

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

**GOVERNOR LIVINGSTON HIGH SCHOOL
SOCIAL STUDIES DEPARTMENT**

SEVENTH GRADE SOCIAL STUDIES
#7000

Curriculum Guide

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This curriculum may be modified through varying techniques,
strategies, and materials, as per an individual student's
Individualized Educational Plan (IEP).

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PHILOSOPHY/RATIONALE

Global Studies 1 is a full year required course taught at the seventh grade level for which the students receive credit upon completion. Seventh grade social studies builds upon the historical themes and skills taught in the K-6 curriculum. The course integrates the study of geography, politics, societies, and cultures that have developed around the world throughout history. The course is broken down into ten units that will chronologically examine the development of human society and culture from prehistory to the Renaissance. The units are devised to meet the requirements of the New Jersey Social Studies Core Curriculum Content Standards, as well as provide increased knowledge of social studies and opportunities to apply this knowledge to new situations.

The curriculum also addresses the tasks of the Grade Eight Proficiency Assessment and includes many skills suggested by the national standards. These include reading, study, research, technical, and critical-thinking skills that can be developed throughout the seventh grade year. The curriculum also provides opportunity to practice many of the skills contained in the Technology Literacy and Career Education Standards. The social studies curriculum provides consistent and enriched teaching and learning of content and skills throughout middle and high school. Its ultimate goal is educating students to become active participants in an American democratic system.

COURSE PROFICIENCIES

COURSE OBJECTIVES

1. Examine the tool geographers use to examine history and the development of culture. (6.1/7A1,6,7,10,11; 6.2/7A1,2; 6.3/7A1,2; 6.5/7B4; 6.6/7A1,2,5,6, B1,4, C5, D3-6, E1-5; 8.1/7A1-5,7,8,10,11, B2-4,6,7; 9.1/7A4,7, B4,5; 9.2/7A1-4, B2,3, C1-6, D2,4)
 - A. Summarize how archeology helps scientists learn about ancient civilizations.
 - B. Describe the development of man from prehistory to civilization.

2. Analyze the importance of water in the development of Early River Valley civilizations. (6.1/7A1,6,7,10,11; 6.2/7A1,2; 6.3/7A3; 6.5/7B4; 6.6/7B1,4, C5, D3-6, E1-5; 8.1/7A1-5,7,10,11, B2-4,6,7; 9.1/7A4,7, B4,5; 9.2/7A1-4, B2,3, C1-6, D2,4)
 - A. Discuss the rise of civilizations in Mesopotamia.
 - B. Summarize how civilization developed in the Nile Valley of Egypt.
 - C. Research and present the factors contributing to the development of civilizations around the world.

3. Evaluate the rise and fall of early civilizations through the development of ideas and armies. (6.1/7A1,6,7,10,11; 6.2/7A1-2; 6.3/7B5,10,11, C4,5; 6.4/7C1-4, D6; 6.5/7B4; 6.6/7B1-4, C5, D3-6, E1-5; 8.1/7A1-5,7,8,10,11, B2-4,6,7; 9.1/7A4,7, B4,5; 9.2/7A1-4, B2,3, C1-6, D2,4)
 - A. Compare and contrast the Empires of Assyria, Chaldea, and Persia.
 - B. Examine the early cultures of sub-Saharan Africa and the Americas.

4. Examine the advances made in Greek civilization and describe the Greek contributions to the development of future civilizations. (6.1/7A1,6,7,10,11; 6.2/7A1,2; 6.3/7B2-4, 6.5/7B4; 6.6/7B1,4, C5, D3-6, E1-5; 8.1/7A1-5,7,8,10,11, B2-4,6,7; 9.1/7A4,7, B4,5; 9.2/7A1-4, B2,3, C1-6, D2,4)
 - A. Describe the development of Minoan and Mycenaean culture.
 - B. Identify the major contributions made to western civilization by the Greeks of the Classical Age.
 - C. Summarize the Hellenistic Age from the conquest of the Macedonians to the coming of the Romans.

5. Examine the historical development and spread of Roman culture. (6.1/7A1,6,7,10,11; 6.2/7A1,2, B1,2; 6.3/7B6-9; 6.5/7A8,9, B4; 6.6/7B1-4, C5, D3-6, E1-5; 8.1/7A1-5,7,8,10,11, B2-4,6,7; 9.1/7A4,7, B4,5; 9.2/7A1-4, B2,3, C1-6, D2,4)
 - A. Discuss the settlement of the Italian peninsula and its early civilizations.
 - B. Analyze the rise, development, and decline of the Roman Republic.
 - C. Analyze the rise, development, and fall of the Roman Empire.

COURSE PROFICIENCIES (continued)

6. Examine, research, and present the origins, practices, history, god(s)/goddess(es), and statistical information on the following world religions. (6.1/7A1,6,7,10,11; 6.2/7A1,2; 6.3/7B1, C1,2; 6.5/7B4; 6.6/7B1,4, C5, D3-6, E1-5; 8.1/7A1-5,7,8,10,11, B2-4,6,7; 9.1/7A4,7, B4,5; 9.2/7A1-4, B2,3, C1-6, D2,4)
 - A. Judaism
 - B. Christianity
 - C. Islam
 - D. Buddhism
 - E. Hinduism
 - F. Taoism
 - G. Shinto
 - H. Zoroasterism
 - I. Sikhism
 - J. Confucianism

7. Describe the origins of the Early Middle Ages throughout Europe. (6.1/7A1,6,7,10,11; 6.2/7A1,2; 6.3/7B8,9, C1; 6.5/7B1-4, C5, D3-6, E1-5; 8.1/7A1-5,7,8,10,11, B2-4,6,7; 9.1/7A4,7, B4,5; 9.2/7A1-4, B2,3, C1-6, D2,4)
 - A. Discuss the co-mingling of Germanic and Roman culture.
 - B. Analyze the rise of the Franks.
 - C. Examine the cultural journey of the British Isles after the fall of the Roman Empire.
 - D. Summarize the Viking expansion and its influence on European culture and society.

8. Examine the development and historical influences upon the social, political, economic, and religious culture of India. (6.1/7A1,6,7,10,11; 6.2/7A1,2; 6.3/7B5, C3; 6.5/7B4; 6.6/7B1,4, C5, D3-6, E1-5; 8.1/7A1-5,7,8,10,11, B2-4,6,7; 9.1/7A4,7, B4,5; 9.2/7A1-4, B2,3, C1-6, D2,4)
 - A. Examine the political, social, economic, and cultural development of Gupta India and its contributions to later civilizations.
 - B. Examine the political, social, economic, and cultural development of Mughal India.

9. Describe the societal changes throughout Europe during the Late Middle Ages (6.1/7A1,6,7,10,11; 6.2/7A1,2; 6.3/7C6,7; 6.5/7B4; 6.6/7B1,4, C5, D3-6, E1-5; 8.1/7A1-5,7,8,10,11, B2-4,6,7; 9.1/7A4,7, B4,5; 9.2/7A1-4, B2,3, C1-6, D2,4)
 - A. Define Feudalism and Manorialism.
 - B. Examine the role of the Roman Catholic Church in medieval life.
 - C. Examine how the revival of trade during the middle ages led to the revival of towns in Western Europe.

