

# **ANCIENT WORLD HISTORY GRADE 6**

EWING PUBLIC SCHOOLS  
2099 Pennington Road  
Ewing, NJ 08618

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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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## **21st Century Life and Careers**

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

### **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

#### **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

#### **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

#### **9.3 Career and Technical Education**

### **Technology Integration**

#### **8.1 Educational Technology**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

#### **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**ELA Integration** - The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

Companion Standards - History, Social Studies, Science and Technical Subjects (6- 8)

## **Unit 1: Prehistoric People (13 Days)**

### **Why Is This Unit Important?**

All students will acquire the knowledge and skills to think critically and analyze how early humans progresses from hunter/gathers to a more advanced human society. Such knowledge will allow students to make connections to tools used, technology advancements, and the start of group interaction.

### **Big Ideas:**

- How farming transitioned the Paleolithic Age to the Neolithic Age.
- How tools and communities made humans better able to survive.

### **Enduring Understandings:**

- Understand how early man developed in thinking ability and planning strategies of how to survive.
- Understand how survival led to working together and depending on each other.
- Understand how to use environment led from hunting/gathering food to staying in one place, domesticating animals and farming their land.

### **Essential Questions:**

- Why do people migrate?
- Why do people use tools?
- How do natural resources impact human development?
- What role do tools play in becoming an advanced society?

### **Acquired Knowledge:**

- Understand the progress of man from hunters/gatherers to farmers.
- Explain how domestication of animals and farming led to permanent shelter.
- Analyze how advancement of technological advancements (i.e. tools) led to human progression.

### **Acquired Skills:**

- Chart the causes and effects that technological advances (i.e. tools) played in the advancement of early humans.
- Map the causes and effects of the domestication of animals and farming and how it led to permanent shelter.
- Create a timeline demonstrating and understanding of pre- and post-agricultural periods.

## **Assessments:**

### Formative Assessment:

- Analysis of artifacts via cave art activity
- Peer-share
- Create a comic book comparing and contrasting the Paleolithic Age vs. the Neolithic Age.

### Summative Assessment:

- Quiz/Test: multiple choice, short answer, picture analysis, one bullet DBQ

### Benchmark Assessment:

- RST - Hominid Wanted Poster
- RST - Close reading activity on Stone Tools and Cave Art

### Alternative Assessment:

- Plickers
- Kahoot
- Quizlet Live

## **Instructional Materials:**

### Core:

- Textbook: *History Alive! The Ancient World*; Chapters 1-3; Curriculum Institute; Rancho Cordova; 2017
- [www.teachtci.com](http://www.teachtci.com) - online textbook and resources
- Placard cards of prehistoric tools: *History Alive! The Ancient World*

### Supplemental:

- [www.brainpop.com](http://www.brainpop.com)
- [www.horriblehistories.com](http://www.horriblehistories.com)
- [www.storyboardthat.com](http://www.storyboardthat.com)
- NewELA
- Youtube
- *History of Civilizations: The Ancient World*; Milliken Publishing Company; St. Louis, Missouri; 1999

### **Instructional Activities/Suggested Learning Experiences:**

- Students will analyze examples of cave art and their interpretations through archeological simulations (History Alive Placard Cards).
- Students will write Research Simulation Tasks comparing the changes in hominids from Homo Habilis to Early Modern Humans.
- Students will create a compare and contrast visual to accentuate the impact of the development of agriculture.

### **2020 NJSLs:**

- 6.2.8.GeoPP.1.a
- 6.2.8.GeoPP.1.b
- 6.2.8.HistoryCC.1.a
- 6.2.8.HistoryCC.1.b
- 6.2.8.HistoryCC.1.c
- 6.2.8.HistoryCC.1.d
- 6.2.8.HistorySE.1.a

## **Unit 2: Mesopotamia (16 Days)**

### **Why Is This Unit Important?**

All students will acquire the knowledge and skills to think critically and analyze location of settlements, characteristics of civilization, and boundary disputes to gain power.

### **Big Ideas:**

- What does it mean to be civilized?
- What is needed to become a civilization?

### **Enduring Understandings:**

- Understand how environmental factors determined where a civilization would develop.
- Explain various environmental factors and be able to apply how each factor determines settlement.
- Explain the characteristics of civilization.
- Determine what role those characteristics play in structuring a civilization.
- Analyze the factors that led to the rise and eventual fall of these civilizations and determine if there were common elements of growth and decline.

