



History Department

Archaeology of the Ancient World

Developed By: Christopher Rosati

Effective Date: Fall 2021/2

Scope and Sequence

Month	Unit Number	Unit Name
September	1	Archaeology as a Science
October	1 2	Archaeology as a Science Early Humans, Agriculture and Civilization
November	3	Ancient Middle East
December	3 4	Ancient Middle East Ancient Egypt
January	4	Ancient Egypt
February	4 5	Ancient Egypt Ancient Greece
March	5	Ancient Greece
April	5 6	Ancient Greece Ancient Rome
May	6	Ancient Rome

June	6	Ancient Rome
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Unit 1	
Archaeology as a Science	
Summary and Rationale	
<p>This unit provides an introduction to theory and methods in archaeological research, data collection, and analysis. The objective is to familiarize the student with the strategies that are employed in the investigation of archaeological sites and remains and how these strategies further the aims of archaeological science.</p> <p>This unit is important for providing students with important concepts regarding the science of archaeology. They will discover why archaeology is a science and what its scientific methods are. It also helps establish a scientific context for historical questions regarding various ancient societies. Specific scientific method and practices will be elaborated, practiced and perfected.</p>	
Recommended Pacing	
5 weeks	
Standards	
NJSL	
6.2.8.HistorySE.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
6.2.8.HistoryCC.1.d	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
6.2.8.HistoryCC.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies
5.1.12.D.1	Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences

5.1.12.D.2	Represent ideas using literal representations, such as graphs, tables, journals, concept maps, and diagrams
5.1.8.B.2	Gather, evaluate, and represent evidence using scientific tools, technologies, and computational strategies.
5.1.8.A.3	Use scientific principles and models to frame and synthesize scientific arguments and pose theories
5.1.8.C.2	Revise predictions or explanations on the basis of discovering new evidence, learning new information, or using models.
CCSS-ELA - Literacy in History/Social Sciences	
CCSS.ELA-LITERACY .RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-LITERACY .RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-LITERACY .RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
CCSS.ELA-LITERACY .RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
CCSS.ELA-LITERACY .RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
CCSS.ELA-LITERACY .RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CCSS.ELA-LITERACY .RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
CCSS.ELA-LITERACY .RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
CCSS.ELA-LITERACY .RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
CCSS.ELA-LITERACY .RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY .W.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY .W.9-10.1.B	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
CCSS.ELA-LITERACY .W.9-10.1.C	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-LITERACY .W.9-10.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY .W.9-10.1.E	Provide a concluding statement or section that follows from and supports the argument presented.

Social Justice Standards (As Applicable)

ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
ID.9-12.5	I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.
DI.9-12.6	I interact comfortably and respectfully with all people, whether they are similar to or different from me.
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
JU.9-12.11	I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.
AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.

Instructional Focus

Theme (If Applicable) → Archaeologists inform and deepen historical knowledge. But the way in which they do that is through the application of scientific principles such as the Scientific Method and the use of C14 and other such scientific means.

Enduring Understandings:	Essential Question(s):
Archaeology is a science that is used to answer historical questions. As such, archaeologists use a variety of scientific tools in order to help them answer historical questions. The role of archaeology is indispensable to history as it fills in the gaps of history for historians.	<ul style="list-style-type: none"> ● Why is archaeology considered a science? ● What are the basic methods used to excavate a site? ● How do archaeologists date artifacts? ● What is an artifact? ● How does one interpret a site?

	<ul style="list-style-type: none"> ● How does teamwork increase chances of success in archaeological inquiry?
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Unit Inquiry Question(s) → In what ways is Archaeology a science?

Objectives (SLO)

<p>Students will know:</p> <ul style="list-style-type: none"> ● What archaeology is ● Why artifacts are important for understanding sites. ● The proper method, chronologically, to excavating a site? ● How are tells formed. ● How objects of different materials are dated ● How we know if a particular area could be an archaeological site. ● The difference between archaeology and treasure hunting 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Assess the significance of particular individuals and historical processes. ● Analyze historical documents for reliability. ● Gather and Evaluate Sources ● Develop Claims and Use Evidence ● Grid a site on paper and in the field ● Date a tree according to its rings ● Use C14 dating and decay graph ● Interpret artifacts at a site ● Excavate a site from beginning to end ● Provide an informed, evidence-based solution to the inquiry in an appropriate assessment format. ● Articulate an informed statement regarding the scientific process of archaeology excavation. ● Apply relevant scientific evidence both written, statistical and experimental, to historical debates regarding the essential question concerning the use of dating techniques. ● Evaluate the success and failure of various archaeological methods for interpreting a site. ●
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Assessment