COURSE PROFICIENCIES (continued)

- D. Evaluate the development of strong national governments under monarchs in France, England, Germany, and Spain.
10. Analyze the factors that caused Europe to enter the Renaissance Era. (6.1/7A1,6,7,10,11; 6.2/7A1,2; 6.3/7D2,3; 6.5/7B4; 6.6/7B1,4, C5, D3-6, E1-5; 8.1/7A1-5,7,8,10,11, B2-4,6,7; 9.1/7A4,7, B4,5; 9.2/7A1-4, B2,3, C1-6, D2,4)
- A. Analyze the causes and spread of Renaissance ideas.
 - B. Examine the development of art, architecture, and literature in the Renaissance.
 - C. Make conclusions about the Renaissance as the beginning of “Modern History”.

STUDENT PROFICIENCIES

The student will be able to:

1. Take notes.
2. Prepare a bibliography.
3. Use news sources: newspapers, news magazines, television, radio, videotapes, and artifacts.
4. Interpret history through artifacts.
5. Identify relevant and factual material.
6. Detect and chart cause and effect relationships.
7. Read for comprehension and to answer questions.
8. Read to formulate an opinion.
9. Skim a reading selection to find relevant or important facts.
10. Evaluate different sources of information (print, visual, or electronic).
11. Express relative location using maps found in the text and atlases.
12. Use the Internet as a resource for research projects.
13. Utilize presentation software for visual aids.
14. Develop word processing skills.
15. Group data in appropriate categories.
16. Place and interpret data in appropriate charts, graphs, and illustrations.
17. Compare, contrast, and draw inferences from factual material and primary sources.
18. Separate information into appropriate categories using specific criteria.
19. Compare works of art or illustrations.
20. Combine critical concepts into a conclusion based upon provided information.
21. Make timelines of significant events.
22. Interpret the attitudes of people in an historical time period by reading samples of literature and poetry.
23. Summarize the main ideas related to an historical event.
24. Comprehend and communicate the pros and cons of an issue through debates.
25. Present individual and group oral reports.
26. Divide research tasks efficiently when working in cooperative groups.
27. Analyze graphic representations of populations.
28. Make inferences concerning the alternate course history might have taken had some key event been altered.
29. Use mental mapping to solve problems.

METHODS OF EVALUATION

1. Teacher observation/questions/monitoring.
2. Teacher developed tests and quizzes.
3. Publisher developed tests and quizzes.
4. Homework and class work.
5. Class participation.
6. Activities and projects.
7. Notebooks, journals, and portfolios.
8. Performance assessment
9. Self-assessment.

SOCIAL STUDIES DEPARTMENT GUIDELINES FOR TEACHERS

1. All teachers are to write quarterly lesson plans that include objectives for the unit, a brief content outline, and a list of activities.
2. Teachers should provide students with written expectations and grading procedures on the first day of class. A sample follows this page.
3. Teachers should teach specific GEPA tasks and rubrics as described in the Grade Eight Test Specifications for Social Studies.
4. Documentation for research papers must follow procedures established by the district and school.
5. Grades are to be recorded in the teachers' grade book as percentage or decimal grades. The final grade for a marking period must be recorded as a letter grade.
6. Throughout Grade Seven Social Studies, teachers should focus on geography, politics, societies, and cultures.

WRITTEN EXPECTATIONS FOR STUDENT ACHIEVEMENT

Sample

Each teacher should prepare a Course Procedures and Grade Expectations Sheet for the students. This is to be distributed at the beginning of the school year. A sample follows:

Welcome to 7th grade social studies. These guidelines will help you adjust to our classroom procedures. Please read them carefully and retain this paper in your social studies folder.

Supplies: Please bring the following to class each day and use appropriately:

1. Folder with pockets to be used only for social studies.
2. Paper and pens.
3. An agenda/homework pad.
4. Textbook.
5. Colored pencils for map and graph work at home.

Conduct:

1. Please arrive to class on time, take your seat, and prepare to work when the bell rings. If late, please present a pass.
2. Courtesy and respect must be shown to all individuals in the classroom.
3. If you would like a drink of water or need to use the restroom facilities, please ask at the beginning of the period.

Policies:

1. Please read and abide by the Code of Conduct.
2. Work being made up after an absence must be completed in a time period equal to the length of the absence. See me about special circumstances.

Grading:

1. Students earn grades based upon their performance on homework, quizzes, tests, projects, presentations, and other special assignments.
2. I am available during OP or after school for student conferences.

Helpful Hints:

1. Use your agenda pad each day to help you stay organized and prepared.
2. Keep all homework papers, quizzes, and tests in the classroom folder. They will be helpful for review.
3. If you attend class regularly, pay attention, participate, and review, you will do very well in this class (and all others, too).

Please indicate that you and your parents have read this sheet by signing it and dating it.

Student's Signature

Date

Parent's Signature

Date

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

The student will be able to:

NJ Core Curriculum Standards/ Grade	Strands & Indicators	Course Outline/Student Objectives
6.1/7 6.2/7 6.3/7 6.5/7 6.6/7 8.1/7 9.1/7 9.2/7	A1,6,7,10,11 A1,2 A1,2 B4 A1,3,5,6 B1,4 C5 D3-6 E1-5 A1-5,7,8,10,11 B2-4,6,7 A4,7 B4,5 A1-4 B2,3 C1-6 D2,4	I. Examine The Tools Geographers Use To Examine History And The Development Of Culture (3 weeks) A. Summarize How Archeology Helps Scientists Learn About Ancient Civilizations B. Describe the Development of Man from Prehistory to Civilization 1. Describe Neanderthals and Cro-Magnons 2. Explain how tools, language, clothing, and the discovery of fire helped early people advance 3. Examine recent archeological developments concerning early man 4. Discuss the evolution of people from food gatherers to food producers 5. Examine the importance of specialization, government, and religion in Neolithic societies
6.1/7 6.2/7 6.3/7 6.5/7 6.6/7 8.1/7 9.1/7 9.2/7	A1,6,7,10,11 A1,2 A3 B4 B1,4 C5 D3-6 E1-5 A1-5,7,8,10,11 B2-4,6,7 A4,7 B4,5 A1-4 B2,3 C1-6 D2,4	II. Analyze The Importance Of Water In The Development Of Early River Valley Civilizations (4 weeks) A. Discuss the Rise of Civilizations in Mesopotamia 1. Describe the religion, family structure, and government of Sumerian civilization 2. Explain why Hammurabi and his reforms were important 3. Describe how Mesopotamians contributed to other civilizations B. Summarize How Civilization Developed in the Nile Valley of Egypt 1. Analyze why the Nile was so important to the growth of Egypt 2. Describe the cultural characteristics of the Old Kingdom of pharaohs, pyramids, religious beliefs, and hieroglyphics 3. Summarize how Egypt changed during the Middle Kingdom 4. Explain the expansion of Egyptian civilization during