### **Essential Questions:**

- Why do societies need laws or a government?
- How did religion differ from ancient to modern times?
- How does a stable food supply advance a society?
- How has technology advanced the civilization?
- How has the development of written language transformed all aspects of life in the ancient river valley civilizations?
- How did the other characteristics lead into a social structure?

### **Acquired Knowledge:**

- Understand why it was essential to have laws in order to keep a structured society.
- Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.
- Explain how technological advancements led to greater economic specialization, improved weaponry, trade and the development of a class system.
- Explain how a stable food supply advanced a society.
- Explain how different ancient civilizations develop similar characteristics (religion, government, laws, economic and social structures).

## Acquired Skills:

- Compare and contrast the role that religion plays in both the ancient and modern times.
- Define: specialization, technological advancements, economic specialization.
  - Identify specific landforms and geographic sites on a map.

## Assessments

### Formative Assessment:

- Design a comparative web that compares ancient characteristics vs. modern characteristics of civilization. Students will complete a spokewheel activity by filling in examples of how the characteristics of a civilization made life easier and then compare how these characteristics still apply to our modern day life. Students will give examples of how each of the characteristics have improved through time (i.e. technology - writing system)

### Summative Assessment:

- Chapter Quizzes/Unit Test - multiple choice, short answer (justify which of the major achievements of the ancient river civilizations represent the most lasting legacies).
- RST - Empire Travel Brochure showing achievements, ruler, and place of interest.

### Benchmark Assessment:

- DBQ's - Sumerian Coin and American Penny; Hammurabi's Codes of Law

### Alternative Assessments:

- Plickers
- Kahoot
- Quizlet Live

## Instructional Materials:

### Core:

- Textbook: *History Alive! The Ancient World*; Chapters 4-6; Curriculum Institute; Rancho Cordova; 2017
- [www.teachtci.com](http://www.teachtci.com) - online textbook and resources\
- Placard cards of Mesopotamian artifacts: *History Alive! The Ancient World*



Supplemental:

- **Hammurabi's Code**
- [www.brainpop.com](http://www.brainpop.com)
- [www.horriblehistories.com](http://www.horriblehistories.com)
- [www.storyboardthat.com](http://www.storyboardthat.com)
- NewELA
- Youtube
- Ancient Civilizations for Children - Ancient Mesopotamia video  
· Google Earth
- *History of Civilizations: The Ancient World*; Milliken Publishing Company; St. Louis, Missouri; 1999.
- [Holocaust Mandate](#)
- [Amistad Mandate](#)

### **Instructional Activities/Suggested Learning Experiences:**

- Students will write a scaffolded Document based Question through comparison of a Sumerian coin and an American Penny.
- Students will analyze laws of Hammurabi's Code to complete a Research Simulation Task debating whether the punishment was considered strict but fair for both ancient and modern times.
- Students will analyze and categorize artifacts from ancient Sumer into the Seven Characteristics of Civilization.
- Students will problem solve difficulties faced by the ancient Sumerians through group-discussion activity.
- Students will create a travel brochure from one of the four empires of Mesopotamia.

### **2020 NJSLS:**

- 6.2.8.CivicsPI.2.a
- 6.2.8.CivicsHR.2.a
- 6.2.8.GeoSV.2.a
- 6.2.8.GeoHE.2.a
- 6.2.8.GeoGE.2.a
- 6.2.8.HistoryCC.2.a
- 6.2.8.HistoryCC.2.b
- 6.2.8.HistoryCC.2.c
- 6.2.8.HistoryCA.2.a

## Unit 3: Egypt (22 Days)

### Why Is This Unit Important?

All students will acquire the knowledge and skills to think critically and analyze location of settlements, characteristics of social classes and boundary disputes.

### Big Ideas:

- How environmental factors affect where humans choose to settle.
- How the organization structure of the government aided Egypt to prosper for so long.

### Enduring Understandings:

- Understand how environmental factors determined where a civilization would settle.
- Explain various environmental factors and be able to apply how each factor determines settlement.
- Explain the social classes of Egypt.

### Essential Questions:

- Why do societies need laws or a government?
- How did the relationship between religion and government differ from ancient times to modern times?
- How does a stable food supply advance a society?
- How has technology advanced the civilization?
- How has the development of written language transformed all aspects of life in the ancient river valley civilizations?
- How does Egyptian social structure compare to modern times?
- How did gender and sexuality influence societal development?

