persians Fight Greece")</i> - Read aloud and discuss the important terms and features in this section - 15 min	<i>HMH Ancient Civilization, Module 3, Lesson 5, Pages 94-96</i> - Read aloud and use a "Main Idea & Supporting Ideas" graphic organizer to track the battles, important people, and outcomes of this section; students to propose important facts as they are read aloud to practice noting them while reading - 25 min	Students to use graph paper to create a	Teacher to provide students of a print out of a "Blank Physical Map of the Middle East"; teacher may use the one found here if they choose: https://washburn.edu/cas/history/stucker/MedMEOutlineMap.html "; students to label	Teacher to set up for students to play "Kahoot!" by specifically looking for the public game entitled "The Fertile Crescent (Mesopotamia)"; it is 42 questions with each question at 20 seconds apiece; teacher to review material afterwards - 25 min

Week 13	<p><i>HMH Ancient Civ, Module 3, Lesson 5, Pages 92-94</i> - Students in pairs, use three "Word Wheel" graphic organizers to provide examples of Persian Leaders, Art/Religion, and Persian Society; discuss and share with the class - 20 min</p>	<p>Watch "The Persian Wars in 5 Minutes" on YouTube (5:04 min) and discuss the ideas behind why the war was fought and who won; refer to the map in <i>HMH Ancient Civilization, Module Three, Lesson Five, page 95</i> to track the battles and changes; what happens to Darius' fleet? what battles did the Persians win? What battles did the Greeks win? - 15 min</p>	<p>"Word Search" using the words found in the "Terms to Know" from this unit; students may add the Persian leaders if they choose; students MUST create clues (or at minimum provide definitions) as to the words that are hidden in the word search; when students are completed, teacher to photocopy their work and provide that copy to another student in class to solve - 45 min</p>	<p>the following geographic features: Tigris River, Euphrates River, Persian Gulf, Mediterranean Sea, Red Sea, Zagros Mountains, and the Taurus Mountains; students will use colored pencils to replicate the map on page 92 as closely as possible although they DO NOT need to use the same colors as on this map; students will create a legend that display the land "Persia under Cyrus", "Conquered by Darius", "Conquered by Cyrus", and "Conquered by Cambyses"; students to include a fifth section that includes "Invasion of Darius and Xerxes" into Greece; students may refer to the map on page 95 if needed as well; label the cities of "Persepolis" and "Susa", as well as Egypt and the Fertile Crescent - 45 min</p>	<p>Teacher to introduce simulation project and provide time to prepare for it; students to ask questions about the requirements as needed - 25 min</p>
	<p><i>HMH Ancient Civ, Mod 3, Lesson 5, Page 92</i> - Review again the map on page 92; why do you think that Cyrus was successful in conquering so much land, while his sons conquered smaller amounts? Which son was more successful? Why do you think that they stopped? - 10 min</p>	<p>Teacher to Google a physical map of the United States; if you were going to launch a ground attack of the USA, what areas would make the most sense? Don't look at cities! Look at the physical terrain and geographical features; now do the same process for Canada and Mexico; why do you think Darius and Xerxes attacked Greece the way that they did? - 10 min</p>			
Daily Homework:	<p>Written Response: Imagine that you're a ruler of a country. Is it possible that your country could be too large? What difficulties may you have with a very large country?</p>	<p><i>HMH Ancient Civ, Mod 3, Lesson 5 Assess, Page 96</i> - Complete #'s 1-3 in complete sentences; due tomorrow!</p>	<p><i>HMH Ancient Civilization, Module 3 Assessment, Page 98</i> - Complete 13a, 13b, and 13c; due tomorrow!</p>	<p>If there was an area in the United States that you would call the "Fertile Crescent", what would it be and why? What is special about this region in your opinion?</p>	<p>Work on your Simulation project</p>
Bellwork:	<p>Who was "Cyrus the Great"? What empire was he from?</p>	<p>Who was Darius I(the first)? What did he contribute to Persia?</p>	<p>What were the Persian Wars? Who was Xerxes?</p>	<p>What is Marathon? Salamis? Thermopylae?</p>	<p>List three reasons to build a city by water</p>
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 14	<p>Bellwork - 5 min</p>	<p>Bellwork - 5 min</p>	<p>Bellwork - 5 min</p>	<p>Bellwork - 5 min</p>	<p>Bellwork - 5 min</p>
	<p>Students to conduct a Simulation about trading, treaties, and declaring war as a warm-up for the Simulation Project - 45 min</p>	<p>In-class time to work on the Simulation Project - 45 min</p>	<p>In-class time to work on the Simulation Project - 45 min</p>	<p>In-class time to work on the Simulation Project - 45 min</p>	<p><i>HMH Ancient Civilization, Module Three Assessment, Page 98</i> - Complete #'s 1-10 via Google Docs; submit to your teacher when completed - 15 min</p> <p><i>HMH Ancient Civ, Module 1, Social Studies Skills, "Make Maps", Page 35</i> - Read aloud and discuss maps in general; what is a compass rose? Scale? Legend? Complete "Practice the Skill" as required - 35 min</p>
Daily Homework:	<p>Written Response: Write a reflection on the simulation that was conducted today; what did you like about it? What didn't you like about it? Why?</p>	<p>Work on your simulation project; it is due in two days!</p>	<p>Work on your simulation project; it is due tomorrow!</p>	<p>Written Response: What did the Simulation Project teach you about founding a civilization or conquering an empire? (one paragraph reflect)</p>	<p>None</p>

Bellwork:	Meet with your groups; make sure that you know your roles in each group	Prepare as needed for your simulation; make sure to have a ruler, colored pencils, and your Chromebook ready	Prepare as needed for your simulation; make sure to have a ruler, colored pencils, and your Chromebook ready	Prepare as needed for your simulation; make sure to have a ruler, colored pencils, and your Chromebook ready	Did you enjoy the Simulation Project? Why or why not?
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Unit : Ancient Israel

Terms to Know:	Judaism, Abraham, Moses, Exodus, Ten Commandments, Theocracy, David, Solomon, Diaspora, Monotheism, Kosher, Torah, Synagogue, Prophets, Talmud, Dead Sea Scrolls, Zealots, Rabbis, Passover, High Holy Days				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 15	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<i>HMH Ancient Civ, Module Seven, Lesson One, Page 225</i> - Review the timeline of events in the "Explore ONLINE!" link in your Chromebook online books; discuss the different highlights and relate to your previous knowledge - 10 min	<i>HMH Ancient Civ, Mod 7, Lesson 1, Page 229</i> - Use the "Explore ONLINE!" feature in your online to review the map; what familiar cities do you see in this map? Why are they familiar? Discuss the terrain (geographic features) in this area? What struggles may Abraham encountered on his travels? - 10 min	<i>HMH Ancient Civ, Mod 7, Lesson 1, Pages 233-235</i> - Using a "Main Idea & Supporting Ideas" graphic organizer, read aloud and organize the information about who conquered the Israelites and when; Who were the Chaldeans? What was the Diaspora? Who were the Maccabees? - 20 min	<i>HMH Ancient Civ, Mod 7, Lesson 2, Pages 236-239</i> (stop at "Scrolls Reveal Past Beliefs") - Read aloud and discuss how Jewish beliefs guide them; students in pairs, NEATLY create a table with seven rows and three columns that is outline as follows: left column is the Jewish belief, the middle column is a statement about it; the right column is how it effects their lives; present your table to the class when complete - 40 min	<i>HMH Ancient Civilization, Module 7, Lesson 2, Pages 239-241</i> - Read aloud and discuss; as a class, create a list of five ways that the Jewish people have influenced our society & culture; discuss their contributions as a people to our country - 20 min
	<i>HMH Ancient Civilization, Mod 7, "You Try It!", Page 227</i> - Read aloud and discuss what are the Dead Sea Scrolls? Answer #'s 1-4 as either fact or opinion; refer to page 226 for clarity if needed; discuss the importance of this historic find - 15 min	<i>HMH Ancient Civ, Module 7, Lesson 1, Pages 230-233</i> (stop at "Invaders Conquer...") - Read aloud and discuss the Ten Commandments; where did the Israelites travel back to? Why did they unite under one king? What were the local leaders called? - 20 min	Watch "The Ancient Middle East: Every Year" on YouTube (7:07 min) and discuss how the area was constantly changing; why do you think these areas were consistently changing over the years? What happens repeatedly to Canaan and Israel? - 10 min		Watch "The Dead Sea Scrolls" on YouTube (5:13 min) and discuss what the atmosphere was like in the caves; who were the Essenes? What did they write the scrolls? What does Jewish writing resemble as seen on the scrolls? - 10 min
<i>HMH Ancient Civilization, Module 7, Lesson 1, Pages 228-229</i> - Read aloud and discuss Abraham, Moses, and the Exodus; use a "Cause and Effect" graphic organizer to display why Abraham left Mesopotamia and why the Israelites left Egypt - 25 min	<i>HMH Ancient Civilization, Module 7, Lesson 1, Pages 225 & 232</i> - Students in pairs, review the two timelines on these pages as well as the timeline on page 63; refer to the areas that say "Module Events" only on pages 63 & 225; students will create a large timeline of all events in the "Module Timelines" on pages 63 & 225, as well as the events on page 232; do NOT duplicate events if they're listed twice! One timeline PER STUDENT - 25 min	<i>HMH Ancient Civilization, Module 7, Lesson 1, Pages 228-235</i> - Students in pairs, reread (or skim) through the lesson again making notations as to how many times the Israelites and Jews were conquered or at war; create a T-chart with the war on the left side and outcome on the right side; why do you think that the Israelites and Jews had such a strong relationship with God? What happened to them when they did wrong? - 20 min	Teacher to Google the word "Jerusalem" and discuss the images of the people, the sites, the turmoil, and the history of this city; what elements of religion do you see? Click on the different tabs and review what Jerusalem looks like today and in the past - 15 min	<i>HMH Ancient Civ, Module 7 Assessment, Page 250</i> - Students in pairs, using Google Docs complete #'s 11a, 11b, 11c, 12a, 12b, and 12c together; submit one paper per child - 20 min	
Daily Homework:	What are three things that Abraham would have looked for when trying to found his civilization? Think of your recent simulation	Do you think that the USA would be as strong as we are if each State had its own government like the Judges in Ancient Israel? Why or why not?	<i>HMH Ancient Civ, Mod 7, Lesson 1 Assess, Page 235</i> - Complete #'s 1-4 in complete sentences; due tomorrow!	Define: Torah, Synagogue, Prophets, Talmud, and Kosher	<i>HMH Ancient Civ, Module 7 Assessment, Page 251</i> - Complete #'s 14-16; due tomorrow!

Bellwork:	What do you know about the Jewish or Hebrew people? Why are these words familiar?	Why is Abraham important to the Jewish people? What was the name of the land that he settled in called?	Who was Moses? What is the Exodus?	How did the Babylonians and Persians effect the Ancient Israelites?	What are Proverbs and Psalms? Who is credited with writing each?
Bellwork Website:	https://www.onelittleangel.com/wisdom/quotes/book.asp?mc=474				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 16	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	<i>HMH Ancient Civilization, Module 7, Lesson 3, Pages 242-244</i> - Read aloud and discuss; students in pairs, create two "Word Wheels" about this section; one wheel will be about the Jewish revolts, the other wheel will be about the migration (a second Diaspora) - 30 min	<i>HMH Ancient Civilization, Module 7, Lesson 3, Pages 245-248</i> - Read this section aloud and discuss; teacher to assist students in outlining this section using the "letters & numbers format" as seen in MS Word (letters are main ideas, numbers & bullet-points are sub-ideas); highlight the traditions and High Holy Days - 25 min	<i>HMH Ancient Civilization, Module 7 Assessment, Pages 250-251</i> - Students in groups of 3 or 4, complete #'s 13a, 13b, 13c, and "Reading Skills #'s 17-21"; as a class, review answers and discuss - 20 min Teacher to discuss the field trip to the Maltz Museum next week and the ability to have a Seder meal in school; pass out permission slips - 10 min	<i>HMH Ancient Civilization, "Social Studies Effect", Page 249</i> - As a class read aloud and discuss each section in "Learn the Skill #'s 1-4"; as a class, answer together "Practice the Skill #'s 1-2" and provide reasonings for your thoughts - 20 min Discuss the short-term effects and long-term effects of the following: not doing homework, getting into a fight at school, and upsetting your parents - 10 min	Watch "The Hanukkah Story for Kids: Maccabees, miracles and dreidels" on YouTube (5:06 min) and discuss; why are dreidels (DRAY-duls) important to Jewish people? What do they represent? Who are the Maccabees? - 10 min Teacher to go to the following website: " https://en.wikipedia.org/wiki/Dreidel " and students read aloud about Dreidels and how to play (Symbolism and Rules of the Game) - 15 min
	Quick Write: Using your Chromebooks and Google Docs, answer this theme and submit to your teacher: imagine that you were thrown out of your city, it was burned and destroyed by invaders, the name of your land was changed, and the remaining people were killed. You are told NEVER to return or you'll die too; how would you feel about each of these five aspects? Some may effect you differently but each is hurtful - 15 min	Students in pairs, NEATLY create a table of three columns and several rows; in the left column list the names of the holy days listed in your textbook that they Jews celebrate; in the middle column, describe the holy day and why it is celebrated; in the right column, describe how this holy day is similar to Christianity; one table per pair - 25 min	Watch "The Passover Seder: What to Expect" on YouTube (3:58 min) and discuss; why is this holiday important to Jewish people? What MAJOR Christian Holiday occurs at the same time as Passover? Teacher to Google the following phrase "Matthew 26:17-30" and students will read it aloud; how does Jesus' last meal relate to the features of Seder? Is there symbolism in it? - 20 min	<i>HMH Ancient Civ, Module 7 Assessment, Page 251</i> - Students in groups of 3 or 4, complete "Social Studies Skills #22"; make a chart in Google Sheets and submit to your teacher when completed; one chart per group, make sure to include the names of each group member on your chart - 15 min	Students in groups of 2 or 3, teacher to provide each pair with one Dreidel; students will play Dreidel and gain an understanding of the rules of the game and the struggle that it represents; student will need a copy of the Hebrew Alphabet found at " https://theisraelbible.com/hebrew-alphabet-chart/ " to better understand thte game; students will need game pieces of some sort to play with; students will write about their experiences playing when finished - 20 min
Daily Homework:	<i>HMH Ancient Civ, Mod 7, Lesson 2 Assess, Page 241</i> - Complete #'s 1-4 in complete sentences; due tomorrow!	Which Jewish festival would you like to celebrate? Why?	<i>HMH Ancient Civ, Mod 7, Lesson 3 Assess, Page 248</i> - Complete #'s 1-3 in complete sentences; due tomorrow!	Don't forget your field trip permission form!	Did you enjoy playing Dreidel? Why or why not? What did you learn from it?
Bellwork:	Go to the website above and read #'s 1-3; what do they mean to you? What wisdom can you take from these statements?	Go to the website above and read #'s 4-6; what do they mean to you? What wisdom can you take from these statements?	Go to the website above and read #'s 7-9; what do they mean to you? What wisdom can you take from these statements?	Go to the website above and read #'s 10-12; what do they mean to you? What wisdom can you take from these statements?	Go to the website above and read #'s 13-15; what do they mean to you? What wisdom can you take from these statements?
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min		

