

Ancient China

Stage 1 – Desired Results

Established Goals:

What significant contributions were made during ancient times that advanced science, technology, and the arts?

What do maps, globes, and charts teach us about the world?

Understanding(s):

Students will understand...

- ☉ The forces of supply and demand have affected international trade in the past or present. (2.2.2)
- ☉ The role of government in the world's economies through the creation of money, taxation, and spending in the past or present. (2.3.1)
- ☉ The characteristics of cultures in the world from the past or in the present. (3.2.2)

Essential Question(s):

- ☉ How have societies interacted with one another in the past or present (1.3.1)
- ☉ How have the rise in civilizations defined eras in ancient history (4.1.2)

Students will know...

- ☉ The effect of the Silk Road and Silk monopoly on China's economy. (2.2.2 task)
- ☉ The similarities and differences between the rise of Ancient Chinese civilization and other ancient civilizations (4.1.2)
- ☉ How individuals and movements from ancient civilizations have shaped world history (4.2.1)
- ☉ How technology and ideas from ancient civilizations have impacted world history (4.2.3)

Students will be able to...

- ☉ Summarize the importance of the Silk Road to the distribution of supplies & information into Western Culture. (1.3.1 task)
- ☉ Contrast government's role in economy (e.g. common currency) with Mesopotamian economy (no common currency). (2.3.1 task)
- ☉ Construct and analyze maps using scale, direction, symbols, legends and projections to gather information. (3.1.1)

Stage 2 – Assessment Evidence

Performance Task(s):

Other Evidence:

- ☉ Create a topographical, political or population map of China. (3.1.1 task)
- ☉ Name at least 5 characteristics of Chinese Culture (3.2.2 task)
- ☉ Analyze the impact of Confucius' teachings and the teachings of Buddhism on the world past and present (4.2.1 task)
- ☉ Identify technological advances of ancient China and their impact on the modern world (4.2.3 task)

Stage 3 – Learning Plan

Learning Activities:

Mesopotamia

Stage 1 – Desired Results	
<p>Established Goals: What significant contributions were made during ancient times that advanced science, technology, and the arts? What do maps, globes, and charts teach us about the world?</p>	
<p>Understanding(s): <i>Students will understand...</i></p> <ul style="list-style-type: none"> ☞ A variety of forms of government from the past or present. (1.2.3) ☞ The role of government in the world's economies through the creation of money, taxation, and spending in the past or present (2.3.1) ☞ How to engage in discussions that clarify and address multiple viewpoints on public issues (5.3.1) 	<p>Essential Question(s): What are the costs and benefits of economic choices made by groups and individuals in the past or present? (2.1.1) How does the environment affect people and how have people affected the environment in the past or present (3.2.1) How have technology and ideas from ancient civilizations impacted world history (4.2.3)</p>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ☞ How trade develops through surplus (2.1.1 task) ☞ How record-keeping was developed through commerce (2.1.1 task) ☞ The location of places and regions in the world and understands their physical and cultural characteristics. (3.1.2) ☞ How the following inventions/developments have impacted civilization: the wheel, written language, irrigation (4.2.3 task) 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ☞ Explain the concept of city-state (1.2.3 task) ☞ Contrast governing of priests/kings (1.2.3 task) ☞ Examine the effect government had on farmers through taxes (2.3.1 task) ☞ Identify Mesopotamia as a region on a map (3.1.2 task) ☞ Compare ancient Mesopotamia to modern-day Iraq (3.1.2 task) ☞ Evaluate the effect of irrigation on the ability of nomadic people to settle (3.2.1 task) ☞ Analyze different cultural measurements of time. (4.1.1) ☞ Discuss hierarchy of Mesopotamia social system. (5.3.1 task)
Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p>	<p>Other Evidence: List the different methods by which Mesopotamia measured time (4.1.1)</p>
Stage 3 – Learning Plan	
<p>Learning Activities:</p>	

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Ancient Egypt

Stage 1 – Desired Results	
<p>Established Goals: What significant contributions were made during ancient times that advanced science, technology, and the arts? What do maps, globes, and charts teach us about the world?</p>	
<p>Understanding(s): <i>Students will understand...</i></p> <ul style="list-style-type: none"> ▲ A variety of forms of government from the past or present (1.2.3) ▲ The distribution of wealth and sustainability of resources in the world in the past or present. (2.4.1) ▲ And analyze how cultures and cultural groups in ancient civilizations contributed to world history (4.2.2) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▲ How does the environment affect people and how have people affected the environment in the past or present (3.2.1) ▲ How have technology and ideas from ancient civilization impacted world history (4.2.3)
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ▲ The similarities and differences between the rise of Ancient Chinese civilization and other ancient civilizations (4.1.2) ▲ How ancient Egyptians moved large blocks of stone to build their pyramids. (4.2.3 task) ▲ Similarities and differences between cuneiform writing of Mesopotamia to hieroglyphics of Egypt (4.3.1 task) 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ▲ Identify the location of places and regions in the world and understand their physical and cultural characteristics. (3.1.2) ▲ Explain the Egyptian impact on the Nile river and its impact on them. (3.2.1 task) ▲ Analyze the patters of the rise of Mesopotamian and Egyptian civilizations. (4.1.2 task) ▲ Analyzes and interprets historical materials from a variety of perspectives in ancient history. (4.3.1)
Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> ▲ Compare and contrast the Egyptian government with the government in the US (1.2.3 task) ▲ Illustrate the hierarchy of Egypt's society into a social pyramid (2.4.1 task) ▲ Label a Physical and Political map of Ancient Egypt (3.1.2 task) ▲ What if people today still believed in and prepared for an afterlife like the Egyptians did. What would we do differently? (4.2.2 task)
Stage 3 – Learning Plan	
<p>Learning Activities:</p>	