### Acquired Knowledge:

- Understand why it was essential to have laws in order to keep a structured society.
- Understand the differences how religion plays a role in both the ancient and modern times.
- Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.
- Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system.
- Understand how a stable food supply advanced a society.

## **Acquired Skills:**

- Map skills for land formations, climate, and settlement.
- Analyzing pictures of the Great Pyramid, the White Chapel. Temple of Dayr al-Bahri, Abu simbel, textbook and online pictures of pharaohs, Egyptian workers, and scenes of daily life.
- Reading strategies for cause and effect of the Nile River.
- Reading strategies for cause and effect of social classes.
- Scaffolding of pictures in textbook.
- Inferring and questioning to understand historical concepts within social classes and monuments.
- Design a cause and effect flow chart explaining how stable food advanced society.
- Create a T-chart contrasting the differences between ancient and modern religion.

## **Assessments:**

### Formative Assessments:

- Peer discussion
- Group Research
- RST- Create a 2-3 paragraph postcard on egyptian monuments and pharaohs

### Summative Assessments:

- Chapter Quizzes/Unit Test - multiple choice, short answer. map

### Benchmark Assessments:

- DBQ - Egyptian Pharaohs

### Alternative Assessments:

- Plickers
- Kahoot
- Quizlet Live

## **Instructional Materials:**

### Core:

- Textbook: *History Alive! The Ancient World*; Chapters 25-31; Curriculum Institute; Rancho Cordova; 2017
- [www.teachtci.com](http://www.teachtci.com) - online textbook and resources

Supplemental:

- [www.brainpop.com](http://www.brainpop.com)
- [www.horriblehistories.com](http://www.horriblehistories.com)
- [www.storyboardthat.com](http://www.storyboardthat.com)
- NewELA
- Google Earth
- *History of Civilizations: The Ancient World*; Milliken Publishing Company; St. Louis, Missouri; 1999
- "Mummies Made in Egypt" picture book by Alikai Bradenberg, Harpers Collins Publishers, 1979
- Alikai "Mummies Made In Egypt" video
- David McCullough "Pyramid video"
- "Inspector Gadget Ancient Egypt" video
- Ancient Civilizations for Children - Ancient Egypt
- [Holocaust Resources](#)
- [Amistad Mandate](#)
- Secondary source: [Overview of Ancient Egypt pyramid construction](#)

**Instructional Activities/Suggested Learning Experiences:**

- Students will create a map to show how and where people would settle based on environmental factors.
- Students will complete Research Simulation Task through completion of Egyptian Monument Postcard.
- Students will complete DBQ's/RST's analyzing the power displayed by the pharaoh through the building of monuments.

**2020 NJSLS:**

- 6.2.8.CivicsPI.2.a
- 6.2.8.CivicsHR.2.a
- 6.2.8.GeoSV.2.a
- 6.2.8.GeoHE.2.a
- 6.2.8.GeoGE.2.a
- 6.2.8.HistoryCC.2.a
- 6.2.8.HistoryCC.2.b
- 6.2.8.HistoryCC.2.c
- 6.2.8.HistoryCA.2.a

## Unit 4: Greece (27 Days)

### Why Is This Unit Important?

All students will acquire the knowledge and skills to think critically and analyze how ancient Greeks progressed from nomads, to colonies, to city-states, to an empire.

### Big Ideas:

- Understand how geographic factors led to both the development of Greek city-states and their demise.
- Explain the various types of governments Greece practices and the successes and failures of each government.
- Compare and contrast the roles and responsibilities of citizens in Athens and Sparta with those in the United States today.
- Explain why early Greek city-states evolved into empires in order to satisfy the needs of their people. Explain why Greece became a target for invasion by Persians (Darius and Xerxes) and Macedonians (Alexander the Great).
- Understand the culture and religion of ancient Greece and how these contributed to the development of modern civilizations.

### Enduring Understandings:

- Understand how the experiences of ancient Greek government influenced the modern world.
- Analyze factors that cause civilizations to decline.
- Understand the influence the culture and religion of ancient Greece had on the development of modern civilizations.
- Analyze motivating factors that cause civilizations to expand.

