How does archaeology contribute to our understanding of human history?

**Unit Essential Question(s):**

How does archaeology contribute to our understanding of human history?

<table>
<thead>
<tr>
<th>Concept:</th>
<th>Lesson Essential Question(s):</th>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Legends</strong></td>
<td>How do legends help archaeologists and anthropologists understand the past? (A)</td>
<td>archaeologist, anthropologist, legend, prehistory</td>
</tr>
<tr>
<td><strong>Locating Archaeological Sites</strong></td>
<td>How do archaeologists decide where to dig? (A)</td>
<td>archaeology, tells, strata, strata</td>
</tr>
<tr>
<td><strong>Procedures followed to protect artifacts and prevent site destruction</strong></td>
<td>What procedures do archaeologists follow when excavating a site? (A)</td>
<td>excavated, kitchen midden, artifact</td>
</tr>
</tbody>
</table>
## Methods to date artifacts

| 8.1.9.A 8.1.9.D |

1. **Lesson Essential Question(s):**
   - How do archaeologists use cultural dating to date artifacts? (A)
   - How do archaeologists use tree-ring dating to date artifacts? (A)
   - How do archaeologists use radiocarbon dating to date artifacts? (A)

## Interpreting Artifacts from a dig site


1. **Lesson Essential Question(s):**
   - How do archaeologists use the location of an artifact to understand how that artifact was used? (ET)
   - How does a midden area give the archaeologist clues to the diet, technology, jobs and trade relationships of the people being studied? (ET)
   - How does a burial site reveal the beliefs and attitudes a group of people have about life and death? (ET)
   - How does an archaeologist use the artifacts from a dig site to interpret or reconstruct the history of the site? (ET)

## Vocabulary:

- civilization, ages, hunting-and-food-gathering period
- decipher, data

## Additional Information:

Students will work in groups to reconstruct a model of an archaeological dig on paper. Paper artifacts will be placed on the paper using a grid and an artifact key. Students will work independently to interpret the dig site.
Concept:

Locating Archaeological Sites

archaeology -
tells -
strata -
strata -

Procedure:

Procedures followed to protect artifacts and prevent site destruction

excavated -
kitchen midden -
artifact -

Concept:

Methods to date artifacts

civilization -
ages -
hunting-and-food-gathering period -

Concept:

Interpreting Artifacts from a dig site

decipher -
data -

Concept:

Legends

archaeologist -
anthropologist -

legend -
prehistory -
### Key Learning:
During the stone ages human beings made significant advancements, discoveries and innovations.

### Unit Essential Question(s):
How does the development of early human beings during the Paleolithic Age compare with the human development during the Neolithic Age?

<table>
<thead>
<tr>
<th>Concept: Homo Sapiens</th>
<th>Concept: Paleolithic innovations and discoveries</th>
<th>Concept: Beginning of Agriculture</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Lesson Essential Question(s):</th>
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<th>Lesson Essential Question(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>What were the characteristics</td>
<td>How did tools, language,</td>
<td>How did people change from food</td>
</tr>
<tr>
<td>of Neanderthal and Cro-Magnon</td>
<td>clothing, and the</td>
<td>gathers to food producers? (A)</td>
</tr>
<tr>
<td>(A)</td>
<td>discovery of fire help</td>
<td></td>
</tr>
<tr>
<td></td>
<td>early people advance?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(A)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How did Paleolithic people</td>
<td></td>
</tr>
<tr>
<td></td>
<td>get their food?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(A)</td>
<td></td>
</tr>
</tbody>
</table>

| Vocabulary: Neanderthal, Cro- | Vocabulary: fist hatchet, | Vocabulary: domesticated, |
| Magnon                        | spear thrower, pitfall,   | specialization              |
|                               | bands, home territory,    |                               |
|                               | migrate, flint, mammoth   |                               |

### Concept: Neolithic social organization
6.4.9.A, 7.4.9.B, 7.3.9.A

<table>
<thead>
<tr>
<th>Lesson Essential Question(s):</th>
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<th>Lesson Essential Question(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why were specialization,</td>
<td>How did the development of</td>
<td>How were the old and new</td>
</tr>
<tr>
<td>government, and religion</td>
<td>agriculture affect Neolithic</td>
<td>stone ages alike and how</td>
</tr>
<tr>
<td>important to Neolithic society? (A)</td>
<td>people? (A)</td>
<td>were they different (ET)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary:</th>
<th>Vocabulary:</th>
<th>Vocabulary:</th>
</tr>
</thead>
</table>

