

<p><b>ALCOSS: 8.1</b> (8.1 in 2004 COS, p. 59)</p> <p>Explain how artifacts and other archaeological findings provide evidence of the nature and movement of prehistoric groups of people.                  Examples: cave paintings, Ice Man, Lucy, fossils, pottery</p> <ul style="list-style-type: none"> <li>Identifying the founding of Rome as the basis of the calendar established by Julius Caesar, which was used in early Western civilization for over a thousand years.</li> <li>Identifying the birth of Christ as the basis of the Gregorian calendar used in the United States since its beginning and in most countries of the world today, signified by B.C. and A.D.</li> <li>Using vocabulary terms other than B.C. and A.D. to describe time.                  Examples: B.C.E., C.E.</li> <li>Identifying terms used to describe characteristics of early societies and family structures.                  Examples: monogamous, polygamous, nomadic</li> </ul>		
<p><b>Mastered:</b>                  Students can explain how artifacts and other archaeological finds provide evidence of the nature and movement of prehistoric groups of people.</p>	<p><b>Present:</b>                  Students will connect the current world to the ancient world by acting as historians, anthropologists, and archaeologists.</p>	<p><b>Going Forward:</b>                  Students will research the archeological evidence of prehistoric midden piles to determine the diet of the civilization.</p>
<p><b>Present and Going Forward Vocabulary:</b>                  Jericho, Çatal Huyuk, historian, archaeologist, artifact, fossil, anthropologist, nomad, technology, domesticate, specialization, Tigris River, Euphrates River, Mesopotamia, Sumer, Babylon, Sargon, Hammurabi, civilization, irrigation, city-state, artisan, cuneiform, scribe, empire, Assyria, Persian Gulf, Nineveh, Hanging Gardens of Babylon, Nebuchadnezzar, province, caravan, astronomer</p>		

**Career Connections:**  
 Anthropologist, Archaeologist, Paleontologist, Historian, Botanist, Physicist, Geographer

<p><b>Advanced Understanding &amp; Activity (Alternate activity):</b> Student page found in Appendix A.</p> <p><b>TIC-TAC-TOE</b>                  Students will choose three activities in a row, column, or diagonal, just like TIC, TAC, TOE enabling them to act as historians, anthropologists, and/or archaeologists.</p>		
<p>1. Research the library and/or Internet to locate information on two archaeological digs, one past and one present (or very recent). Compare and contrast the methods used in the digs. Describe what changes you noticed in tools archaeologists use over time and why those tools changed.</p>	<p>2. Students will act as a historian to determine what history should say about an event. Students will find two written accounts of a recent event in their city or community. Students must determine which of the two accounts they think is the most credible? Most reliable? Students must explain why and support what they think.</p>	<p>3. Students will research the library and/or Internet on how to create their own archaeological dig. Students will use the tools archaeologist use (gloves, shovels, journal, etc.) to document their dig and create a photo journal of their process using Microsoft Power Point or Windows Movie Maker/iMovie.</p>
<p>4. Birthday Project: Students will research their birthday using their school library and/or the Internet. Students will write a composition summarizing two local, state, national, and international news stories on their birthday (Month, Day, and Year).</p>	<p>5. Historians date events using B.C. (Before Christ) and A.D. (Anno Domini, Latin for <i>In the year of our Lord</i>). Create a timeline using the terms B.M.B (before my birth) and A.M.B. (after my birth). Fill in the timeline with five key events that happened before and ten key events after you were</p>	<p>6. Students will use the Internet to locate two or three different types of calendars. Then the students will conduct research on a system called the International Fixed Calendar, which has 13 months of 28 days each. Students will then create their own reorganized calendar. Students will</p>

	<p>born. In addition to basic information about each event provide an explanation of why you included this event on your timeline. Provide illustrations for each event on your timeline. Don't forget to include your birth date on your timeline.</p>	<p>divide 365 days of a year into months and name the months. Students will also find new names for the days of the week. Students will conclude this activity by writing a paragraph explaining the logic behind their calendar reorganization.</p>
<p>7. Students will prepare a segment for a television news magazine on major archaeological discoveries. First select a well-known archaeologist and research his or her life and work. Then write a series of questions that an interviewer might ask the archaeologist, along with answers. Prepare visual aids, such as maps, photographs, and drawings to display during the interview. Then conduct the interview with your archaeologist.</p>	<p>8. Imagine you are a nomad who travels from place to place to hunt and gather food. What things would you carry with you to help you survive? Make a list of items and how each item will be used. What do these tell anthropologists about you?</p>	<p>9. Students will imagine that an archaeologist of the 25<sup>th</sup> century discovered the preserved and clothed body of an American student from the 2010s. List at least ten pieces of information that archaeologists might learn about the student's way of life as well as the time period. Record the clues that would lead scientists to these conclusions.</p>

**Literature Connections:**

- Duke, Kate. Archaeologists Dig for Clues. Collins Publishing. 1996.
- Hickox, Rebecca. The Golden Sandal. Holiday House, Inc. 1998.
- Khashoggi, Soheir. Mirage. Forge Books. 2006.
- Landau, Elaine. The Babylonians. Millbrook Press. 1997.
- Landau, Elaine. The Sumerians. Millbrook Press. 1997.
- Landau, Elaine. The Assyrians. Millbrook Press. 1997.

**ALCOSS: 8.2** (8.2 in 2004 COS, p. 59)  
 Analyze characteristics of early civilizations in respect to technology, division of labor, government, calendar, and writings.

- Comparing significant features of civilizations that developed in the Tigris-Euphrates, Nile, Indus, and Huang He River valleys.  
 Examples: natural environment, urban development, social hierarchy, written language, ethical and religious belief system, government and military institutions, economic systems
- Identifying on a map locations of cultural hearths of early civilizations.  
 Examples: Mesopotamia, Nile Valley

<p><b>Mastered:</b>                  Students can analyze characteristics of early civilizations in respect to technology, division of labor, government, calendar, and writings.</p>	<p><b>Present:</b>                  Students will use their knowledge of early civilizations to make deductions, create an invention, and evaluate situations.</p>	<p><b>Going Forward:</b>                  Students distinguish a civilization from a non-civilization based on eight criteria (cities, organized central governments, complex religions, job specialization, social classes, writing, art and architecture, public works) using the thinker key activity.</p>
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**Present and Going Forward Vocabulary:**

Jericho, Catal Huyuk, historian, archaeologist, artifact, fossil, anthropologist, nomad, technology, domesticate, specialization, Tigris River, Euphrates River, Mesopotamia, Sumer, Babylon, Sargon, Hammurabi, civilization, Egypt, irrigation, city-state, artisan, cuneiform, scribe, empire, Assyria, Persian Gulf, Ninevah, Hanging Gardens of Babylon, Nebuchadnezzar, province, caravan, astronomer

**Career Connections:**

Historian, Archaeologist, Paleontologist, Anthropologist

**Advanced Understanding & Activity (Alternate activity):** Student page found in Appendix A.

**THINKER KEYS ACTIVITY**

Students will use their knowledge of early civilizations to make deductions, create an invention, and evaluate situations. The teacher and student will agree on the number of “keys” to accomplish. The student will select the keys and complete the contract.

