

**Citywide History Standards
and
Curriculum Guide**

**Middle School
Ancient Civilizations**

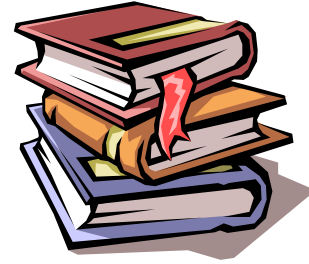


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Introduction:

Central Elements: This guide outlines...

- the key themes, ideas, people, events, and terminology found in Ancient History.
- the performance benchmarks students and teachers are responsible for
- the history and social studies skills; reading, writing, and thinking strategies; discussion, presentation, and writing skills students must master to meet the performance benchmarks.

These central elements provide a concise overview of the content and skills students will be expected to master in the Ancient History course. All of the elements are aligned with the Massachusetts History/Social Science Curriculum Framework. Classroom teachers should use this document to guide their thinking as they plan their units, lessons, and assessments.

Section I: Themes, Skills and Strategies

A. Key Themes: Adapted from the Massachusetts Curriculum Framework

The Massachusetts Curriculum Framework presents districts with seven broad overarching themes to be applied to the study of history. These themes have been modified, using information from the National Standards for World History, the Bradley Commission's *Building A History Curriculum* seriesⁱ and *Expectation of Excellence: Curriculum Standards for Social Studies*ⁱⁱ to create themes that enhance the study of Ancient History.

Each of the themes has been paired with key questions, which also appear throughout the guide, aligned with each topic. These questions represent “big ideas” that are important throughout Ancient History. Many of them can be discussed before students even begin to study specific content, to assess their background knowledge, beliefs, opinions, and misconceptions. They can be returned to time and again to determine how students’ initial knowledge, beliefs, and opinions are being reshaped as they study new content. As students consider and respond to the questions, their answers should always be supported by evidence they’ve gathered from their experiences, the materials used in the course, and additional research they may have conducted.

Each topic in the Ancient History course is aligned with one or more key themes and selected key questions from the theme. One to three themes, and a limited number of questions, have been selected to provide a reasonable scope of inquiry for each topic. Teachers may elect to pursue additional questions they think are most relevant, though care must be given to maintaining an efficient pace through the overall content of the course.

The themes for Ancient Civilizations are:

M1- Civilization, Cultural Diffusion, and Innovation – The evolution of human skills and the understanding of nature and people; the cultural flowering of major civilizations in the arts, literature, and thought.

Key Questions:

- What are the indispensable features that characterize a “civilization”? Which of these features are present in the civilization under study? Which are lacking? Predict how the lack of features might affect this civilization.

- What are the factors that must exist within a community to support the development of the arts, literature and thought? What evidence existed that these factors existed in communities under study?
- How have the conditions of people's work changed over time? What work conditions existed in the civilization under study? How do these past work conditions compare to work conditions in our time? What conclusions can be drawn? What would motivate you to work in the past? The present?
- How do ideas, found in one civilization, "travel" over time to other people and places? What ideas from this civilization still influence people today?

M2 - Values, Beliefs, Political Ideas, and Institutions – The basic principles of influential religion, philosophies and ideologies that shaped ancient governments and societies. The theme looks at the treatment of individuals in the society, beliefs regarding the role of men and women, differences brought about by social class, or one's position by birth. The theme asks students to consider what life would be like if they lived in a particular society or civilization given the values and beliefs of the people living during that time period. Finally, the theme asks students to consider how values, beliefs, ideas and institutions changed over time and to determine who benefited (or lost) from the change.

Key Question:

- Why is religion important? What influence did religion have on individuals and institutions in the past? How is this similar to/different from the influence religion has on individuals and institutions today?
- What central religious beliefs governed the actions of people living in the ancient civilization under study?
- What causes cultures, ideas and beliefs to change over time? Should cultures change? Why or why not?
- Why do people create rules and laws? Were early laws "fair and just" to all people? How are current laws more or less fair and just? Explain.
- What are basic needs? How did individuals meet their basic needs? What happened to individuals and families who could not meet their basic needs?
- How did social class influence one's work and quality of life in the civilization being studied? How is this similar to/different from the role social class plays in determining your lifestyle today?

M3 – Power, Authority and Governance: This theme explores the historical development of structures of power, authority, and governance and their evolving functions in the ancient world.

Key Questions:

- What is power? What forms does it take? What causes these forms to change over time?
- What is legitimate authority? Who has it? When might legitimate authority be challenged?
- Who holds power? Who lacks power? How is it gained, used and denied to others?
- How are governments created, structured, maintained and changed?

M4- Geography: The effects of geography on the history of civilization and nations including the relationship between geography and technology and the effects of each on economic, social, and political developments. The theme looks at climate, resources and location and the choices, limitations and consequences of each on the development of a nation or civilization.

Key Questions:

- How does place/location affect human life and society?
- What is the relationship between geography and national economies?
- What is the relationship between geography and the rise of civilizations and nations?
- What is the relationship between the geography of a place and the history of a place?

- What role have climate and resources played in the development of this and other places/civilizations? What role has agriculture played in the development of this and other societies?
- What physical characteristics make this place unlike any other place in the world?

M5 - Conflict and Cooperation – The causes of war, invasions or conquests the approaches to peace, and the human consequences. The theme asks students to examine factors that cause the rise and fall of a civilization and the long and short-term effects on the people and the civilization.