### Concept: Effects of Agriculture
7.4.9.A, 7.4.9.B

### Concept: Comparing Old and New Stone Ages
8.4.9.C, 8.1.9.A
Additional Information:

Students will create a chart showing the development of and changes in clothes, houses, jobs, tools, weapons, skills, transportation, religion, government, and new ideas during the Paleolithic and Neolithic Ages. They will use the chart to complete a graphic organizer comparing the two ages. They will then write a two paragraph essay comparing human development during the Paleolithic and Neolithic period.
Concept:

Paleolithic innovations and discoveries

fist hatchet -
spear thrower -
pitfall -
bands -
home territory -
migrate -
flint -
mammoth -

Concept:

Homo Sapiens

Neanderthal -
Cro-Magnon -

Concept:

Beginning of Agriculture

domesticated -
specialization -

Concept:

Neolithic social organization
Why is Mesopotamia called the "cradle of civilization"?

**Concept:**
- **Beginning of Civilization - The Rise of Sumer**
  - Lesson Essential Question(s): Why did civilization begin at Sumer? (A)
  - Vocabulary: levees, culture
- **Characteristics of Sumerian Civilization**
  - Lesson Essential Question(s): What were the characteristics of Sumerian civilization? (A)
  - Vocabulary: city-state, artisans, ziggurat
- **Government and Religion**
  - Lesson Essential Question(s): How did government and religion influence Sumerian civilization? (A)
  - Vocabulary: priest-king, empire, polytheistic

**Concept:**
- **Development of Writing**
  - Lesson Essential Question(s): Why is writing important to the development of civilization? (A)
    - What effect did written records have on trade? (ET)
    - How did writing develop? (A)
    - How do you write and translate cuneiform? (ET)
  - Vocabulary: scribe, cuneiform, stylus
- **Contributions**
  - Lesson Essential Question(s): How did the developments of Mesopotamia contribute to other civilizations? (A)
  - Vocabulary: reform
### Additional Information:

**Culminating Project:** Students will create their own cuneiform alphabet/writing and use it to write a story about life in Sumeria.

### Attached Document(s):
Concept:

Beginning of Civilization - The Rise of Sumer

levees -
culture -

Concept:

Characteristics of Sumerian Civilization

city-state -
artisans -
zigurat -

Concept: Government and Religion

priest-king -
empire -
polytheistic -

Concept: Development of Writing

scribe -
cuneiform -
stylus -

Concept:

Contributions

reform -
### Key Learning:
The changes in society during Egypt's Old, Middle, and New Kingdoms.

### Unit Essential Question(s):

**How did Egyptian civilization develop and change during the Old, Middle, and New Kingdoms?**

### Concept: Egyptian Mythology

- **Lesson Essential Question(s):**
  - What did the Egyptians believe about how the world began? (A)
  - What is the story of Isis and Osiris? (A)

### Concept: Nile River

- **Lesson Essential Question(s):**
  - Why was the Nile River so important to the growth of Egyptian civilization? (A)

### Concept: Old Kingdom

- **Lesson Essential Question(s):**
  - How did the Egyptians view the pharaoh? (A)
  - What was the purpose of the pyramids? (A)
  - How did Egyptian religious beliefs influence the Old Kingdom? (A)

### Concept: Vocabulary:

- **Egyptian Mythology:**
  - Delta, cataract, shadoof

- **Nile River:**
  - Pharaoh, pyramids, embalming, mummy, canopic jar

- **Old Kingdom:**
  - Pharaoh, pyramids, embalming, mummy, canopic jar

### Concept: Middle Kingdom

- **Lesson Essential Question(s):**
  - What happened during Egypt's Middle Kingdom? (A)

### Concept: New Kingdom

- **Lesson Essential Question(s):**
  - Why did Egypt grow and decline in the New Kingdom? (A)

### Concept: Contributions of Egyptian Civilization

- **Lesson Essential Question(s):**
  - What did the Egyptians contribute to other civilizations? (A)

### Vocabulary:

- **Middle Kingdom:**
  - Hieroglyphic

- **New Kingdom:**
  - Papyrus
Culminating Project: Students will create a time line showing the development of Egyptian civilization during the Old, Middle and New Kingdoms.
Concept: Nile River

delta -
cataract -
shadoof -

Concept: Old Kingdom

pharoah -
pyramids -
embalming -
mummy -
canopic jar -

Concept: New Kingdom

hieroglyphic -

Concept: Contributions of Egyptian Civilization

papyrus -
The rise and fall of important kingdoms and empires in the ancient Middle East to 1500 AD and how they influenced world history.