Week 17	Students will use the following website "https://theisraelbible.com/hebrew-alphabet-chart/" to write their name in Hebrew; remember to write your name from right to left, not left to right! Make your letters block or bubble-like to decorate and color them beautifully - 30 min	Students as a class will experience a Seder Meal as facilitated by the teacher; teacher to have students read from the Haggadah and use the appropriate serving tray as respect to their culture; students who did not turn in a permission slip cannot participate due to potential food allergies - 45 min	Review Study Guide on Ancient Israel and the "Terms to Know from Week Fifteen" - 20 min	Test on Ancient Israel and the "Terms to Know from Week Fifteen" - 30 min	Field Trip to the Maltz Museum; Request the "Common Threads of Judaism and Christianity" Tour, contact: 216.593.0595 or "tours@mmjh.org" to book a tour; charge \$8.00 to attend; drive the school vans and schedule in advance; as a cool add-on, students will write their names in Hebrew on name tags (see the Main Office for these) and wear them on the trip
	Students will practice writing Hebrew by writing the following sentences in Hebrew using the provided alphabet: David and Solomon were great Kings of Israel. They were wise and powerful leaders - 20 min		Watch "Golem: The Mysterious Clay Monster of Jewish Lore" on YouTube (6:59 min) and discuss who the Golem is; why does the Golem only appear in the worst times? If you could invent a protector of people, what would it look like? What powers would it have? What would you need to do to create and summon it? Illustrate, color, and write about your created protector - 30 min	Students to use Google Docs to define the "Terms to Know from Week Fifteen" and submit to your teacher - 25 min	
Daily Homework:	Show your family the Hebrew alphabet; write your family members' names in Hebrew for them and bring it in tomorrow	What did you think of the Seder Meal today? How does it respect the traditions of Hebrew people?	Study for your test tomorrow on Ancient Israel and the "Terms to Know from Week Fifteen"!	Prepare for the field trip tomorrow; bring some money for the gift shop if you choose	How did the field trip today help you to understand better and appreciate the Jewish / Hebrew people?
Bellwork:	Go to the website above and read #'s 16-18; what do they mean to you? What wisdom can you take from these statements?	Go to the website above and read #'s 19-21; what do they mean to you? What wisdom can you take from these statements?	Go to the website above and read #'s 22-24; what do they mean to you? What wisdom can you take from these statements?	None	None

Unit : African-American History

Research Project:	<i>Students will conduct research on one famous African-American person from the list below. Students MAY NOT duplicate people so that as many famous African-Americans can be researched and presented as possible. Each student will complete the following information for their project listed below.</i>				
Project Breakdown:	<i>Using poster board, students will TYPE AND CUT OUT to neatly present on their boards the following information about their person. Presentation boards MUST look neat and orderly! They MUST have a photo of their person, they MUST have decorated and neatly presented factual information, and the MUST have pride and respect for the appearance of their material. Students that do not follow the outline of this format will redo their presentation board. All boards will be presented in the "Black History Month Celebration". For extra credit (students may dress up as their researched person for the "Black History Month Celebration" and be able to answer questions on the spot about that person.</i>				
Project Requirements:	<i>Students will answer the following questions on their presentation board: Do you have a photo of this person? What year were they born? Where were they born? Did they have a large family? What was their childhood like? What are they best-known for in their life? What wonderful thing did they accomplish that made them famous? What struggles did they overcome in their life? Did they ever marry and have children? What are three interesting facts about this person that you did not already mention? When did they die (if applicable)? Where are they buried (if applicable)?</i>				
Project Themes:	<i>Jackie Robinson, Martin Luther King Jr., Malcolm X, George Forbes, W.E.B. DuBois, Harriet Tubman, Frederick Douglas, Sojourner Truth, Larry Doby, Jesse Owens, Nelson Mandela, Desmond Tutu, Michael R. White, Langston Hughes, Sammy Davis Jr., Joe Lewis, Barack Obama, George Carruthers, Lyda Newman, Frances Albrier, James Lawson, Joycelyn Elders, Alice Ball, James Baldwin, Bessie Coleman</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"

Week 18	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	Teacher to discuss the requirements of the project with the class; students to select a person to research; students may not select the same person as another person; teacher to review the EXTRA CREDIT opportunity and promote it strongly - 20 min	In-class time to work on your African-American Research Project - 50 min	In-class time to work on your African-American Research Project - 50 min	Each student in the class will share something that they've learned already about their famous African-American person; all students MUST share at least one thing that they've learned - 20 min	In-class time to work on your African-American Research Project - 30 min
	In-class time to work on your African-American Research Project - 25 min			In-class time to work on your African-American Research Project - 30 min	Students to present their projects to the class and share their knowledge of what they learned with each other; students to take pride in their presentation and their boards must comply with the requirements or they will need to be redone - 20 min
Daily Homework:	What are two new things that you learned today about your person that you are researching?	Did the person that you're researching have an interesting life, in your opinion? Why or why not?	Do you think that you would have been friends with the person that you're researching? Why or why not?	Finish your project, it is due tomorrow!	None
Daily Bellwork:	List as many famous African-American people as you can off of the top of your head	What career do you want to have when you get older? Why is that?	What is one goal that you have for this school year? What do you need to achieve in order to meet your goal?	How can you be a positive role model to others? Are you doing a good job of this now?	What is one goal that you have for your future as a young American? Why is that goal important to you?
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 19	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	Read the following online article " https://case.edu/ech/articles/a/african-americans " and discuss using a "Main Ideas & Supporting Ideas" graphic organizer to help track information and outline important facts; who was the first African-American settler in Cleveland; where was he from? what area in Cleveland was settled by Black immigrants first? How was Cleveland at first FAR AHEAD of the times regarding integrating people? What was Cleveland's role in the Underground Railroad? - 30 min	Read the following online article " https://case.edu/ech/articles/c/cleveland-buckeyes " about the Negro Leagues in Cleveland; what results did they have? Did any of these men play in Major League Baseball? If so, who are they? Where did they play? Use a concept map to help outline the information from this article into main ideas and supporting topics - 25 min	Go to the following website and review the following posts " https://clevelandhistorical.org/tours/show/43 "; much of the opening paragraphs are information that was already discussed; focus upon the map and the different sites within our city; as a class you may choose to read any section but do please read specifically the information under #'s 6-11; review the interactive map at the top and bottom to view the location in relation to our school or students' homes - 30 min	Go to the following online article " www.clevelandrestoration.org/projects/the-african-american-experience-in-cleveland " and review; click the link about "Arts and Culture" and discuss with the students - 25 min	Go to the following online article " www.clevelandrestoration.org/projects/the-african-american-experience-in-cleveland " and review; click the link about "The Black Church" and use a sequence graphic organizer to outline the information about each church that was founded by or highly-attended by African-American people; review the notes taken and discuss the location of each church; use Google Maps to assist - 25 min

	Go to the following website " www.onlyinyourstate.com/ohio/cleveland/underground-railroad/ " and read about several sites in Northeast Ohio (not just in Cleveland) that were stops on the Underground Railroad; what did many of the owners of these buildings have in common? Google a few of these sites afterwards to learn more about them - 20 min	Go to the following website to review League Park where the Cleveland Negro League teams played " https://en.wikipedia.org/wiki/League_Park "; discuss the highlights in this stadium, its location, and how it is commemorated - 15 min	Students to use their Chromebooks to go to the following website " www.thisiscleveland.com/planning-tools/visitor-resources/maps " and click the "Interactive Map" link; review the location of our school, your home, and the sites discussed this week on this site - 20 min	(Part I of II) Students in pairs, create a timeline of important events discussed in this unit; place them in correct order and decorate your timeline colorfully using colored pencils, markers, or crayons; include at least ten events; one timeline per child - 25 min	(Part II of II) Students in pairs, create a timeline of important events discussed in this unit; place them in correct order and decorate your timeline colorfully using colored pencils, markers, or crayons; include at least ten events; one timeline per child - 25 min
Daily Homework:	Who was the first black man to settle in Cleveland? What work did he do? How did he arrive here?	Write you thoughts on either League Park or the Cleveland Buckeyes ; what do you find interesting about this part of history? (one paragraph)	What did you learn today about local history? Did any events occur near your home? If so, which ones?	Work on your timeline; is it due tomorrow!	What are two interesting things that you learned about the progression of African-American culture in Cleveland this week?
Daily Bellwork:	Create a list of everything that you know about "Black History" in the City of Cleveland	What do you know about the Negro League Baseball teams? What is the name of Cleveland's former prominent team?	Go to the following website " https://www.seamheads.com/NegroLgs/organization.php?franchID=CBE " and review the stats of the various players throughout the seasons that they played	How have black people shaped the Arts in Cleveland? Provide any examples of places, people, or shows that you can think of	How have black churches have shape Cleveland? Are there any with famous people that visited?

Unit : Ancient Greece and the Hellenistic Kingdoms

Project Options:	<i>Zeus, Hera, Poseidon, Ares, Demeter, Athena, Apollo, Artemis, Hermes, Aphrodite, Dionysus, Hades, Hypnos, Nike, Janus, Nemesis, Iris, Tyche, Hecate, Hephaestus</i>				
Project Requirements:	<i>Students will use poster board to research and present TWO Ancient Greek gods. Students MUST choose from the list above listed as "Project Options". Students will answer and complete the following: have a photo of the god, what are they the Greek god of? What is their relationship to the other gods? where do they live? Provide an example of these gods interacting with people; are they considered minor gods or major gods? Locate an ancient city where a temple was built to these gods. Present all information on the poster board in an organized manner that is neat, colorful, and creatively done.</i>				
Terms to Know:	<i>City-State, Acropolis, Polis, Democracy, Aristocrats, Oligarchy, Aristocracy, Citizens, Tyrant, Pericles, Alliance, Peloponnesian War, Mythology, Homer, Aesop, Fables, Aristotle, Socrates, Plato, Reason, Euclid, Hippocrates</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<i>HMH Ancient Civilizations, Module Eight, Timeline of Events, Page 253 - Explore the timeline and review the dates; how long ago did these events happen? Subtract the year today from the years in this timeline to have a better understanding - 10 min</i>	<i>HMH Ancient Civilizations, Module Eight, "Explore ONLINE!", Page 257 - Review the map about Ancient Greece and the "Explore ONLINE" feature in your Chromebook; what bodies of water lie around Greece? Using the elevation box, describe the terrain of Greece? Approximately how long in each direction was the civilization? - 10 min</i>	<i>HMH Ancient Civ, Mod 8, Page 260 - Review the map about Ancient Greece in relation to the rest of the region at that time; what major influence did Greece have upon the other people? How did Greece communicate with these people? Where were most of these city-states located? Why do you think that is so? - 10 min</i>	<i>HMH Ancient Civilizations, Module Eight, Pages 264-266 - Read aloud and use a "Main Idea & Supporting Statements" graphic organizer to outline major ideas and groups of people (ex. Terms to know); how were aristocrats and the oligarchy similar? How did this arrangement lead to the aristocracy? How did having coin make trade easier? - 15 min</i>	<i>Discussion: How would law and order operate in our country without democracy? What rules and rights do we have as United States citizens that guarantee our freedom of speech? What limitations are there to "free speech"? Should some aspects of "free speech" be banned? Why or why not? - 10 min</i>