		the New Kingdom
		<p>II. Analyze The Importance Of Water In The Development Of Early River Valley Civilizations (continued)</p> <p>5. Enumerate the contributions of Egyptian civilizations to other civilizations</p> <p>C. Research and Present the Factors Contributing to the Development of Civilizations Around the World</p> <p>1. Examine the Harappan civilization in the Indus River Valley</p> <p>2. Explain the development of the Shang civilization in Huang Ho River valley</p> <p>3. Evaluate the spread of Phoenician civilization</p> <p>4. Summarize the development of Judaism and the Hebrew concept of social justice</p>
<p>6.1/7</p> <p>6.2/7</p> <p>6.3/7</p> <p>6.4/7</p> <p>6.5/7</p> <p>6.6/7</p> <p>8.1/7</p> <p>9.1/7</p> <p>9.2/7</p>	<p>A1,6,7,10,11</p> <p>A1,2</p> <p>B5,10,11</p> <p>C4,5</p> <p>C1-4</p> <p>D6</p> <p>B4</p> <p>B1,4</p> <p>C5</p> <p>D3-6</p> <p>E1-5</p> <p>A1-5,7,8,10,11</p> <p>B2-4,6,7</p> <p>A4,7</p> <p>B4,5</p> <p>A1-4</p> <p>B2,3</p> <p>C1-6</p> <p>D2,4</p>	<p>III. Evaluate The Rise And Fall Of Early Civilizations Through The Development Of Ideas And Armies (5 weeks)</p> <p>A. Compare and Contrast the Empires of Assyria, Chaldea, and Persia</p> <p>1. Discuss the rise of the Assyrian Empire and the impact of militarism</p> <p>2. Summarize the development of Chaldean civilization as a bridge between the ancient Mesopotamians and later civilizations</p> <p>3. Discuss the organization of the Persian Empire and its influence on other civilizations</p> <p>B. Examine the Early Cultures of Sub-Saharan Africa and the Americas</p> <p>1. Examine the development of the early sub-Saharan African civilizations Kush and Asksum</p> <p>2. Identify the development of West African kingdoms including Ghana, Mali, and Songhai</p> <p>3. Summarize the development of East African kingdoms including Zimbabwe</p> <p>4. Analyze migration patterns in the Americas</p> <p>5. Describe the emergence of Mesoamerican civilization including Maya, Aztec, and Inca</p>
<p>6.1/7</p> <p>6.2/7</p> <p>6.3/7</p> <p>6.5/7</p> <p>6.6/7</p>	<p>A1,6,7,10,11</p> <p>A1,2</p> <p>B2-4</p> <p>B4</p> <p>B1,4</p> <p>C5</p>	<p>IV. Examine The Advances Made In Greek Civilization And Describe The Greek Contributions To The Development Of Future Civilizations (4 weeks)</p> <p>A. Describe the Development of Minoan and Mycenaean Culture</p> <p>1. Discuss the way of life of Minoan culture</p>

8.1/7	D3-6 E1-5 A1-5,7,8,10,11 B2-4,6,7	<ol style="list-style-type: none"> 2. Examine the impact of geography upon the development of Minoan and early Greek civilizations 3. Summarize the impact of Mycenaean civilization and the Dark Age upon the Aegean world
9.1/7 9.2/7	A4,7 B4,5 A1-4 B2,3 C1-6 D2,4	<p>IV. Examine The Advances Made In Greek Civilization And Describe The Greek Contributions To The Development Of Future Civilizations (continued)</p> <ol style="list-style-type: none"> 4. Examine the archeological discoveries and the works of archeologists like Schliemann and Evans 5. Analyze the role of literature and myth in history through the works of Homer 6. Trace the development of Greek society through the development of nation-states <p>B. Identify the Major Contributions Made to Western Civilization by the Greeks of the Classical Age</p> <ol style="list-style-type: none"> 1. Enumerate the contributions of the Greeks in mathematics, the sciences, and medicine 2. Discuss how Socrates, Plato, and Aristotle, and other Greek thinkers influenced the development of western civilizations 3. Examine why classical Greek civilization was termed a ‘Golden Age’ <p>C. Summarize the Hellenistic Age from the Conquest of the Macedonians to the Coming of the Romans</p> <ol style="list-style-type: none"> 1. Analyze the political and military strategies that enabled Phillip II of Macedon to conquer the Greek city-states 2. Describe the personality and political objectives of Alexander the Great 3. Map the growth of Alexander’s empire 4. Chart the disintegration, division, and decline of Alexander’s empire
6.1/7 6.2/7 6.3/7 6.5/7 6.6/7 8.1/7 9.1/7	A1,6,7,10,11 A1,2 B1,2 B6-9 A8,9 B4 B1,4 C5 D3-6 E1-5 A1-5,7,8,10,11 B2-4,6,7 A4,7 B4,5	<p>V. Examine The Historical Development And Spread Of Roman Culture (4 weeks)</p> <p>A. Discuss the Settlement of the Italian Peninsula and its Early Civilizations</p> <ol style="list-style-type: none"> 1. Examine the culture of the Etruscans 2. Discuss the impact of Greek and Etruscan civilization upon the development of Roman civilization <p>B. Analyze the Rise, Development, and Decline of the Roman Republic</p> <ol style="list-style-type: none"> 1. Describe how the government of the Roman Republic was formed 2. Explain how the Roman Republic was able to expand and protect its territory 3. Map the Punic Wars and describe their impact upon

9.2/7	A1-4 B2,3 C1-6	the Roman Republic 4. Analyze the impact of conquest upon Roman economy and government
	D2,4	V. Examine The Historical Development And Spread Of Roman Culture (continued) 5. Describe the events that led to the collapse of the Roman Republic 6. Examine the impact of Julius Caesar's leadership upon the collapse of the Republic C. Analyze the Rise, Development, and Fall of the Roman Empire 1. Explain how Augustus ruled the Empire 2. Analyze the impact of the Pax Romana on trade and culture 3. Map the expansion of the Roman Empire 4. Summarize the daily life of Roman citizen during the golden age of Rome 5. Examine the contributions of Roman civilization in the areas of art, architecture, literature, law, engineering, and government 6. Analyze the problems facing the Roman Empire which led to its decline 7. Evaluate the various efforts to reform the empire to stop its decline
6.1/7 6.2/7 6.3/7 6.5/7 6.6/7 8.1/7 9.1/7 9.2/7	A1,6,7,10,11 A1,2 B1 C1,2 B4 B1,4 C5 D3-6 E1-5 A1-5,7,8,10,11 B2-4,6,7 A4,7 B4,5 A1-4 B2,3 C1-6 D2,4	VI. Examine, Research, And Present The Origins, Practices, History, God(s)/Goddess(es), And Statistical Information On The Following World Religions (2 weeks) A. Judaism B. Christianity C. Islam D. Buddhism E. Hinduism F. Taoism G. Shinto H. Zoroasterism I. Sikhism J. Confucianism
6.1/7 6.2/7 6.3/7 6.5/7	A1,6,7,10,11 A1,2 B8,9 C1 B4	VII. Describe The Origins Of the Early Middle Ages Throughout Europe (4 weeks) A. Discuss the Co-Mingling of Germanic and Roman Culture 1. Evaluate German domestic life and the influence of

6.6/7	B1,4 C5	<p>their culture and law</p> <p>2. Discuss the role of the Germanic tribes in the decline of the Roman Empire</p>
8.1/7 9.1/7 9.2/7	D3-6 E1-5 A1-5,7,8,10,11 B2-4,6,7 A4,7 B4,5 A1-4 B2,3 C1-6 D2,4	<p>VII. Describe The Origins Of the Early Middle Ages Throughout Europe (continued)</p> <p>3. Examine the foundation of the new Germanic states in Western Europe</p> <p>B. Analyze the Rise of the Franks</p> <p>1. Examine the unification of the Franks under Clovis</p> <p>2. Analyze the impact of Clovis' conversion to Roman Christianity</p> <p>3. Identify the causes and consequences of Charles Martel's victory over the Moors at Tours</p> <p>4. Discuss the rise and fall of the Carolingian Empire</p> <p>5. Examine everyday life and culture in the Empire of Charlemagne</p> <p>6. Determine the social, political, cultural, and legal legacy of the Carolingian Empire</p> <p>C. Examine the Cultural Journey of the British Isles After the Fall of the Roman Empire</p> <p>1. Summarize the impact of Roman civilization on the everyday life of the people of Britain</p> <p>2. Describe the life and culture of Celtic Ireland</p> <p>3. Analyze the development and impact of Christianity on England and Ireland</p> <p>4. Discuss the unification of the Anglo-Saxons under Alfred the Great</p> <p>D. Summarize the Viking Expansion and its Influence on European Culture and Society</p> <p>1. Detail the influence of geography upon the development of Viking culture and society</p> <p>2. Examine the daily life of the Vikings</p> <p>3. Map Viking explorations, raids, and conquests</p> <p>4. Analyze the impact of the Vikings on England, France, Russia, and the islands of the North Atlantic</p>
6.1/7 6.2/7 6.3/7 6.5/7 6.6/7	A1,6,7,10,11 A1,2 B5 C3 B4 B1,4 C5 D3-6 E1-5	<p>VIII. Examine The Development And Historical Influences Upon The Social, Political, Economic, And Religious Culture Of India (2 weeks)</p> <p>A. Examine the Political, Social, Economic, and Cultural Development of Gupta India and Its Contributions to Later Civilizations</p> <p>1. Discuss the impact of geography on the development of Indian civilization</p> <p>2. Identify examples of Gupta art, architecture, music,</p>