<b>What If?</b>	What if Hammurabi’s Code was in effect today? Use a graphic organizer to analyze the following Law Code Numbers: 3, 6, 21, and 195 from Web site <a href="http://www.phillipmartin.info/hammurabi/hammurabi_codeindex.htm">www.phillipmartin.info/hammurabi/hammurabi_codeindex.htm</a> . Then provide an evaluation of the use of these laws today.	<b>Disadvantages</b>	What are three disadvantages of government? Create a chart to list three the disadvantages and their improvements.
<b>Alphabet</b>	Create an A – Z list with <b>RELIGION</b> as the theme.	<b>Picture</b>	Design and Create an Egyptian Cartouche of your first name using <a href="http://kids.discovery.com/games/just-for-fun/hierogenerator">http://kids.discovery.com/games/just-for-fun/hierogenerator</a> or <a href="http://www.virtual-egypt.com/newhtml/glyph/glyph.cgi">http://www.virtual-egypt.com/newhtml/glyph/glyph.cgi</a>
<b>Prediction</b>	Predict how life would be different if all keyboards were hieroglyphic keyboards.	<b>Different Uses</b>	List ten different uses for water.
<b>Ridiculous</b>	Justify the following idea by developing a case to support it: All floods are beneficial.	<b>Commonality</b>	Draw a Venn diagram. What are the similarities and differences between Çatal Huyuk and Babylon?
<b>Question</b>	The answer is “technology.” What are five possible questions that could be answered with “technology?”	<b>Brainstorming</b>	The woolly mammoth disappeared about 10,000 years ago. Scientists believe species become extinct when their environment changes in a way that will no longer support the life of that species. If humans clone extinct species back to life, how might the reintroduction of that species affect the balance of nature?
<b>Inventions</b>	Design a tool for removing the scales of the fish you catch. Give your invention a name and design a marketing campaign for your new tool.	<b>Forced Relationships</b>	You are lost in a desert biome for ten days. Use the following four items to help you survive until you are found: canteen, eyeglasses, poncho, and rope.

**Literature Connections:**

- Broida, Marian. *Ancient Egypt and their Neighbors*. Chicago Review Press. 1999.
- Broida, Marian. *Ancient Israelites and their Neighbors*. Chicago Review Press. 2003.
- Cavendish, Demi Marshall. *Tutankhamen*. Cavendish Marshall Corporation. 2009.

- David, Rosalie. Growing Up In Ancient Egypt. Troll Publishing. 1993.
- Der Manuelian, Peter. Hieroglyphs From A to Z. Rizzoli. 1993.
- Stewart, David. You Wouldn't Want to Be an Egyptian Mummy!: Disgusting Things You'd Rather Not Know. Scholastic Library Publishing. 2001.
- Weitzman, David. Pharaoh's Boat. Houghton Mifflin Harcourt. 2009.

**ALCOSS: 8.3** (8.3 in 2004 COS, p. 59)  
 Compare the development of early world religions, philosophies, and their key tenets.  
 Examples: Judaism, Hinduism, Confucianism, Taoism, Christianity, Buddhism, Islam, Greek and Roman gods

- Identifying cultural contributions of early world religions and philosophies.  
 Examples: Judaism, Hinduism, Confucianism, Taoism, Christianity, Buddhism, Islam, Greek and Roman gods, Phoenicians

<p><b>Mastered:</b>                  Students can compare the development of early world religions, philosophies, and their key tenets.</p>	<p><b>Present:</b>                  Students will develop research skills while increasing their knowledge of world religions.</p>	<p><b>Going Forward:</b>                  Students will use a Web site evaluation form to determine whether it is valid, credible, and reliable before completing the table on major world religions.</p>
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**Present and Going Forward Vocabulary:**  
 Hinduism, Buddhism, Brahman, dharma, karma, nirvana, theocracy, Christianity, messiah, Confucianism discipline, parable, resurrection, apostle, salvation, persecute, martyr, hierarchy, clergy, laity, doctrine, gospel, pope, icon, iconoclast, excommunicate, schism, monastery, missionary, Judaism, exile, Sabbath, synagogue, Diaspora, messiah, rabbi, Daoism, Islam, oasis, sheikh, caravan, Quran, caliph, Shiite, Sunni, sultan, mosque, bazaar, minaret, crier, Greek and Roman gods, Phoenicians

**Career Connections:**  
 Historian, Theologist, Anthropologists, Professor

**Advanced Understanding & Activity (Alternate activity):** Student page found in Appendix A.

**Comparative Religions**  
 In order to have a thorough understanding of the history of the world it is imperative that students understand the major belief systems that are practiced. Students will:

- (1) Create or use the table in Appendix A
- (2) Complete a table of religions
- (3) Evaluate each Web site to determine the validity, reliability, and credibility, using the form found at [http://www.readwritethink.org/files/resources/lesson\\_images/lesson328/evalform.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson328/evalform.pdf)
- (4) Cite **validated** sources on their religions table

Religion	Origin	Holy Books	Major Beliefs	Connections Today	Symbols	Web sites (2 per religion)
Hinduism						
Judaism						
Buddhism						
Daoism						
Christianity						
Islam						

**Literature Connections:**

- Ajmera, Maya. Faith. Charlesbridge Publishing. 2009.
- Bowker, John. World Religions. The Great Faiths Explored. DK Adult. 2006.
- Reid, T.R. Confucius Lives Next Door. Vintage. Reprint edition. 2000.

<b>ALCOSS: 8.4</b> (8.4 in 2004 COS, p. 60) Identify cultural contributions of Classical Greece, including politics, intellectual life, arts, literature, architecture, and science.		
<b>Mastered:</b> Students can identify cultural contributions of Classical Greece, including politics, intellectual life, arts, literature, architecture, and science.	<b>Present:</b> Students will combine their knowledge of Classical Greece arts and literature to evaluate a short story.	<b>Going Forward:</b> Students will further extend their learning by creating a poem with two voices based on the Greek legend.
<b>Present and Going Forward Vocabulary:</b> Geometry, Peloponnesian war, Macedonia, Alexander the Great, empire, allies, appoint, drama, philosophy, sculpture, architecture, myths, acropolis, Parthenon, golden age, Greek culture		

**Career Connections:**

Author, Writer, Historian, Sociologist, Geographer

**Advanced Understanding & Activity (Alternate activity):** Students may choose to complete one or more activities. Student page found in Appendix A.

**Activity 1: Legendary Poetry**

Students will read the following story:

*Legend says ...* A young Sparta boy once stole a live fox, planning to kill it and eat it. He noticed some Spartan soldiers approaching. In ancient Sparta, students were encouraged to steal, but the trick was that you could not get caught stealing. If you were caught, you were severely beaten. As the soldiers approached, the boy hid the fox beneath his shirt.