Week 20	<p><i>HMH Ancient Civilizations, Module Eight, "You Try It!", Pages 254-255</i> - Read aloud and answer: who are the people discussed in this material? What are philosophers? What is the purpose of a subheading? As a class, complete #'s 1-2 and discuss your responses - 15 min</p>	<p><i>HMH Ancient Civilizations, Module Eight, Pages 259-261</i> - Read aloud about the Mycenaean, how were they different than the Minoans? What did both cultures succeed highly in? What is a "polis"? What is an "agora"? Find Istanbul (Turkey), Marseille (France), and Naples (Italy) on a map; explain that these were all Greek colonies once - 15 min</p>	<p>Teacher to Google Images of "Knossos Crete" and "Athens Greece"; compare and contrast the two cities and regions; how do their buildings and cities appear? What is the believed downfall of Knossos (Crete)? Review <i>HMH Ancient Civilizations, Module Eight, Pages 262-263</i> and the images of a massive volcanic eruption; what does the island of Santori appears as now? Answer "Interpret Maps #'s 1-2" as a class - 15 min</p>	<p>Mini-Debate: Does the United States have an aristocracy in power? In other words, does the highest social class lead the country or do we truly elect the best-qualified person who is running for office? What evidence do you think would support your claim? Do the richest people have the most power in our country? If so, how could we change that for the better? - 15 min</p>	<p><i>HMH Ancient Civilizations, Module Eight, Pages 267-270 (stop at "Ancient Democracy differs...")</i> - Read aloud and discuss democracy; what are citizens? What rights do they SPECIFICALLY have that visitors do not? Who was Pericles? Why was he so important to Greek Democracy? What is a Constitution? What eventually lead to the fall of the Athenian Democracy? - 20 min</p>
	<p><i>HMH Ancient Civilizations, Module Eight, Pages 256-258</i> - Read aloud and discuss the geography of the land of Greece; how was Greece an area of extremes for geography? What three continents does Greece lie on or near? How did Greece effect the way of life for these people? - 15 min</p>	<p>Teacher to Google artwork of ancient Minoans vs that of ancient Mycenaean; how did the two differ from each other? How were they similar? Where were each of these civilizations located in relation to each other? What made each successful? - 15 min</p>	<p>Teacher to provide students with a map of the Mediterranean Sea including Greece, northern Africa, Asia Minor, and Italy; students will locate Greece and color it red, locate the colonies and color them pink; label Istanbul, Athens, Marseille, and Naples; label the mountains with triangles and color yellow; label Asia Minor, Mediterranean Sea, Italy, Black Sea, Adriatic Sea, and Nile River; color the water blue and remaining land green - 20 min</p>	<p><i>HMH Anc Civ, Module 8 Assessment, Page 301</i> - Read aloud the section under "Reading Skills" and discuss the interactions between the Greek city-states of this time; Teacher to review key terms and their meaning; answer #'s 17-18 together as a class and review - 10 min</p>	<p>Mini-debate: which type of government would you rather live under, a democracy or a tyranny? What are the benefits to both? What are the downsides to both? Discuss the pros and cons of each type and generate a conversation about which is better for our country - 10 min</p>
Daily Homework:	<p>Written Response: Would you rather live on an island or on a mountain side? Why do you choose this option? What is good and bad about your choice? (one paragraph)</p>	<p>Think of six cities that you know; now add the Greek term "polis" to the end of their names. Write those new names.</p>	<p><i>HMH Ancient Civ, Mod 8, Lesson 1 Assess, Page 261</i> - Complete #'s 1-3 in complete sentences; due tomorrow!</p>	<p>Written Response: Describe the influence that the Greeks had on the people around them; how did trade bring peace to the region? (one paragraph)</p>	<p>Written Response: Which government would you rather live under: a tyranny or a democracy? Why do you feel that way? (one paragraph)</p>
Daily Bellwork:	<p>What do you know about Ancient Greece? Create a list of everything that you know or believe is part of their culture.</p>	<p>How did the Ancient Greeks effects the culture of the people of early Europe, Africa, and Asia?</p>	<p>What is a city-state? How did Greece spread their culture through the building of city-states?</p>	<p>How is a city-state similar to a colony? How is it different?</p>	<p>What is a tyrant? What is an aristocracy?</p>
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<p><i>HMH Ancient Civilization, Module Eight, Pages 267-269</i> - Using the numbers and letters format, outline the section highlighting democracy's foundations in Athens; what were some pros and cons of this method? Who was Pericles? Why was serving in government considered just as important as fighting in battle? - 20 min</p>	<p><i>HMH Ancient Civilization, Module Eight Assessment, Page 300</i> - Students in pairs, complete "Comprehension and Critical Thinking, #'s 9-10" via Google Docs; submit to your teacher when complete; review responses as a class - 20 min</p>	<p>(Part II of II) Illustrate, color, and write a caption for your thoughts of what it must have looked like in Ancient Sparta; you could illustrate the buildings that were seen on Google Images, or the young boys training to serve in the military; what did the women and girls do? Share with the class if you choose - 20 min</p>	<p>Watch "The Persians & Greeks: Crash Course World History #5" on YouTube (11:39 min) and discuss the recap of the Persian Empire and the Israelites; what did Greece contribute to the world in terms of the Arts? What was the Peloponnesian War? What fought in it? How long was it? What was the major reason that it occurred? Although there are some complex details in this video, it is illustrated well and a good foundation to the reading - 20 min</p>	<p>Teacher to introduce the Greek gods project and the requirements of it - 10 min</p>

Week 21	<p><i>HMH Ancient Civilization, Module Eight, Pages 270-271</i> - Read aloud and discuss the two types of democracy; what are the pros and cons to these types of government? What are two general statements that can be made about both types? - 15 min</p>	<p><i>HMH Ancient Civilization, Module Eight, Pages 272-274</i> - Read aloud and discuss life in Ancient Sparta; What rights did women have in Sparta? How is this different from other society's that were previously studied? What is a helot? Teacher to use Google Images to display images of "Sparta, Greece" (several tour companies have great photos); discuss how the geography helped shape their culture - 20 min</p>	<p><i>HMH Ancient Civilization, Module Eight, Pages 275-277 (stop at "Sparta and Athens Fight")</i> - Read aloud and discuss Athens verses Sparta; How is the role of women different in Athens than Sparta? What did Athens focus upon instead of military might? Which civilization is remembered more than the other? Why do you think that is so? - 15 min</p>	<p><i>HMH Ancient Civilization, Module Eight, Pages 277-279</i> - Read aloud and discuss Athens verses Sparta in the Peloponnesian War; Using a "Cause and Effect" graphic organizer, outline the causes of this war and how it lead to different situations; what did Athens and Sparta have in common that lead to this war? - 20 min</p>	<p>Students in pairs, using a "Sequence" graphic organizer outline the Peloponnesian War in a minimum of six steps; create a timeline displaying these events in order using as many dates as possible; share results with the class when complete - 25 min</p>
	<p>Students in pairs, create a Venn Diagram comparing and contrasting a Direct Democracy and a Representative Democracy; have at least two statements for each section; share with the class when complete - 15 min</p>	<p>(Part I of II) Illustrate, color, and write a caption for your thoughts of what it must have looked like in Ancient Sparta; you could illustrate the buildings that were seen on Google Images, or the young boys training to serve in the military; what did the women and girls do? Create a thoughtful illustration, not just a quick sketch - 15 min</p>	<p>Students in pairs, create a T-chart comparing and contrasting Athens and Sparta based upon this information so far; include elements of their lifestyle, culture, geographical location, role of women and children, government style, and slaves' rights - 15 min</p>	<p><i>HMH Ancient Civ, Module Eight, Page 278</i> - Use the "Explore ONLINE!" feature in your online to review the map; what familiar cities do you see in this map? Why are they familiar? Discuss the terrain and water (general geographic features) in this area? Complete "Interpret Maps, #'s 1-2" and discuss - 10 min</p>	<p><i>HMH Ancient Civilizations, Module Eight, Pages 290-291</i> - Read aloud "Literature in History" about <i>The Iliad</i> and <i>The Odyssey</i>; discuss the two stories and the heroes / dangers within them; answer "Connect Literature to History, #'s 1-2" in complete sentences - 15 min</p>
Daily Homework:	<p><i>HMH Ancient Civ, Mod 8, Lesson 2 Assess, Page 271</i> - Complete #'s 1-3 in complete sentences; due tomorrow!</p>	<p>Written Response: Would you have liked living in Ancient Sparta? Why or why not? (one paragraph)</p>	<p>Written Response: Which city-state would you rather live in, Athens or Sparta, and why? (one paragraph)</p>	<p>Written Response: How did the Persian War create a huge division in Ancient Greece? (one paragraph)</p>	<p><i>HMH Ancient Civ, Mod 8, Lesson 3 Assess, Page 279</i> - Complete #'s 1-3 in complete sentences; due tomorrow!</p>
Daily Bellwork:	<p><i>HMH Anc Civ, Mod 8, Page 268</i> - Read "Pericles' Funeral Oration" and answer the question</p>	<p><i>HMH Anc Civ, Mod 8, Page 269</i> - Read "The Rights of Citizens" and answer the question</p>	<p>What is the difference between a direct democracy and a representative democracy?</p>	<p><i>HMH Anc Civ, Mod 8, Page 274</i> - Read "Xenophon's Picture of an Ideal Household" and answer the question</p>	<p><i>HMH Anc Civ, Mod 8, Page 275</i> - Read "Views of Education" and answer the question</p>
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 22	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<p><i>HMH Ancient Civilization, Module Eight, Pages 280-282</i> - Read aloud and discuss the different Greek gods that are listed, which are familiar to you? Review the story about Theseus and the Minotaur; who was the Oracle at Delphi? What is a myth? How are they somewhat based upon fact? - 15 min</p>	<p>Teacher to discuss the upcoming field trip to the Cleveland Museum of Art; only 15 students to attend, MUST pack lunch, cost is \$3.00; no ill-behaved children will attend; remaining in-class time will be used to work on your Greek gods project - 30 min</p>	<p>In-class day to work on your Greek gods projects - 30 min</p>	<p>In-class day to work on your Greek gods projects - 30 min</p>	<p>In-class day to work on your Greek gods projects - 15 min</p>
	<p><i>HMH Ancient Civilization, Module Eight, Pages 280-282</i> - Students in pairs, create a T-chart; on the left side write at least three myths from the book, on the right side write how there may be some truth to them; share results with the class - 25 min</p>	<p><i>HMH Ancient Civilization, Module Eight, Pages 283-285</i> - Read aloud and discuss the Iliad and the Odyssey; how do these stories tell the history of a great war through a story? What are fables? What</p>	<p>Watch "How and why the Trojan war started" on YouTube (3:23 min) and discuss the war itself and the heroes of the war; review myths and fables; do you think that this is a myth, fable, or historically accurate? - 10 min</p>	<p><i>HMH Ancient Civilization, Module Eight, Pages 286-289</i> - Read aloud and discuss how the Ancient Greeks culture, writing, and myths have endured into modern times; create a table of geographic features</p>	<p><i>HMH Ancient Civilization, Module Eight, Pages 290-291</i> - Read aloud "Literature in History" about <i>The Iliad</i> and <i>The Odyssey</i>; discuss what the stories are stating and refer to the sidenotes for each; answer questions and discuss - 15 min</p>

	Teacher to use Google Images to view photos of the "Oracle at Delphi" and "Mount Olympus"; students to discuss these regions and the belief that the gods lived atop these massive mountains; how does the temple at Delphi appear now? What could have done these damage? - 10 min	Lesson does "The Tortoise and the Hare" and "The Boy Who Cried Wolf" signify? If you need resources to review these stories, they can be found by Googling the stories and quickly reading aloud - 20 min	<i>HMH Ancient Civilization, Module Eight, Pages 283-284</i> - Review and reread about Homer and the Trojan War; Teacher to Google Images of "Real City of Troy" and show remains of the real city of Ancient Troy; discuss the images of the city and what they may have been centuries ago - 10 min	named after Greek language and literature with a description of what the item is and where it is located; incorporate how Greek writers changed story telling and are credited with recording history - 20 min	<i>HMH Ancient Civilization, Module Eight Assessment, Page 300</i> - Students in pairs, complete "Comprehension and Critical Thinking, #'s 11-12" via Google Docs; submit to your teacher when complete; review responses as a class - 20 min
Daily Homework:	Written Response: Why do you think that the Greeks believed in many gods? Why did multiple gods make sense to them? (one paragraph)	Work on your Greek gods project!	Written Response: Do you think that the city of Troy actually existed? Or that the Trojan War was a myth? Why? (one paragraph)	Work on your Greek gods project!	<i>HMH Ancient Civ, Mod 8, Lesson 4 Assess, Page 289</i> - Complete #'s 1-3 in complete sentences; due tomorrow!
Daily Bellwork:	What do you know about myths? Do you know any Greek gods and what they represent?	What fables do you know of? What was "The Tortoise and the Hare", or "The Boy Who Cried Wolf"?	Who were Homer and Aesop? What did they famously write?	<i>HMH Ancient Civilization, Module Eight, Page 285</i> - Read "Biography - Aesop" and answer the question	Name three places or things and their locations that are named after Ancient Greek culture
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 23	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	In-class time to work on your Greek gods project - 20 min	In-class time to work on your Greek gods project - 20 min	In-class time to work on your Greek gods project - 20 min	(Part II of II) <i>HMH Ancient Civilization, Module Eight Assessment, Page 301</i> - Continuation of "Focus on Writing, # 20"; write your myth in Google Docs and share with your Teacher; it should be a minimum of eight sentences long and may tell or story, have a moral aspect, or be about a mythical creature - 30 min	Using the "Terms to Know from Week Twenty", create a crossword puzzle with questions either on computer paper or at the website " www.puzzle-maker.com/CW " and provide to your teacher; teacher to photocopy your puzzles and provide to other classmates tomorrow to solve as homework - 30 min
	<i>HMH Ancient Civilization, Module Eight, Pages 292-294</i> - Read aloud and discuss Ancient Greek art; why do you think many cultures and buildings today still use this style of work? What was the Parthenon? Who was it dedicated to? What is philosophy? Create a list of five important facts from this section that was just read - 20 min	<i>HMH Ancient Civilization, Module Eight, Pages 295-298</i> - Read aloud and create a table of the three Great Greek Philosophers as Euclid and Hippocrates; write their name at the top of the table with three facts about each in the corresponding columns; discuss and share your facts as a class - 30 min	<i>HMH Ancient Civilization, Module Eight Assessment, Pages 300-301</i> - Students in pairs, complete #'s 13-16 together and submit to your Teacher via Google Docs - 20 min	<i>HMH Ancient Civilization, Module Eight, "Social Studies Skills", Page 299</i> - Read aloud as a class and discuss the cost of something versus its worth; what is the benefit of a struggle if the cost of that struggle is high? Review "Learn the Skill" and create a chart with two columns titled "Benefits" and "Costs"; as indicated in "Practice the Skill", evaluate the rule of Peisistratus and conduct a cost-benefit analysis of his rule - 20 min	<i>HMH Ancient Civilizations, Module Nine, "You Try It!", Pages 304-305</i> - Read aloud and answer: who are Phillip II and Alexander the Great? What did they accomplish? What is Hellenistic? What does it mean? As a class, complete #'s 1-4 and discuss your responses - 20 min
Students to go to the following website " www.ancientathens3d.com/ " and explore what Athens looked like centuries ago - 10 min		(Part I of II) <i>HMH Ancient Civilization, Module Eight Assessment, Page 301</i> - As a class, review the different gods, heroic humans, and Titans discussed in this unit; as per "Focus on Writing, # 20" invent your own myth or character; see Part II of II for details - 10 min			