Key Questions:

- What are some issues that cause warfare or disputes among people and nations? How have people in the past tried to prevent war and other disputes among people and nations? How is this similar to/different from current approaches?
- How has trade caused conflict or promoted cooperation among people and nations?
- What factors are commonly involved in the rise of a civilization? What factors are commonly involved in the fall of a civilization? What inferences can you make regarding the ability of a civilization to remain in power? What factors were involved in the rise and fall of this and other civilizations?
- What impact does conflict/warfare have on common people? Rulers?
- What are the alternatives to conflict and warfare? How might you promote these alternatives?

M6- Scientific Reasoning and Technology: The development of scientific reasoning, technology, and formal education over time and their effects on people’s health, standards of living, economic growth, government, religious beliefs, communal life, and the environment. This theme addresses the development of varied writing systems and scientific and mathematical thought in the ancient world.

Key Questions:

- How did scientific or technological discoveries or advancements alter life in this civilization for better or worse?
- What role did education play in developing this civilization?
- What, if anything, should be done to manage technology so that the greatest numbers of people benefit from the change?
- What can the past teach us about the anticipated and unanticipated changes brought about by new technologies?

B. History and Social Studies Skills - Procedural Knowledge

Students are expected to develop the following skills to access, understand, evaluate, and apply the information and ideas they will study throughout the year. The development of these skills is the responsibility of every teacher.

Students will:

1. Construct timelines, identify ways to express time relationships, and arrange events in chronological order.
2. Construct, read, and interpret charts, graphs, and maps.
3. Use historical maps (physical and political) to place ideas, events, people in time and an historical context.
4. Define and use concepts and terms from history, civics and government, economics and geography.
5. Identify and locate landforms, bodies of water, continents, nations, major cities and other physical and political features of the world.
6. Use longitude and latitude as well as absolute and relative location to locate place and sites in the world.
7. Distinguish fact from opinion.

8. Identify and explain the parts of an organization, institution, or system and their relationships.
9. Identify and explain cause and effect relationships, sequence of events, and correlation of events.
8. Make causal connections between and among historic, economic, social, intellectual, cultural, and political events, ideas, and trends.
9. Compare, contrast, evaluate, defend and critique ideas, values, personalities, behaviors, motives, beliefs, opinions, and institutions.
10. Demonstrate historical understanding and perspective:
 - a. describe the past through the eyes and experiences of those who were there,
 - b. consider the historical context in which the event unfolded,
 - c. examine and judge the past first from the norms and values of the era in question before comparing the past in terms of current norms and values.
11. Explain, analyze, and evaluate events, policies, actions, ideas, movements, debates, and decisions for strengths and weaknesses, using historical evidence and considering historical context; suggest viable alternatives, where appropriate.
12. Read, observe, listen to, analyze, and evaluate primary source documents, artifacts, charts, graphs, and other data.

Students will:

 - a. Identify the author or source and assess for credibility.
 - b. Identify the central question(s) and concepts the source addresses
 - c. Identify the purpose, perspective, or point of view from which it has been constructed
 - d. Differentiate between facts, opinions, beliefs, and interpretations
 - e. Assess for accuracy and validity
 - f. Summarize
 - g. Take and defend a position on its content, where appropriate, orally and in writing.
13. Make connections between historical issues, events, decisions and the present and themselves; determine their importance to current affairs.
14. Understand instructions in order to write responses to questions. Instructions include: define, describe, explain, analyze, demonstrate, make connections, trace, summarize, evaluate, critique, defend, compare/contrast, assess, identify



C. Assessment

In order to help students do well on the MCAS and other local assessments, teachers need to assess students' skills and understandings on a frequent basis to learn what students have and have not mastered, to inform their subsequent instruction, and to hold students accountable. All students need to:

1. Respond to frequent multiple choice, open-response, and essay questions that assess their understanding of the key themes, ideas, people, events, and terminology.
2. Analyze their responses to identify areas in need of improvement; work on these areas in collaboration with the teacher.
3. Maintain an up-to-date history notebook including notes, assignments, and responses to presentations, readings, videos, key questions, and primary source materials.

It is the responsibility of every teacher to help students learn how to do these things well.

Mid- and end-of-year Ancient History assessments, including multiple choice, open-response/essay questions aligned with this curriculum guide, will be piloted during the 2003-04 school year. Data derived from the assessments will be used to assess and improve students' performance and instruction. Ancient History teachers will have the freedom to factor the results of the assessments into students' grades at a level of their choosing.

Course Sequence:

The middle and high school history course sequence for SY 2004-2005 appears below. This sequence has been established to accommodate MCAS testing that will focus on American History content. Tryouts of the examination, to be administered to grade 10 students, have been scheduled for spring 2005. United States History-Origins to 1763, United States History I: 1763-1877, and Modern American History are required courses in our U.S. History sequence. World History: 1800 to the Present is also required in grade 11 or 12.

<u>Grade</u>	<u>Course Number</u>	<u>Title</u>
Grade 6	236/246 (AWC)	Ancient Civilizations
Grade 7	237/247 (honors)	United States History Origins to 1763
**MCAS Testing (Tryouts - spring 2005 - Ancient and Classical Civilizations and World Geography)		
Grade 8	238/248 (honors)	Civics in Action
Grade 9	2a1/268 (honors)	United States History I: 1763 to 1877
Grade 10	253/263 (honors)	Modern American History, 1877 to the present
**MCAS Testing (Tryouts - spring 2005 - US History 1763-present)		
Grade 11	252/262 (honors)	World History: 1800 to the Present (required) or AP History electives
Grade 12	—	Social Science Electives or World History: 1800 to the present (required)

Ancient Civilization 2004-05/Scope, Sequence, Pacing Guide

Teachers will address four topics during the 2004-05 academic year: Introduction to Physical and Political Geography, Human Origins and a Changing Earth, Mesopotamia, and Egypt & Nubia.