While the soldiers quizzed him on why he was not in school, the boy let the fox chew into his stomach rather than confess he had stolen it. He did not allow his face or body to express his pain.

Students will:

1. Explain in a one paragraph what the story tells about Spartan values.
2. Create a similar story that tells about Athenian values.
3. Compose a poem with two voices based on the legend.

**Directions:** Download the lesson “Poem for Two Voices.”

[http://www.writingfix.com/PDFs/Comparison\\_Contract/Poem\\_Two\\_Voices.pdf](http://www.writingfix.com/PDFs/Comparison_Contract/Poem_Two_Voices.pdf) . After students compare and contrast Spartan and Athenian values, they will compose a poem for two voices in the “voice” of the two items. Use the template from the downloaded lesson for students who need more guidance. It is perfectly fine for one student to compose the poem. However, these poems should be read aloud by two students, each assuming one of the voices from the poem.

Remember, one voice will focus on Athenian values and the other voice will focus on Spartan values. The characteristic the two different voices have in common is how the poem ends (i.e. Ice Caps for the Polar Bear and SUV example).

**Activity 2: That’s Good/That’s Bad**

Research the history, laws and values Sparta. Then complete the legend about the young Spartan boy. Write and draw pictures of the chain of events to show the good events and negative, or not so good events, surrounding the scenario (story).

**SCENARIO:** A young Sparta boy once stole a live fox, planning to kill it and eat it. He noticed some Spartan soldiers approaching. In ancient Sparta, students were encouraged to steal, but the trick was that you could not get caught stealing. If you were caught, you were severely beaten. As the soldiers approached, the boy hid the fox beneath his shirt. While the soldiers quizzed him on why he was not in school, the boy let the fox chew into his stomach rather than confess he had stolen it. He did not allow his face or body to express his pain. **Oh, that’s bad!**

**Literature Connections:**

- Bagnall, Nigel. *The Punic Wars 264-146 B.C.* Dufour Editions. 2010.
- Lang, Andrew G.P. *These Were the Greeks.* Dufour Editions. 2010.
- Little, Emily. *The Trojan Horse: How the Greeks Won the War.* Demco Media. 1988.

**ALCOSS: 8.5** (8.5 in 2004 COS, p. 60)

Describe the role of Alexander the Great in the Hellenistic world.  
 Examples: serving as political and military leader, encouraging cultural interaction, allowing religious diversity

- Defining boundaries of Alexander the Great's empire and its economic impact.
- Identifying reasons for the separation of Alexander the Great's empire into successor kingdoms.
- Evaluating major contributions of Hellenistic art, philosophy, science, and political thought.

<b>Mastered:</b> Students can describe the role of Alexander the Great in the Hellenistic world.	<b>Present:</b> Students will investigate Alexander The Great's role as leader.	<b>Going Forward:</b> Students will prepare a report card and evaluate Alexander the Great.
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**Present and Going Forward Vocabulary:**  
 Phillip II, stoics, Pythagoras, Hellenistic Era, diversity, Alexander the Great, legacy, Macedonia, Syria, Alexandria, Chaeronea.

**Career Connections:**  
 Research Scientist, Author, Historian, Archaeologist, Anthropologist

**Advanced Understanding & Activity (Alternate activity):** Student page found in Appendix A.

**Report Card**  
 You will evaluate the performance of Alexander the Great as a leader by giving him a letter grade—A+, A, A-, B+, and so on. Be sure to include a comment column. Evaluate Alexander on the following topics:

1. Expanding the boundaries of the empire.
2. Impacting the economy of the kingdom.
3. Serving as a military leader.
4. Encouraging cultural interaction.
5. Allowing religious diversity.
6. Serving as a political leader.
7. Student choice.
8. Student choice.

In at least four of the eight examples, provide a comment and justify the grade you gave. Don't forget to cite your sources when explaining the reasons for the grade. Provide a bibliography of the sources you used to compile your information.

**Literature Connections:**

- Demi. Alexander the Great. Amazon Children's Publishing. 2010.
- Hodge, Susie. Ancient Greek Art. Heinemann-Raintree. 2006.
- Middleton, Haydn. Ancient Greek War & Weapons. Heinemann Library. 2002.
- Shecter, Vicky Alrear. Alexander the Great Rocks the World. Darby Creek Publishing. 2006.
- Zarampouka, Sophia. The Story of Alexander the Great. J. Paul Getty Museum. 2004.

**ALCOSS: 8.6** (8.6 in 2004 COS, p. 60)

Trace the expansion of the Roman Republic and its transformation into an empire, including key geographic, political, and economic elements.  
 Examples: expansion-illustrating the spread of Roman influence with charts, graphs, timelines, or maps; transformation-noting reforms of Augustus, listing effects of Pax Romana

- Interpreting spatial distributions and patterns of the Roman Republic using geographic tools and technologies.

<b>Mastered:</b> Students can trace the expansion of the Roman Republic and its transformation into an empire, including key	<b>Present:</b> Students will create an annotated timeline of Rome from 509 B.C. to 27 B.C.	<b>Going Forward:</b> Students will research the influence the Roman Empire has on the global community today.
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geographic, political, and economic elements.		
<b>Present and Going Forward Vocabulary:</b> Rome, myth, Etruscans, Latins, Palatine, cuniculus, gladiators, republic, patricians, plebeians, senate, consul, tribunes, veto, empire, expansion, civil wars, Punic Wars, forum, stylus, villa		

**Career Connections:**  
Research Scientist, Author, Historian, Archaeologist, Museum Curator, Anthropologist, Journalist

**Advanced Understanding & Activity (Alternate activity):** Student page found in Appendix A.  
**Ancient Rome Timeline**  
 Students will create a vertical or horizontal annotated timeline of Ancient Rome from Republic (509 B.C.) to Empire (27 B.C.). Students must include a minimum of 25 annotations and illustrations. Follow the Who, What, Where, When, How, and Why to briefly describe and explain the event. Within the annotation explain why this event was chosen and why it is crucial to understanding Ancient Rome. You can draw the timeline or use an online tool. Most free online tools require you to set up an account with your e-mail.  
<http://www.readwritethink.org/files/resources/interactives/timeline/>  
[http://www.teach-nology.com/web\\_tools/materials/timelines/](http://www.teach-nology.com/web_tools/materials/timelines/)  
<http://www.xtimeline.com/login.aspx?returnurl=%2ftl%2fcreate.aspx>

**Literature Connections:**

- Badcock, J. These Were the Romans. Dufour Editions. 1995.
- Gilliver, Kate. Caesars Gallic Wars. Kessinger Publishing, LLC. 2007.
- Platt, Richard. Roman Diary. The Journal of Iliona of Mytilini who was Captured and Sold as a Slave In Rome, AD 107. Candlewick Publishing. 2009.