How have ideas from the ancient Middle East influenced world history?

<table>
<thead>
<tr>
<th>Concept: Growth of Trade</th>
<th>Concept: The Phoenicians</th>
<th>Concept: The Hebrews</th>
</tr>
</thead>
</table>

Lesson Essential Question(s):
- How did trade help the Phoenicians build their civilization? (A)
- What important cultural contributions were made by the Phoenicians? (A)
- What religious beliefs were held by the Hebrews? (A)
- What important cultural contributions were made by the Hebrews? (A)

Vocabulary:
- treaties, colonies
- holy of holies, alphabet
- descendants, judge, sabbath, prophets, psalms

<table>
<thead>
<tr>
<th>Concept: Code of Laws</th>
<th>Concept: The Assyrians</th>
<th>Concept: The Caldeans</th>
</tr>
</thead>
</table>

Lesson Essential Question(s):
- How do Old Testament laws compare with Hammurabi's Code? (ET)
- How did the Assyrians establish and maintain an empire in Mesopotamia? (A)
- What was the Caldean city of Babylon like? (A)

Vocabulary:
- social justice
- smelling, provinces
- caravans, astronomers
The Persians

8.1.9.A

Lesson Essential Question(s):
How were the Persians able to rule an empire that stretched from Egypt to India? (A)

Vocabulary:

Additional Information:

Attached Document(s):
Concept:

Growth of Trade

treaties -
colonies -

Concept: The Phoenicians

holy of holies -
alphabet -

Concept: The Hebrews

descendants -
judge -

sabbath -
prophets -
psalms -

Concept: Code of Laws

social justice -

Concept: The Assyrians

smelting -
provinces -

Concept: The Caldeans

caravans -
astronomers -
Why was the polis the geographic and political center of Greek life?

**Concept: Minoans and Mycnaeans**
- How did the Minoan and Mycnaean civilization combine to form Greek civilization? (A)

**Concept: The Polis**
- How did the polis develop as the primary focus of Greek life? (A)
- What was daily life like in a Greek city-state? (ET)

**Concept: Sparta v Athens**
- How was life in Sparta different from life in other Greek city-states? (ET)

**Concept: Beginnings of Democracy**
- How did democracy evolve in Athens? (A)
- How does a direct democracy work? (ET)

**Concept: Persian Wars**
- How did the Persian Wars affect Greece? (A)
- What happened at the Battles of Marathon and Salamis? (A)

**Concept: Greek Gods and Goddesses**
- How did religion affect the lives of ancient Greeks? (A)

**Vocabulary:**
- labyrinth
- polis, acropolis, agora
- helots, perioeci, aristocrats
- oligarchy, democratic, constitution
- triremes, defensive league, strait
- philosopher

**Key Learning:** Importance of the city-state as the center of Greek culture, the growth of Athens as the dominate city-state and the spread and influence of Greek culture throughout the Mediterranean world.
<table>
<thead>
<tr>
<th>Topic: Ancient Greece</th>
</tr>
</thead>
</table>

**Concept:** Peloponnesian War and decline of the city-state

Lesson Essential Question(s): How did the Peloponnesian War lead to the decline of the Greek city-states? (A)

Vocabulary: mercenaries, alliances

**Concept:** Alexander the Great

Lesson Essential Question(s): What were the military conquests and political ambitions of Alexander the Great? (A)

Vocabulary: phalanx, orator

**Concept:** Hellenistic Period and Spread of Greek Culture

Lesson Essential Question(s): How did the death of Alexander the Great lead to the spread of Greek culture? (A)

Vocabulary: barbaroi

Additional Information:

This unit will include a simulation of direct democracy. Students will research life in ancient Greece and teach a mini-lesson to the class.