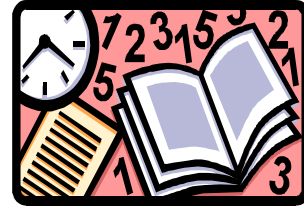
Teachers who have students for the entire year will have approximately nine weeks to address each topic in-depth. Teachers in semesterized schools will have approximately four and one-half weeks to complete each topic.

Scope of the Mid-Course Assessment:

- Topic 1 Introduction to Physical and Political Geography, performance benchmarks and
- Topic 2 Human Origins and a Changing Earth

Scope of the End-of-Course Assessment:

- Topic 3 Mesopotamia and
- Topic 4 Egypt & Nubia



Section II: Citywide Standards for Ancient Civilizations

A. Standards Format

The standards for all history courses have been divided into two sections: procedural standards and content standards. The first fifteen (15) standards for every history course are the procedural standards which precede the content standards.

The chart below highlights the format and the information to be found in the new standards. The sections of the chart are as follow:

- (#1) – Title of the topic to be addressed.
- (#2) – One or more key Massachusetts themes (number and title, i.e. M1 Civilization, cultural diffusion, and innovation) that align with the topic, and selected key questions from the theme. Though other themes and key questions could be included, 1-3 themes and a limited number of questions have been selected to provide a reasonable scope of inquiry.
- (#3) - A listing of the Key terminology for the topic under study.

#1	Topic I: Introduction to ...	
	Key Themes: Topic I	
	M1- Civilization, Cultural Diffusion, and Innovation... Key questions.	#2
	Key Vocabulary & Terms:	#3

A list of standards and performance benchmarks follows the grid for each era. Teachers should build their instruction, assignments, projects, and assessments around these standards and benchmarks. Students should be able to meet the benchmarks, using key vocabulary and terms to illustrate their understanding.

The performance benchmarks, key themes, questions, vocabulary, and terms will be used in the development of multiple choice and open response/essay questions to be included in the mid and end of the year district assessments.

Procedural Standards: Students are expected to develop the following skills to access, understand, and apply the information and ideas they will study throughout the year. The development of these skills is the responsibility of every teacher.

Standard	Students will...
1	Construct timelines, identify ways to express time relationships, and arrange events in chronological order.
2	Construct, read, and interpret charts, graphs, and maps.
3	Use historical maps (physical and political) to place ideas, events, people in time and an historical context.
4	Define and use concepts and terms from history, civics and government, economics and geography.
5	Differentiate between facts, opinions, beliefs, and interpretations.
6	Identify historical people, events, issues, decisions, documents, or ideas.
7	Describe, summarize, or explain historical events, issues, decisions, institutions, documents, artifacts, ideas, et al. using historical evidence and considering historical context.
8	Identify or describe historical people, their ideas, decisions, purpose, beliefs, opinions, motives, perspective, or point of view.
9	Identify and explain cause and effect relationships, using historical evidence and considering historical context.
10	Identify and explain sequence of events.
11	Compare and contrast historical people, events, issues, decisions, motives, beliefs, opinions, institutions, documents, ideas, et al., using historical evidence and considering historical context.
12	Make connections between and among historical people, events, issues, decisions, motives, beliefs, opinions, institutions, documents, ideas, et al., including the present, using historical evidence and considering historical context.
13	Analyze historical people, events, issues, decisions, motives, beliefs, opinions, institutions, documents, ideas, et al., using historical evidence and considering historical context.
14	Evaluate, assess, comment upon, or critique historical people, events, issues, decisions, motives, beliefs, opinions, institutions, documents, ideas, et al., using historical evidence and considering historical context.
15	Defend historical decisions, motives, beliefs, opinions, documents, ideas, et al., using historical evidence and considering historical context.

Topic #1: Introduction to Physical and Political Geography

Overview: Students will study the physical and political geography of the world outside of the United States and North America.

They will study the

- Five Themes of Geography
- Physical and political geography of continents and major nations outside the United States and North America
- Physical geography of continents connected to the development of early civilizations in Africa and Asia/Europe

Key Themes: Topic 1

M4 – Geography

Key Questions:

- What is the relationship between the geography of a place and the history of a place?
- How does place/location affect human life and society?
- What role have climate and resources played in the development of this and other places/civilizations? What role has agriculture played in the development of this and other societies?

Key Vocabulary and Terms: Student will understand and use the following vocabulary and terms correctly...