**ALCOSS: 8.7** (8.7 in 2004 COS, p. 60)  
 Describe the widespread impact of the Roman Empire.  
 Example: spread of Roman law and political theory, citizenship and slavery, architecture and engineering, religions, sculpture and paintings, literature, and the Latin language

- Tracing important aspects of the diffusion of Christianity, including its relationship to Judaism, missionary impulse, organizational development, transition from persecution to acceptance in the Roman Empire, and church doctrine.
- Explaining the role of economics, societal changes, Christianity, political and military problems, external factors, and the size and diversity of the Roman Empire in its decline and fall.

<b>Mastered:</b> Students can describe the widespread impact of the Roman Empire.	<b>Present:</b> Students will deepen their understanding of the impact of the Roman Empire through different perspectives.	<b>Going Forward:</b> Students will evaluate the impact of the Roman Empire on society today.
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**Present and Going Forward Vocabulary:**  
 Christianity, messiah, disciple, parable, resurrection, apostle, salvation, persecute, martyr, hierarchy, clergy, laity, doctrine, gospel, pope, icon, iconoclast, excommunicate, schism, monastery, missionary, republic, legion, patrician, plebeian, consul, veto, praetor, dictator, Latifundia, triumvirate, *Pax Romana*, aqueduct, currency, vault, satire, ode, anatomy, Forum, gladiator, paterfamilias, rhetoric, plague, inflation, barter, reform, mosaic, saint, regent

**Career Connections:**  
Research Scientist, Author, Historian, Archaeologist, Museum Curator

**Advanced Understanding & Activity (Alternate activity):** Students may choose to complete one or more activities. Student page found in Appendix A.  
**Activity 1: “You Be the Person” Movie**

Students will prepare a “You Be the Person” presentation. They will make a media presentation using Windows Movie Maker, iMovie, or other movie making software or Web site. They will dress like Julius Caesar and speak about his (character’s) importance to Rome and his impact on its history. Female students may prepare a “You Be the Person” presentation as Cleopatra. Female students will speak about her (character’s) importance to Egypt and Rome as well as her impact on history. Evaluation Rubric is on the student page.

**Activity 2: Poetry**

Students will create an Acrostic Poem using the word ROMAN EMPIRE. Include the most important information. Remember that each line of the poem must begin with the corresponding letter on the line. Be sure to include a drawing on your acrostic poem to tie your work together.

**Literature Connections:**

- Cox, Phil Roxbee. Who Were the Romans? Usborne Publishing. 2002.
- Hickman, Jonathan. Pax Romana. Image Comics. 2009.
- MacAulay, David. City: A Story of Roman Planning and Construction. Graphia Publishing. 1983.
- Matyszak, Phillip. Gladiator: The Roman Fighter’s. Thames and Hudson Publishing. 2011.
- Murrell, Deborah. The Best book of Ancient Rome. Kingfisher Publishing. 2004.
- Parsons, Jayne. Julius Caesar. DK Children. 2006.
- Platt, Richard. Julius Caesar. Dorling Kindersley Child’s P/B. 2003.
- Saunders, Nicholas. The Life of Julius Caesar. Brighter Child Publishing. 2006.
- Watkins, Richard. Gladiator. Sandpiper Publishing. 2000.

**ALCOSS: 8.8** (8.8 in 2004 COS, p. 60)

Describe the development of a classical civilization in India and China.

Examples: India-religions, arts and literature, philosophies, empires, caste system;

China-religions, politics, centrality of the family, Zhou and Han Dynasties, inventions, economic impact of the Silk Road and European trade, dynastic transitions

- Identifying the effect of the monsoons on India.
- Identifying landforms and climate regions of China.

Example: marking landforms and climate regions of China on a map

**Mastered:**

Students can identify the effect of the monsoons on India. Students can identify landforms and climate regions of China.

**Present:**

Students will expand their knowledge of the physical geography of China or India by creating an annotated map.

**Going Forward:**

Students will create an annotated map of the Indus River Valley or Ancient China and determine why so many cities and towns were built beside rivers.

**Present and Going Forward Vocabulary:**

**CHINA VOCABULARY:** unification of China, Qin Shihuangdi, exile, immoral, Han dynasty, warfare, government, agriculture, art, medicine, science, industry, bureaucracy, calligraphy, anesthetic, compass, seismograph, Silk Road, mirages, caravan

**INDIA VOCABULARY:** subcontinent, physical features, human features, monsoon, plateau, glacier, Mohenjo-Daro, Indus Civilization, citadel, granary, sewer system

**Career Connections:**

Research Scientist, Author, Historian, Archaeologist, Museum Curator, Anthropologist

**Advanced Understanding & Activity (Alternate activity):** Student page found in Appendix A.

**Annotated Map Activity**

Students will create an annotated map of the Indus River Valley or Ancient China. Students must include twelve annotations. Students will complete the discussion questions after completing the map.

**Activity Task:**

Students will produce an annotated map of the Indus River Valley or Ancient China. Students will display major geographical features and major sites of Indus Valley civilization or Ancient China.

**Instructions**

Students will:

- Research the geography and sites of the Indus River Valley or Ancient China.
- Create a map that includes major geographical features and major sites of your chosen site.
- Identify the physical features and sites.
- Prepare twelve annotations of the features and sites. Each annotation should include the Who, What, Where, When, Why, and How.

**Assessment**

Students will be assessed using the following criteria:

- Do the maps show the major geographical regions and geographical features?
- Do the maps show the major sites?
- Are the maps attractive and easy to read?

**After the completion of the annotated map, each student will complete the following discussion questions:**

1. Why do you think so many cities and towns were built beside rivers?
2. Which Pre-AP World History Themes are addressed by this map? Identify specific features of the map that support your answer. (You may need to research the themes).
3. How does this map help with any of the following habits of mind:
  - Assessing continuity and change over time and over different world religions.
  - Seeing global patterns and processes over time and space while connecting local developments to global ones.
  - Comparing within and among societies, including comparing societies’ reactions to global processes.
  - Considering human commonalities and differences.
  - Exploring the persistent relevance of world history to contemporary developments.

Please identify specific features of the map that support your answer.

**Literature Connections:**

- Lin, Grace. Where the Mountain Meets the Moon. Little Brown Young Readers. 2009.
- Kim, Richard E. Lost Names. University of California Press. Reprinted Edition. 1998.
- Menglong, Feng. Stories From A Ming Collection: The Art of the Chinese Storyteller. Grove, Press. 1958.
- Schomp, Virginia. The Ancient Chinese. Franklin Watts Publishing. 2005.
- Stepanchuk, Carol and Wong, Charles. Mooncakes and hungry ghosts: Festivals of china. Regent Publishing Serves, Ltd. San Francisco. 1991.
- Ting, Renee. Chinese History Stories Volume 1: Stories from Zhou Dynasty. Shen’s Books. 2009.
- Ting, Renee. Chinese History Stories Volume 2: Stories from the Imperial Era. Shen’s Books. 2009.