### Essential Questions:

- How have the experiences of ancient Greek government influenced the modern world?
- What causes civilizations to decline?
- How has the culture and religion of ancient Greece contributed to the development of modern civilizations?
- Why are civilizations motivated to expand their empires?
- How well did people with disabilities in ancient Greek society experience the economic and social gains realized by others?

### Acquired Knowledge:

- Understand why it was important for the ancient Greeks to migrate and set up specific colonies.
- Explain the four types of governments and the advantages and

- disadvantages of those governments.
- Understand the relationships between the Greeks with the Persians and the Macedonians.
- Explain how cultural and religious beliefs of the Greeks impacted their everyday life and are still used today.

### **Acquired Skills:**

- Map skills to show creation of colonies and trade routes.
- Compare and contrast the four different types of government through a Research Simulation Activity.
- Create a Venn Diagram comparing and contrasting Athens and Sparta.
- Create a Venn Diagram comparing and contrasting ancient and modern democracy.
- Analyze pictures showing strategies used both by the Greeks and Persians during battle.
- Comprehension and critical thinking questions for ancient Greece's cultural and religious beliefs.

### **Assessments:**

#### Formative Assessments:

- Venn Diagrams
- Pictoword poster for different types of government
- Storyboard for Greeks connection and beliefs in gods and goddesses
- Design a medallion showing how Alexander the Great spread Greek culture, and then write an explanation of the importance

#### Summative Assessment:

- Chapter Quizzes/Unit Test - multiple choice, short answer, picture analysis, one bullet DBQ

#### Benchmark Assessment:

- DBQ - Greece geography

#### Alternative Assessments:

- Plickers Review
- Kahoot
- Quizlet Live

## Instructional Materials:

### Core:

- Textbook: *History Alive! The Ancient World*; Chapters 25-31; Curriculum Institute; Rancho Cordova; 2017
- [www.teacherci.com](http://www.teacherci.com) - online textbook and resources
- Google Earth to identify geographic aspects of the region (landforms, waterways, mountains, etc.)
- [http://gearthblog.com/blog/archives/2008/11/ancient\\_rome\\_in\\_3d\\_for\\_google\\_earth.html](http://gearthblog.com/blog/archives/2008/11/ancient_rome_in_3d_for_google_earth.html) - Using Google Earth to teach Ancient Rome architecture.
- <http://www.pbs.org/wgbh/nova/lostempires/roman/> - Activities on Ancient Rome for NOVA.

### Supplemental:

- [www.brainpop.com](http://www.brainpop.com)
- [www.horriblehistories.com](http://www.horriblehistories.com)
- [www.storyboardthat.com](http://www.storyboardthat.com)
- NewELA
- Youtube
- Google Earth
- *History of Civilizations: The Ancient World*; Milliken Publishing Company; St. Louis, Missouri; 1999
- Ancient Civilizations for Children - Ancient Aegean
- Ancient Civilizations for Children - Ancient Greece
- [Holocaust Resources](#)
- [Amistad Mandate](#)
- Excerpts from primary sources: [Accounts of Hellenic Religious Beliefs](#)

## Instructional Activities/ Suggested Learning Experiences:

- Students will analyze the geography and topography of Greece through completion of RST's/ DBQ's.
- Students will complete scaffolding DBQ questions from completion of BME geography activity.
- Students will create a role-play demonstrating various aspects of Athenian and Spartan daily life.
- Students will participate in a simulation of the governments of ancient Greece and their impact on their citizens.
- Students will evaluate the impact of cause and effect on the Persian Wars.

### Extensions:

- Independent Reading - This can be assigned at any time during the year and be due by the end of the school year. It may be done with teacher's permission during class, if student is ahead in their assignments, or at home.
- Objective: Choose one of the following books written by Rick Riordan to gain a better understanding of Greek mythology:

- The Sea of Monsters
  - The Battle of the Labyrinth
  - The Titan’s Curse
  - The Last Olympian
- Suggestions for ways to present understanding of story (choose a combination of at least two):
- Postcard – create a postcard from one character in the story to a second character in the story. Postcard should explain adventure that character is on, places they have traveled to, and gods/goddesses they have dealt with
- Rewrite the ending – create an alternate ending to the story (5+ paragraphs long)
- Detailed map of one location described in the story. Map must have a key.
- Trading Card – For the front of card: select a character from the novel and brainstorm a list of facts that you know about him or her. Have fun picking the most intriguing, surprising or strange facts to dazzle the reader. Look for peculiar or fascinating events related to the character and find ways to incorporate them into your card. For the back of the card: create a profile of your character from the given list.
- Remember, the more you use information from the story, the funnier the card will be. Choose from – nickname, favorite place to eat, favorite saying, famous last words, favorite hobbies, favorite song, least favorite foods, most favorite foods, favorite color, favorite dessert, greatest achievement, and most embarrassing moment. You may add any extra categories that you can think off.
- Daily Extension – Reading passages with comprehension questions; scavenger hunt worksheets for the textbook; historical crossword puzzles provided for students who finish activities early.