Geography:

- | | | |
|--|---|--|
| <ul style="list-style-type: none">• title• legend• symbols• political map• physical map• scale• bodies of water• equator• meridian• prime meridian• four hemispheres• time zones• cardinal and intermediate directions• compass rose• international dateline• parallels• grid• longitude• latitude• absolute location | <ul style="list-style-type: none">• relative location• poles• human characteristics• physical characteristics• language• culture• climate• climatic zones• vegetation• landforms• delta• glacier• location• natural resources• human resources• mountain• hill• plain• plateau• river• island | <ul style="list-style-type: none">• isthmus• peninsula• erosion• drought• hydrology• famine• monsoon• hurricane• tropics• rain forest• tundra• desert• taiga• continent• region• country• nation• state• ethnic groups• urbanization• population |
|--|---|--|

Economics: trade, barter, purchase, production, distribution, supply and demand

Topic #1: Introduction to Physical and Political Geography

Content Standards/Performance Benchmarks:

Standard	Students will...
16	Acquire and apply map and globe skills to interpret different kinds of projections, as well as topographic, political, population and climate maps.
17	Explain the impact of physical geographic characteristics on people's lives and cultures.
18	Acquire and use key vocabulary and terms correctly.
19	Explain the difference between a continent and a country and give an example of each.
20	Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g. about rainfall, temperature, or population size).
21	Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world.
22	Identify how current world atlases are organized and the kind of information they provide for each continent and country.
23	Identify what time zones are, the function and location of the international dateline, and the function of the Royal Observatory in Greenwich, England; give examples of differences in time in countries in different parts of the world.
24	Explain and use the following demographic terms correctly: <i>ethnic group</i> , <i>religious group</i> , and <i>linguistic group</i> .
25	Provide examples of currencies from several countries and explain why international trade requires a system for exchanging currency between nations.
26	Give example of products that are traded among nations, and examples of barriers to trade in these or other products.
27	Define supply and demand and describe how change in supply and demand affects prices of specific products.

Topic #2: Human Origins in Africa through the Neolithic Age

Overview: Students will study the origins of human beings in Africa and the early sites, migration, and settlements that flourished in Africa and Asia.

They will study the

- Climatic and environmental changes that shaped Earth and supported human existence
- Geography of ancient Africa and the effects of geography on the life of early humans
- Evolution and migration of early humans including the development of human skills and technology
- Development of settlement patterns and the technology that lead to the Neolithic Age

Key Themes: Topic 2

M1 – Civilization, Cultural Diffusion, and Innovation: Key Questions

- What are the factors that must exist within a community to support the development of the arts, literature and thought? What evidence existed that these factors existed in the communities under study?
- How have the conditions of people’s work changed over time? What work conditions existed in the civilizations under study? How do these past work conditions compare to work conditions in our time? What conclusions can be drawn? What would motivate you to work in the past? The present?

M2 – Values, Beliefs, Political Ideas, and Institutions: Key Questions

- What are basic needs? How did individuals meet their basic needs? What happened to individuals and families who could not meet their basic needs?
- Why do people create rules and laws? Were early laws “fair and just” to all people? How are current laws more or less fair and just? Explain.
- Why is religion important? What influence did religion have on individuals and institutions in the past? How is this similar to/different from the influence religion has on individuals and institutions today?

M4 – Geography: Key Question

- How does place/location affect human life and society?

M5 – Conflict and Cooperation: Key Question

- How has trade caused conflict or promoted cooperation among people and nations?

Key Vocabulary and Terms: Student will understand and use the following vocabulary and terms correctly...

Geography:

• climate	• Ice Age	• Olduvai Gorge	• Hadar	• social customs
• savanna	• Tanzania	• Jericho	• Environment	
• climatic zone	• Ethiopia	• Catal	• survival	
	• Kenya	• Huyuk	• shelter	

History:

• pre-history	• millennium	• radio-carbon dating	• primary sources	• Neolithic Age
• history	• era	• absolute dating	• secondary sources	• domestication
• AD/CE	• evidence	• relative dating	• Lucy	• Pastoral
• BC/BCE	• dinosaurs	• excavation	• cave art	• social classes
• decade	• fossils	• oral tradition	• Paleolithic Age	• leisure-time
• century	• artifacts		• Mesolithic Age	

Economics: surplus

People: scientists (geologists, botanists, paleontologists, anthropologists)

Topic #2 - Human Origins in Africa through the Neolithic Age

Content Standards/Performance Benchmarks:

Standard	Students will...
28	Describe the different roles and activities of geographers, historians, archaeologists, and anthropologists and the different tools they use to conduct research.
29	Identify the major features of the physical geography of the continent of Africa (e.g., rivers, oceans, bodies of water, landforms, climate).
30	Identify the major features of the political geography of the continent of Africa (e.g., regions, countries, cities).
31	Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life.
32	Identify sites in Africa where archaeologists have found evidence of the origins of modern human beings; describe what they found and how they connected their findings to the existence of human life.
33	Describe the characteristics of the hunter-gatherer societies of the Paleolithic Age, including their use of tools and fire, basic hunting weapons, beads and other jewelry; make a connection between their lifestyles, interests, and values and compare/contrast them with ours.
34	Explain the importance of the invention of metallurgy and agriculture (the growing of crops and the domestication of animals) and their ultimate impact on peoples' lifestyles, interests, and values.
35	Describe how the invention of agriculture related to settlement, population growth, and the emergence of civilization.
36	Identify and explain the characteristics of civilizations using historical and current examples: a. the presence of geographic boundaries and political institutions b. an economy that produces food surpluses c. a concentration of population in distinct areas or cities d. the existence of social classes e. developed systems of religion, learning, art, and architecture f. a system of record keeping

**Topic #3 – Mesopotamia: Site of Several Ancient River Civilizations,
c. 3500-1200 BC/BCE**

Overview: Students will study the emergence and importance of civilizations in the Fertile Crescent Region.

They will study....