**ALCOSS: 8.9** (8.9 in 2004 COS, p. 61)

Describe the rise of the Byzantine Empire, its institutions, and its legacy, including the influence of the Emperors Constantine and Justinian, and the effect of the Byzantine Empire upon art, religion, architecture, and law.

- Identifying factors leading to the establishment of the Eastern Orthodox Church.

**Mastered:**

Students can describe the rise of the Byzantine Empire, its institutions, and its legacy, including the influence of the Emperors Constantine and Justinian, and the effect of the Byzantine Empire upon art, religion, architecture, and law.

**Present:**

Students will research past conflicts of the Byzantine Empire Era to increase their knowledge.

**Going Forward:**

Students will research an area of interest in the Byzantine era and show the influence on today’s society.

**Present and Going Forward Vocabulary:**

Icon, iconoclast, excommunicate, schism, monastery, missionary

**Career Connections:**  
 Museum Curator, Researcher, Historian, Anthropologist,  
 Archaeologist, Artist

**Advanced Understanding & Activity (Alternate activity):** Students may choose to complete one or more activities. Student page found in Appendix A.

**Activity 1: Thumb Up or Thumbs Down**

Students will research the conflict that arose over religious icons during the Byzantine era. Students will use the Thumbs Up/Thumbs Down Handout to prepare their debate on the issues. Students must include at least three reasons in favor of keeping the icons and at least three reasons against keeping the icons. Students will color the hand of the side they favor in the debate.

What are arguments in favor and against the keeping of Byzantine Icons?	
	
Arguments <b>FOR</b> Byzantine Icons	Arguments <b>AGAINST</b> Byzantine Icons
1. 2. 3. 4. 5.	1. 2. 3. 4. 5.

**Activity 2: Approaching Art-How to Look At a Work of Art**

Students will research Byzantine icons using the following Web sites:

- <http://www.ih.k12.oh.us/msgivenk/Rome/byzlinks.htm>
- <http://iconfile.com>
- [http://www.iconsexplained.com/iec/iec\\_idb4c@one\\_page.htm](http://www.iconsexplained.com/iec/iec_idb4c@one_page.htm)

Then students will select one icon they would like to know more about and use the PROWNIAN METHOD to evaluate the icon.

*Approaching Art –How to Look At a Work of Art*

Title of Artwork \_\_\_\_\_ Artist \_\_\_\_\_ Year \_\_\_\_\_

**Description**

**Content**

What do you see? (**objects, people, places, things**)

What else do you notice?

**Formal Analysis**

What colors do you see?

What types of lines do you see?

What direction do the lines run?

What types of shapes do you see in this painting?

Do the lines, shapes or colors create a sense of: rhythm or pattern?

Do the lines, shapes or colors draw your eye to a certain part of the image?

Do they create emphasis or a focal point?

**Deduction**

*Sensory Engagement*

What would you see?	What might you hear?	What might you smell?	What might you taste?	What textures or temperatures might you feel?

**Intellectual Engagement**

Based on what you see, do you have any idea what is the time of day?

What is the season of the year? Why?

What do you think happened just before this scene? Why?

What may happen next?

Where are we in relation to the scene?

**Emotional Response** (*Answer the questions below in a well-organized response of three to four sentences.*)

How does this painting make you feel? Does it convey a specific emotion or mood? What about the painting makes you feel/sense that emotion?  
**Speculation:**  
 What big ideas or thoughts do you have about this work? What leads you to this idea?  
**Research:**

As a final product, the students will write a one page reflection about the Byzantine Icon using “**SAY SOMETHING.**” Students must use two statements from each box.

**SAY SOMETHING**

<p><b>Make a Prediction</b></p> <ul style="list-style-type: none"> <li>• I predict that...</li> <li>• I bet that...</li> <li>• I think that...</li> <li>• Since this happened (fill in detail), then I bet the next thing that is going to happen is...</li> <li>• Reading this part makes me think that this (fill in detail) is about to happen...</li> <li>• I wonder if...</li> </ul>	<p><b>Ask a Question</b></p> <ul style="list-style-type: none"> <li>• Why did...</li> <li>• What's this part about...</li> <li>• How is this (fill in detail) like this (fill in detail)...</li> <li>• What would happen if...</li> <li>• Why...</li> <li>• Who is...</li> <li>• What does this section (fill in detail) mean...</li> <li>• Do you think that...</li> <li>• I don't get this part here...</li> </ul>
<p><b>Clarify Something</b></p> <ul style="list-style-type: none"> <li>• Oh, I get it...</li> <li>• Now I understand...</li> <li>• This makes sense now...</li> <li>• No, I think it means...</li> <li>• I agree with you. This means...</li> <li>• At first I thought (fill in detail), but now I think...</li> <li>• This part is really saying...</li> </ul>	<p><b>Make a Comment</b></p> <ul style="list-style-type: none"> <li>• This is good because...</li> <li>• This is hard because...</li> <li>• This is confusing because...</li> <li>• I like the part where...</li> <li>• I don't like this part because...</li> <li>• My favorite part so far is...</li> <li>• I think that...</li> </ul>

**Literature Connections:**

- Herrin, Judith. *Byzantium: The Surprising Life of a Medieval Empire*. Princeton University Press. 2009.
- Norwich, John Julius. *A Short History of Byzantium*. Vintage Publishing. 1998.
- Luttwak, Edward. *The Grand Strategy of the Byzantine Empire*. Belknap Press of Harvard University Press. 2009.
- <http://www.iconsexplained.com/#Byzantine>

**ALCOSS: 8.10** (8.10 in 2004 COS, p. 61)  
 Trace the development of the early Russian state and the expansion of its trade systems.  
 Examples: rise of Kiev and Muscovy, conversion to Orthodox Christianity, movement of peoples of Central Asia, Mongol conquest, rise of czars

<p><b>Mastered:</b>                  Students can trace the development of the early Russian state and the expansion of its trade systems.</p>	<p><b>Present:</b>                  Students will expand their knowledge of the early Russian state and the expansion of its trade systems.</p>	<p><b>Going Forward:</b>                  Students will create both a commemorative plaque and wanted posted to produce a juxtapositional view of Ivan III.</p>
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**Present and Going Forward Vocabulary:**  
 Kiev, Mongols, Czar, Carpathian Mountains, boyars, Moscow, Ivan the Great, Ivan the Terrible, oprichniki, Black Sea, Ural River Danube River, Caucasus Mountains, Kulikovo, Golden Horde, Russian Orthodox Church

**Career Connections:**  
 Museum Curator, Researcher, Historian, Anthropologist,  
 Archaeologist, Artist, Teacher, Tour Guide

**Advanced Understanding & Activity (Alternate activity):** Student page found in Appendix A.  
**Will the Real Ivan III Please Stand Up?**  
 In assessing Ivan III’s place in history, his successors were counterbalanced by immense human cost. Students will produce a juxtapositional (side by side) document. The “**left side**” should function as a commemorative plaque in Ivan III’s honor, prepared by his oprichniki (agents) while the “**right side**” should function as a wanted poster prepared by a town that fears an invasion. The student must include documents or sources with at least four facts supporting Ivan III and against Ivan III.