<ul style="list-style-type: none"> - Exit Tickets - Objective Assessments - Written Responses - Round Table Discussions - Student Presentations - C14 graph and word problems - Tree ring dating - Interpreting an artifact 	<p>If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.</p>
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Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

[New vs Old Archaeology](#)

[What is a Tell](#)

[BC vs AD Practice](#)

[Dendrochronology](#)

[C14 Problems](#)

Resources (ie - DBQ Project or specific textbooks or databases):

Technology Tools:

- Chromebooks
- LCD Projectors

Modifications

Special Education -

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

ELL -

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

504 -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments

- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format
 - Individualized instruction
 - Use High Interest materials
 - Modeling
 - Provide Immediate Feedback
 - Relate learning to real life situations when possible
 - Use proximity changes about the room to keep students focused
 - Offer a printed copy or copy of teacher notes
 - Allow for spelling and grammar errors
 - Offer individual help throughout the lesson
 - Differentiated Instruction/Readings
 - Speech to Text
 - Modified Readings and Primary Source documents

Active Citizenship in the 21st Century (By the end of Grade 12)

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 2

Emergence of Early Humans, Agriculture and the Advent of Civilization

Summary and Rationale

Between 2.5 million years ago and about 11,000 years ago, humans went through many changes. As early humans gained better diets, they were able to expand their brain capacities and thus do more. The rise of tool making to the harnessing of fire and finally the mastery of agriculture changed how humans live. Eventually, humans would settle into permanent living areas and create civilizations.

Recommended Pacing

3 weeks

Standards

NJSLS

6.2.8.GeoPP.1.a:	Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
6.2.8.HistoryCC.1.a:	Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).
6.2.8.HistoryCC.1.b:	Determine the impact of technological advancements on hunter/gatherer and agrarian societies
6.2.8.HistoryCC.1.c:	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
6.2.8.HistoryCC.1.d:	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time

CCSS-ELA - Literacy in History/Social Sciences

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JU.9-12.11	I relate to all people as individuals rather than representatives of groups and can identify

	stereotypes when I see or hear them.
AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.
Instructional Focus	
Theme (If Applicable) → The ever growing technological sophistication of humans,	
Enduring Understandings:	Essential Question(s):
As human ancestors became more numerous their quest for better diets ultimately had beneficial outcomes for them such as bigger brains which led to more complex thinking. Eventually the ability to harness fire and master agriculture would lead to civilizations.	<ul style="list-style-type: none"> ● Why is the ability to make and use tools so important to humans? ● How did humans “discover” agriculture”? ● What were the early centers for agriculture? ● How can we tell if an early settlement used agriculture? ● What are the key features of civilization?
Unit Inquiry Question(s) →	
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> ● How the various early primitive humans differed ● Which early humans used tools and what kinds of tools ● What each of the different early humans developed and passed on ● Where agriculture developed earliest ● Key traits of civilization 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Assess the significance of particular individuals and historical processes. ● Analyze historical documents for reliability. ● Gather and Evaluate Sources ● Develop Claims and Use Evidence ● Analyze different sites and determine whether they used agriculture ● Determine primitive humans according to the tools they used ● Distinguish primitive humans based on anatomical differences
Assessment	
<ul style="list-style-type: none"> - Exit Tickets - Objective Assessments - Written Responses - Round Table Discussions - Student Presentations - Maps - Graphs 	

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

[Skulls Assignment](#)

[Notes: Prim Humans/Agriculture](#)

[Importance of Agriculture](#)

[Catal Huyuk Webquest](#)

[Agriculture Poster](#)

Resources (ie - DBQ Project or specific textbooks or databases):

Technology Tools:

- Chromebooks
- LCD Projectors

Modifications - [Sample](#)

Special Education -

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

ELL -

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- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills

- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

504 -

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- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format
 - Individualized instruction
 - Use High Interest materials
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 - Provide Immediate Feedback
 - Relate learning to real life situations when possible
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 - Offer a printed copy or copy of teacher notes
 - Allow for spelling and grammar errors
 - Offer individual help throughout the lesson
 - Differentiated Instruction/Readings
 - Speech to Text
 - Modified Readings and Primary Source documents

Active Citizenship in the 21st Century (By the end of Grade 12)

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 3

Ancient Middle East

Summary and Rationale

When Saddam Hussein came to power in 1979 he plastered 20 foot high portraits of himself in the streets of Baghdad and compared himself to kings, like Nebuchadnezzar, who ruled over Babylon thousands of years ago and built massive monuments glorifying themselves and their gods. In this unit students will examine the origins and accomplishments of the ancient civilizations of the Middle East that inspire modern politicians and historians like the former ruler of Iraq. They will see how the conflict over Israel/Palestine has roots that go back to struggles for independence in a world dominated by superpowers like Sumeria, Assyria, Babylon, and the Persians. The rise of the first civilizations in the Fertile Crescent provides the focus of the first half of the unit. The second half covers development of the great empires of the Assyria, Babylon, and Persia, ending with the Hellenistic era brought about by the conquest of Alexander the Great in c. 330 BCE. Combining archaeological and historical sources, students will look at the political, social, religious and economic underpinnings that allowed these great civilizations to flourish, along with the institutions and values that made up the fabric of daily life, and above all peaceful interactions and conflicts between the various cultures. We'll also investigate the contribution of the Middle East to the rise of western civilization in Greece and Rome.

Recommended Pacing

_5 weeks

Standards

NJSLS

6.2.8.HistorySE.1.a:	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
6.2.8.HistoryCC.1.a:	Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).
6.2.8.HistoryCC.1.b:	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
6.2.8.GeoHE.2.a:	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

6.2.8.GeoGE.2.a:	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
6.2.8.GeoSV.2.a:	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
6.2.8.HistoryCC.2.b:	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.HistoryCC.2.a:	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
6.2.8.HistoryCC.2.c:	Explain how the development of written language transformed all aspects of life in early river valley civilizations
6.2.8.HistoryCA.2.a:	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
CCSS-ELA - Literacy in History/Social Sciences	
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AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.
Instructional Focus	
Theme (If Applicable) → As humans develop civilizations they spread out and control boundaried regions building on the technology developed before them to control areas.	
Enduring Understandings:	Essential Question(s):

<p>The people who settled the ancient Middle East had to deal with similar problems as those who settled other regions: geography, climate, scarcity of resources and hostile neighbors. How they dealt with these problems helped them create unique civilizations leading to such inventions as the earliest city-states; the earliest empire; the earliest written laws and the earliest written language, among others.</p>	<ul style="list-style-type: none"> ● How did geography influence how a civilization develops? ● Why can it be said that all invention comes out of necessity? ● How do artifacts help interpret a site and its people? ● How do leaders affect the civilizations they control? ● What are the benefits and weaknesses of city-states? ● How did agriculture change human society? ● What was the cause of the development of writing? How does writing benefit a civilization? ● How do civilizations adapt to their environments?
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<p>Unit Inquiry Question(s) →</p> <ul style="list-style-type: none"> ● How did settlers' adaptation to Mesopotamia help them to create advanced civilizations there? ● What were the most important contributions made by civilizations of the ancient Middle East to future peoples? 	
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<p>Objectives (SLO)</p>	
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<p>Students will know:</p> <ul style="list-style-type: none"> ● How city-states were developed ● Proper understanding of how artifacts functioned in a civilization is vital to understanding that civilization ● Important archaeological sites in the Middle East. ● Influence of geography on the civilizations of the Middle East ● Important artifacts of the Middle eastern civilizations ● Understand what a Ziggurat was 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Articulate, with appropriate assistance, essential and supporting questions to guide inquiries. ● Apply appropriate social science disciplines to the conduct of inquiries. ● Identify, evaluate, and utilize appropriate social science resources. ● Provide an informed, evidence-based solution to the inquiry in an appropriate assessment format. ● Articulate an informed statement regarding the scientific process of archaeology excavation. ● Apply relevant scientific evidence that is written, statistical and experimental, to historical debates regarding the essential question concerning the advancements made by Middle Eastern civilizations. ● Evaluate the success and failure of various archaeological methods for interpreting a site. ● Compare the Ziggurat to other such structures according to building and purpose ● Create their own city-state ● Make mud bricks using original material the settlers in Mesopotamia used
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<p style="text-align: center;">Assessment</p>	
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<ul style="list-style-type: none"> - Exit Tickets - Objective Assessments - Written Responses - Round Table Discussions