Daily Homework:	Written Response: Why do you think that the Greek designers took such care with the design of their buildings? Come up with two reasons	Written Response: Socrates was basically put to death because he was too smart and made people think in ways that worried them. Was this a just reason? Or was it unfair to condemn him to death over his intelligence?	<i>HMH Ancient Civ, Mod 8, Lesson 5 Assess, Page 298</i> - Complete #'s 1-3 in complete sentences; due tomorrow!	<i>HMH Ancient Civilization, Module Eight, "Social Studies Skills", Page 299</i> - Write a paragraph describing the rule of Peisistratus and evaluate if he was a good ruler or not; due tomorrow!	Complete your classmate's crossword from class today; due tomorrow!
Daily Bellwork:	Have you ever heard of the Parthenon? If so, what is it? What (or who) was it built for?	Have you ever heard of Plato, Socrates, and / or Aristotle? If so, who are they?	<i>HMH Ancient Civilization, Module Eight, Page 295</i> - Read " <i>The Death of Socrates</i> " and answer the question	<i>HMH Ancient Civilization, Module Eight, Page 297</i> - Read " <i>Biography - Euclid</i> " and answer the question	What do you know about Alexander the Great? What did he do?
Terms to Know:	<i>Macedonia, Phillip II, Phalanx, Alexander the Great, Hellenistic, Antigonus, Selucid Kingdom, Ptolemy, Cleopatra VII, Aristrachus</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 24	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<i>HMH Ancient Civilizations, Module Nine, Timeline of Events, Page 303</i> - Explore the timeline and review the dates; how long ago did these events happen? Subtract the year today from the years in this timeline to have a better understanding - 10 min	<i>HMH Ancient Civilizations, Module Nine, Pages 309-310</i> - Read aloud and discuss the Hellenistic Period; how did the actions of Alexander help to create this age? How did literature thrive under the Hellenistic Age? Use a "Cause and Effect" graphic organizer to outline Alexander's deeds and their effects on others - 25 min	<i>HMH Ancient Civilizations, Module Nine Assessment, Page 322</i> - Students in pairs, complete together #'s 1-3 & 9 via Google Docs; submit to your Teacher when complete; review as a class - 20 min	<i>HMH Ancient Civilizations, Module Nine Assessment, Page 323</i> - Students in pairs, complete together #'s 12-15 via Google Docs; submit to your Teacher when complete; review as a class - 20 min	<i>HMH Ancient Civilizations, Module Nine, Pages 316-320</i> - Read aloud and discuss how the Hellenistic people shaped the Mediterranean culture and into Asia; what major buildings did they construct? What did they look like compared to Greek buildings? Why? - 20 min
	<i>HMH Ancient Civilizations, Module Nine, Pages 306-308</i> - Read aloud and use a "Word Wheel" graphic organizer to outline Alexander the Great and his accomplishments; what empires did he conquer and some eventually destroy? What made his armies so powerful? - 20 min	Teacher to Google Images of "Greek Influence in India" and view how the Macedonians influenced the people as far away as India and Afghanistan with their art, buildings, sculptures, and culture; introduce the land of India and the region as a future unit of study - 10 min	<i>HMH Ancient Civilizations, Module Nine, Pages 311-313</i> - Read aloud and use a "Main Idea & Supporting Statements" graphic organizer to outline how Alexander's great Hellenistic kingdom was divided up and fell within 300 years; how many parts was it divided into? Why was it called each name? Where were those areas located? What flaws did each area appear to have? - 20 min	Watch "History vs. Cleopatra - Alex Gendler" on YouTube (4:27 min) and discuss Cleopatra VII and her reign as a Ptolemaic ruler but also Pharaoh; do you consider her a good queen or someone trying to destroy Rome based upon the video? - 10 min	<i>HMH Ancient Civilizations, Module Nine, Page 319</i> - Review the timeline of events on this page; how quickly did the Hellenistic Kingdom rise and fall? Discuss the lasting impact that time had on history; Students will work individually to copy this timeline onto computer paper; they will then add five more important dates with events found in their textbook about this unit to that timeline; use markers, colored pencils, or crayons to decorate or make visually appealing; share with the class when complete - 30 min
	<i>HMH Ancient Civilizations, Module Nine, Page 309</i> - Review the map and use the "Explore ONLINE" feature in your Chromebooks; relate the map to a present-day map and explore which modern day countries exist where Alexander conquered; answer the questions together - 15 min	Mini-Debate: Is Alexander a "Great Person"? Do his deeds as a great general and influence on other cultures make him a great person? Do you have to be war-like or a soldier to be considered "Great"? If not, what does make someone great? Students to discuss and debate the distinction of greatness - 15 min	<i>HMH Ancient Civilization, Module Nine, Page 312</i> - Review the "Explore ONLINE!" map and its features with your Chromebooks; what geographic features were part of each kingdom? In which regions were the other Greek city-states located? Answer the questions and discuss - 10 min	In-class day to work on your Greek gods projects - 20 min	
Daily Homework:	Written Response: In just 13 years, Alexander conquered land the size of the United States. Could something like this ever happen now-a-days? Why or why not? (one paragraph)	Written Response: Do you feel that Alexander was a "great person"? Why or why not? (one paragraph)	<i>HMH Ancient Civ, Mod 9, Lesson 1 Assess, Page 310</i> - Complete #'s 1-3 in complete sentences; due tomorrow!	Finish your Greek Gods Project; it is due tomorrow!	<i>HMH Ancient Civ, Mod 9, Lesson 2 Assess, Page 315</i> - Complete #'s 1-2 in complete sentences; due tomorrow!

Daily Bellwork:	What features make a strong army? Is it better weapons or the size of the army? Does it matter?	What lands did Alexander the Great and his armies conquer? Name at least three and discuss	<i>HMH Ancient Civ, Module Nine, Page 308</i> - Read "Alexander and His Horse" and answer the question	What cultural influences did Alexander and his conquests have on other people at the time?	<i>HMH Ancient Civ, Module Nine, Page 313</i> - Read "Cleopatra VII" and answer the question
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	
Week 25	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Field Trip to the Cleveland Museum of Art to view the Ancient Greek and Hellenistic artwork and cultural designs; students to tour the museum but should focus upon the Greek and Hellenistic Kingdom work; Museum is closed on Mondays so the trip MUST occur on a Tuesday through Friday; call (216) 421-7350 to schedule the trip, visit clevelandart.org for more information; charge \$3.00 per student to attend and students must pack their lunch; do NOT take ill-behaved children, use the school van for transportation and only take a maximum of 15 children; wear gym shirts and khaki pants when attending	
	<i>HMH Ancient Civilizations, Module Nine, Page 321</i> - Read "Interpret Charts" aloud and discuss flow charts; Discuss the aspects in "Learn the Skill" and review the chart on the Hellenistic Kingdoms; answer #'s 1-4 as a class and discuss other ideas that could be added to the chart - 15 min	Review study guide for test tomorrow on Ancient Greece and the Hellenistic Kingdoms - 20 min	Test on Ancient Greece and the Hellenistic Kingdoms - 30 min		
	<i>HMH Ancient Civilizations, Module Nine Assessment, "Social Studies Skills", Page 323</i> - Students in pairs, as per question #16 create a concept map linking together Ancient Greece and Hellenistic Kingdoms; include in your maps at least fifteen bubbles; Topics to spread into should include philosophers, art, wars, rulers, and gods; share with your class when complete - 35 min	Play "Kahoot!" to review about Ancient Greece and the Hellenistic Kingdoms; approved games include "Ancient Greece, 5 questions, 20 sec", "Ancient Greece, 12 questions, 30 sec", and "Ancient Greece - The Empire of Alexander the Great, 10 questions, 20 sec" - 20 min	Students to go to the following website " http://skunksoup.com/2012/02/free-online-games/strategy/simulation/empire-building/alexander-the-great " and command simulated armies of Alexander the Great on his conquests - 20 min		
Daily Homework:	<i>HMH Ancient Civ, Mod 9, Lesson 3 Assess, Page 320</i> - Complete #'s 1-2 in complete sentences; due tomorrow!	Study for test tomorrow on Ancient Greece and the Hellenistic Kingdoms	Make sure to pack your lunch and have your field trip forms turned in for tomorrow's trip to the Cleveland Museum of Art!	Written Response: How did the field trip today help you to understand Ancient Greek art and culture better? (one paragraph)	
Daily Bellwork:	Why did the Hellenistic Kingdoms build such large buildings and decorate them so much? How do you think other cultures felt about that?	What is one area of Ancient Greece or the Hellenistic Kingdoms that you do not understand?	None	None	

Unit : Ancient India including the Aryans, the Mauryas, and the Guptas

Terms to Know:	<i>Subcontinent, Monsoons, Seals, Sanskrit, Caste System, Hinduism, Reincarnation, Karma, Samskaras, Jainism, Mahavira, Nonviolence, Sikhism, Guru Nanak, Fasting, Meditation, The Buddha, Buddhism, Eight Fold Path, Nirvana, Missionaries, Chandragupta Maurya, Asoka, Chandra Gupta II, Metallurgy, Alloys, Hindu-Arabic Numerals, Inoculation, Astronomy,</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min

	<p><i>HMH Ancient Civilizations, Module Five, Timeline of Events, Page 140</i> - Explore the timeline and review the dates; how long ago did these events happen? Subtract the year today from the years in this timeline to have a better understanding - 10 min</p>	<p><i>HMH Ancient Civilizations, Module Five, "Explore ONLINE!", Page 145</i> - Review the map about India and the "Explore ONLINE" feature in your Chromebook; what bodies of water lie around India? Using the elevation box, describe the terrain throughout India? What is it like in the north and very south? How far in miles is India from north-to-south? - 10 min</p>	<p>Watch "Ancient Aliens: Ancient Nuclear Energy at Mohenjo Daro (Season 9) History" on YouTube (5:18 min) and discuss a scientific theory that states that Mohenjo-Daro was destroyed in a great war with a huge eruption; what evidence is there that this occurred? What story from India's past somewhat aligns with this theory? What do you think? Is it possible that they figured out nuclear power thousands of years ago but misused it and caused an explosion? - 15 min</p>	<p>Students to go to the website "www.duolingo.com" to set up an account using their Google accounts; students will choose to learn Hindi in alignment with their study of Ancient India; students will choose "Casual" as their learning speed and get started learning today - 15 min</p>	<p><i>HMH Ancient Civilizations, Module Five, Pages 152-154</i> - Students in pairs, create a table using Google Sheets outlining the five Castes of Ancient India; provide the name of each Caste, what their role was, potential jobs for that person, a description of their quality of life, and their status in the system (high quality, medium quality, or low quality); share with Teacher when complete, review as a class - 30 min</p>
Week 26	<p><i>HMH Ancient Civilizations, Module Five, "You Try It!", Pages 142-143</i> - Read aloud and answer: who are the Harappan people based upon the reading? Where did they live? What were their accomplishments? As a class, complete #'s 1-2 and discuss your responses - 15 min</p>	<p><i>HMH Ancient Civilizations, Module Five, Pages 146-148</i> - Read aloud and discuss the Harappan people and Mohenjo-Daro; where was Mohenjo-Daro located? What made these cities well-planned? How were these homes advanced for their time? How did the Harappan civilization collapse? - 20 min</p>	<p><i>HMH Ancient Civilization, Module Five, Pages 149-152 (stop at "Indian Social Structure")</i> - Read aloud and discuss the Aryans and the Vedic Period; what were the Vedas? Where did the Aryans most-likely come from? What are the Upanishads? Over how many years were the Upanishads written? How does that time frame compare to our Bible? What is Sanskrit? - 20 min</p>	<p><i>HMH Ancient Civilizations, Module Five, "Explore ONLINE!", Page 150</i> - Review the map about India and the "Explore ONLINE" feature in your Chromebook; what bodies of water lie to the northwest and south of India? What plateaus border India? What mountains did the Aryans come from to India? How far in miles did they travel? Answer "Interpret Maps" question and discuss - 10 min</p>	<p>Discussion: Do you think that we have a Caste System in our country? Why or why not? What evidence do you have to support your thoughts? - 10 min</p>
	<p><i>HMH Ancient Civilizations, Module Five, Pages 144-145</i> - Read aloud and discuss the geography of India and the subcontinent itself; discuss monsoons and how they effect the weather in general; Teacher to provide a blank map of India; students to label and color the Himalayas (brown), Indus & Ganges Rivers (blue), Indian Ocean (blue), the Ghats (green), the rest of Asia (red), and the deserts on the northwest corner (yellow) - 20 min</p>	<p>Watch "Indus Valley Civilization : Harappa and Mohenjo Daro" on YouTube (9:40 min) and discuss how cities and civilization changed as Mohenjo-Daro formed; what is one of the biggest mysteries of the Harappan people? What is the reason that the scientist provides the decline of Mohenjo-Daro? Mini-debate: is there such thing as climate change? How would climate change effect us? What would happen if Lake Erie dried up? What would we do for water? - 20 min</p>	<p>Teacher to Google Image "Sanskrit" and review what specific letters look like; students to try to write their name in Sanskrit as close as they can; which letters are in our alphabet but not in Sanskrit? Students to view other types of Sanskrit to view those letters and continue writing their name in Sanskrit - 15 min</p>	<p><i>HMH Ancient Civilizations, Module Five, Pages 152-154</i> - Students to read in pairs and write at least seven notes on this section; what was the caste system? What are the five levels of the caste system? What does each level consist of and what challenges do the lower levels face? Who are the "untouchables"? How was the role of women different in Ancient India than in other ancient cultures? Compare notes as a class, Teacher to review notes and lead discussion - 25 min</p>	<p>Watch "The Indian Caste System - An Introduction" on YouTube (4:22 min) and discuss what the Caste System looks like; how do the people who live in the system respond to it? What do you think about it? Is this a fair system of life? Why or why not? - 10 min</p>
Daily Homework:	<p>Monsoons can create 200 inches of rain, how many feet is that? Write a paragraph imagining what it would be like to live through a monsoon (one paragraph)</p>	<p>Mohenjo-Daro and the Harappans were just as large as the Egyptian empire, yet are relatively unknown; why do you think that is? Provide two reasonings for your answer</p>	<p><i>HMH Ancient Civilization, Module Five, Lesson 1 Assessment, Page 148</i> - Complete #'s 1-2 in complete sentences; due tomorrow!</p>	<p>Do you think that we have a Caste System (or something similar to it) in our country? Why or why not?</p>	<p>Do you think that the Caste System is a fair system of life? Why or why not? Provide evidence and / or examples for your reasoning (one paragraph)</p>