**Literature Connections:**

- Frye, Richard. Ibn Fadlan’s Journey to Russia: A tenth Century Traveler from Baghdad to the Volga River. Markus Wiener Publishers. 2005.
- Solzhenitsyn, Alexander. One day in the life of Ivan Denisovich. NAL Trade. 2009.
- Thompson, John M. Russia and the Soviet Union: An Historical Introduction From the Kievan State to the Present. Westview Press. 2003.

**ALCOSS: 8.11** (8.11 in 2004 COS, p. 61)  
 Describe early Islamic civilizations, including the development of religious, social, and political systems.

- Tracing the spread of Islamic ideas through invasion and conquest throughout the Middle East, northern Africa, and western Europe.

<p><b>Mastered:</b>                  Students can describe the early Islamic civilizations, including the development of religious, social, and political systems.</p>	<p><b>Present:</b>                  Students will create an informational brochure on Islam to gain a deeper understanding of its key tenets (rules). Students will create an “Anti-Bullying Plan” for their school.</p>	<p><b>Going Forward:</b>                  Students will examine different religions to gain a deeper understanding.</p>
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**Present and Going Forward Vocabulary:**  
 Oasis, sheikh, caravan, Quran, caliph, Shiite, Sunni, sultan, mosque, bazaar, minaret, crier

**Career Connections:**  
 Historian, Museum Curator, Teacher, Excavator, Archivist

**Advanced Understanding & Activity (Alternate activity):** Students may choose to complete one or more activities. Student page found in Appendix A.

**Activity 1: Islamic Brochure**  
 According to the National Council of Social Studies (NCSS), “Studying about religions should be an essential part of the social studies curriculum.” As a result, students will create an informational brochure (six panels) about Islam. Possible panel topics may include: fast facts, five pillars, festivals, and main beliefs. Include charts, tables, and/or graphs. Students must include a cover consisting of their name, date, section, title and an illustration.

**Activity 2: Anti-bullying Plan**  
 Students will create an “Anti-bullying Plan” for their school. They may use [www.stopbullying.gov](http://www.stopbullying.gov) to assist them with their planning. Students must decide if they will raise awareness, help students feel safer, or student choice. Students will set goals for their plan. Students will use Microsoft Power Point, Prezi, or another presentation Web site to present their plan.

**Literature Connections:**

- Abdel-Fattah, Randa. Does My Head Look Big in This? Orchard Books. 2007.
- Addasi, Maho. Time to Play. Boyds Mill Press. 2010.
- Alkoutli, Claire. Islam. Marshall Cavendish/Benchmark. 2007.
- Budhos, Marina Tamar. Ask Me No Questions. Atheneum Books for Young Readers. 2006.
- Einfield, Jann. Is Islam a Religion of War or Peace? Thomson/Gale. 2005.
- Green, Alice. Celebrating Id-UI-Adha: A Muslim Festival. Powerkids Press. 2009.
- Hayes, Rosemary. Mixing It. Frances Lincoln Publishing. 2007.
- Jeffrey, Laura S. Celebrate Ramadan. Enslow Publishers. 2008.
- Siddiqui, Haroon. Being Muslim. Groundwood Books. 2006.

**ALCOSS: 8.12** (8.12 in 2004 COS, p. 61)  
 Describe China's influence on culture, politics, and economics in Japan, Korea, and Southeast Asia.  
 Examples: culture-describing the influence on art, architecture, language, and religion;  
 politics-describing changes in civil service;  
 economics-introducing patterns of trade

<p><b>Mastered:</b>                  Students can describe China's influence on culture, politics, and economics in Japan, Korea, and Southeast Asia.</p>	<p><b>Present:</b>                  Students will demonstrate knowledge of China's influence on culture, politics, and economics in Japan, Korea, and Southeast Asia.</p>	<p><b>Going Forward:</b>                  Students will compose poetry that illustrates China's influence on Japan, Korea, and Southeast Asia.</p>
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**Present and Going Forward Vocabulary:**  
 Korea, Japan, Wendi, Empress Wu, warlord, economy, reform, monastery, Changan, Li Bo, Duo Fu, porcelain, calligraphy

**Career Connections:**  
 Architect, Cultural Heritage Officer, Historian, Cultural Interpreter, Archivist, Project Worker, Researcher, Geographer

**Advanced Understanding & Activity (Alternate activity):** Student page found in Appendix A.  
**Influential Poetry**  
 Students will research the different types of poetry: rhyming, non-rhyming, cinquain, haiku, limerick, etc. Then using the What? So What? Now What? guide, students will research China's influence on Japan, Korea, and Southeast Asia. Students will select three different poem types to illustrate China's influence on Japan, Korea, and Southeast Asia. Students will provide an illustration to accompany each poem.

**Literature Connections:**

- Atkinson, Ian. The Viking Ships. Cambridge University Press. 1979.
- Menglong, Feng. Stories from a Ming Collection: The Art of the Chinese Storyteller. Grove Press. 1958.
- Park, Linda Sue. A Single Shard. Park Publishing. 2009.
- Watson, Pete. The Market Lady and the Mango Tree. Harper Collins. 1994.
- Wilson, Diane Lee. I Rode a Horse of Milk White Jade. Sourcebooks Jabberwocky. 2010.

**ALCOSS: 8.13** (8.13 in 2004 COS, p. 61)  
 Compare the African civilizations of Ghana, Mali, and Songhai to include their geography, religions, slave trade, economic systems, empires, and cultures.

- Tracing the spread of language, religion, and customs from one African civilization to another.
- Illustrating the impact of trade among Ghana, Mali, and Songhai.

Examples: using map symbols, interpreting distribution maps, creating a timeline

<p><b>Mastered:</b> Students can compare the African civilizations of Ghana, Mali, and Songhai to include their geography, religions, slave trade, economic systems, empires, and cultures.</p>	<p><b>Present:</b> Students will further explore the African civilizations of Ghana, Mali, and Songhai to include their geography, religions, slave trade, economic systems, empires, and cultures.</p>	<p><b>Going Forward:</b> Students will compare and contrast African Civilizations by creating a Power Point Presentation on Ghana, Mali, and Songhai.</p>
<p><b>Present and Going Forward Vocabulary:</b> Trade, Ghana, Mali, Timbuktu, Songhai, Axum, Sundiata Keita, Mansa Musa, Sunni Ali, plateau, griot, dhow, Makkah, Askia Muhammad, Ibn Battuta, Olaudah, Equiano, Benue River, Dahia al-Kahina, Nzinga, extended family, matrilineal, oral history</p>		

**Career Connections:**  
Architect, Cultural Heritage Officer, Historian, Cultural Interpreter, Archivist, Project Worker, Researcher, Geographer