- Student Presentations
- Graphs/Charts
- Maps
- Mud Bricks

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

- [Middle East Map](#)
- [Mesopotamia Geography](#)
- [Geography Essay Outline](#)

Resources (ie - DBQ Project or specific textbooks or databases):

Technology Tools:

- Chromebooks
- LCD Projectors

Modifications

Special Education -

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

ELL -

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments

- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

504 -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format
 - Individualized instruction
 - Use High Interest materials
 - Modeling
 - Provide Immediate Feedback
 - Relate learning to real life situations when possible
 - Use proximity changes about the room to keep students focused
 - Offer a printed copy or copy of teacher notes
 - Allow for spelling and grammar errors
 - Offer individual help throughout the lesson
 - Differentiated Instruction/Readings
 - Speech to Text
 - Modified Readings and Primary Source documents

Active Citizenship in the 21st Century (By the end of Grade 12)

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 4

Ancient Egypt

Summary and Rationale

Ancient Egypt developed a unique civilization due to its geographical surroundings. As a result, many of its advancements were passed on to later civilizations, helping in the development of ancient Greece and Rome. This unit will cover selected topics on the archaeology of ancient Egypt, incorporating the latest archaeological discoveries from sites like the Great Pyramids and Valley of the Kings. The impressive monuments of this great civilization will be placed in the context of the rise and development of Egyptian civilization. How did construction of huge pyramids and majestic temples contribute to the power and authority of the Pharaohs? The relationship between kings, nobles, and commoners will be analyzed. Egypt is often looked at as a static, unchanging civilization, however, Egyptian society and religion evolved to meet new challenges through the 3000 years of Pharaonic history. Throughout, there will be an emphasis on material culture as source for the political, social and economic dynamics of ancient Egypt. The grand artifacts of kings like Tutankhamen along with the simple objects of everyday life found in villages like Deir el-Medina, the community of workmen who built the tombs in the Valley of the Kings will be studied.

Recommended Pacing

_9_weeks

Standards

NJSLS

6.2.8.HistorySE.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records
6.2.8.HistoryUP.3.b	Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
6.2.8.GeoGE.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations
6.2.8.HistoryCC.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
6.2.8.GeoHE.2.a:	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
6.2.8.GeoSV.2.a:	Compare and contrast physical and political maps of early river valley civilizations and

	their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
6.2.8.HistoryCC.2.b:	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.HistoryCA.3.a:	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
6.2.8.HistoryCC.2.c:	Explain how the development of written language transformed all aspects of life in early river valley civilizations
6.2.8.HistoryCA.2.a:	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
CCSS-ELA - Literacy in History/Social Sciences	
CCSS.ELA-LITERACY .RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-LITERACY .RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-LITERACY .RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
CCSS.ELA-LITERACY .RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
CCSS.ELA-LITERACY .RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
CCSS.ELA-LITERACY .RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CCSS.ELA-LITERACY .RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
CCSS.ELA-LITERACY .RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
CCSS.ELA-LITERACY .RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
CCSS.ELA-LITERACY .RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

CCSS-ELA - Writing	
CCSS.ELA-LITERACY .W.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY .W.9-10.1.B	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
CCSS.ELA-LITERACY .W.9-10.1.C	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-LITERACY .W.9-10.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY .W.9-10.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
Social Justice Standards (As Applicable)	
ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
ID.9-12.5	I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.
DI.9-12.6	I interact comfortably and respectfully with all people, whether they are similar to or different from me.
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
JU.9-12.11	I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.
AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.
Instructional Focus	
Theme (If Applicable) → Egypt, even though fairly well isolated from most of the known world, developed a highly advanced civilization as a result of trade connections with other parts of the Mediterranean.	
Enduring Understandings:	Essential Question(s):
The unique geographic features of Egypt allowed Egyptians to create a unique civilization in fairly isolated	<ul style="list-style-type: none"> • How does geography influence how civilizations develop?