- The major political and physical features of the Middle East and the Fertile Crescent Region
- The early developments of Sumer, Babylon and Assyria as successive civilizations and empires.
- The importance and the development of religion, writing, and political systems in the Fertile Crescent Region.
- The major achievements of the people of the Fertile Crescent Region to include inventions, discoveries and architecture

Key Themes: Topic 3

M1 – Civilization, Cultural Diffusion, and Innovation: Key Questions

- What are the indispensable features that characterize a “civilization”? Which of these features are present in the civilization under study? Which are lacking? Predict how the lack of features might affect this civilization.

M2 – Values, Beliefs, Political Ideas, and Institutions: Key Questions

- What central religious beliefs governed the actions of people living in the ancient civilization under study?

M3 – Power, Authority and Governance: Key Questions

- What is power? What form does power take? What causes these forms to change over time?

M4 – Geography: Key Questions

- What physical characteristics make this place unlike any other place in the world?
- What role have climate and resources played in the development of this and other places/civilizations? What role has agriculture played in the development of this and other societies?

M6 – Scientific Reasoning and Technology: Key Question

- How did scientific or technological discoveries or advancements alter life in this civilization for better or worse?

Key Vocabulary and Terms: Student will understand and use the following vocabulary and terms correctly...

Geography:

• Cradle of Civilization	• plateau	• plain	• Zagros and Taurus Mountains
• “Land between two rivers”	• plain	• alluvial	• Akkad
• Mesopotamia,	• arid	• silt	• Ur
	• flood	• irrigation system	

History:

• polytheism	• cuneiform	• stylus	• Hanging Gardens of Babylon
• ziggurat	• pictograph	• cylinder seal	

Civics and Government: city-state, theocracy, dynasty

Economics: barter

People:

• lugal (king)	• administrator	• Ur-Nammu	• Assurbanipal
• ensi (chief priest)	• Sargon I	• Nebuchadnezzar	• Gilgamesh
• scribes	• Hammurabi		

Topic #3 - Mesopotamia: Site of Several Ancient River Civilizations, c. 3500-1200 BC/BCE

Content Standards/Performance Benchmarks:

Standard	Students will...
37	Identify and locate, on a historical map, the Tigris and Euphrates Rivers, and Sumer, Babylon and Assyria as successive civilizations and empires in this region.
38	Identify and locate on a modern map of western Asia the countries of Iraq, Iran and Turkey and make connections to their historical antecedents.
39	Explain why the region is sometimes called “the Fertile Crescent” and how it is distinguished from other regions in geography and impact on civilizations.
40	Identify polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations; compare and contrast polytheism with other, current religious beliefs.
41	Describe how irrigation, metalsmithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow, contributed to the growth of Mesopotamian civilizations, including peoples’ interests and values.
42	Describe the important achievements of Mesopotamian civilizations: a. the system of writing and the importance in recordkeeping and tax collection. b. monumental architecture (the ziggurat) c. art (large relief sculpture, mosaics, and the cylinder seals d. other Compare and contrast the achievements with current examples.
43	Describe who Hammurabi was; explain and evaluate the basic principle of justice in Hammurabi’s Code (“an eye for an eye”).
44	Understand and use key vocabulary and terms.

Topic #4: Egypt – An Ancient River Civilization, c. 3000-1200 BC/BCE			
<p>Overview: Students will study the emergence and importance of civilization in the Nile Valley. They will study....</p> <ul style="list-style-type: none"> ▪ The major political and physical features of Northeast Africa ▪ The early development of Egypt including the influence of ancient Nubia on Egyptian civilization ▪ The importance and the development of religion, writing, and political systems in ancient Egypt. ▪ The major achievements of the people of Egypt to include inventions, discoveries and architecture 			
Key Themes: Topic 4			
<p>M1 – Civilization, Cultural Diffusion, and Innovation: Key Questions</p> <ul style="list-style-type: none"> ▪ What factors are commonly involved in the rise and fall of a civilization? What factors were involved in the rise and fall of this civilization? <p>M2 – Values, Beliefs, Political Ideas, and Institutions: Key Questions</p> <ul style="list-style-type: none"> ▪ What central religious beliefs governed the actions of people living in the ancient civilization under study? How are these similar to/different from current religious beliefs? <p>M3 – Power, Authority and Governance: Key Questions</p> <ul style="list-style-type: none"> ▪ What is legitimate authority? Who has it? When might legitimate authority be challenged? ▪ Who holds power? Who lacks power? How is it gained, used and denied to others? <p>M4 – Geography: Key Questions</p> <ul style="list-style-type: none"> ▪ What physical characteristics make this place unlike any other place in the world? ▪ What role have climate and resources played in the development of this and other places/civilizations? What role has agriculture played in the development of this and other societies? <p>M6 – Scientific Reasoning and Technology: Key Question</p> <ul style="list-style-type: none"> ▪ How did scientific or technological discoveries or advancements alter life in this civilization for better or worse? 			
Key Vocabulary and Terms: Student will understand and use the following vocabulary and terms correctly...			
Geography:			
<ul style="list-style-type: none"> • Upper and lower Egypt • Nile River 	<ul style="list-style-type: none"> • Nile Delta • cataract • inundation 	<ul style="list-style-type: none"> • drought • alluvial • Nubia 	<ul style="list-style-type: none"> • Thebes • Memphis
History:			
<ul style="list-style-type: none"> • papyrus • hieroglyphics • Rosetta Stone 	<ul style="list-style-type: none"> • shadoof • embalming • natron 	<ul style="list-style-type: none"> • afterlife • mastaba • pyramid 	<ul style="list-style-type: none"> • maat • obelisk • Sphinx
Civics and Government: dynasty, kingdom			
Economics: trade, barter, supply and demand			
People:			
pharaoh priests scribes artisans	Menes Hatshepsut Ikhnaten Nefertiti	Ramses Tutankhamen Re Horus	Isis Osiris Anubis