<p><b>Advanced Understanding &amp; Activity (Alternate activity):</b> Student page found in Appendix A.  <b>Ancient Civilizations PowerPoint</b>                  Students create a Power Point presentation with 15 to 20 slides which focuses on the ancient civilizations of Ghana, Mali, and Songhai. Compare and contrast these ancient civilizations. Include not only the Who, What, Where, When, Why, and How, but also the influence these civilizations have on the global community.                  PowerPoint Requirements:</p> <ul style="list-style-type: none"> <li>• Incorporate at least ten transitions.</li> <li>• Select a background that is not too bright or distracting.</li> <li>• Include a summary slide and a bibliography slide.</li> <li>• Presentation must be free of grammatical and/or spelling errors.</li> </ul>
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<p><b>Literature Connections:</b></p> <ul style="list-style-type: none"> <li>• Briggs, Philip. <u>Ghana</u>. Bradt Travel Guides. 2010.</li> <li>• Burns, Khephra. <u>Mansa Musa: The Lion of Mali</u>. Harcourt Children’s Books. 2001.</li> <li>• Cottrell, Anna. <u>Once Upon a Time in Ghana: Traditional Ewe Stories Retold in English</u>. Troubador Publishing Ltd. 2007.</li> <li>• McKissack, Patricia. <u>The Royal Kingdoms of Ghana, Mali, and Songhay: Life in Medieval Africa</u>. Henry Holt and Company. 1995.</li> <li>• Villiers, Marq de and Hirtle, Sheila. <u>Timbuktu: The Sahara’s Fabled City</u>. Walker and Company. 2007.</li> <li>• Wisniewski, David. <u>Sundiata: Lion King of Mali</u>. Sandpiper Publishing. 1999.</li> </ul>
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<p><b>ALCOSS: 8.14</b> (8.14 in 2004 COS, p. 61)                  Describe key aspects of pre-Columbian cultures in the Americas including the Olmecs, Mayans, Aztecs, Incas, and North American tribes.                  Examples: pyramids, wars among pre-Columbian people, religious rituals, irrigation, Iroquois Confederacy</p> <ul style="list-style-type: none"> <li>• Locating on a map sites of pre-Columbian cultures.                      Examples: Mayan, Inca, Inuit, Creek, Cherokee</li> </ul>		
<p><b>Mastered:</b> Students can describe the key aspects of Pre-Columbian cultures in the Americas including the Olmecs, Mayans, Aztecs, Incas, and North American tribes.</p>	<p><b>Present:</b> Students will design a Incan quipu and/or make a prediction in order to determine an alternative outcome.</p>	<p><b>Going Forward:</b> Students will expand their knowledge of Pre-Columbian cultures.</p>
<p><b>Present and Going Forward Vocabulary:</b></p>		

Mesoamerica, Teotihuacan, Cuzco, Cahokia, Olmec, Maya, Toltec, Moche, Inca, Hohokam, Anasazi, Peten, Tenochtitlan, Pachacuti, Iroquois, quipu, igloo, adobe, confederation, Hispaniola, Extremadura, Christopher Columbus, Herman Cortez, Montezuma II, Malintzin, Francisco Pizarro, Atahualpa, conquistador, treason

**Career Connections:**  
 Historian, Teacher, Sociologist, Museum Curator, Archivist,  
 Cultural Heritage Officer

**Advanced Understanding & Activity (Alternate activity):** Student page found in Appendix A.

**Counting on Your Quipu**  
 The Incas kept detailed records of what they grew. Managers kept track of everything by using the quipu. The quipu was a long cord with other sets of colored cords attached to it. Knots in the cords stood for numbers in the base ten systems. A sample quipu can be found at [http://agutie.homestead.com/files/Quipu\\_B.htm](http://agutie.homestead.com/files/Quipu_B.htm).

1. Suppose that your school has 23 teachers. The student population was made up of 216 girls and 198 boys. Create and record this information on a quipu that you have designed. Remember to use different colors for each record.
2. Now develop a quipu for your school. Think about the groups of people that are part of the school, such as custodians, cafeteria workers, and bus drivers that could be included in your school Quipu. Don't forget to count female and male students on separate cords.

**Literature Connections:**

- Cobo, Father Bernabe. Inca Religion and Customs. University of Texas Press. 1990.
- Platt, Richard. Aztec. Dorling Kindersley. 2006.
- Taupe, Karl. Aztec and Maya Myths. University of Texas Press. 1993.
- Urton, Gary. Inca Myths. University of Texas Press. 1999.

**ALCOSS: 8.15** (8.15 in 2004 COS, p. 62)  
 Describe military and governmental events that shaped Europe in the early Middle Ages (600-1000).  
 Examples: invasions, military leaders

- Describing the role of the early medieval church.
- Describing the impact of new agricultural methods on manorialism and feudalism.

<b>Mastered:</b> Students can describe military and governmental events that shaped Europe in the early Middle Ages.	<b>Present:</b> Students will use the TIC-TAC-TOE Activity to demonstrate their knowledge of the early Middle Ages period.	<b>Going Forward:</b> Students will deepen their knowledge of the early Middle Ages period.
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**Present and Going Forward Vocabulary:**  
 Military, invasion, excommunicate, concordat, Aachen, Scandinavia, Holy Roman Empire, Clovis, Charles Martel, Charlemagne, Otto I, Gregory the Great, fjord, missionary, Venice, Flanders, feudalism, vassal, fief, knight, serf, guild, Normandy, William the Conqueror, King John, Phillip II, Saladin, grand jury, trial jury, clergy, common law

**Career Connections:**  
 Anthropologist, Archaeologist, Historian

**Advanced Understanding & Activity (Alternate activity):** Student page found in Appendix A.

**TIC-TAC-TOE**  
 Students will choose three activities in a row, column, or diagonal, just like TIC-TAC-TOE enabling them to expand their knowledge of the early Middle Ages (600-1000).

1. Design and build a cross-cut model of a Middle Ages castle that includes the areas that surround it.	2. There was a caste system in the Middle Ages. Create a mobile that show the different groups of people,	3. Choose the music, musical, instruments, or piece of literature of the middle ages. After researching your choice, produce a piece of
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	their positions, in society, and the jobs they had.	music, a musical instrument, or a written work in the Middle Ages style.
4. Investigate the Bubonic Plague and its impact on the population of the Middle Ages. Create a brochure that could have been distributed during that time to share information about the plague and its prevention.	5. Imagine what your life would have been if you were born into a feudal society. Write at least three brief diary entries. Describe your life as a lord, vassal, or serf and your relationship with the other two groups. Your entries should show feudalism as either good or bad.	6. The serfs have become very unhappy with their current station in society. You have been sent to interview them and create a news report about their grievances and why they are treated unfairly.
7. Create a PowerPoint presentation that presents the key information comparing the different levels of nobility, religious members, and commoners.	8. If you had the opportunity to travel back in time and live in the Middle Ages, would you? Write a poem about someone your age returning to the Middle Ages and the aspects of that time period he or she would find the most shocking.	9. Research the different features found in architecture from the Middle Ages. Choose at least five of those features that can be found in our architecture today. Create a collage of photos that show modern-day buildings and label the features taken from the Middle Ages.