## **2020 NJSLs:**

- 6.2.8.CivicsDP.3.a
- 6.2.8.CivicsDP.3.b
- 6.2.8.CivicsHR.3.a
- 6.2.8.GeoPP.3.a
- 6.2.8.GeoPP.3.b
- 6.2.8.EconEM.3.a
- 6.2.8.EconGE.3.a
- 6.2.8.HistoryCC.3.a
- 6.2.8.HistoryUP.3.a
- 6.2.8.HistoryUP.3.b



## **Unit 5: Rome (12 Days)**

### **Why Is This Unit Important?**

All students will acquire the knowledge and skills to think critically and analyze geography, the spread of trade routes, conquest and expansion, republic to empire and daily life.

### **Big Ideas:**

- Understand how geographic features led to spread of Roman culture, such as language and government (republic to empire).
- Compare and contrast the roles of citizens in Rome to citizens in the United States.
- Understand the conflicts between the classes and how that can lead to reform.
- Understand the culture of ancient Rome and how this contributed to the development of modern civilizations.

### **Enduring Understandings:**

- Predict how the geographic features led to the spread of Roman culture, such as language and government (republic to empire).
- Analyze the roles of citizens in Rome and debate how they are similar or different to citizens in the United States.
- Analyze the conflicts between the classes and how that can lead to reform.
- Synthesize the culture of ancient Rome and how this contributed to the development of modern civilizations.

### **Essential Questions:**

- How have the experiences of ancient Roman government influenced the modern world?
- How has the culture of ancient Rome contributed to the development of modern civilizations?
- Why are civilizations motivated to expand their empires?
- How do new cultures develop out of the blending of empire expansion?

### **Acquired Knowledge:**

- Explain why it was important for the ancient Romans to expand their empire. Explain what a republic and an empire are, and the advantages and disadvantages of each.
- Explain how the culture of ancient Rome still impacts everyday life today.

## Acquired Skills:

- Map skills to show expansion routes of the ancient Roman Empire.
- Create a Venn Diagram comparing and contrasting the Plebeians and Patricians.
- Comprehension and critical thinking questions for ancient Rome's cultural influences.

## Assessments:

Formative Assessment:

- Venn Diagram
- Independent and/or group projects on daily life

Summative Assessment:

- Chapter Quizzes/Unit Test: multiple choice, and short answer

Benchmark Assessment:

- RST – Rome

Alternative Assessment:

- Plickers Review
- Kahoot
- Quizlet Live

## Instructional Materials:

Core:

- Textbook: *History Alive! The Ancient World*; Chapters 32-35; Teacher's Curriculum Institute, Rancho Cordova, California; 2017
- [www.teachtci.com](http://www.teachtci.com) for online textbook and resources
- InspireED education reproducible workbook.
- Google Earth to identify geographic aspects of the region (landforms, waterways, mountains, etc.)
- [http://gearthblog.com/blog/archives/2008/11/ancient\\_rome\\_in\\_3d\\_for\\_google\\_earth.html](http://gearthblog.com/blog/archives/2008/11/ancient_rome_in_3d_for_google_earth.html) - Using Google Earth to teach Ancient Rome architecture.
- <http://www.pbs.org/wgbh/nova/lostempires/roman/> - Activities on Ancient Rom for NOVA.

Supplemental:

- [www.brainpop.com](http://www.brainpop.com)
- [www.horriblehistories.com](http://www.horriblehistories.com)
- [www.storyboardthat.com](http://www.storyboardthat.com)
- Reading strategies for cultural lifestyles – Reading
- Analyzing pictures of Roman architecture vs. modern architecture – Art
  - How to use Roman numerals – Math
- Inventions and engineering – Science
- Research project on daily life – Writing
- Ancient Civilizations for Children - Ancient Rome
- [Holocaust Resources](#)
- [Amistad Mandate](#)
- **Primary Sources: [Letters of Sailors in the Roman Navy](#)**

**Instructional Activities/ Suggested Learning Experiences:**

- Students will participate in a simulation role play demonstrating various aspects of Roman daily life.
- Students will examine contributions of the Etruscans and Greeks and their impact on Roman culture through analyzing art, architecture, philosophy, sports, and religion.