Topic #4 - Egypt – An Ancient River Civilization, c. 3000-1200 BC/BCE

Content Standards/Performance Benchmarks:

Standard	Students will...
45	Identify and locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt on a historical map.
46	Identify the locations of ancient Upper and Lower Egypt; explain the meaning of the terms.
47	Identify and locate the countries of Egypt and Sudan on a modern map and make connections to their historical antecedents.
48	Describe and assess the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of Ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of Ancient Egypt.
49	Describe and assess the role of the pharaoh to god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt.
50	Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the role of different deities; compare and contrast with current beliefs.
51	Summarize important achievements of Egyptian civilization: a. the Egyptian agricultural system b. the invention of a calendar c. Egyptian monumental architecture and art such as the Pyramids and Sphinx at Giza d. hieroglyphic writing e. the invention of papyrus Compare and contrast the achievements with current technologies.
52	Respond thoughtfully to key questions for the topic.

Section III: Literacy Across the Curriculum: Strategies, Skills, Activities



Reading/Writing/Thinking Strategies: Structured Text

The following strategies help students build an understanding of the ideas in structured text (like textbooks). Teaching these strategies to students is the responsibility of all teachers.

Students will:

1. **Survey:** scan the text they will read for 1-2 minutes identifying clues about the content and most important ideas, including headings, bold-faced words, illustrations, pictures, and other striking details
2. **Question:** generate questions likely to be answered by reading the text
3. **Predict:** state 3-5 things they might learn based on the questions they generated
4. **Read:** “chunk” the text into small, manageable pieces; search for answers to their questions and responses to their predictions (on their own or with a partner); note important terms and concepts; generate additional questions as they read
5. **Respond:** answer their questions (on their own and with others); confirm or refute their predictions; generate additional ideas and responses to the text
6. **Summarize:** after completing multiple “chunks”, identify the 8-10 terms and concepts that are most important to understanding the text; write a summary statement using as many of the terms and concepts as possible; write an overall summary statement for the entire text after it has been read

Going Deeper:

7. **Infer:** take what they already know; add it to what they’ve just learned; put the two together to generate a new idea not included in the text, an assertion, a generalization, or a connection to their lives or the larger world
8. **Analyze:** where known, consider the author’s background, perspective and bias; identify facts versus opinions, beliefs, interpretations, assertions, or conclusions; identify perspectives that may be different or not represented
9. **Evaluate:** assess the validity of the author’s opinions, ideas, beliefs, interpretations, assertions, and conclusions included in the text, based on the evidence; look for content that is in/accurate, in/consistent, im/plausible, or missing; consider alternative opinions, ideas, beliefs, interpretations, and assertions that could be made...and reach conclusions of their own based on the evidence

Artifacts: Similar strategies are used when examining artifacts (e.g., political cartoons, photos, other works of art). Students will...

1. **Survey:** scan the artifact for one minute; list important, striking, or unusual details; familiar figures, symbols, or characters; titles, labels, captions, dates, and the creator’s name (if available)
2. **Question:** generate questions about the details, figures, symbols, characters, title, label, caption, creator, or the overall artifact.
3. **Infer:** generate answers to their questions; consider what they know about the details; look for connections between the parts to derive meaning; look for the deeper meaning; consider alternative interpretations...and reach a conclusion about the work based on the evidence
4. **Summarize:** write an overall conclusion about the meaning of the artifact (1-3 sentences)

Pre-, During, and After-Reading Activities: Structured and Unstructured Text

The following are additional activities that will help teachers help students read and understand challenging (historical) documents that do not provide structured support often found in textbooks... as well as textbooks with challenging language and ideas.