8.1/7 9.1/7 9.2/7	A1-5,7,8,10,11 B2-4,6,7 A4,7 B4,5 A1-4	<p>food, and dress</p> <p>3. Chart the political developments of Indian history from the Harappans to the Mughals</p> <p>B. Examine the Political, Social, Economic, and Cultural Development of Mughal India</p>
	B2,3 C1-6 D2,4	<p>VIII. Examine The Development And Historical Influences Upon The Social, Political, Economic, And Religious Culture Of India (continued)</p> <p>1. Discuss the clash between of Islamic culture and Hindu cultures</p> <p>2. Identify examples of Mughal art, architecture, music, food, and dress</p> <p>3. Examine the major political figures of Mughal India, from Akbar to Aurangzeb</p>
6.1/7 6.2/7 6.3/7 6.5/7 6.6/7 8.1/7 9.1/7 9.2/7	A1,6,7,10,11 A1,2 C6,7 B4 B1,4 C5 D3-6 E1-5 A1-5,7,8,10,11 B2-4,6,7 A4,7 B4,5 A1-4 B2,3 C1-6 D2,4	<p>IX. Describe The Societal Changes Throughout Europe During The Late Middle Ages (4 weeks)</p> <p>A. Define Feudalism and Manorialism</p> <p>1. Explain why the political system of feudalism developed in Western Europe</p> <p>2. Describe the roles of lords and vassals</p> <p>3. Discuss the training and duties of a knight</p> <p>4. Characterize manor life identifying the relations between nobles and serfs</p> <p>B. Examine the Role of the Roman Catholic Church in Medieval Life</p> <p>1. Explain why the crusades took place</p> <p>2. Analyze the impact of the crusades on medieval Europe and the Middle East</p> <p>C. Examine How the Revival of Trade During the Middle Ages Led to the Revival of Towns in Western Europe</p> <p>1. Summarize how merchants became an important part of European life</p> <p>2. Explain the formation of guilds</p> <p>D. Evaluate the Development of Strong National Governments Under Monarchs in France, England, Germany, and Spain</p> <p>1. Describe how the Capetian kings strengthened the French monarchy</p> <p>2. Analyze the development of the English monarchy, the influence of the Magna Carta, and the development of parliament</p> <p>3. Chart the causes and consequences of the Hundred Years War</p> <p>4. Evaluate the development of Catholic Spain</p>
6.1/7 6.2/7	A1,6,7,10,11 A1,2	<p>X. Analyze The Factors That Caused Europe To Enter The Renaissance Era (4 weeks)</p>

6.3/7 6.5/7 6.6/7	D2,3 B4 B1,4 C5 D3-6	A. Analyze the Causes and Spread of Renaissance Ideas 1. Describe the origin of the Renaissance in the Italian city-state of Florence 2. Identify ways in which France was influenced by the Italian Renaissance
8.1/7 9.1/7 9.2/7	E1-5 A1-5,7,8,10,11 B2-4,6,7 A4,7 B4,5 A1-4 B2,3 C1-6 D2,4	X. Analyze The Factors That Caused Europe To Enter The Renaissance Era (continued) 3. Enumerate the ways in which the Renaissance spread to Germany and Flanders 4. Interpret the influence of the Roman Catholic Church on the Renaissance in Spain 5. Summarize the manner in which the English monarchy promoted the Renaissance in England B. Examine the Development of Art, Architecture, and Literature in the Renaissance 1. Investigate the advances in art and architecture during the Renaissance 2. Examine the developments in literature during the Renaissance 3. Analyze the scientific and technological developments of the Renaissance 4. Chart the progress and impact of the bubonic plague on Europe C. Make Conclusions About the Renaissance as the beginning of “Modern History”

Note: The New Jersey Core Curriculum Content Standards can be accessed at www.state.nj.us

RESOURCES/ACTIVITIES GUIDE

Activities That Apply To Several Units

Suggested Cooperative Learning Activities

Unit 1:

- A. Have students divide into groups of no more than four students. Each group member will be given a cooperative learning role that will be rotated after each ‘artifact’ is uncovered. This way every group member will complete each task at least once. Each group will excavate a different archeological site. All information must be recorded. Students must evaluate the artifacts they uncovered and form a theory as to which site they excavated.
- B. Have students study pictures of cave paintings and drawings from Altamira and Lasceux. Then individually, or in pairs, have students make their own cave drawings. Have the students share their images with the class.

Unit 2:

- A. Divide the class into small groups of four or five students each. Assign each group one of the following early civilizations from the Middle East or Asia: Harappans, Phoenicians, Hebrews, or Shang. Have each group prepare presentations in the form of a news report. The report will include an interview with an important figure from the civilization, a poster showing contributions, a map showing the location of the civilization, a commercial about a product of the time period, and a review activity. Focus should be on history, culture, daily life, and religious beliefs.
- B. Have students divide into groups of no more than five. After the teacher gives background knowledge on Hammurabi, give the groups examples of different crimes that might have been committed during this time period. Have each group try to come up with appropriate punishments; share with class. Teacher will share Hammurabi’s Code and the real punishments he carried out. Groups evaluate their work. Extension: Students create five situations and punishments that they feel would be appropriate for our modern world.

Unit 3:

- A. Have students work in groups to complete a web quest about Persian coins and culture by viewing websites and answering critical thinking questions.
- B. Have the students work in groups of four. Assign each group a major civilization of the ancient world and prepare a presentation using PowerPoint to highlight the major achievements of their civilization.

RESOURCES/ACTIVITIES GUIDE (continued)

Unit 4:

- A. Groups of students will use role playing to reenact the events of the Trojan War. Students can then work as a group, or individually, to create a comic strip depicting the detailed events of the Trojan War.
- B. Groups of students will research the role of the phalanx, including movement, duties, and weapons. Each student will then become a member of the military and act out being part of a phalanx.
- C. Groups may create an advertisement that will encourage travelers of the ancient world to visit the “modern” city of Alexandria, Egypt. This project will visually emphasize the amazing amenities available at that time.