**2020 NJSL:**

- 6.2.8.CivicsPI.3.a
- 6.2.8.CivicsDP.3.a
- 6.2.8.CivicsDP.3.b
- 6.2.8.CivicsHR.3.a
- 6.2.8.GeoPP.3.a
- 6.2.8.GeoPP.3.b
- 6.2.8.EconEM.3.a
- 6.2.8.EconGE.3.a
- 6.2.8.HistoryCC.3.a
- 6.2.8.HistoryUP.3.a
- 6.2.8.HistoryUP.3.b

## Sample Standards Integration

### 21<sup>st</sup> Century Skills & Career Readiness Practices

#### Career Education

**9.2.8.CAP.12** Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

**9.3.12.AR-VIS.1** Describe the history and evolution of the visual arts and its role in and impact on society.

**9.4.8.CI.3** Examine challenges that may exist in the adoption of new ideas.

**9.4.8.CI.4** Explore the role of creativity and innovation in career pathways and industries

Students take part in a cave activity, where students enter a mock “cave” to retrieve a placard with a cave painting on it. As a group, students identify key features from the cave painting and make predictions as to the possible meaning behind the images. During the activity, teachers provide direct instruction on the skills needed to complete this activity. Students are provided technical instruction on how archeologists must be proficient with physical tools, mathematics and measurement, laboratory testing, writing reports, and understanding biological and cultural influences on life (anthropology), among others. These fields of study are disclosed to students to explain how one obtains an archaeology degree and begins to complete field work to become proficient.

**9.3.12.AC-CST.7** Compare and contrast the building systems and components required for a construction project.

**9.3.12.AC-DES.3** Describe the requirements of the integral systems that impact the design of buildings.

In learning about the Roman Empire, students uncover the skills needed to construct a cuniculus (water channel). Through this discovery, teachers explain the mathematical, engineering and science backgrounds needed to be a civil engineer.

**9.3.12.AG-NR.2** Analyze the interrelationships between natural resources and humans.

In all units, students investigate how natural resources impact human development in the ancient world.

## **Interdisciplinary Connections**

*The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.*

**NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

**NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

**NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

**NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.**

**NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

**NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

**NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

1. In Mesopotamia, students will prove connection between ancient and modern characteristics of civilization.
2. In Mesopotamia, Egypt, Greece, and Rome units, students will analyze documents, answer scaffolding questions, and use evidence to answer essential question

### **Technology Integration**

9.4.8.IML.1 Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.12 Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

1. In all units students employ research strategies to complete a Research Simulation Task, analyzing and evaluating information from multiple sources and creating an essay, project, or Google Slides presentation. They effectively employ databases in their research to solve problems.
2. In each unit, video/audio clips are presented to provide further understanding to lead students in applying concepts connected to essential questions.

### **Holocaust Mandate**

The curricula addresses issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide K-12  
In several units ( Mesopotamia, Egypt, Greece, and Rome) students will investigate how the rise of empires led to ancient slavery, class systems, and conquering of lands from civilization

### **Amistad Mandate**

Mandate requires the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African Americans to our society

In the Egypt unit, students will investigate how the capture and use of Kushite and Hebrew slaves played a role in trade and completion of daily work.  
In the Mesopotamia, Egypt, Greece, and Rome Units, students will investigate the role slaves/prisoners of war played in social class status and daily life

## **LGBTQ/Disabilities Resources**

[Prehistoric and Ahead Of Her Time: Sapphasaura At The Museum of Natural History When Heroes Love \(Gilgamesh and Endiku\)](#)

Fordham University, [The Ancient Near East and Egypt](#)

Fordham University, [Ancient Greece](#)

Fordham University, [Ancient Rome](#)

Mentor in Greece, [From Infanticide to Mount Olympus: Disability in Ancient Greece](#)

### **Statement:**

Specific references to learning about LGBTQ and disabled persons highlighted in Units 2 and 3 in yellow.

Specific primary and secondary sources used within Units 2-5 are highlighted in yellow.