1. **Access and Build Background Knowledge:** Before students begin to read, help them access and build on their existing knowledge of key concepts, terms, and other vocabulary they'll encounter in the document. Examine and talk about short videos or images that can introduce students to key concepts in a document before you read the text. Use effective teaching strategies (e.g., Word Splash, K-W-L, Anticipation Guides) to find out what students' knowledge and misconceptions are. If you're working with long text, attack it in small chunks.
2. **Read/Think Aloud:** Read a portion of the document aloud, and slowly, to help students listen to and understand the particular language, structure, and style used in the document. Think aloud as you read, as if you had never read the document before, and as if the language and ideas are obscure or complex (as they will be for many of your students). Stop to re-think passages out loud as you make meaning of them. As any questions, problems, connections to prior knowledge, or new ideas comes to mind, share them with students, mark up the text or jot down notes, and let them know how you're going to process your questions, problems, connections, and ideas as you move through the text. Identify words you don't understand and talk about how you're going to figure them out. Identify sentences or passages that are deep in meaning and talk about the mental processes you go through to make meaning of them. Stop and express exasperation if the language is obscure, unfamiliar, or difficult to get a handle on. Help the students know that figuring out the meaning of any challenging text is hard work.....for everyone, not just them.
3. **On Their Own:** Provide your students with the same kind of opportunities to read and think aloud. Give them opportunities to read the documents slowly, carefully, and often aloud, on their own, in pairs, and in larger groups (when they feel they can read the document fluently, expressively, and with understanding). Push your students to think deeply about the document; to generate different kinds of questions and observations as they go along, including literal, interpretive, analytical, and evaluative questions. Model different kinds of questions you ask when you try to get all the meaning, nuances, implications, and connections out of a text.
4. **Sharing/Debrief:** Provide students with plenty of time to share and respond to what they've learned and the questions they still have. Fill in students' gaps with insights and questions of your own, but only after you've worked hard to get them thinking, questioning, sharing, and responding on their own...and have modeled some of the hard work for them.
5. **Writing & Other Responses:** Get students in the habit of writing in response to what they've read...while they're reading. The writing can include brief notations, summaries, questions (with or without answers...yet), comments, inferences, ideas, connections they've made to their own experiences, and other personal responses. Written responses can also include chapter, section, or paragraph headings; captions for pictures they found in the text; and brief narratives representing the feelings and ideas of different people from the time. The possibilities are limitless. There are other modalities (other than writing) students can also use to respond to what they've read, seen, or heard (e.g., cartoons, caricatures, other visual representations). Encourage students to take advantage of all their creative talents to represent important people, events, and ideas in ways that help them to understand and remember the content. All student responses should be collected in a history notebook that is reviewed with the teacher on a regular basis, considered an important element in determining students' grades, and shared with parents during conferences and celebrations.

Key Questions for Required Primary Source Documents:

Answering the following questions will help students analyze, interpret, and reach conclusions about the required primary source documents included in the United States History I standards. They should be considered whenever these documents are being studied.

1. What type of document is being analyzed (e.g., letter, essay, article)? What are the important characteristics you need to pay attention to in this type of document?
2. For whom was the document written? Who is the intended audience?
3. What are the most important ideas and details included in the document?
4. Who was the author and what was his/her bias, perspective?
5. What are the facts, opinions, beliefs, observations, interpretations, assertions, and conclusions included in the document? Are the opinions, beliefs, observations, interpretations, assertions, and conclusions supported by the facts or other evidence?
6. Why was the document or artifact important when it was created? What event(s) highlight its importance?
7. What were the effects of the document's publication?
8. Why is the document important today? What recent event(s) highlight its importance?
9. What ideas, observations, and interpretations do you come away with after your analysis?

Discussion and Presentation Skills:

There are certain discussion and presentation skills students must master to engage in effective dialogue to enhance their learning. Helping students develop these skills is an important responsibility of every teacher. Students will:

1. Participate in formal and informal discussions and debates in large and small groups; build and use agreed upon rules to conduct and facilitate them
2. Organize and present their thoughts in a logical manner
3. Support their ideas with evidence or details; expect and request the same of others
4. Actively listen, respond to, and build on ideas generated during discussions
5. Use the information to inform or change their perspectives
6. Ask for clarification when others' responses are unclear
7. Summarize and evaluate what they have learned from the discussion
8. Evaluate the productivity of discussions using established criteria; make suggestions to improve the discussions
9. Give oral presentations; use established criteria to prepare, assess, and improve their presentations

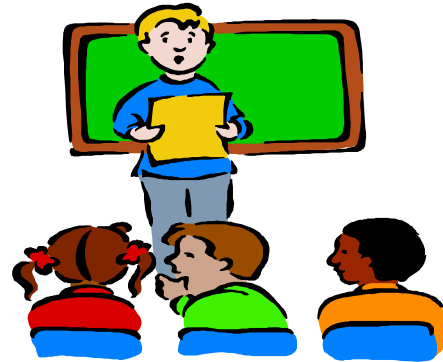
Writing Skills:

Students must do a great deal of writing to learn and exhibit what they've learned. Helping students develop solid writing skills is an important responsibility of every teacher.

Students will:

1. Write clear, cogent, focused responses to open-ended and essay questions; responses will include a thesis that is supported by evidence from the text or the historical record.
2. Write frequent responses to readings, lectures, and other presentations (e.g., summaries, questions, reactions, interpretations, connections, perspectives, predictions, and other responses to people and events).
3. Maintain a system (e.g., history notebook) for collecting, referring to, and sharing their notes, thoughts, and writings, including formal writing products.
4. Write occasional, brief research reports to extend their knowledge beyond classroom presentations; include a clear focus and supporting details.





Appendix A: History Alive Activities

History Alive! allows teachers to use instructional strategies they have learned with specific activities to engage students in active learning, understanding and reflection. History Alive materials are available in all Boston middle and high schools and should be used on a regular basis. Selected activities should assist students in identifying and solidifying knowledge about the issues facing a particular civilization.

History Alive! materials have been aligned with each topic under study.