Daily Bellwork:	Students to review a map of India and answer the questions: how do you think the mountains effect the weather and people here?	What are monsoons? How do they effect the people of the subcontinent of India?	Assume that climate change destroyed the Harappan civilization, how could it effect our country? Where are our largest cities? How could rising water levels effect them?	Define Sanskrit, Upanishads, and Aryan	Practice Hindi at "www.duolingo.com" for five minutes
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 27	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	Simulation - Teacher to lead the simulation of the Caste System and review the materials about the caste system regarding it; students to be assigned a role as one of the five Castes and portray the life of that individual; complete the triangle worksheet with pasting roles, read the section on the Caste System aloud, and complete the questions together as a class fulfilling the Caste System roles together - 40 min	Students in pairs, use a Venn Diagram to compare and contrast the role of women in Ancient India vs any other culture that we've studied this year; two statements per section, six total statements; share with the class when complete - 20 min <i>HMH Ancient Civilizations, Module Five, Pages 155-157</i> - Read aloud about Hinduism and how it formed; how is it different from other religions that we've studied? What is Brahman? Who are the three major gods (deities) in Hinduism? What is karma, reincarnation, and yoga? What is Samskaras? - 20 min	<i>HMH Ancient Civilizations, Module Five, Pages 158-159</i> - Read aloud and discuss Jainism and Sikhism; how are these two religions similar to Hinduism yet different? What is nonviolence? How do you feel about not harming any living creature ever? Teacher to show an image of how Sikhs dress on Google Images - 15 min Students to illustrate, color, and write a caption for an image of either a Sikh or an Indian god (Brahma the Creator, Shiva the Destroyer, Vishnu the Preserver, Ganesha the Wise, and Lakshmi the goddess of Wealth); students should write in their caption who the individual is and why they chose to illustrate them; share illustrations and captions with the class when complete - 35 min	<i>HMH Ancient Civilizations, Module Five, Pages 155-159</i> - Students in pairs, using Google Sheets students will create a spreadsheet outlining the differences between Hinduism, Jainism, Sikhism, and Christianity; include as columns the four religions; include as rows the following: the founder of each religion, the name of their religious book, how old it is, name of God (gods), view of death, view of karma, and role of priests in society; share with your Teacher when complete; Teacher to discuss as a class when complete - 40 min Watch "How Did Mahatma Gandhi Change The World?" on YouTube (6:58 min) and discuss Gandhi's teachings and methods for such; How did he experience racism? How did he express protest? How did Gandhi peacefully lead change in the world? What eventually happened to him? - 10 min	Teacher to review Hinduism, Jainism, and Sikhism; discuss differences; review karma and dharma, what is the difference yet how do they relate? How are these religions similar to others that we've discussed? - 10 min <i>HMH Ancient Civilizations, Module Five Assessment, Page 178</i> - Students in pairs, complete via Google Docs #'s 10-12 and share with your Teacher; discuss responses as a class and check for accuracy - 20 min <i>HMH Ancient Civilizations, Module Five, Pages 160-163</i> - Read aloud and use a "Concept Map" to outline the precepts of Buddhism; include nirvana, the Buddha, the Four Noble Truths, and the Eightfold Path; discuss each element as you proceed - 20 min
	Quick Write: Using Google Docs, write a reflection on the caste system portrayal that was conducted in class today; how did it help you to understand how the Caste System works in India? Even though it is outlawed, it still exists in many areas; do you think that is fair? - 10 min	Discussion: As a class create a T-chart and discuss the differences between Hinduism (left) and Christianity (right); include the founder of each religion, the name of their religious book, how old it is, name of God (gods), view of death, and role of priests in society - 15 min			
Daily Homework:	Reflect upon the Caste System: Priests and teachers are higher than rulers & warriors, what does this tell you about how both of these people are viewed by their society? Why do you think that?	<i>HMH Ancient Civilization, Module Five, Lesson 2 Assessment, Page 154</i> - Complete #'s 1-3 in complete sentences; due tomorrow!	Finish your illustration, coloring, and caption if it is not completed yet; due tomorrow!	Written Response: What do you think of Gandhi? Why were his methods effective? How did he bring positive change in the world?	<i>HMH Ancient Civilization, Module Five, Lesson 3 Assessment, Page 159</i> - Complete #'s 1-2 in complete sentences or as indicated; due tomorrow!
Daily Bellwork:	Practice Hindi at "www.duolingo.com" for five minutes	Practice Hindi at "www.duolingo.com" for five minutes	Practice Hindi at "www.duolingo.com" for five minutes	Practice Hindi at "www.duolingo.com" for five minutes	Practice Hindi at "www.duolingo.com" for five minutes
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min

	<p><i>HMH Ancient Civilization, Module Five, Pages 155-163</i> - Discussion: Review Buddhism overall, the Four Noble Truths, and the Eightfold Path; review the teachings themselves, create a T-chart reviewing the precepts of Hinduism (left) and Buddhism (right) and compare - 20min</p>	<p><i>HMH Ancient Civilizations, Module Five, "Explore ONLINE!", Page 164</i> - Review the map about India and the "Explore ONLINE" feature in your Chromebook; what geographical features can you locate? What routes did the missionaries take to spread Buggghism? How far in miles did they travel in each direction? Answer "Interpret Maps" question and discuss - 10 min</p>	<p>Students in pairs, create a T-chart comparing the Eight Fold Path (left) to Christianity (right) outlining as many concepts as possible; share T-chart with the class; Teacher to discuss thoughts and overview of both to show how they can connect - 25 min</p>	<p>Discussion: as a class, review Asoka and his conversion to Buddhism; how was he different as a ruler after his conversion? How may his people have viewed him? Review that Alexander the Great's armies stopped their march just beyond the Indus River in 325 BC; how does this timeline overlap with Chandragupta Maurya's rise to power? What do you think may have occurred in India? Several answers are possible; theorize and discuss - 15 min</p>	<p><i>HMH Ancient Civilizations, Module Five, "Explore ONLINE!", Page 169</i> - Review the map about India and the "Explore ONLINE" feature in your Chromebook; what geographical features can you locate? How far in miles does the Gupta Empire stretch in each direction? Compare this map to that of the Mauryan Empire, why do you think the Mauryan Empire was larger? What natural border stops both empires to the north? Answer "Interpret Maps" question and discuss - 10 min</p>
Week 28	<p>Teacher to go to Google Images to view images of "buddha statues of the world" and see the various ways that Buddhism is portrayed across the world; which statue is most amazing, in your opinion? Why do you think people build some of these statues in such an amazing way? - 10 min</p>	<p>Watch "What Exactly Is Nirvana?" on YouTube (4:49 min) and discuss the basics of Nirvana; how do you achieve it? What happens to you when you achieve it? Why is Nirvana good? Is it a place? - 10 min</p>	<p><i>HMH Ancient Civilization, Module Five, Pages 167-169</i> - Read aloud and discuss about the Mauryan Empire, specifically Chandragupta and Asoka; students in pairs, use a "Cause and Effect" graphic organizer to outline the rise and fall of this empire; share with the class and discuss - 25 min</p>	<p><i>HMH Ancient Civilizations, Module Five, "Explore ONLINE!", Page 168</i> - Review the map about India and the "Explore ONLINE" feature in your Chromebook; what geographical features can you locate? How far in miles does the Mauryan Empire stretch in each direction? Based upon the rivers shown, how do you think the monsoons effect India? Answer "Interpret Maps" question and discuss - 10 min</p>	<p><i>HMH Ancient Civilizations, Module Five, Pages 167-171</i> - Students in pairs, compare the Mauryan and Gupta Empires by using a T-chart; create at least five statements for each side if possible; areas to focus upon are great leaders, range of empire, religion of empire, decline of the empire, and achievements of each empire; students to review T-charts and share with the class; in your opinion, which empire was better? Why? - 20 min</p>
	<p><i>HMH Ancient Civilization, Module Five, Pages 164-166</i> - Students in pairs, read together and write five notes about the spread of Buddhism; what two groups did Buddhism split into? Teacher to review notes and verify importance for content; discuss as a class - 20 min</p>	<p>Students will illustrate, color, and write a caption for an image of the Buddha with either the Eight Fold Path or the Four Noble Truths surrounding him; Students may refer to the images of the Buddha seen online and can model the portrayal of the Buddha with the Eightfold Path surrounding him as depicted on page 163 of the textbook; best effort required; caption to include what students illustrated with which teachings are included - 30 min</p>		<p><i>HMH Ancient Civilization, Module Five, Pages 169-171</i> - Read aloud and discuss the Gupta Empire; what was their empire based upon? Who eventually conquered them? Students will debate who was the best ruler discussed in class so far: Alexander the Great, Asoka, the Guptas, Xerxes, David, or someone else? Teacher to lead discussion and review of content - 25 min</p>	<p><i>HMH Ancient Civilization, Module Five Assessment, Pages 178-179</i> - As a class review the precepts of Buddhism and Hinduism; how were they similar yet different? Students in pairs yet functioning as a class, complete #'s 13-14 & 16-17 together using Google Docs; submit to your Teacher when complete; discuss each question aloud as a class, then in pairs to decide on each pairs' response before submitting for each - 20 min</p>
Daily Homework:	<p>Review each step of the Eightfold Path; how does each step personally help you in your life? Create a list to assist</p>	<p><i>HMH Ancient Civilization, Module Five, Lesson 4 Assessment, Page 166</i> - Complete #'s 1-3 in complete sentences or as indicated; due tomorrow!</p>	<p>How did the conversion to Buddhism change Asoka? Compare and contrast Asoka before and after his conversion; which version of him was a better ruler (in your opinion)?</p>	<p>Use a Venn Diagram to compare and contrast the Guptas to the Mauryan Empire; have two statements for each section (total of six statements); due tomorrow!</p>	<p><i>HMH Ancient Civilization, Module Five, Lesson 5 Assessment, Page 171</i> - Complete #'s 1-2 in complete sentences or as indicated; due tomorrow!</p>

Daily Bellwork:	Practice Hindi at "www.duolingo.com" for five minutes	Practice Hindi at "www.duolingo.com" for five minutes	Practice Hindi at "www.duolingo.com" for five minutes	Practice Hindi at "www.duolingo.com" for five minutes	Practice Hindi at "www.duolingo.com" for five minutes
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 29	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	(Part II of II) Complete the crossword puzzle from the previous lesson; students to provide it to their Teacher; Teacher to provide puzzles to other students to solve at random; all puzzles must include EACH "Term to Know from Week Twenty-Six" - 40 min
	<i>HMH Ancient Civilizations, Module Five, Pages 172-174 (stop at "Scientific Advances")</i> - Read aloud and discuss the works of Indian literature, specifically the Mahabharata; what is this story about? Describe Indian art, where was much of it placed or created for? What were many statues of? - 15 min	Watch "The Bhagavad Gita - Kids Animation Cartoon Movie - Literature" on YouTube (16:46 min) and discuss how this ancient story was a building block for Ancient Indian civilization; what larger story is this segment part of? What was the root or cause of this epic? What terms or people from our studies do you recognize in this video? - 20 min	Teacher to go to the following website " http://onlinemathhomeworkhelp.blogspot.com/2010/08/different-numbers-in-india.html " to display numbers as they appeared in various different areas of India over time; which numbers most-closely resemble our number system? Students to review the different images and decipher which numbers in our number system came from which specific region of Indian culture; discuss the differences; try calculating created math problems using the different numbers as they appear on the chart and solve them together as a class; select numbers from several different systems to integrate and practice - 20 min	(Part II of II) Students will complete their prior work to illustrate, color, and write a caption for one of the following options: a scene from the war of the Mahabharata (must provide knowledge of the people fighting and why), an Ancient Indian temple complete with diverse coloration and detailed artwork, or one of the ancient buildings used for metallurgy or astronomy that we've observed; student work must be colored and to their best effort; caption should include what the illustration is about and why the student chose to draw it - 20 min	
	Teacher to go to Google Images to view images of "Buddhist temple in India" and review the artwork in these temples; what are three characteristics that stand out to you of them? Modify the search to review "Ancient Buddhist temple in India", how are these temples different than the more-modern ones? Would you like to live in a country or area where religion is so prominent as it is there? Why or why not? - 10 min	<i>HMH Ancient Civilizations, Module Five, Pages 174-176</i> - Students read in pairs and take five notes of important facts found during the reading; as a class discuss the notes and why each pair feels they're important; Teacher to verify notes as what is needed for assessment; review content together from previous lessons - 20 min	Teacher to go to the following website " www.crystalinks.com/indiaastronomy.html " to display images of how the Ancient Indians used to measure time with sun dials and observe the planets; display modern images of "space observatories"; how do they compare & contrast? review from the text (page 176) the discoveries of the Ancient Indians; why are they fairly amazing compared to other ancient cultures we've studied? - 10 min	Students to go to the website " www.taj-mahal.net/newtaj/ " to view the photos and virtual tour of the Taj Mahal; when was this monument built? What was it built for? What is this moment actually a construction of? How does this monument match the other buildings and construction that we've seen? - 15 min	
<i>HMH Ancient Civilizations, Module Five, Pages 177 & 179</i> - Read aloud "Social Studies Skills" and discuss the diagram; review the parts of the diagram of the "Great Stupa of Sanchi"; read the paragraphs and answer "Practice the Skill #'s 1-3" together; on Page 179, review and discuss "Social Studies Skills, #19"; discuss the diagram of the Great Stupa and relate it to a floorplan of our school; students to attempt to create a floorplan of our school based upon their knowledge of locations (try not to look at the fire drill poster!) - 25 min	Teacher to Google Image "Indian Metallurgy" and review Ancient India Iron images; why do you think it hasn't rusted? What is the Iron Pillar and why is it scientifically amazing? Go to the following website " https://global8metallurgy.weebly.com/metallurgy-in-india.html " and read about the early history of metallurgy in India; Teacher to introduce the Silk Road and explain the routes of trade as per this map; what goods in addition to iron where imported and exported from India? - 10 min	(Part I of II) Students will illustrate, color, and write a caption for one of the following options: a scene from the war of the Mahabharata (must provide knowledge of the people fighting and why), an Ancient Indian temple complete with diverse coloration and detailed artwork, or one of the ancient buildings used for metallurgy or astronomy that we've observed; student work must be colored and to their best effort; caption should include what the illustration is about and why the student chose to draw it - 20 min	(Part I of II) Students will use graph paper or a website (such as " www.puzzle-maker.com/CW/ ") to create a crossword puzzle from the "Terms to Know from Week Twenty-Six"; students must use each term to create a clue; answers should be responses found within the puzzle; when complete, students will provide the puzzle to their Teacher who will at random provide that puzzle to other students to solve - 15 min	As a final review of this unit, when completed with the crossword puzzle students will go to the following website " www.bbc.co.uk/bitesize/topics/zxn3r82 " to play interactive games about growing up in the Indus Valley; Teacher to verify that students are playing appropriately - 15 min	
Daily Homework:	<i>HMH Ancient Civilizations, Module Five, Page 179</i> - Complete # 19 from today's lesson if not complete; create a floor plan of your home similar to the temple; due tomorrow!	<i>HMH Ancient Civilizations, Module Five Assessment, Page 178</i> - Complete # 15; due tomorrow!	<i>HMH Ancient Civilization, Module Five, Lesson 6 Assessment, Page 176</i> - Complete #'s 1-3 in complete sentences or as indicated; due tomorrow!	What do you think of the Taj Mahal being built as a huge burial chamber? Is it a huge symbol of love to a king's queen? Or silly that something so large would be built as a tomb? Explain your answer	None