**Literature Connections:**

- Czarnota, Lorna. Medieval Tales. August House. 2009.
- Leon, Vicki. Outrageous Women of the Middle Ages. Wiley Publishing. 1998.
- Platt, Richard and Nicolle, David. Castle. Dorling Kindersley. 2007.
- Platt, Richard. Discovering Knights and Castles. Red Kite Books. 2003.

**ALCOSS: 8.16** (8.16 in 2004 COS, p. 62)

Describe major cultural changes in Western Europe in the High Middle Ages (1000-1350).  
 Examples: the Church, scholasticism, Crusades

- Describing changing roles of church and governmental leadership.
- Comparing political developments in France, England, and the Holy Roman Empire, including the signing of the Magna Carta.
- Describing the growth of trade and towns resulting in the rise of the middle class.

<b>Mastered:</b> Students can describe major cultural changes in Western Europe in the High Middle Ages (1000-1350).	<b>Present:</b> Students will analyze varying perspectives on the signing of the Magna Carta.	<b>Going Forward:</b> Students will deepen their understanding of major cultural changes in Western Europe in the High Middle Ages (1000-1350).
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**Present and Going Forward Vocabulary:**  
 Crusades, Saladin, Bologna, Francis of Assisi, Thomas Aquinas, Mass, heresy, anti-Semitism, theology, scholasticism, vernacular.

**Career Connections:**  
 Anthropologist, Archaeologist, Historian, Museum Curator

**Advanced Understanding & Activity (Alternate activity):** Students may choose to complete one or more activities. Student page found in Appendix A.  
**Activity 1: Magna Carta Perspectives**

Students will write a reaction to the signing of the Magna Carta based on four different perspectives (Serf, Free Man, Noble, and King John). Students must:

- Describe in detail how the signing of the Document affects each perspective
- Provide a visual for each.
- Tell whether or not the individual would be happy with the decision or not and explain why.

<b>Serf</b>	<b>Noble</b>
<b>Free Man</b>	<b>King John</b>

**Activity 2: Time travel to the Middle Ages**

Students will answer the question, “If you had the opportunity to travel back in time and live in the Middle Ages, would you?” Write and present a play about someone your age returning to the Middle Ages and the aspects of that time period he or she would find the most shocking. You may need to conduct additional research of the Middle Ages.

**Literature Connections:**

- Aliko. A Medieval Feast. Harper Collins. 1986.
- Carlson, Laurie. Days of Knights and Damsels. Chicago Review Press. 1998.
- Coombs, Rachel. A Year in a Castle. First Avenue Editions. 2009.
- O’Brien, Patrick. The Making of a Knight. Charlesbridge Publishing. 1998.

**ALCOSS: 8.17** (8.17 in 2004 COS, p. 62)

Explain how events and conditions fostered political and economic changes in the late Middle Ages and led to the origins of the Renaissance.

Examples: Crusades, Hundred Years' War, Black Death, rise of middle class, commercial prosperity

- Identifying changes in the arts, architecture, literature, and science in the late Middle Ages.

**Mastered:**

Students can explain how the Black Death fostered political and economic changes in the late Middle Ages and led to the origins of the Renaissance.

**Present:**

Students will expand their knowledge of the late Middle Ages period.

**Going Forward:**

Students will demonstrate their knowledge of the late Middle Ages by creating a collage, annotated timeline, or self-portrait.

**Present and Going Forward Vocabulary:**

Plague, Crecy, Orleans, Joan of Arc, Isabella of Castille, Ferdinand of Aragon, Caffa, Reconquista

**Career Connections:**

Anthropologist, Archaeologist, Historian, Museum Curator

**Advanced Understanding & Activity (Alternate activity):** Students may choose to complete one or more activities. Student page found in Appendix A.

**Activity 1: Architecture In the Middle Ages**

Research the different features found in architecture from the Middle Ages. Choose at least five of these features that can be found in our architecture today. Create a collage of photos that show modern-day buildings and label the features taken from the Middle Ages. Add information if the architecture has been modified from its original form.

**Activity 2: Black Death**

Students will create an annotated timeline tracing the spread of the Black Death through Asia, Africa, and Europe. Be sure to include captions and illustrations. Students must also provide a Bibliography in APA style of a minimum of three sources (book, Internet, student choice).

**Activity 3: Northern Renaissance Art**

1. Students will select an artist from the Northern Renaissance by looking at art books illustrating work from the 1300s to 1600s.

2. Write a brief biography of the artist, including illustrations of the artist's paintings or sculptures. Include the impact or influence this artist had in the art world and connect the influence to today's art.
3. Explain why you selected these illustrations as representative of this artist.
4. When looking at these paintings and/or sculptures, of what do they make you think?
5. Rate the art pieces based on the sensory and intellectual engagement as well as the emotional response the painting or sculpture evokes, using the 3a form found in Appendix A.

**Activity 4: Northern Renaissance Art**

1. Students will select an artist from the Northern Renaissance by looking at art books illustrating work from the 1300s to 1600s
2. Analyze the work of this artist using the 3b form found in Appendix A.
3. Create a symbolic self-portrait based on your chosen artist's style. Make sure you are standing next to a large bookcase. Fill the bookcase with ten or more items that identify your interests, using symbols. For example, if you play a musical instrument or a sport, put a small picture representing that activity on the shelf.

**Literature Connections:**

- Asbridge, Thomas. The first Crusade: A New History. Oxford University Press. 2004.
- Augarde, Steve. Leonardo Da Vinci. Kingfisher Publishing. 2009.
- Barretta, Gene. Neo Leo: The Ageless Ideas of Leonardo da Vinci. Henry Holt and Company. 2009.
- Fern, Tracey E. Pippo the Fool. Charlesbridge Publishing, Inc. 2011.
- Flori, Jean. Richard the Lionheart: King and Knight. Praeger Publishing. 2007.
- Ganshof, F.L. Feudalism. University of Toronto Press Scholarly Publishing Division. 1996.
- Hodges, Margaret. St. George and the Dragon. Little Brown Books for Young Readers. 1990.
- O'Reilly, Wenda Brewster. Renaissance art book. Birdcage Press. 2001.
- Phillips, Jonathan. The Fourth Crusade and the Sack of Constantine. Viking Adult Publishers. 2004.
- Shearer, Rob. Fampus Men of the Renaissance and Reformation. Greenleaf Press. 1996.
- Venezia, Mike. Da Vinci. Children's Press. 1992.
- Venezia, Mike. Michelangelo. Children's Press. 1992.
- Venezia, Mike. Monet. Children's Press. 1992.
- Zeigler, Philip. The Black Death. Harper Perennial Modern Classics. 2009.