<p>circumstances from which sprang a complex and highly advanced society. A society that would have an important impact on future civilizations.</p>	<ul style="list-style-type: none"> ● Why can it be said that all invention comes out of necessity? ● How do artifacts help interpret a site and its people? ● How do leaders affect the civilizations they control? ● How did agriculture change human society? ● How does writing benefit a civilization? ● How do civilizations adapt to their environments? ● How do structures reflect the role and power of individuals? ● How did the political organization of Egypt differ from that of the Middle East? ● What qualities make an effective leader?
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<p>Unit Inquiry Question(s) →</p> <ul style="list-style-type: none"> ● How did geography in Egypt impact the people who settled there? ● Decide where the Egyptian religion either helped or hurt the people? Explain with evidence. ● What are the most important archeological sites and discoveries of ancient Egypt? Why? ● How and why did Egypt become an empire? ● How did ancient Egypt fulfill the 5 themes of civilization? 	
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Objectives (SLO)

<p>Students will know:</p> <ul style="list-style-type: none"> ● Specific geographic features impacted Egyptians and how. ● Proper understanding of how artifacts functioned in a civilization is vital to understanding that civilization ● How the role of Pharaoh differed from other leaders ● Important archaeological sites in Egypt. ● Important artifacts of ancient Egypt ● Understand what a Pyramid was and how it functioned ● How Egypt differed among its three different periods 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Articulate, with appropriate assistance, essential and supporting questions to guide inquiries. ● Apply appropriate social science disciplines to the conduct of inquiries. ● Identify, evaluate, and utilize appropriate social science resources. ● Provide an informed, evidence-based solution to the inquiry in an appropriate assessment format. ● Evaluate and compare the role of Pharaoh with modern day leaders. ● Apply relevant scientific evidence that is written, statistical and experimental, to historical debates regarding the essential question concerning the advancements made by Egyptian civilization. ● Evaluate the success and failure of various archaeological methods for interpreting a site. ● Compare Pyramid to other such structures according to building and purpose ● Evaluate the importance of selected Pharaohs based on their burials in the Valley of the Kings ● Name and discuss the important archaeological sites in Egypt
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Assessment

<p>- Exit Tickets</p>

- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- ADD AS APPROPRIATE

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

- [Egypt Map](#)
- [Egypt Geography](#)
- [Egypt History: Narmer Palette](#)
- [Egypt History: The Three Kingdom](#)
- [Old Kingdom](#)
- [Old Kingdom Pharaohs](#)
- [Mastabas and Step Pyramids](#)
- [Giza Pyramids](#)
- [Egypt Trade](#)
- [Middle Kingdom](#)
- [2nd Intermediate Period](#)
- [New Kingdom Pharaohs](#)

Resources (ie - DBQ Project or specific textbooks or databases):

Technology Tools:

- Chromebooks
- LCD Projectors

Modifications - [Sample](#)

Special Education -

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

ELL -

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.

- Allow the use of Google Translate where appropriate.

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

504 -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format
 - Individualized instruction
 - Use High Interest materials
 - Modeling
 - Provide Immediate Feedback
 - Relate learning to real life situations when possible
 - Use proximity changes about the room to keep students focused
 - Offer a printed copy or copy of teacher notes
 - Allow for spelling and grammar errors
 - Offer individual help throughout the lesson
 - Differentiated Instruction/Readings
 - Speech to Text
 - Modified Readings and Primary Source documents

Active Citizenship in the 21st Century (By the end of Grade 12)

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.

- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 5	
Ancient Greece	
Summary and Rationale	
<p>The Greek archaeology unit focuses on the material culture remains of Ancient Greece from the 3rd millennium BC through the rise of the city-state and the spread of Greek civilization by colonization and trade throughout the Mediterranean. Contributions from studies of material culture (artifacts) will be emphasized to aid understanding of social, economic, religious, and political activities and their changes over time. Use of ancient texts, art, architecture and numerous recent archaeological studies will provide a holistic look at the archaeological record of the Greek world.</p> <p>Students can expect to study ancient monuments, artworks and artifacts in order to appreciate the nature of our material evidence of the lost world of ancient Greece. Students will also read and discuss excerpts of books, primary sources and academic articles that will acquaint them with classical scholarship in the fields of art history, classics, archaeology and science that will encourage students to adopt a critical approach toward the construction of knowledge about the ancient world.</p>	
Recommended Pacing	
9 weeks	
Standards	
NJSLs	
6.2.8.HistorySE.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
6.2.8.HistoryUP.3.b:	Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).