Unit 5:

- A. Group students into “home” groups (they will return to these groups later). One person from each home group will be placed into an “expert” group in one of the following areas: religious beliefs, daily life, contributions, and history/development of the Etruscans. Each expert group will conduct research and prepare notes for class discussion and their home group. Students will then return to their “home” group and teach them about their expert topic area. Students will take notes while the ‘expert’ is teaching.
- B. ‘Toga party’: Assign each student a particular figure of the Roman Republic (either a real figure [Julius Caesar] or semi fictional [Horatius]). Their task is to learn about the character and come to class on the appointed day dressed as the character. Refreshments can be prepared and students can interact in costume before they give brief presentations on their characters.
- C. Students will role play all three Punic Wars with props; they will then take notes summarizing the events for each war and sketch some of the props used (in the margin of their notes) to aid in the process of recall.
- D. Student groups will create a graphic organizer to chart and define the roles in the Roman Republic. Then, each student will receive an index card with a role on it and use the classroom to create a ‘living’ chart. Each student will verbally explain to the class their role in the Roman Republic.
- E. Students will identify what it was like to be a Roman gladiator by exploring websites and writing a personal account of how they became a gladiator, what their training was like, describing the battles in which they fought, and what became of them (Did they die in a battle? Were they freed? etc.) This activity can be done as a group or individually.

RESOURCES/ACTIVITIES GUIDE (continued)

Unit 6: World Religions. (2 weeks)

Required Case Study

The following case study is unsupported by the textbook and is purely driven by student research. The given outline does not limit the teacher or student presentation method but provides a framework for groups to gain a broad overview of their topic.

Suggested split: Week one: Research Week two: Presentation

For World Religions Unit the students (in groups or individually) should research the following:

- A. Founder/Origins
 1. Historical background (the world at the time of founding).
 2. Development and spread of the religion.
 3. Important early leaders

- B. Beliefs
 1. Chart major tenets of faith.
 2. God(s) and/or goddess(es).
 3. Role of women.

- C. Practices
 1. Rituals and ceremonies.
 2. Clothing.
 3. Influences on daily life.

- D. Graphic Organizer/Statistics
 1. Chart or graph of percentage of followers worldwide vs. other religions.
 2. Statistics.

- E. Developments
 1. Conflicts.
 2. Importance today.

Unit 7:

- A. Group students into “home” groups (they will return to these groups later). One person from each home group will be placed into an “expert” group in one or more of the following areas: Charles the Hammer, Charlemagne, Christian Empire, Education, Estate Life, and Collapse. Each expert group will conduct research and prepare notes for class discussion and their home group. Students will then return to their “home” group and

RESOURCES/ACTIVITIES GUIDE (continued)

teach them about their expert topic area. Students will take notes while the 'expert' is teaching.

- B. Research a Frankish estate. Design a map of a Frankish estate incorporating all the elements identified in research. In addition, include a scale and compass rose; invent a key with appropriate symbols.
- C. Teacher will describe the Viking legal system, which consisted of four levels of crime: minor, serious, major, and ultimate. Give an example of what might be a minor crime, serious crime, etc. Group students into small groups; each group will create two types of punishments that they think the Vikings might have used for each level of crime (eight total). Groups will share their ideas with the class; the teacher then will discuss the actual punishments the Vikings utilized; groups can assess how accurate their own ideas were.
- D. Have students working in groups of three or four, discuss and look up some of the main myths and legends surrounding King Arthur. Then, have students make up myths and legends about today's society and culture that people might read about 1500 years from now. Have the students compare their myths and legends with those of the Arthurian tales.

Unit 8: India (2 weeks)

Required Case Study

The following case study is generated purely by student research. It is suggested that this outline provides a framework for the teacher to follow; however, additional subtopics may be added to suit the needs of each class. The method of presentation can be selected by the teacher (PowerPoint, research paper, oral presentation, etc.)

Suggested Split: Week one: Gupta India Week two: Mughal India

It is suggested the students work in groups, with each student focusing on one or two of the following subtopics:

- A. Government.
 - 1. Organization and structure.
 - 2. Important individuals and leaders.
 - 3. Legal system/rules.
- B. Economy
 - 1. Currency.
 - 2. Trade - internal and external.

RESOURCES/ACTIVITIES GUIDE (continued)

C. Culture

1. Art.
2. Literature.
3. Architecture.
4. Sciences.
5. Daily life/customs.

D. History

1. Timeline.
2. Summary.
3. Map.

E. Religion

1. Rituals/practices.
2. gods/goddesses.

Unit 9 & 10:

- A. Have students work in groups of four. Assign each group a civilization or time period: Early and Late Byzantine, Arabian society (pre Islam), Arabian Society (post Islam), Russian society (pre Mongol), and Russian society (post Mongol). Have each group examine the timeline, contributions, significant individuals, and achievements of each society. Groups prepare charts, maps, posters, etc...and then present their findings to the rest of the class.
- B. Watch the video “Castles” and research construction, design, and defense mechanisms of medieval castles. Design an original castle (exterior and interior floor plans). Name your castle. Write a real estate advertisement to describe in depth the features of your castle. (This can be a group or individual project). Evaluate other castles and rate it on a scale of one to ten (be sure to have evidence to support your opinions).
- C. Teacher can share information on the Black Plague (including primary sources) or students can conduct research. Afterwards, conduct a Black Plague simulation where groups will ‘travel’ to different European towns, chart their course on a map, and see if they can survive without contracting the disease.
- D. Assign each member of the class a particular role in feudal society. Arrange the various classes of society in teams: royal family, lord of the manor, knights (warriors), peasants, and clergy. Have each team learn about its particular social class and then report its findings to the rest of the class.

RESOURCES/ACTIVITIES GUIDE (continued)

- E. Organize the class into four teams. Each team is charged with learning about one of the first four crusades. Then, each team is to create an itinerary that includes descriptions of places that the crusaders would have seen on their way to the Holy Land.

RESOURCES/ACTIVITIES GUIDE (continued)

Suggested Map Activities

Unit 1:

- A. On an outline map of Europe, Africa, and the Near East, have students find and mark major archeological sites associated with prehistoric man.

Unit 2 and Unit 3:

- A. On an outline map of the ancient Near East, have students list the various kingdoms of the area: Sumerian, Babylonian, Egyptian, Assyrian, Hebrews, Phoenician, Hittite, Persian, Minoan etc...In addition to the map, have students develop a timeline of all mapped civilization.
- B. On an outline map of Egypt label the following: Mediterranean Sea, Nile River, Nile Delta, Giza, Thebes, Memphis, Upper Egypt, Lower Egypt, cataracts, Red Sea, Sahara Desert, Syria, and Palestine. Create a 'living' map in the classroom with students acting as the locations. (Example: the chalkboard is the Mediterranean Sea and students must find their location according to that).

Unit 4:

- A. Using an outline map of Greece and the eastern Mediterranean area to list and locate the following places: Macedonia, Mt. Olympus, Epirus, Thessaly, Marathon, Lesbos, Troy, Lydia, Athens, Sparta, Corinth, Thebes, Pylos, Crete, Rhodes, Aegean Sea, Mediterranean Sea, Ionian Sea, Adriatic Sea, Thrace, Delos.
- B. Using an outline map of the Eastern Mediterranean and the Near East (or if working in groups have students draw large scale maps) have students shade a series of maps (either individually or assigning one group to each map) that show the ancient world before Alexander the Great, during Alexander's lifetime, and finally after Alexander's death.

Unit 5:

- A. On an outline map have students draw and label the following: the Alps, Po River, Arno River, Tiber River, Apennines, Adriatic Sea, Tyrrhenian Sea, Sicily, Sardinia, Corsica, and Rome. In different colors, shade the areas where the Latins, Greeks, and Etruscans settled.
- B. Have students draw and shade maps that show the progressive acquisitions of the Roman Republic.

RESOURCES/ACTIVITIES GUIDE (continued)

- C. Have students draw and shade maps that show the provinces and acquisitions of the Roman Empire.
- D. Have students draw maps of several of the great cities of the Roman World. The city of Rome, Constantinople, Alexandria, Lutetia (Paris).