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Ancient Rome

Stage 1 – Desired Results	
<p>Established Goals: What significant contributions were made during ancient times that advanced science, technology, and the arts? What do maps, globes, and charts teach us about the world?</p>	
<p>Understanding(s): <i>Students will understand...</i></p> <ul style="list-style-type: none"> ▮ The role of government in the world's economies through the creation of money, taxation, and spending in the past or present. (2.3.1) ▮ And analyze how individuals and movements from ancient civilizations have shaped world history. (4.2.1) ▮ And analyze how cultures and cultural groups in ancient civilizations contributed to world history. (4.2.2) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▮ How have societies interacted with one another in the past or present? (1.3.1) ▮ How have geographic factors influenced the movement of groups of people in the past or present? (3.2.3) ▮ How have technology and ideas from ancient civilization impacted world history (4.2.3)
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ▮ The geographical factors that led to the establishment and growth of the Roman Empire. (3.2.3 task) ▮ How did the use of slaves benefit/impact Roman society? (4.2.2 task) 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ▮ Explain how Rome conquered Greece and how it impacted both societies. (1.3.1 task) ▮ Explain how individuals like Julius Caesar and Augustus helped shape world history. (4.2.1 task) ▮ Examine the impact of the aqueduct on today's plumbing (4.2.3 task)
Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> ▮ Describe the Roman government tax policy and related it to your life (2.3.1 task)
Stage 3 – Learning Plan	
<p>Learning Activities:</p>	

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Ancient Greece

Stage 1 – Desired Results	
<p>Established Goals: What significant contributions were made during ancient times that advanced science, technology, and the arts? What do maps, globes, and charts teach us about the world?</p>	
<p>Understanding(s): <i>Students will understand...</i></p> <ul style="list-style-type: none"> Ⓞ A variety of forms of government from the past or present. (1.2.3) Ⓞ The contributions of ancient Greece to the arts, math & science. (3.2.2 task) Ⓞ The production, distribution, and consumption of goods, services, and resources in societies from the past or in the present (2.2.1) Ⓞ The historical origins of civic involvement (1.4.1) <p><i>Students will know...</i></p> <ul style="list-style-type: none"> Ⓞ The evolution of democracy in Athens (1.2.3 task) Ⓞ How individuals and movements from ancient civilizations have shaped world history (4.2.1) Ⓞ The events of the Persian Wars and how they directly influenced Western Civilization. (4.3.2 task) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> Ⓞ What are the characteristics of cultures in the world from the past or in the present? (3.2.2)
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Ⓞ The evolution of democracy in Athens (1.2.3 task) Ⓞ How individuals and movements from ancient civilizations have shaped world history (4.2.1) Ⓞ The events of the Persian Wars and how they directly influenced Western Civilization. (4.3.2 task) 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Ⓞ Analyze multiple factors, compare two groups, generalize, and connect past to present to formulate a thesis in a paper or presentation. (5.4.1) Ⓞ The importance of trade to the ancient Greeks (2.2.1 task) Ⓞ Analyze multiple causal factors that shape major events in ancient history (4.3.2)
Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> Ⓞ Analyze the multiple factors which created the lasting impact of Greek mythology on today's cultures. (5.4.1 task) Ⓞ Analyze how Alexander influenced world history with the spread of Hellenistic culture (4.2.1 task) Ⓞ Explain the rights and responsibilities of the citizens of Athens (1.4.1 task)
Stage 3 – Learning Plan	
<p>Learning Activities:</p>	

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World Geography

Stage 1 – Desired Results	
<p>Established Goals: What significant contributions were made during ancient times that advanced science, technology, and the arts? What do maps, globes, and charts teach us about the world?</p>	
<p>Understanding(s): <i>Students will understand...</i></p> <ul style="list-style-type: none"> ● The physical and cultural characteristics of places & regions (3.1.2) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● Why did civilizations develop where and when they did and when and why did they decline?
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The five themes of geography ● Spatial patterns and how they are created ● What is a region and how are regions defined 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify the location of places and regions in the world (3.1.2) ● Identify parts of maps (scale, direction, symbols, legends, projections) and continents (3.1.1 task) ● Construct and analyze maps using scale, direction, symbols, legends and projections to gather information. (3.1.1)
Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p>	<p>Other Evidence:</p>
Stage 3 – Learning Plan	
<p>Learning Activities:</p>	

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