Titles of activities and summaries of the information found in a binder have been taken from the Teachers' Curriculum Institute website (www.teachtci.com). Please visit this website for additional activities

Topic #2: Human Origins in Africa through the Neolithic Age History Alive Binder - Early Humans	
When you teach these activities:	Students will:
Learning About the Past 1.1 Experiencing the Challenge of Interpreting the Past 1.2 Understanding Our Place in Human 1.3 Investigating the Past:	<ul style="list-style-type: none"> ▪ Create personal history collages and then act as historians to interpret events from the past. ▪ History Sequence human history on a 12-month calendar and explore the concepts of timelines and chronology. ▪ Assembling an Archeological Team Appoint six archeological specialists to investigate three sites: Laetoli, Çatal Höyük, and Ur.
The Paleolithic Period: The Earliest Humans 2.1 Creating Puppet Shows of Origin Stories. 2.2 What Do We Know About Human Ancestors? 2.3 Understanding Why Paleolithic Art Was Created	<ul style="list-style-type: none"> ▪ Design and present puppet shows to demonstrate how various cultures explain human origins ▪ Assemble skulls of five hominids and arrange them on a spectrum of increasing capability and skill. ▪ Create original artwork reflecting the Paleolithic period and write an accompanying artist's statement.
The Neolithic Period: The Development of Agricultural Societies 1.1 From Paleolithic to Neolithic 3.2 Neolithic Social Organization:	<ul style="list-style-type: none"> ▪ Identifying Changes in Daily Life Explore how the development of agriculture affected daily life during the Neolithic period. ▪ Hierarchical or Egalitarian? Juggle balls alone and then in concert with others to learn about two models of social organization.

Topic #3 – Mesopotamia: Site of Several Ancient River Civilizations, c. 3500-1200 BC/BCE History Alive Binder - Early Humans	
When you teach these activities:	Students will:
The Emergence of Civilization at Sumer 4.1 Discovering How Sumerian City-States Emerged 4.2 Sumerian Achievements: Reflections of Civilization 4.3 Tracing the Development of Cuneiform	<ul style="list-style-type: none"> ▪ Respond to four ancient Mesopotamia problems to explain the shift away from Neolithic farming villages. ▪ Research 16 Sumerian achievements and discuss how Sumer exhibits the characteristics of civilization. ▪ Undergo the difficulty of communicating with written symbols to understand the four stages of cuneiform
Culminating Project 5.1 Creating a Character Collage of Early Human Achievements	<ul style="list-style-type: none"> ▪ Prepare a character collage showing how the achievements of early humans have affected modern life.
From History Alive Binder Ancient Egypt and the Near East	
Mesopotamia: Land of Conflict 2.1 Examining the Code of Hammurabi 2.2 Applying the Code of Hammurabi to Babylonian Court Cases	<ul style="list-style-type: none"> ▪ Decipher Hammurabi’s Code to learn the judicial concept of lex talionis (“an eye for an eye”). ▪ Organize six historical periods of Mesopotamian empires along a civilization timeline.

Topic #4: Egypt – An Ancient River Civilization, c. 3000-1200 BC/BCE History Alive Binder - Ancient Egypt and the Near East	
When you teach these activities:	Students will:
Overview of Ancient Egypt and the Near East 1.1 Mapping Physiographic Features of Egypt and the Near East 1.2 Understanding Geography’s Effect on Settlement in Three	<ul style="list-style-type: none"> ▪ Map the major physiographic features of the region, such as the Nile, the Libyan Desert, the Dead Sea, and the Sinai Peninsula. ▪ Regions Investigate three regions in Egypt and the Near East and predict which types of civilizations developed in each area.
When you teach: Your students will: Ancient Egypt and Kush 3.1 A Riverboat Tour of Ancient Egyptian Monuments 3.2 Creating Illustrated Journals About Ancient Egyptian Daily Life 3.3 Trading Goods to Understand the Power of Kush	<ul style="list-style-type: none"> ▪ Take a "riverboat tour" to learn about the accomplishments of six pharaohs, and then write a travel brochure. ▪ Assume the role of spies and create illustrated journals describing Egyptian society. ▪ Assume the role of traders from Kush, Egypt, and Central Africa and trade tokens representing goods from each region.
Ancient Egypt and Kush 5.1 Connecting Past to Present Sounds of the Past:	<ul style="list-style-type: none"> ▪ Identifying Instruments in Modern Identify ancient instruments from the Near East and match them with their modern equivalents.
Culminating Project 6.1 Creating a Mobile to Compare Ancient Civilizations	<ul style="list-style-type: none"> ▪ Create a mobile that shows the similarities and differences of the civilizations of ancient Egypt and the Near East.

Appendix B – Suggested Activity

- Notebook
- Journal
- Maps/Graphs/Timelines/Charts,
- Art storyboard
- Daily Life Stories - A Daily Life Story asks students to write about the life of a child growing up during a particular time in history or in a particular civilization. The story can be written as a diary entry, journal essay or essay. The story must be at least two pages in length and contain a cover page (a picture, drawing or computer image) with a title, date, and name of the student author. Key to the story is the use of vocabulary related to the time period or civilization. (For example, a student might describe seeing the lugal as he stood atop a ziggurat.) Student authors can choose to be a male or female child. Stories must also contain the following features:
 - name of family members
 - family social class
 - family occupations (mother, father)
- description of home, food and clothing
- education (what they would like to be during that time or in that civilization and why this may or may not be possible)
- religious beliefs

All stories must be neatly written but computer written stories are preferred. Typed works must be 12 –14 font. Student authors are encouraged to write interesting stories with a touch of humor.
- This idea was submitted by Regina Bailey, Curley Middle School. Thanks Regina!

Appendix C – Middle School Standards Review Team

Regina Bailey, M. E. Curley

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Mary Racine, Umana Barnes

Endnotes

ⁱ Bradley Commission, Building a History Curriculum: Guidelines for Teaching History in Schools, p6.

ⁱⁱ National Council for the Social Studies, Expectations of Excellence: Curriculum Standards for Social Studies, pgs. x - xi