Daily Bellwork:	Practice Hindi at "www.duolingo.com" for five minutes	Practice Hindi at "www.duolingo.com" for five minutes	Practice Hindi at "www.duolingo.com" for five minutes	Practice Hindi at "www.duolingo.com" for five minutes	None
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Unit : Ancient China including the Silk Road

Terms to Know:	Himalayas, Gobi Desert, Yellow River, Yangzi River, Tibet, Jade, Dynasty, Oracle, Lords, Peasants, Confucius, Laozi, Ethics, Confucianism, Daoism, Legalism, Qin Dynasty, Shi Huangdi, Terracotta, Great Wall of China, Han Dynasty, Wudi (Emperor Wu), Sundial, Seismograph, Acupuncture, Silk, Diffusion, Silk Road,				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 30	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<i>HMH Ancient Civilizations, Module Six, Timeline of Events, Page 180</i> - Explore the timeline and review the dates; how long ago did these events happen? Subtract the year today from the years in this timeline to have a better understanding - 10 min	<i>HMH Ancient Civilizations, Module Six, "Explore ONLINE!", Page 185</i> - Review the map about China and the "Explore ONLINE" feature in your Chromebook; what geographical features can you locate? Look at the insert in the map titled "China's Size", how does China compare to the size of the USA? How do the Gobi Desert and Himalayas provide natural barriers? Answer "Interpret Maps" question and discuss - 10 min	Students in pairs, use a Venn Diagram to compare and contrast the Xia and Shang Dynasties as outlined in the textbook; have at least two statements per section (six total statements); review and discuss as a class; why do you think the legend of Yu the Great could be true? How could it also be fiction? Discuss - 20 min	<i>HMH Ancient Civilizations, Module Six, "Explore ONLINE!", Page 188</i> - Review the map about China and the "Explore ONLINE" feature in your Chromebook; what geographical features can you locate? What rivers run through the Shang Dynasty on this map? Use the scale to measure in miles how far the dynasty extended from east to west and from north to south; Answer "Interpret Maps" question and discuss - 10 min	<i>HMH Ancient Civilizations, Module Six, "Explore ONLINE!", Page 193</i> - Review the map about China and the "Explore ONLINE" feature in your Chromebook; how many years was the Zhou Dynasty in power? What two rivers ran through this dynasty? What city was located furthest west? Which was the furthest north? Use the scale to measure in miles how far Ji was from Hao; Answer "Interpret Maps" question and discuss - 10 min
	<i>HMH Ancient Civilizations, Module Six, "You Try It!", Pages 182-183</i> - Read aloud and answer: what are the best methods to summarizing historical texts? Who are the Shang Dynasty based upon the reading? Read "You Try It, #'s 1-2" and discuss the contributions of the Ancient Chinese people; share your responses - 15 min	<i>HMH Ancient Civilizations, Module Six, Pages 187-191</i> - Read aloud and discuss the Shang Dynasty; use a "Main Ideas & Supporting Ideas" graphic organizer to help outline the contributions of these people; Who were the Xia People and Yu the Great? Discuss the social structure and order of people in the Shang Society; Compare the start date of these civilizations to others that we've studied - 20 min	Teacher to go to Google Images and display "Shang Dynasty Writing Oracle Bones" to show the writings on turtle bones with examples and discuss; go to the following website " https://aircampgames.com/oracle-bones-to-modern-script/ " to display Shang Dynasty writing versus modern Chinese writing and how it evolved; students to practice writing some of the words presented - 20 min	<i>HMH Ancient Civilizations, Module Six, Pages 192-195</i> - (stop at "Confucius and Society") - Read aloud as a class; students to take notes about the Zhou Dynasty and its rise & fall from power; What was the Warring States Period? What does this name tell you about this era? Students to share notes with Teacher and discuss important facts; purpose is to assist with notetaking skills - 25 min	Watch "Who was Confucius? - Bryan W. Van Norden" on YouTube (4:30 min) and discuss how Confucius tried to teach others to take care of each other, care for their family, love and honor parents, and find joy in arts and public works; compare his teachings to those of Jesus, how are they similar? How do they differ? It is important to note that Confucius was born BEFORE Jesus - 10 min
<i>HMH Ancient Civilizations, Module Six, Pages 184-186</i> - Read aloud and discuss the geography of China and Asia in this region; Review the map and photos, how does this region appear? Teacher to provide a blank map of Eastern-Asia; students to label and color the Himalayas (brown), outline the Yellow & Yangzi Rivers (blue), Pacific Ocean (blue), the plains on the east-coast (green), the Plateau of Tibet (orange), the rest of Asia (pink), India (purple), and the Gobi and Taklimakan Deserts (yellow) - 25 min	Divide the class in half; each half will form pairs of students and each half will complete two different tasks; one half of the class of paired students will use a T-chart to compare the social structure of the Shang Dynasty to that of the Caste System in India; the other half of the class of paired students will create a table of previous civilizations that we've studied and what events occurred in those civilizations in the years 2200 BC and 1500 BC; both groups to share with the class and discuss - 20 min	Teacher and students to go to the following website " http://mathshistory.st-andrews.ac.uk/HistTopics/Chinese_numerals.html " to review Shang Dynasty numbers; Teacher to create several problems for students to solve using these symbols for numbers - 10 min	Students in pairs, create a "Concept Map" linking together similarities between the Shang and Zhou Dynasties; include the political system and rulers; how do kings, priests, and servants fit into the structures? share and discuss maps as a class - 15 min	<i>HMH Ancient Civilizations, Module Six, Pages 195-199</i> - Teacher to assist students with outlining these pages using the "numbers & letters format" used previously and seen in MS Word; Read aloud and discuss the three different philosophies; why do you think each of these caught on so popularly? Teacher to discuss how each of these philosophies is still useful today - 30 min	

Daily Homework:	Predict how you believe that the Ancient Chinese and Ancient Indians may have interacted; why do you think this?	Why do you think many ancient cultures had social structures in place? Why did they use slave labor?	<i>HMH Ancient Civilization, Module Six, Lesson 1 Assessment, Page 191</i> - Complete #'s 1-3 in complete sentences or as indicated; due tomorrow!	Do you think the Zhou system of government was fair? Why or why not?	Students to list the three philosophies discussed in class today; provide an example of how each of these is seen in the world today; due tomorrow!
Daily Bellwork:	Who do you know about China or its history? Create a list of facts that you know are true	Practice Chinese at "www.duolingo.com" for five minutes	Practice Chinese at "www.duolingo.com" for five minutes	Practice Chinese at "www.duolingo.com" for five minutes	Practice Chinese at "www.duolingo.com" for five minutes
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 31	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	Discussion: Review the three Chinese philosophies; who is a famous person in each philosophy? What are the precepts for each philosophy? - 15 min	<i>HMH Ancient Civilizations, Module Six, Pages 200-203 (stop at "Qin Achievements")</i> - Read aloud and discuss the Qin Dynasty; Who was Shi Huangdi? Why was he important to Ancient China? What did he succeed in doing that wasn't done in 200 years? What did he put in charge of each area that he conquered? How does this sound similar to other cultures we have studied? - 20 min	Discussion: review the characteristics of a good leader; what traits make someone a good leader? Students to create a list and discuss leaders that we have learned about this year; what made them good leaders? What Shi Huangdi a good leader? Do good works make you a good leader? Why or why not? - 15 min	Teacher to go to Google Images to display images of the "Great Wall of China" and the "Terra Cotta Statues of Shi Huangdi"; discuss the images and the importance of them to the people at the time; why are these considered wonderful works of art, yet also materials of war? - 15 min	Teacher and students to go to the following website " http://www.china.org.cn/english/culture/229549.htm " to read about Shi Huangdi's tomb; how is the tomb booby-trapped? What happened to the servants burying him? How large is it? Was Shi Huangdi preserved at all? What treasures may still be there? - 15 min
	Students in pairs, use a Venn Diagram to compare & contrast two of the three different philosophies; have three statements for each section (nine total); share and discuss as a class - 20 min	<i>HMH Ancient Civilizations, Module Six, "Explore ONLINE!", Page 201</i> - Review the map about China and the "Explore ONLINE" feature in your Chromebook; How many Warring States appear on this map? What river in the South does the Qin Dynasty extend to? Along what border is the Great Wall built? Using the scale, how far is it from Wu to Chengdu in miles?; Answer "Interpret Maps" question and discuss - 10 min	<i>HMH Ancient Civilizations, Module Six, Pages 203-205</i> - Read aloud about the achievements of the Qin Dynasty and Shi Huangdi; Why was the Great Wall built? What is irrigation? What type of grain grows abundantly in China that requires lots of water? How did Shi Huangdi unify China yet also helped to create its downfall? What occurred again shortly after his death? - 15 min	<i>HMH Ancient Civilizations, Module Six, Pages 206-207</i> - Students in pairs, read this section and discuss the Han Dynasty; students to write four notes about this section; as a class Teacher to review notes and discuss important facets of the Han Dynasty; who were Liu Bang and Wudi? Why were each of these emperors important to the Han Dynasty? What philosophy did they believe in and want others to follow too? - 15 min	<i>HMH Ancient Civilizations, Module Six, "Explore ONLINE!", Page 207</i> - Review the map about China and the "Explore ONLINE" feature in your Chromebook; How far in miles does the Han Dynasty stretch to the west of Dunhuang? What modern-day cities are located on this map? Where was the Great Wall added from the previous map? What rivers are part of the Han Dynasty? Answer "Interpret Maps" question and discuss - 10 min
	Go to the following website and read about the Warring States Period " www.chinahighlights.com/travelguide/china-history/warring-states-period.htm " and discuss; how many states went into war with each other? Which State would be divided into other States? Which State wins the war? How long did the Warring States Period last? - 10 min	Students in pairs, using Google Sheets students will create a table with three columns; in the first column, students will list the policies and changes that Shi Huangdi brought to China (minimum five); in the second column, students will list the outcomes of those changes; in the third column, students will list if they think this action was done for the PEOPLE of the land or was done for Shi Huangdi himself; share with Teacher when complete and discuss your thoughts as a class - 20 min	Students in pairs, use a "Sequence" graphic organizer to link together events from the Warring States, to the victory of the Qin, to the rule of Shi Huangdi, to another civil war in China; students to include supporting details to link these segments together; present your information to the class and discuss openly - 20 min	Students and Teacher to go to the following website " www.chinahighlights.com/travelguide/china-history/wudi-emperor.htm " to read about Emperor Wu (aka Wudi) and his reign in the Han Dynasty; How old was he when he became emperor? What did he help to establish? How did he spread the empire? He was generally a good emperor until something bad effected him, what was it? Click on the image of "The Western Han's Map" and again on the "Silk Road" image; how did Wu (aka Wudi) help establish this route in his military conquests? - 20 min	<i>HMH Ancient Civilizations, Module Six, Pages 208-212 (stop at "Buddhism Comes to China")</i> - Read aloud and discuss family life in China during the Han Dynasty and the inventions that came about; what is a seismograph? How does a sundial work? What is acupuncture? Teacher to go to Google Images to show photos of "first seismograph", "acupuncture", and "Ancient Chinese Sundial"; discuss how each of these inventions changed life for people both then and now - 25 min