Attached Document(s):
Concept:

Minoans and Mycenaeans

labyrinth -

Concept: The Polis

polis -
acropolis -
agora -

Concept: Sparta v Athens

helots -
perioeci -
aristocrats -

Concept: Persian Wars

triremes -
defensive league -
strait -

Concept: Beginnings of Democracy

oligarchy -
democratic -
constitution -

Concept: Greek Gods and Goddesses

philosopher -

Concept: Hellenistic Period and Spread of Greek Culture

barbaroi -

Concept: Alexander the Great

phalanx -
orator -

Concept: Peloponnesian War and decline of the city-state

mercenaries -
alliances -
What events lead to the rise and fall of the Roman Empire?

**Key Learning:** The Etruscan contributions to Roman civilization, the development of the Roman Republic, the high point of Roman culture during the Pax Romana and the fall of the Roman Empire.

**Concept:**
- **The Founding of Rome - The Legend**
  - 8.4.9.A, 8.4.9.B
- **The Etruscans**
  - 8.1.9.A
- **The Rise of Roman Democracy**
  - 8.1.9.A, 8.1.9.C

**Lesson Essential Question(s):**
- **The Founding of Rome - The Legend**
  - How was Rome founded? (A)
- **The Etruscans**
  - How did the Etruscan rise to power and what contributions did they make to Roman civilization? (A)
  - How was the government of the Roman Republic organized? (A)
  - Why was it important for the Romans to have laws written down? (ET)
- **The Rise of Roman Democracy**
  - How was the Roman Republic able to expand and protect its territory? (A)
  - How did Rome become a leading power in the Mediterranean world? (A)
  - How did the effects of conquest change the Roman economy and government? (ET)

**Vocabulary:**
- Romulus and Remus, omen
- forum, social order, gladitorial games, triumph
- plebeians, patricians, republic, veto, consuls, tribunes
- legions, legionaries
- latifundias, publicans, Hannibal, Carthage
- triumvirate

- **Punic Wars and the Effects of Foreign Conquest**
  - 8.4.9.A, 8.4.9.C

- **Problems and Attempts at Reform**
  - 8.1.9.A, 8.1.9.C
<table>
<thead>
<tr>
<th>Concept: Pax Romana</th>
<th>Concept: Causes of the Fall</th>
<th>Concept: Christianity and the Roman Empire</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Lesson Essential Question(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happened to trade and law during the Pax Romana? (A)</td>
</tr>
<tr>
<td>What was daily life like during the Pax Romana? (A)</td>
</tr>
<tr>
<td>Why did the Roman Empire decline? (A)</td>
</tr>
<tr>
<td>What attempts were made to save the empire from collapse? (A)</td>
</tr>
<tr>
<td>What relationship existed between Christianity and Roman society? (A)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>census, tariffs, gladiator, aqueduct, emperor</td>
</tr>
<tr>
<td>rule by divine right, inflation, barter</td>
</tr>
</tbody>
</table>

Additional Information:
Students will complete a Time Line Project as part of this unit.
Concept:

The Founding of Rome - The Legend

Romulus and Remus -
omen -

Concept: The Etruscans

forum -
social order -
gladiatorial games -
triumph -

Concept: The Rise of Roman Democracy

plebeians -
patricians -
republic -
veto -
consuls -
tribunes -

Concept: The Role of the Army in the Roman Republic

legions -
legionaries -

Concept: Punic Wars and the Effects of Foreign Conquest

latifundias -
publicans -
Hannibal -
Carthage -

Concept: Problems and Attempts at Reform

triumvirate -

Concept: Pax Romana

census -
tariffs -
gladiator -
aqueduct -
emperor -

Concept: Causes of the Fall

rule by divine right -
inflation -
barter -
Why is the early Middle Ages an important period in European history?

Key Learning: The various groups of people that settled throughout Europe, the changes in government, economy, learning and religion that took place in the early Middle Ages.

Unit Essential Question(s):

Why is the early Middle Ages an important period in European history?

Concept: Germanic peoples
8.4.9.C, 8.4.9.D

Concept: Franks
8.4.9.A, 8.4.9.C, 8.1.9.C, 7.1.9.A

Concept: Vikings
8.4.9.A, 8.4.9.D

Lesson Essential Question(s):

What role did the Goths and Vandals play in the decline of the Roman Empire? (A)

How did Clovis unite the Franks and bring them Christianity? (A)

How did Charlemagne bring all of western Europe under his rule? (A)

How was a Frankish estate organized? (ET)

Lesson Essential Question(s):

How did the Vikings influence culture in Europe? (A)

Lesson Essential Question(s):

Vocabulary:
clan, chieftain

Vocabulary:
converted, lords, serf

Vocabulary:
jarls, runes, beserkers, Eddas

Additional Information:

Students will make a map of a Frankish estate.
Concept: 

Germanic peoples

- clans -
- chieftain -

Concept: Franks

- converted -
- lords -
- serf -

Concept: Vikings

- jarls -
- runes -
- beserkers -
- Eddas -
### Key Learning:
The development of feudalism, a new social order, based on land ownership and allegiances.