Unit 6:

- A. Using an outline map, have students locate and mark the following: Canterbury, Cologne, Paris, Reims, Toledo, Hippo Regius, Milan, Rome, Alexandria, Constantinople, Athens, Ephesus, Antioch, and Jerusalem.
- B. Using an outline map, have students shade in the political entities of Europe at the time of Charlemagne's Empire. (Before, during, and after series of maps on Charlemagne's Empire is also helpful.)
- C. On a world outline map have students trace and shade Viking exploration routes, major, raids, conquests, and colonies.

Unit 7 and 8:

- A. Have students trace the fortunes of the Byzantine Empire from the time of Theodosius the Great to the fall of Constantinople in 1452. Suggested time periods: Theodosius, Justinian, after the Islamic conquests, after Manzikurt, after the fourth crusade, in 1452.
- B. Have students shade, on an outline map, the spread of Islam.

Unit 9:

- A. Have students draw a map of a typical feudal manor.
- B. Have students draw a chart of the hierarchical structure of the feudal system and the medieval church.
- C. Have students chart the progress of the first four crusades. At the time of each crusade have students shade maps showing the political organizations of the eastern Mediterranean Sea.
- D. Have students shade outline maps of the kingdom of France through the four phases of the Hundred Years War.
- E. Have students shade outline maps of the progress of the Reconquista.

RESOURCES/ACTIVITIES GUIDE (continued)

Unit 10:

- A. Have students map and shade the states of Renaissance Italy.
- B. Have students map and locate the major artists and figures of the Renaissance.

RESOURCES/ACTIVITIES GUIDE (continued)

Suggested Activities from Supplementary Books

* Vocabulary & Guided Reading Activities supplement works well as an additional study guide for students, covering the basic concepts for each chapter.

Unit 1

Activity Book: Prehistoric People, p. 5

Reteaching Activities: Prehistoric People, p. 6

Reading Essentials & Study Guide: Paleolithic Age, p. 18
Neolithic Age, p. 23

Enrichment Activities: An Archaeological Dig, p. 5

Unit 2

Activity Book: Mesopotamia, p. 11
Egypt, p. 15 and 18
Phoenicians, p. 27

Reteaching Activities: The Sumerians chart, p. 7
River Valley people, p. 9

Reading Essentials & Study Guide: Inventions & Influences, p. 31
Contributions of Egyptians, p. 41

Primary Source Readings: Tutankhamen's Tomb, p. 7-8
A Sumerian School, p. 9-10

Unit 3

Activity Book: Military Empires, p. 29
Empires of the Middle East, p. 31-32
Africa and the Americas, p. 33

Reading Essentials & Study Guide: Event Timeline of Kush and Aksum, p. 63

Primary Source Readings: Cyrus of Persia Captures Babylon, p. 13-14

Enrichment Activities: A Persian Pony Express, p. 11

RESOURCES/ACTIVITIES GUIDE (continued)

Unit 4

Activity Book: Beginnings, p. 39, 41, 45

Reteaching Activities: The Minoans, p. 13
Alexander the Great/Philip II, p. 16

Reading Essentials & Study Guide: Philip II conquers Greece-cause/effect, p. 89

Primary Source Readings: Young Alexander, p. 19-20

Enrichment Activities: The Seven Wonders of the World, p. 14

Unit 5

Activity Book: Create your own city, p. 59
The Roman Republic, p. 61 and 63
The Roman Empire, p. 65

Reteaching Activities: The Etruscans and Romans, p. 17
The Roman Republic, p. 18
Roman Trade, p. 19

Reading Essentials & Study Guide: Cause/Effect of Punic Wars, p. 113
Causes of Roman Republic Decline, p. 115
Causes leading to the fall of the Roman
Empire, p. 127

Cooperative Learning Activities: Mapping Roman Expansion, p. 27-28
From Roman Roots, p. 35-36

Primary Source Readings: Life of Julius Caesar, p. 21-22

Enrichment Activities: Comparing U.S. with the Roman Republic, p. 18

Unit 6

Activity Book: The Germans, p. 75 and 77
The Franks, p. 79 and 81
Irish and Anglo-Saxons, p. 83
The Vikings, p. 87 and 90
Comparing Germans/Franks/Irish/Vikings, p. 91

RESOURCES/ACTIVITIES GUIDE (continued)

Unit 6 (continued)

Reteaching Activities: Frankish Rulers, p. 22

Reading Essentials & Study Guide: Characteristics of German Law, p. 138
Charlemagne's Contributions, p. 147
Roles of Viking men/women, p. 158

Cooperative Learning Activities: Women in History comparison, p. 43-44

Primary Source Readings: The Life of Charlemagne, p. 25-26

Enrichment Activities: The Goths Attack Rome, p. 21
Alfred the Great, p. 23

Unit 7

Activity Book: Feudal Society, p. 107

Reteaching Activities: Feudal Nobles, p. 28

Reading Essentials & Study Guide: Steps in Becoming a Knight, p. 195
Roles in the Manor, p. 197

Enrichment Activities: Medieval People, p. 31

Unit 8

Activity Book: The Renaissance, p. 127
Want Ad for Renaissance Artist, p. 129

Reteaching Activities: Italian Artists, p. 32

Cooperative Learning Activities: A Renaissance Festival, p. 55

Primary Source Readings: Renaissance Manners, p. 37-38

RESOURCES/ACTIVITIES GUIDE (continued)

A Study Of History Through People

A Cooperative Learning Activity:

For each of the units, a biographical study of influential leaders and people will broaden the knowledge and contributions of different cultures throughout the world.

Suggested Project Outline:

Research: Approximately two days

In groups of three or four, the students should use their textbook, Internet, and library resources to collect information about their historical figure, accomplishments, and legacy.

Production: Approximately two days

Students will share their individual information with their group members, combine the information to create a finished product, and present their project to their classmates. Some suggestions for projects:

1. Create a PowerPoint project that emphasizes and explains the highlights of the historical figure's life.
2. Write a journal from the historical person's point of view of important events in their life.
3. Dress up as your historical figure and discuss your life and achievements with the class; you should be able to answer questions the class has for you.
4. Design a timeline of the person's life and act out several exciting scenes from their life. You may want to use props/costumes.
5. Create a newspaper obituary commemorating the life and accomplishments of your historical figure.
6. Illustrate and write a children's book version of the person's life (with illustrations and story).

Presentation: (1-2 days)

The class should share their projects and information that they have learned with the class. Discussion may follow to compare and contrast the contributions of these figures with other historical figures that have been presented or studied.

RESOURCES/ACTIVITIES GUIDE (continued)

Suggested Historical Figures

Unit 2:

1. Gilgamesh
2. Sargon I
3. Hammurabi
4. Narmer
5. Thutmose III
6. Hatshepsut
7. Ahmose
8. Amenhotep IV
9. Yu the Great
10. Wu

Unit 3:

1. Abraham
2. Moses
3. David
4. Solomon
5. Nebuchadnezzar
6. Ashurbanipal
7. Darius
8. Zoroaster
9. Cyrus
10. Mansa Musa
11. Askia Muhammad
12. Montezuma II
13. Pachacuti
14. Ezana
15. Piankhi
16. Kashta
17. Sundiata Keita
18. Sunni Ali

Unit 4:

1. Theseus
2. Homer
3. Odysseus
4. Helen
5. Cleisthenes

6. Xerxes
7. Pericles
8. Herodotus

RESOURCES/ACTIVITIES GUIDE (continued)

Unit 4 (continued)

9. Socrates
10. Plato
11. Aristotle
12. Archimedes
13. Aristarchus
14. Anaximander
15. Eratosthenes
16. Euclid
17. Hipparchus
18. Ptolemy
19. Pythagoras
20. Philip of Macedonia
21. Demosthenes
22. Alexander the Great