Daily Homework:	<i>HMH Ancient Civilization, Module Six, Lesson Two Assessment, Page 199</i> - Complete #'s 1-3 in complete sentences or as indicated; due tomorrow!	<i>HMH Ancient Civilizations, Module Six Assessment, Page 222</i> - Complete "Comprehension #'s 11-12"; due tomorrow!	<i>HMH Ancient Civilizations, Module Six Assessment, Page 222</i> - Complete "Comprehension #'s 13"; due tomorrow!	<i>HMH Ancient Civilization, Module Six, Lesson Three Assessment, Page 205</i> - Complete #'s 1-2 in complete sentences or as indicated; due tomorrow!	Reflect on Shi Huangdi's tomb; if you were an ancient ruler would you decorate your tomb lavishly? Or have booby-traps? Would you have writing and paintings on the walls? Why or why not?	
Daily Bellwork:	Practice Chinese at "www.duolingo.com" for five minutes	Practice Chinese at "www.duolingo.com" for five minutes	Practice Chinese at "www.duolingo.com" for five minutes	Practice Chinese at "www.duolingo.com" for five minutes	Practice Chinese at "www.duolingo.com" for five minutes	
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"	
Week 32	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Test on Ancient China - 30 min	
	<i>HMH Ancient Civilization, Module Six, Pages 208-209</i> - Review the family structure during the Han Dynasty; students in pairs, using a T-Chart create the pros (left) and cons (right) of the family structure during the Han Dynasty; share and discuss your thoughts as a class - 20 min	<i>HMH Ancient Civilizations, Module Six, Pages 216-218</i> - Read aloud about the Silk Road and how it connected China to Rome; why would Wudi want to send people to distant lands to explore? What were some goods, ideas, and beliefs that were shared on the Silk Road? How did they influence others along the way? - 10 min	<i>HMH Ancient Civilizations, Module Six, Pages 220-221</i> - As a class read the boxes and follow along the map of the Silk Road from China to Rome; how many different routes could be taken from Chang'an to Rome? Answer the questions in "Interpret Maps" aloud and discuss - 10 min	Review study guide on Ancient China for test tomorrow - 20 min		
	<i>HMH Ancient Civilization, Module Six, Page 208</i> - As a class, Teacher to create a Venn Diagram to compare & contrast the wealthy versus the poor during the Han Dynasty; students to provide the information while Teacher completes it; how is this situation similar to today? How is it similar to other cultures that we have studied? - 15 min	<i>HMH Ancient Civilizations, Module Six, "Explore ONLINE!", Page 217</i> - Review the map about China and the "Explore ONLINE" feature in your Chromebook; What present day countries did the Silk Road run through? What geographic features did the road run along? Why may some traders travel by sea than across the Silk Road? Answer "Interpret Maps" questions and discuss - 10 min	Simulation: Students to go to the following website to play the online simulation "www.activehistory.co.uk/silkroad/" about the Silk Road; Teacher to go to this site PRIOR to class to obtain the worksheet that accompanies this simulation to print out for student to complete; students need to use the map while completing this simulation or they will run out of money quickly; watch videos at various cities to expand your knowledge - 25 min	Using graph paper (or similarly lined paper), students will use different colored markers or pencils to create an acrostic of the "Terms to Know from Week Thirty" about Ancient China; students are to use EACH WORD and should write a definition for each word when they are completed - 30 min		Illustrate, color, and write a caption for an image of your depiction of a scene from Ancient China; it can be of the terracotta warriors, Shi Huangdi's palace tomb, the Great Wall of China, or a replica of an image from the text; caption should reflect a description of what the image displays - 25 min
Daily Homework:	<i>HMH Ancient Civilization, Module Six, Lesson Four Assessment, Page 213</i> - Complete #'s 1-4 in complete sentences or as indicated; due tomorrow!	<i>HMH Ancient Civilizations, Module Six Assessment, Page 223</i> - Complete "Comprehension # 14"; due tomorrow!	<i>HMH Ancient Civilization, Module Six, Lesson Five Assessment, Page 218</i> - Complete #'s 1-2 in complete sentences or as indicated; due tomorrow!	Study the "Terms to Know from Week Thirty" and your study guide for the test tomorrow on Ancient China!	None	

Daily Bellwork:	Practice Chinese at "www.duolingo.com" for five minutes	Practice Chinese at "www.duolingo.com" for five minutes	Practice Chinese at "www.duolingo.com" for five minutes	Practice Chinese at "www.duolingo.com" for five minutes	None
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Unit : Ancient Japan

Terms to Know:	<i>Archipelago, Clans, Shinto, Prince Shotoku, Regent, Court, Lady Murasaki Shikibu, Zen, Daimyo, Samurai, Figurehead, Shogun, Bushido, Mongols, Kublai Khan, Kamikaze, Isolation</i>				
Field Trip Included:	<i>Teacher to immediately, upon beginning this unit, pass out permission slips to the Cultural Gardens in Rockefeller Park in Cleveland, Ohio. Go to the following website "https://www.clevelandculturalgardens.org/" for information and images of the items. Teacher to charge NO FEE for this trip; make arrangements for times and student lunch based upon scheduling.</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 33	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<i>HMH Ancient Civilizations, Module Six, "Social Studies Skills", Page 219 - Read aloud as a class and discuss how to successfully and appropriately use the Internet; students in pairs, complete "Practice the Skill #'s 1-3"; Teacher to circle the room to evaluate progress and assist as needed - 20 min</i>	<i>HMH Ancient Civilizations, Module Sixteen, Pages 558-561 (stop at "Japan Learnes from China and Korea) - Read aloud and discuss how Japan sounds different than China; as a class, create a T-Chart listing China (left) and Japan (right) and discuss the immediate differences noted between the two cultures; include how each was founded and early emperors - 15 min</i>	<i>Discussion: Discuss the first dynasty of China (Qin) versus the first emperors of Japan (Yamato); as a class create a Venn Diagram on the board to compare & contrast them; Teacher to illustrate the graphic organizer; discuss points as a class, students to come to the board to fill in; refer to the text as needed - 15 min</i>	<i>Students in pairs, go to the following website "https://en.wikipedia.org/wiki/Culture_of_the_United_States" and discuss the ways that the USA was influenced by other cultures; refer to this data and your homework; as a class discuss how other cultures influence each other to make stronger nations; discuss: are we better as a nation because other influenced us? - 15 min</i>	<i>HMH Ancient Civilizations, Module Sixteen, Pages 566-568 (stop at "Visual Art") - Students in pairs, read together this section on Japanese fashion, courts, and literature; students to write four important notes about this material and share thoughts with the class; discuss: do we have courts of nobles that advise our ruler in the USA? What do you think? - 20 min</i>
	<i>HMH Ancient Civilizations, Module Sixteen, Timeline of Events, Page 555 - Explore the timeline and review the dates; how long ago did these events happen? Subtract the year today from the years in this timeline to have a better understanding; what events on the "World Events" section have we already learned about? - 10 min</i>	<i>HMH Ancient Civilizations, Module Sixteen, "Explore ONLINE!", Page 559 - Review the map of physical features in Japan; where is the highest elevation in Japan located? What geographic feature corrections names a chain of islands? How did the island chain of Japan form? Answer "Interpret Maps #'s 1-2" and discuss; Teacher to provide students a blank map of Japan; students to label the names of the four major islands; color the mountains red and label Mt. Fuji; color the water blue and label the Pacific Ocean, Sea of Japan, Korea Strait, and East China Sea, the major cities of Tokyo, Nara, and Osaka; color the plains green, and draw a compass - 25 min</i>	<i>HMH Ancient Civilizations, Module Sixteen, Pages 561-565 - Read aloud and use a "Main Ideas & Supporting Ideas" graphic organizer to assist in outlining the information in this section; what are some cultural examples of things that began in Japan but were incorporated into Japanese culture? How did religion and writing become modeled after China? Who was Prince Shotoku? How did he influence the early Japanese culture? What did he do to help lead his people wisely? - 25 min</i>	<i>Students in pairs, use a "Concept Map" to link together the three major religions/philosophies of Japan (Shinto, Confucianism, and Buddhism); connect together at belief in God, family structure, and feelings towards others? What is Kami? How does Kami exist in principle in the other religions/philosophies as well? Share your maps with the class when complete - 20 min</i>	<i>HMH Ancient Civilizations, Module Sixteen, Pages 568-569 - Read aloud and discuss how China influenced Japan's architecture and Religion; What is Zen? Why are buildings with gardens and ponds popular in Japan? Why were unpainted structures popular in Japan? What does Japanese culture strive to have a connection with? Teacher to go to Google Images to show photos of Zen Gardens as examples - 15 min</i>

	<i>HMH Ancient Civilizations, Module Sixteen, "You Try It!", Pages 556-557</i> - Read aloud and answer: how can you successfully locate main ideas and supporting ideas from the text? Who are the Samurai based upon the reading? Read "You Try It, #'s 1-3" and discuss the Samurai people as well as supporting information within the paragraph; share your responses - 15 min	Watch "JAPAN or CHINA - Which Country is Better?" on YouTube (11:09 min) and discuss the differences between the two countries; there are a lot of statistics provided in this video so don't think of it as a "better or worse" idea but rather cultural understanding; discuss differences based upon historical and cultural variances, not as a contest - 15 min	Teacher to go to the following site "https://japangle.com/tag/nara-period/" to show images of Japan currently with structures and cultural references from the Nara Period; what is housed in the temples of Nara? Why is this a pilgrimage site for many Japanese people? What are the Deer of the Divine? What do the Japanese honor them as? What was the penalty if you killed a deer up until somewhat recently? - 10 min	Complete this activity as a class; divided the class into two halves; one group will focus upon Ancient China while the other focuses upon Ancient Japan so far; use your textbook to locate important dates of events in Ancient China and Japan; teacher to create a timeline outlining the events from start to end and incorporate each event in both countries' history; what clear pattern do you see emerging? - 15 min	(Part I of II) Students will use computer paper to complete one of the two options; students will EITHER design and color their own Zen Garden (see images online) or write their own five line poem with the same number of syllables about love or nature; students will then decorate their poem with calligraphy to make it look beautiful; Zen Gardens should include a Buddha statue - 15 min
Daily Homework:	Make three predictions about Samurai warriors based upon the reading in class today; due tomorrow!	Would you rather live on an island like Japan and have cultural privacy? Or in a large country like China with lots of space? Why do you think this?	Based upon what you learned about Japan so far, create a list of three ways that China has influenced Japan; then create a list of three ways that other countries have influenced the USA; due tomorrow!	<i>HMH Ancient Civilization, Module Sixteen, Lesson One Assessment, Page 565</i> - Complete #'s 1-4 in complete sentences or as indicated; due tomorrow!	<i>HMH Ancient Civilization, Module Sixteen Assessment, Page 580</i> - Complete "Comprehension # 12", due tomorrow!
Daily Bellwork:	How do you think Ancient China and Ancient Japan may be different from each other?	Practice Japanese at "www.duolingo.com" for five minutes	Practice Japanese at "www.duolingo.com" for five minutes	Practice Japanese at "www.duolingo.com" for five minutes	Practice Japanese at "www.duolingo.com" for five minutes
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 34	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Quiz on Ancient Japan - 20 min
	<i>HMH Ancient Civilization, Module Sixteen, "Literature in History", Pages 570-571</i> - Read aloud and discuss the excerpt from "The Tale of Genji"; how does this describe a ceremony of honor in Ancient Japan? Do we have ceremonies like this in the USA? How do we honor people with promotional rank elevations? - 10 min	Students in groups of 3 or 4, work together to create a table in Google Sheets outlining the differences traditional Buddhism, Free Land Buddhists, and Zen Buddhists; students to specifically include how religion differed between the wealthy people and poor people; discuss as a class - 15 min	Teacher to use Google Images to show photos of Shogun clothing and additional Samurai and Nobles dress; Watch "10 Facts About Samurai Warriors" on YouTube (6:40 min) and discuss how the Samurai, Shogun, and Emperor are remembered in the world and as a culture; of the three classes, which is the only one to remain today? Why is that? - 20 min	Review study guide and "Terms to Know from Week Thirty-Three" for quiz tomorrow on Ancient Japan - 15 min	
	(Part II of II) Complete your colored illustration of your Zen Garden or your five line poem with the same number of syllables about nature including calligraphy; share with the class if you choose - 30 min	Discussion: as a class use a T-Chart to compare and contrast the Caste System of Ancient India to the Samurai Society of Ancient Japan; how does each level of status compare to each other? How is the chain of power (or respect) different in each society? What is missing in Japan that is very important in India? Why do you think that is? - 15 min	<i>HMH Ancient Civilizations, Module Sixteen, Pages 576-578</i> - Read in pairs and discuss the Mongol invasion of Japan; how were the Japanese people saved? How may you also know the word "kamikaze" (think of WWII fighter planes)? What led to the downfall of the Japanese rulers? What is isolation? Share thoughts together as a class and discuss - 20 min	Discussion: What is irony? Discuss the irony that Oda Nobunaga used guns from the Portuguese traders to win control of the kingdom but shortly afterwards guns were banned altogether; how did Japan closing themselves off to the world help preserve their culture? What would happen if we did that in the USA? How would it effect us? - 15 min	