### Unit Essential Question(s):
How was feudal society organized in the Middle Ages?

#### Concept: Development of Fuedal Society

8.4.9.C

**Lesson Essential Question(s):**
- Why did feudalism develop in western Europe? (A)

**Vocabulary:**
- feudalism, clergy, nobles, fiefs, vassal

#### Concept: Code of Chivalry

8.1.9.B

**Lesson Essential Question(s):**
- Why was the code of chivalry important to the life of a noble in the Middle Ages? (A)
- How did a man become a knight? (A)

**Vocabulary:**
- act of homage, knight, code of chivalry, page, squire, dubbing

#### Concept: Life on a Manor

8.1.9.C, 8.1.9.D

**Lesson Essential Question(s):**
- What was life like on a manor? (A)

**Vocabulary:**
- castle, portcullis, tournament, joust, drawbridge, keep, manor, bailiff, freeman

#### Concept: Influence of the Church

8.4.9.C

**Lesson Essential Question(s):**
- How did the church influence life in the Middle Ages? (A)

**Vocabulary:**
- cathedral, illuminated manuscript, friars, orders

#### Concept: Crusades

8.4.9.C

**Lesson Essential Question(s):**
- Why did the crusades take place? (A)

**Vocabulary:**
- crusade

#### Concept: Growth of Trade

8.4.9.C

**Lesson Essential Question(s):**
- How did the growth of trade lead to the rise of town in the Middle Ages? (A)

**Vocabulary:**
- guilds, apprentice, journeyman, master
Rise of Towns
8.4.9.C, 8.1.9.C

Lesson Essential Question(s):
how did merchants contribute to the growth of towns? (A)

Vocabulary:

Living Conditions/Plague
8.1.9.D

Lesson Essential Question(s):
What were the living conditions like in a medieval town? (A)

Vocabulary:
plague

Additional Information:
Medieval story project, Illuminated Manuscript

Attached Document(s):
Concept:

Development of Fuedal Society

feudalism - 
clergy - 
nobles - 
feifs - 
vassal - 

Concept: Code of Chivalry

act of homage - 
knights - 
code of chivalry - 
page - 
squire - 
dubbing - 

Concept: Life on a Manor

castle - 
portcullis - 
tournament - 
joust - 
drawbridge - 
keep - 
manor - 
bailiff - 
freeman - 

Concept: Influence of the Church

cathedral - 
illuminated manuscript - 
friars - 
orders - 

Concept: Crusades

crusade - 

Concept: Growth of Trade

guilds - 
apprentice - 
journeyman - 
master - 

Concept: Living Conditions/Plague

plague - 

### Key Learning:
Comparing country's economies, standards of living and problems and current events

### Unit Essential Question(s):
How do different countries compare in terms of their economies, standards of living, problems and current events.

|------------------------------|-------------------------------------|--------------------------------|

**Lesson Essential Question(s):**
- What country will I represent this year and to what continent bloc does it belong? (A)
- What is my country's type of government, who are its leaders, and other important facts? (A)
- What are the goals of the United Nations? (A)
- What country is similar in some way to the one I am representing? (A)

<table>
<thead>
<tr>
<th>Concept: World Economics</th>
<th>Concept: Standard of Living</th>
<th>Concept: World Current Events</th>
</tr>
</thead>
</table>

**Lesson Essential Question(s):**
- How does the country I'm representing compare economically with other countries? (ET)
- How does the standard of living compare, in the country I'm representing, with other countries around the world? (ET)
- How might the events in the news article affect the country I am representing? (ET)

**Vocabulary:**
- bloc
- unemployment rate
- infant mortality rate, GDP per capita

### Additional Information:

**Attached Document(s):**
Concept: Country Information
- bloc -

Concept: World Economics
- unemployment rate -

Concept: Standard of Living
- infant mortality rate -
- GDP per capita -