Unit 5:

1. Aeneas
2. Tarquin the Proud
3. Hannibal Barca
4. Tiberius Gracchus
5. Gaius Sempronius Gracchus
6. General Gaius Marius
7. Lucius Cornelius Sulla
8. Julius Caesar
9. Mark Antony
10. Octavian
11. Augustus
12. Marcus Aurelius
13. Diocletian
14. Constantine I
15. Alaric

Unit 6:

1. Wodan
2. Thor
3. Atilla the Hun
4. Odoacer
5. Theodoric the Great
6. Clovis

7. Charles Martel
8. Pepin
9. Charlemagne

RESOURCES/ACTIVITIES GUIDE (continued)

Unit 6 (continued)

10. Roland
11. Louis the Pious
12. Saint Patrick
13. Saint Columba
14. Ethelred the Unready
15. Alfred the Great
16. Rurik
17. Erik the Red
18. Leif Eriksson
19. Canute
20. Rollo

Unit 7:

1. Justinian
2. Theodora
3. Leo III
4. Muhammad
5. Al-Idrisi
6. Ar-Razi
7. Omar Khayyam
8. Ibn Akhaldum

Unit 8:

1. Gregory VII
2. Francis of Assisi
3. Thomas Aquinas
4. Saladin
5. Richard the Lionheart
6. Dante
7. Geoffrey Chaucer
8. William the Conqueror
9. Joan of Arc
10. Frederick II
11. Ferdinand and Isabella

Unit 9:

1. Leonardo da Vinci
2. Michelangelo
3. Johannes Gutenberg
4. Henry VIII

5. Elizabeth I
6. William Shakespeare
7. Galileo

SUGGESTED AUDIO VISUAL/COMPUTER AIDS

Video Resources:

Lost Civilizations: Mesopotamia: Return to Eden. Time Life, 1995.

Lost Civilizations: Rome: The Ultimate Empire. Time Life, 1995.

Lost Civilizations: Africa: A History Denied. Time Life, 1995.

Castle. PBS Video, 1986.

Legacy of Ancient Civilizations: Carthage and the Phoenicians. Choices, Inc., 1999.

The Trojan War. Schlessinger Media, 2005.

The Seven Wonders of the Ancient World. Questar, 2002.

Ancient Civilizations for Children: Inca. Schlessinger Media, 1998.

Ancient Civilizations for Children: Maya. Schlessinger Media, 1998.

Hail Caesar. A & E Home Video, 2001.

Life in Anglo Saxon Times. Kultur Video, 2000.

Pompeii: The Last Day. Discovery Channel/BBC production, 2005.

Online Text Book:

Greenblatt, Miriam and Peter S. Lemmo. Human Heritage: A World History (online edition). New York, NY: McGraw-Hill Companies, Inc., 2006. Retrieved at www.humanheritage.glencoe.com

General Ancient History Websites:

<http://members.aol.com/donnandlee/index.html>

Website with information and links to many different sources on ancient civilizations, religions, archaeology, as well as lesson plans.

<http://volweb.utk.edu/Schools/sullivan/sullms/ancient.htm>

Ancient history links to various subjects.

<http://www.unc.edu/awmc/mapsforstudents.html>

Ancient world maps.

SUGGESTED AUDIO VISUAL/COMPUTER AIDS (continued)

General Ancient History Websites (continued)

<http://www.ancient-empires.net/>

Ancient-Empires Net has information about Mesopotamia, Egypt, Greece, and Rome.

<http://www.fordham.edu/halsall/ancient/asbook.html>

Information on human origins, Mesopotamia, Egypt, Greece, the Hellenistic period, Persia, Israel, and Rome.

<http://www.historyforkids.org/>

History for Kids: links to China, India, Asia, Greece, Egypt, Africa, Rome, and the Middle Ages.

www.kathimitchell.com/ancivil.html

Teacher created site with links to Mesopotamia, Africa, Rome, Greece, India, China, and many others.

www.hyperhistory.com/online_n2/History_n2/a.html

Interactive timelines by civilization, time period, or historical figures.

<http://ofcn.org/cyber.serv/academy/ace/soc/inter.html>

Lesson plan links for intermediate social studies.

http://www.internet-at-work.com/hos_mcgrane/ancient_history/eg_history_intro.html

Links to early humans, Egypt, Greece, Rome, China, Vikings, Celts, Incas, Mayans, and more.

Museums:

Kelsey Museum of Archaeology – U of Mich.

<http://www.lsa.umich.edu/kelsey/>

Museum of Ancient Inventions – Smith College

http://www.smith.edu/hsc/museum/ancient_inventions/home.htm

The Metropolitan Museum of Art

<http://www.metmuseum.org/>

The Smithsonian

<http://www.si.edu/>

Museum of Fine Arts, Boston

<http://www.mfa.org/home.htm>

SUGGESTED AUDIO VISUAL/COMPUTER AIDS (continued)

Museums (continued)

The Oriental Institute – U. of Chicago

<http://oi.uchicago.edu/OI/default.html>

The British Museum Fantastic site!

<http://www.british-museum.ac.uk/>

The Louvre Museum – Paris

<http://www.louvre.fr/louvre.htm>

National Archaeological Museum of Athens

<http://www.culture.gr/2/21/214/21405m/e21405m1.html>

The Egyptian Museum – Cairo

<http://www.egyptianmuseum.gov.eg/>

Archaeology Sites:

Archaeologica –Archaeological news and information

<http://www.archaeologica.org/>

AIA Homepage – Archaeology Magazine (has interactive digs)

<http://www.archaeology.org/>

U of Penn. Museum of Archaeology and Anthropology

<http://www.museum.upenn.edu/>

ArchNet – in depth information on all different types of archaeology, including paleolithic/neolithic, Greek, Roman, etc.

<http://archnet.asu.edu/>

Anthropology currently in the news

<http://www.tamu.edu/anthropology/news.html>

Fossils and Archaeology

www.nationalgeographic.com/outpost/

Prehistory: Cave Art

The Cave of Chauvet-Pont-D'Arc
<http://www.culture.gouv.fr/culture/arcnat/chauvet/en/>

SUGGESTED AUDIO VISUAL/COMPUTER AIDS (continued)

Prehistory: Cave Art (continued)

The Cave of Lascaux
<http://www.culture.gouv.fr/culture/arcnat/lascaux/en/>

A Virtual Tour of Cave Paintings
<http://www.hbschool.com/activity/cavepaintings/cavepaintings.html>

Trust for African Rock Art with photos
www.tara.org.uk

Neolithic/Paleolithic:

Early Humans
<http://ancienthistory.mrdonn.org/EarlyMan.html>

360 degree video of Neanderthal and Cro-Magnon skulls
<http://www.pbs.org/wgbh/nova/neanderthals/>

Mesopotamia:

The British Museum: Assyria, Babylon, Sumer
www.mesopotamia.co.uk/menu.html

Sumerians:
Religion, art, culture, language/writing, economy, etc.
<http://www.crystalinks.com/sumer.html>

Hammurabi's Code:
All 282 items in Hammurabi's Code
http://www.phillipmartin.info/hammurabi/hammurabi_codeindex.htm

Persian Coin Webquest sites:
www.parthia.com
www.ancientcoinvalues.com

Egypt:

The Ancient Egypt Site: historical figures, language, history, monuments, etc.