6.2.8.GeoGE.2.a:	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
6.2.8.GeoHE.2.a:	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
6.2.8.GeoGE.2.a:	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
6.2.8.GeoSV.2.a:	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
6.2.8.HistoryCC.2.b:	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations
6.2.8.HistoryCC.2.a:	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
6.2.8.HistoryCC.1.c:	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
6.2.8.HistoryCA.2.a:	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
6.2.8.CivicsHR.3.a:	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
6.2.8.EconGE.3.a:	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
6.2.8.EconEM.3.a:	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia
CCSS-ELA - Literacy in History/Social Sciences	
CCSS.ELA-LITERACY .RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-LITERACY .RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-LITERACY .RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY .RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
CCSS.ELA-LITERACY .RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
CCSS.ELA-LITERACY .RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CCSS.ELA-LITERACY .RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
CCSS.ELA-LITERACY .RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
CCSS.ELA-LITERACY .RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
CCSS.ELA-LITERACY .RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY .W.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY .W.9-10.1.B	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
CCSS.ELA-LITERACY .W.9-10.1.C	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-LITERACY .W.9-10.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY .W.9-10.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
Social Justice Standards (As Applicable)	
ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
ID.9-12.5	I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.
DI.9-12.6	I interact comfortably and respectfully with all people, whether they are similar to or

	different from me.
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
JU.9-12.11	I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.
AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.

Instructional Focus

Theme (If Applicable) → A loose collection of highly independent states have a core unity based on their unique civilization that made them all Greek.

Enduring Understandings:	Essential Question(s):
<p>The unique geographic features of Greece allowed Greeks to create a unique civilization in fairly difficult geographic circumstances from which sprang a complex and highly advanced society. A society that would have an important impact on future civilizations.</p>	<ul style="list-style-type: none"> ● How did geography influence how a civilization develops? ● Why can it be said that all invention comes out of necessity? ● How do artifacts help interpret a site and its people? ● How do leaders affect the civilizations they control? ● How did agriculture change human society? ● How does writing benefit a civilization? ● How do civilizations adapt to their environments? ● How does pottery benefit the archaeologist? ● How does war both help and hurt society? ● What are the benefits and weaknesses of autocratic leadership? ● How does democratic leadership compare to autocratic leadership? ● How do structures reflect the role and power of individuals? ● How did the political organization of Greece differ from that of the Middle East and Egypt? How was it similar?

Unit Inquiry Question(s) →

- How did people adapt to their environment in Greece?
- What are the most important archeological sites and discoveries of ancient Greece? Why?
- How did Pericles change Greek society?
- How did Greek pottery change over time? What do the various forms of Greek pottery reveal about Greek society at that time?
- How did ancient Greece fulfill the 5 themes of civilization?
- What were the various types of political organization that existed throughout Greek history?

- What do tombs reveal about Greek society during its various stages?
- What does greek architecture reveal about Greek society during its various stages of history?

Objectives (SLO)

Students will know:

- Specific geographic features impacted Greeks and how.
- Proper understanding of how artifacts functioned in a civilization is vital to understanding that civilization
- How the role of leadership changed throughout ancient Greek history
- Important archaeological sites in Greece.
- Important artifacts of ancient Greece
- Understand what a Greek temple was and how it functioned
- How the Greeks were able to win the Persian Wars
- How Greek pottery developed over time and how to distinguish the various periods
- Development of Greek warfare

Students will be able to:

- Articulate, with appropriate assistance, essential and supporting questions to guide inquiries.
- Apply appropriate social science disciplines to the conduct of inquiries.
- Identify, evaluate, and utilize appropriate social science resources.
- Provide an informed, evidence-based solution to the inquiry in an appropriate assessment format.
- Compare the various kinds of government organizations of Greece during its ancient history and compare them with modern day governments.
- Apply relevant scientific evidence that is written, statistical and experimental, to historical debates regarding the essential question concerning the advancements made by Greek civilization.
- Evaluate the success and failure of various archaeological methods for interpreting a site.
- Compare various Greek structure to similar such structures from other civilizations according to building and purpose
- Evaluate the importance of individuals based on their burials in Mycenae
- Compare the Greek Hoplite and the Persian soldier. Evaluate which was better. Why?
- Evaluate the importance of the Persian Wars on the course of history
-

Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- ADD AS APPROPRIATE

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

[Greece Map](#)

[Map Questions](#)

[Minoans/Mycenaeans Contributions](#)

[Palace of Knossos](#)

[Mycenae Guided Notes](#)

[Mask Of Agamemnon: Real or Hoax?](#)

[Mycenae Article](#)

[Bronze Age Warfare](#)

[Trojan War Research](#)

[Trojan War Video](#)

[Was There a Trojan War?](#)

[Changes in Pottery](#)

[Ancient Olympics](#)

[Persian Wars Battles](#)

[Classical Architecture](#)

[Classical Art](#)

Resources (ie - DBQ Project or specific textbooks or databases):

Technology Tools:

- Chromebooks
- LCD Projectors

Modifications

Special Education -

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

ELL -

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests

- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

504 -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format
 - Individualized instruction
 - Use High Interest materials
 - Modeling
 - Provide Immediate Feedback
 - Relate learning to real life situations when possible
 - Use proximity changes about the room to keep students focused
 - Offer a printed copy or copy of teacher notes
 - Allow for spelling and grammar errors
 - Offer individual help throughout the lesson
 - Differentiated Instruction/Readings
 - Speech to Text
 - Modified Readings and Primary Source documents

Active Citizenship in the 21st Century (By the end of Grade 12)

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 6

Ancient Rome

Summary and Rationale

For hundreds of years Rome was governed by Kings. In the 500's BC, Rome threw off the yoke of kings and set up a Republic. As a result of corruption by Senators, government stopped working for the people. Generals rose up in order to fix Roman government. One of them was Julius Caesar. Following the death of Julius Caesar in 44 B.C., the Roman world was plunged into a state of near anarchy. Not until thirteen years later would the fate of Rome's future leadership be sealed. The result was the dawn of the Roman imperial period, which would witness a dramatic transformation of the political and social life of Rome under the stewardship of the first emperor, Augustus. In no other period of human history had so much wealth and power been under the control of a single individual and this new reality, combined with an enforced peace throughout the Mediterranean world, ushered in an era of unprecedented cultural renewal felt not only in the city of Rome itself, but throughout the empire. The imperial policies of Augustus were subsequently adapted to suit the needs of his successors to the throne.

This unit aims to explore this remarkable chapter in Western History from the perspectives of modern archaeologists and historians of ancient Roman society. Roman artifacts provide a revealing glimpse into the patterns of life and thought of the rulers and the ruled. Among the evidence we shall use to reconstruct the political and social rituals of this world are ancient literary passages, inscriptions, public and private urban spaces, coinage, sculpture, and painting. In the course of this study, students will be tasked to find connections between Rome and the modern world.

Recommended Pacing

_7_weeks

Standards

NJSLS

6.2.8.HistorySE.1.a:	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
6.2.8.HistoryUP.3.b:	Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
6.2.8.GeoGE.2.a:	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
6.2.8.GeoHE.2.a:	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley

	civilizations.
6.2.8.HistoryCC.1.b:	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
6.2.8.GeoSV.2.a:	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
6.2.8.HistoryCC.2.b:	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations
6.2.8.HistoryCC.2.a:	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time
6.2.8.HistoryCC.2.c:	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
6.2.8.HistoryCA.2.a:	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
6.2.8.EconGE.3.a:	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
6.2.8.EconEM.3.a:	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
CCSS-ELA - Literacy in History/Social Sciences	
CCSS.ELA-LITERACY .RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-LITERACY .RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-LITERACY .RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
CCSS.ELA-LITERACY .RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
CCSS.ELA-LITERACY .RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
CCSS.ELA-LITERACY .RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY .RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
CCSS.ELA-LITERACY .RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
CCSS.ELA-LITERACY .RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
CCSS.ELA-LITERACY .RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY .W.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY .W.9-10.1.B	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
CCSS.ELA-LITERACY .W.9-10.1.C	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-LITERACY .W.9-10.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY .W.9-10.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
Social Justice Standards (As Applicable)	
ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
ID.9-12.5	I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.
DI.9-12.6	I interact comfortably and respectfully with all people, whether they are similar to or different from me.
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
JU.9-12.11	I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.
AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and