	<i>HMH Ancient Civilizations, Module Sixteen, Pages 572-573</i> - Read aloud and discuss how the nobles were eventually overthrown and a shogun came to power in Japan; why did the people want change? Between the shogun and emperor, who is technically in charge? - 10 min	<i>HMH Ancient Civilizations, Module Sixteen, Pages 574-576 (stop at "Order Breaks Down")</i> - Read aloud about Ancient Samurai and their weapons; how is honor expected from samurais? What was a samurai expected to do if they dishonored their master? What are three things that samurai did to help concentrate? How is this different from our regular view of a warrior? Teacher to go to Google Images to show photos of Samurais and their armor - 20 min	<i>HMH Ancient Civilizations, Module Sixteen, "Explore ONLINE!", Page 576</i> - Review the map of the Mongol Invasion of Japan; what cities did they attempt to conquer first? How many years passed between attempts? Would you have attacked somewhere else first? Why or why not? Answer "Interpret Maps" and discuss - 10 min	(Part I of III) Students will illustrate, color, and write a caption for an image of themselves as a Samurai Warrior; what would their armor look like? Students could also choose to illustrate themselves as a noble with ornate layered clothing with fans; What would their Zen Garden look like? Add a Japanese term to the end of your name to create a Japanese sounding name for yourself as a Samurai; create your own Bushido with three rules for yourself - 20 min	also choose to illustrate themselves as a noble with ornate layered clothing with fans; What would their Zen Garden look like? Add a Japanese term to the end of your name to create a Japanese sounding name for yourself as a Samurai; create your own Bushido with three rules for yourself - 30 min
Daily Homework:	<i>HMH Ancient Civilization, Module Sixteen Assessment, Page 580</i> - Complete "Comprehension # 13", due tomorrow!	<i>HMH Ancient Civilization, Module Sixteen, Lesson Two Assessment, Page 569</i> - Complete #'s 1-3 in complete sentences or as indicated; due tomorrow!	<i>HMH Ancient Civilization, Module Sixteen Assessment, Page 580</i> - Complete "Comprehension # 14", due tomorrow!	Study for quiz tomorrow on Ancient Japan, including "Terms to Know from Week Thirty-Three"!	<i>HMH Ancient Civilization, Module Sixteen, Lesson Three Assessment, Page 578</i> - Complete #'s 1-4 in complete sentences or as indicated; due tomorrow!
Daily Bellwork:	Practice Japanese at "www.duolingo.com" for five minutes	Practice Japanese at "www.duolingo.com" for five minutes	Practice Japanese at "www.duolingo.com" for five minutes	Practice Japanese at "www.duolingo.com" for five minutes	None
Terms to Know:	<i>Ural Mountains, Carpathians, Balkan Peninsula, Danube, Volga, Taiga, Rus, Ivan III, Czar, Principalities, Icons, Ivan the Terrible</i>				
Project Requirements:	<i>Students will work in pairs to create their own country based upon the mantra of either Ivan the Great (Ivan III), Genghis Khan, or Ivan the Terrible; students to conduct additional research as needed on Ivan the Great, Ivan the Terrible, or Genghis Khan and include this knowledge in the creation of the country. Students to write three facts about EACH RULER (nine total facts) and explain why they chose to base their country off of the ideology of the chosen ruler. Ivan the Great ruled with wisdom and faith, Genghis Khan was a conqueror who slaughtered people to overthrow them with an iron fist, and Ivan the Terrible persecuted his own people to keep them in fear and always doing what he wanted the way he wanted it done. Students will decide what type of government to use (monarchy, democracy, or theocracy), who the ruler is (King/Queen, President, Prime Minister, or something else), what religion people will follow (Christianity, Judaism, Buddhism, Hinduism, Shinto, or Confucianism), and what items to trade in and out of your country. Students will use as a landscape the present country of Ukraine so they will have the tundra, taiga, steppe, surrounding bodies of water at their disposal for trade and what items to trade. Students will explain their country's expansion to include three other bordering countries of Ukraine that they may choose to include at their choice. How will they annex, conquer, or otherwise include those countries into their kingdom? Students will need to make good choices for expanding their lands but are to use EITHER Ivan the Great, Ivan the Terrible, or Genghis Khan as their guide for inclusion of these countries. Students will explain why they choose those countries to include. All information, facts, maps, and necessary items to be provided via Google Slides and presented to the class.</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 10 min	Bellwork - 5 min

Week 35	(Part III of III) Students to finish their illustration of themselves as a Samurai warrior or Noble in a Zen Garden with Bushido to follow; color your image and write your captions - 25 min	<i>HMH Ancient Civilizations, Module Twelve, Pages 410-413 (stop at "Eastern European Peoples")</i> - Read aloud and discuss the geography of Eastern-Europe and Western-Asia; what are some of the major rivers, mountains, and features discussed in this section? What is the taiga? What features make the taiga and steppe important for people of this region? - 15 min	<i>HMH Ancient Civilizations, Module Twelve, Pages 413-414</i> - Read aloud about the Rus people and how they shaped this region of Eastern Europe; Teacher to discuss how many areas of this reiong are learned in Social Studies next school year including Rome, Byzantium, Holy Roman Empire, Islamic kingdoms, Ancient France, and African kingdoms; who are the Magyars and what formerly-powerful kingdom in Europe did they create? - 15 min	<i>HMH Ancient Civilizations, Module Twelve, Pages 420-423 (stop at "Russian Culture and Achievements")</i> - Read aloud and discuss the origins of the Rus and Russian peoples; use a "Main Ideas & Supporting Ideas" graphic organizer to outline material from this section; Who was Yaroslav the Wise? How did he make his kingdom great? How did the Mongols effect Russia? Who was Ivan III? What was his title? What Roman word does Czar come from? Discuss as a class and share thoughts - 20 min	Field Trip to the Cultural Gardens at Rockefeller Park in Cleveland, located off of Martin Luther King Drive; Students to visit the gardens of the Chinese, Greek, Rusin, Russian, African-American, Hebrew, and any other gardens that time permits to visit; Please note that the Chinese gardens are NOT NEAR the main body of gardens; Teacher to schedule lunch as time permits on this day; recommended time of trip: 10:00 - 12:00 with parking along each individual garden off of MLK - 55 min
	<i>HMH Ancient Civilizations, Module Twelve, Timeline of Events, Page 407</i> - Explore the timeline and review the dates; how long ago did these events happen? Subtract the year today from the years in this timeline to have a better understanding; what events on the "World Events" section have we already learned about? - 10 min	Teacher to provide students with a blank map of Eurasia, color and label as follows; color BLUE the Arctic Ocean, Volga River, Danube River, Black Sea, Caspian Sea, Mediterranean Sea, Pacific Ocean, and Indian Ocean; color and label LIGHT GREEN the steppes; color and label DARK GREEN the tiaga; color BEIGE the Ural Mts., Carpathian Mts., Himalayas, and Caucasus Mts.; circle in RED the Balkan Peninsula and the Scandinavian Peninsula - 20 min	Watch "Where did Russia come from? - Alex Gendler" on YouTube (5:20 min) and discuss the origin of Russia; where did the word "Russia" come from although it is not derived from Rus people? What group of people conquered and oversaw the Rus people for many years? How did the Rus intermingle with other people of this region? What invaders from China at one time conquerred Russia? Using a map, find the size of Russia and how many miles these invaders must have traveled to get to this region - 15 min	<i>HMH Ancient Civilizations, Module Twelve, "Explore ONLINE!", Page 421</i> - Review the map of Early Russia and discuss the kingdom under Yaroslav; locate at a world map and see what country the kingdoms on this map eventually became (Ukraine, Poland, Lithuania, Bulgaria); how did the many rivers in this region help trade in Russia? What Mountain Range shapes the southern border? Answer "Interpret Maps" and discuss - 10 min	
	<i>HMH Ancient Civilizations, Module Twelve, "You Try It!", Pages 408-409</i> - Read aloud and answer: how can you successfully locate stereotypes and bias in history? Read the examples of each and discuss; Read "You Try It, #'s 1-3" and discuss the Justinian, what stereotypes or bias exist within the paragraph; share your responses - 15 min	<i>HMH Ancient Civilizations, Module Twelve, "Explore ONLINE!", Page 411</i> - Review the map of Eastern Europe and the bodies of water surrounding the region; what mountain chain separates Europe from Asia? Why may some people live in Northern Russia? Why may they avoid Northern Russia? Use the scale to answer, how long is the Volga River and the Danube River? Which is longer? Answer "Interpret Maps #'s 1-2" and discuss - 10 min	Teacher and students to visit the following website " www.clevelandculturalgardens.org/ " and review the gardens in general; Click on the Gardens Tab and look at the different gardens in this area; specifically try to view the gardens that we studied this year although all of them are very beautiful; very the Gallery and One World Day tabs as well to see photos of the locations in advance - 20 min	<i>HMH Ancient Civilizations, Module Twelve, Pages 423-424</i> - Students in pairs, read about the Russian culture, churches, and language; students to take three notes on this section and the material within it: Teacher to discuss notes and review; what are icons? What is the Cyrillic Alphabet? Students to go to the following website " http://languages-of-the-world.org/YourNameIn/Cyrillic.php " and see what their name looks like in Cyrillic; practice writing your name and share with others - 15 min	
Daily Homework:	Look at a map of the world, list five countries that span very far distances of land; does the size of the country make them powerful? Why or why not?	Based upon the map on Page 411, provide one good reason to live in all four of the following regions: Northern Russia, Southern Russia, the Great Hungarian Plan, and the by the Caspian Sea	<i>HMH Ancient Civilization, Module Twelve, Lesson One Assessment, Page 414</i> - Complete #'s 1-4 in complete sentences or as indicated; due tomorrow!	<i>HMH Ancient Civilization, Module Twelve Assessment, Pages 426-427</i> - Complete "Comprehension, # 10" and "Reading Skills, #'s 15-17"; due tomorrow!	Which garden did you enjoy visiting the most today? Why is that? How likely are you to visit the Cultural Gardens again?
Daily Bellwork:	Which culture did you enjoy learning about more: Ancient China or Ancient Japan? Why is that?	What do you know about the people of Russia? Why is their country so large?	Name any five geographic features of Eastern Europe	Teacher to introduce the "Build Your Own Country" Project; to be completed in pairs; review expectations and guidelines	None
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"

	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
Week 36	Discussion: Review the Mongol invasion of Russia; what areas did they destroy? How did they attack? Who eventually lead a revolt against them and from which city? What is the capital of Russia today? Go to the following site "https://kids.britannica.com/students/article/Ivan-III/275106" to learn more about Ivan III; it is strongly recommended to skim and discuss the information versus reading it word-by-word as some names are Russian and unfamiliar - 15 min	Students to go to the following website "https://skunksoup.com/2012/03/free-online-games/strategy/simulation/empire-building/genghis-khan-mongol-empire-conquer-world" to simulate battles of Genghis Khan conquering the lands around him; discuss as a class the challenges of planning and strategies needed for combat; do you think Genghis Khan was also a very smart commander? - 15 min	Watch "Most Evil Man - Ivan the Terrible" on YouTube (10:50 min) and discuss how Ivan IV became known as Ivan the Terrible; how did he treat his people? What did he do with many of the rich nobles? Why did he step down from his throne only to reclaim it again? Do you think he was a bad ruler, ruthless and unforgiving, or something else? Why? - 15 min	Students to go to the following website "www.thevintagenews.com/2018/08/08/tsar-ivan-the-terrible-wives/" and read aloud about how Ivan the Terrible treated his family; what do you think was his reasoning for acting this way? What could he have done differently to accomplish the same goals? Would you have wanted to live in Russia at this time? Why or why not? - 10 min	Students will present their projects and discuss their thoughts about which style of ruling is the most appropriate and effective - 50 min
	As a class go to the following website and read aloud "https://kids.britannica.com/kids/article/Mongol-Empire/353483" to learn about the Mongols and how they conquered from China across Asia, into Russia and Eastern Europe; who was Genghis Khan? Who was Kublai Khan? What eventually was the downfall of the Mongol Empire? Review the map and find where Moscow is to locate Ivan's city - 10 min	In-class time to work on your project! - 35 min	In-class time to work on your project! - 35 min	In-class time to work on your project! - 40 min	
	Teacher to introduce the final project; review requirements for it and discuss all features outlined above; students to have in-class time to begin their research - 25 min				
Daily Homework:	<i>HMH Ancient Civilization, Module Twelve, Lesson Three Assessment, Page 424</i> - Complete #'s 1-4 in complete sentences or as indicated; due tomorrow!	Work on project; it is due in three days!	Work on project; it is due in two days!	Work on project; it is due tomorrow!	None
Daily Bellwork:	What city was the capital of Rus until the Mongol invasion? What city became the capital of Russia after they gained their freedom?	Do you have any questions about your project?	Do you have any questions about your project?	Do you have any questions about your project?	Prepare to present your project

Unit : *Summer Assignment to Complete*

Topic: *Cultures of South & Southwest Asia*

STOP Outline:	Subject:	Topic:	Objective:	Procedure:	Assessment:
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Week: S1	<i>HMH Ancient Civilizations, Module Seventeen, Pages 582-590 -</i>	The Ottoman Empire, students will learn about one of the Great Muslim empires and the vast expanses of their lands	Students will conduct a unit on Islam in 7th Grade, this information will provide prior knowledge	Read 583-590, review how the Ottomans conquered many Christian and Pagan lands to rule them under the sultan	<i>HMH Ancient Civilization, Module Seventeen, Lesson 1 Assessment, Page 590 -</i> Complete #'s 1-3 in complete sentences or as indicated
Week: S2	<i>HMH Ancient Civilizations, Module Seventeen, Pages 591-594 -</i>	Safavid Persia and the formation of Shia and Sunni Muslims; students will have a glimpse as to the differences	Students will conduct a unit on Islam in 7th Grade, this information will provide prior knowledge	Read 591-594, review some of the precepts of Islam and why they are important to Muslims; who was the Shah?	<i>HMH Ancient Civilization, Module Seventeen, Lesson 2 Assessment, Page 594 -</i> Complete #'s 1-3 in complete sentences or as indicated
Week: S3	<i>HMH Ancient Civilizations, Module Seventeen, Pages 595-599 -</i>	Sikhism in South Asia, students will obtain an understanding of what Sikhism and Gurus are; students will learn about the Sikh Empire	This unit is a follow-up to their study of Ancient India and an introduction to the Sikh people	Read 595-599, learn how the Sikh Empire was founded and the reasonings for it; who was the maharaja?	<i>HMH Ancient Civilization, Module Seventeen, Lesson 3 Assessment, Page 599 -</i> Complete #'s 1-3 in complete sentences or as indicated
Week: S4	<i>HMH Ancient Civilizations, Module Seventeen, Pages 600-604 -</i>	The Mughal Empire, students will learn about the Mughal people and how they expanded their empire through India	This unit is a follow-up to their study of Ancient India; the Mughal Empire was Hindu and Islamic and connects India to both 6th & 7th Grade	Read 600-604, read about the Mughal Empire and how Hindu was abolished in favor of Islam; how did the British easily conquer them; What accomplishments did the Mughals have in India?	<i>HMH Ancient Civilization, Module Seventeen, Lesson 4 Assessment, Page 604 -</i> Complete #'s 1-3 in complete sentences or as indicated