<http://www.ancient-egypt.org/>

SUGGESTED AUDIO VISUAL/COMPUTER AIDS (continued)

Egypt (continued)

Eternal Egypt: maps, timelines, interactive environments, etc.

http://www.eternalegypt.org/EternalEgyptWebsiteWeb/HomeServlet?ee_website_action_key=action.display.splash&ee_messages=0001.clientrequired.text

Theban Mapping Project: interactive atlas of the Valley of the Kings

<http://www.thebanmappingproject.com/>

Egyptology Resources: journals, museums, digs, organizations, etc.

<http://www.newton.cam.ac.uk/egypt/>

Papyrus Making 101

http://www.lib.umich.edu/pap/exhibits/papyrus_making/index.html

Ancient Technologies

<http://www.mnsu.edu/emuseum/prehistory/ancienttech/index.shtml>

Greece:

History and map of the Minoans

www.historyforkids.org/learn/greeks/history/minoans.htm

Mycenaean ships, trade, craftspeople

http://score.rims.k12.ca.us/activity/mycenaean_Trace/pages/Mycenaeans.html

Encyclopedia Mythica: mythology, folklore, and religion

<http://www.pantheon.org/>

Encyclopedia of Greek Mythology

<http://www.mythweb.com/index.html>

Ancient World – Roman and Greek free ebooks & etexts

<http://www.ancientworld.rdsor.ro/>

The Asclepion - study of ancient medical practices

<http://www.indiana.edu/~ancmed/intro.HTM>

Ancient Greek art depicting the Trojan War

www.thebritishmuseum.ac.uk/compass/ixbin/goto?id=ENC11825&tour=lin

Alexander the Great – about his life and map of conquests

www.alexanderthegreat.gr/

SUGGESTED AUDIO VISUAL/COMPUTER AIDS (continued)

Seven Wonders of the Ancient World:

Seven Wonders of the Ancient World

<http://ce.eng.usf.edu/pharos/wonders/>

Rome:

Etruscans - culture, religion, daily life, etc.

http://www.museum.upenn.edu/new/worlds_intertwined/etruscan/earliest.shtml

Roman Empire Net

<http://www.roman-empire.net/>

Roman Art and Architecture – UCCS

<http://harpy.uccs.edu/roman/html/roman.html>

Maps of the Roman Empire

<http://intranet.dalton.org/groups/rome/RMAPS.html>

Roman Resources: military, literature, religion, politics, philosophy, etc.

<http://intranet.dalton.org/groups/rome/>

Interactive Roman Empire Map

<http://www.acs.ucalgary.ca/~vandersp/Courses/maps/basicmap.html>

Punic Wars

www.dl.ket.org/latin2/historia/republic/punic1.htm

Gladiator links:

www.salariya.com/web_books/gladiator/introduction/pages/intro.html

www.historyforkids.org/learn/romans/games/circus.htm

Anglo-Saxons:

Anglo-Saxon life

www.britainexpress.com/History/anglo-saxon_life.htm

Vikings:

Nordic Underwater Archaeology
<http://www.abc.se/~m10354/uwa/>

SUGGESTED AUDIO VISUAL/COMPUTER AIDS (continued)

Medieval Period:

The Labyrinth – Resources for Medieval Studies
<http://www.georgetown.edu/labyrinth/>

Castle designs, life, medieval life, food, entertainment, etc.
www.castles-of-britain.com/castle6.htm

The Black Plague
www.insecta-inspecta.com/fleas/bdeath/Black.html

India:

Gupta Empire
<http://www.loyno.edu/~seduffy/guptaindia.html>
http://www.indianchild.com/gupta_empire.htm

Mughal Empire
<http://www.sscnet.ucla.edu/southasia/History/Mughals/mughals.html>
<http://sun.menloschool.org/~sportman/westernstudies/first/1718/2000/eblock/mughal/>
<http://www.wwnorton.com/college/history/ralph/resource/mughal.htm>

Specialty Areas:

Women's roles in the area of human origins, ancient Egypt, Greece, Rome, Latin America, China, India, Africa, and Medieval Europe
<http://www.fordham.edu/halsall/women/womensbook.html>

Ancient Scripts of the World
<http://www.ancientscripts.com/>

A Taste of the Ancient World – food from ancient times
<http://www.umich.edu/~kelseydb/Exhibits/Food/text/Food.html>

Primary Historical Documents from Western Europe
<http://library.byu.edu/%7Erdh/eurodocs/>

SUGGESTED MATERIALS

Resources for Students

Greenblatt, Miriam, and Peter S. Lemmo. Human Heritage: A World History New York, NY: McGraw-Hill Companies, Inc., 2006.

Greenblatt, Miriam, and Peter S. Lemmo. Human Heritage: A World History (online edition). New York, NY: McGraw-Hill Companies, Inc., 2006, Retrieved at www.humanheritage.glencoe.com

This website contains resources both for the student and teacher.

The Student Center includes:

- Beyond the Textbook
- State Resources
- TIME Current Events Update
- NGS MapMachine
- Textbook Resources
- Online Student Edition
- Multi-Language Glossaries
- Web Links
- Chapter Activities
- Chapter Overviews
- Student Web Activities
- Self-Check Quizzes
- ePuzzles and Games
- Vocabulary eFlashcards

Resources for Teacher

Greenblatt, Miriam, and Peter S. Lemmo. Human Heritage: A World History. New York, NY: McGraw-Hill Companies, Inc., 2006.

Bower, B., J. Lobdell, and S. Owens. Bring Learning Alive. Palo Alto, CA: Teacher's Curriculum Institute, 2005.

Greenblatt, Miriam, and Peter S. Lemmo. Human Heritage: A World History (online edition). New York, NY: McGraw-Hill Companies, Inc., 2006, Retrieved at www.humanheritage.glencoe.com

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SUGGESTED MATERIALS (continued)

The Student Center includes (continued)

- State Resources
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- Textbook Resources
- Online Student Edition
- Multi-Language Glossaries
- Web Links
- Chapter Activities
- Chapter Overviews
- Student Web Activities
- Self-Check Quizzes
- ePuzzles and Games
- Vocabulary eFlashcards

The Teacher Center includes:

- Partners' Sites
- Teacher Forum
- Teaching Today
- Literature Connections
- Web Activity Lesson Plans
- Textbook Updates

Resource Kit Included with Teachers' Edition:

Teacher Planning and Support

- Reproducible Lesson Plans
- Block Scheduling
- Activity Book - Teacher's Edition
- Teacher Tech Tools CD-ROM
- Student Tech Tools CD-ROM

Review and Reinforcement

- Reteaching Activities
- Vocabulary and Guided Reading Activities
- Chart and Graph Skill Activities
- Reading Essentials and Study Guide - Student Workbook
- Active Reading Note Taking Guide - Student Workbook
- Spanish Summaries and Glossary

Application

- Hands-on History Lab Activities
- Human Heritage Daily Questions in Social Studies

SUGGESTED MATERIALS (continued)

Resource Kit included with Teachers' edition:

Enrichment

- Primary Source Readings
- Enrichment Activities
- Cooperative Learning Activities
- Glencoe Social Studies - Foods Around the World
- Character Education in Social Studies

Interdisciplinary Connections

- World Literature Readings
- Dinah Zike's Reading and Study Skills - Foldables
- Dinah Zike's Reading and Study Skills - Foldables (Video support)
- Reading in the Content Areas: Social Studies by Jamestown Education
- Timed Reading Plus in Social Studies by Jamestown Education

Geography Activities

- Geography and Map Activities
- National Geographic World Atlas
- Glencoe Social Studies - Outline Map Resource Book

Assessment

- Section Quizzes
- Chapter Tests
- Performance Assessment Activities
- Standardized Test Practice