	concern when I personally experience bias.
ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
Instructional Focus	
Theme (If Applicable) → The Romans built on earlier civilizations. They were master borrowers. But what they borrowed, they improved upon. They were not averse to taking ideas from other groups of people. They were very open minded in that sense. It was that ability, to borrow and improve, that helped Rome to become a great empire.	
Enduring Understandings:	Essential Question(s):
The Roman people created a complex civilization borrowing, in part, from patterns in Greece, the ancient Middle East and Egypt. However, Romans took and shaped institutions, arts, letters and architecture to fit their unique civilization, created their own and these were picked up and absorbed by modern civilizations.	<ul style="list-style-type: none"> ● How did geography influence how a civilization develops? ● Why can it be said that all invention comes out of necessity? ● How do artifacts help interpret a site and its people? ● How do leaders affect the civilizations they control? ● How did agriculture change human society? ● How does writing benefit a civilization? ● How do civilizations adapt to their environments? ● How does pottery benefit the archaeologist? ● How does war both help and hurt society? ● What are the benefits and weaknesses of autocratic leadership? ● How does democratic leadership compare to autocratic leadership? ● How do structures reflect the role and power of individuals? ● How did the political organization of Rome differ from that of the Middle East and Egypt? How was it similar? ● What new advancements did Roman civilization pass on to the future? ●
Unit Inquiry Question(s) →	
<ul style="list-style-type: none"> ● How did people adapt to their environment in Italy? ● What new information about the ancient Romans have archaeologists discovered? ● What are the most important archeological sites and discoveries of ancient Rome? Why? ● What importance did the Roman military have in Roman society? ● What were the various types of political organization that existed throughout Roman history? 	
Objectives (SLO)	

<p>Students will know:</p> <ul style="list-style-type: none"> ● Specific geographic features impacted Romans and how. ● Proper understanding of how artifacts functioned in a civilization is vital to understanding that civilization ● How the role of leadership changed throughout ancient Roman history ● Important archaeological sites in the Roman world. ● Important artifacts of ancient Rome ● Understand what various Roman construction projects were and how they functioned 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Articulate, with appropriate assistance, essential and supporting questions to guide inquiries. ● Apply appropriate social science disciplines to the conduct of inquiries. ● Identify, evaluate, and utilize appropriate social science resources. ● Provide an informed, evidence-based solution to the inquiry in an appropriate assessment format. ● Evaluate and compare the role of Pharaoh with modern day leaders. ● Apply relevant scientific evidence that is written, statistical and experimental, to historical debates regarding the essential question concerning the advancements made by Roman civilization. ● Evaluate the success and failure of various archaeological methods for interpreting a site. ● Compare various Roman structures to similar such structures from other civilizations according to building and purpose ● Evaluate the importance of individuals based on their burials in ancient Rome ● Compare the Roman soldier to other soldiers of the ancient world. Evaluate which was better. Why? ● Evaluate the importance of the Roman Political organization on the course of history <ul style="list-style-type: none"> ● Compare the role of slaves in ancient Rome to other ancient and modern cultures
Assessment	
<ul style="list-style-type: none"> - Exit Tickets - Objective Assessments - Written Responses - Round Table Discussions - Student Presentations - ADD AS APPROPRIATE <p>If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.</p>	
Suggested Documents, Resources, & Technology Tools	
<p>Documents (Please provide embedded links to documents):</p> <p>Map: Ancient Rome</p> <p>Introduction to Rome</p> <p>ROme Building Materials</p> <p>Roman Bricks</p> <p>Measuring Devices</p> <p>The Etruscans</p> <p>Etruscans Video</p>	

[Public Works Projects](#)

[Roads](#)

[Roman Entertainment Venues](#)

[Roman Houses](#)

[Roman Apartments](#)

Resources (ie - DBQ Project or specific textbooks or databases):

Technology Tools:

- Chromebooks
- LCD Projectors

Modifications

Special Education -

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

ELL -

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
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