

Quarter One:

Title: Prehistory-Ancient Civilizations

First Quarter: Essential Understandings

Essential Understandings reflect outcomes for student learning based on the Grade 9 Social Studies and English Language Arts Standards. Essential Understandings are the “big ideas” which bridge time and space and which comprise expected deep understandings derived from study. The Essential Understandings are clustered into themes which are studied throughout the course. Students who successfully complete Honors 9 World History and Literature will have demonstrated on performance assessments a firm grasp of the Essential Understandings by providing specific examples and analyzing just how these concepts have occurred through world history and how they are reflected in world literature.

Theme: Space and Place

1. Geography influences the development of a civilization.

- How was life in ancient Egypt affected by its geography?
- How did geography affect the development of early civilizations?

2. Forces of nature create economic and cultural changes in a civilization.

- How did the annual flooding of the Nile impact the economic development of Egypt?

3. Humans shape and adapt to their environment.

- What is the significance of the phrase “man the toolmaker” in the development of civilization?
- How did the Egyptians use the Nile River to irrigate areas distant from the river valley?

4. A civilization’s geographical location affects its global interaction and economic and political power.

- How was life in ancient Egypt affected by its geography?
- Where do civilizations tend to flourish? What natural resources and geographic features do they have in common?
- How does location affect the ability of a culture to interact with and impact other cultures?
- Why is historical memory more far-reaching with some cultures than with others?

Theme: Culture

5. Movement of goods, people, and ideas are conduits for cultural change.

- What influence did agriculture have on cities?

6. Language, literature, and the arts reflect the values and beliefs of a civilization and transmit culture.

- How do literature and the arts reflect a culture and transfer into other cultures?
- What is the function of language in a civilization or culture? How does both the oral and written language assist in the transmission of a culture?
- How do shared beliefs among groups of people affect a society's development?
- How are cultural differences represented with the myth form?
- What are the common elements of communication with a higher being?

7. Culture disperses through assimilation or domination.

- How and why do cultures define their beginnings?
- How can a society or a people disappear, yet aspects of their culture continue to exist?
- How does location affect the ability of a culture to interact with and impact other cultures?
- How do literature and the arts reflect a culture and transfer into other cultures?
- What is the function of language in a civilization or culture? How does both the oral and written language assist in the transmission of a culture?

8. Civilizations share common characteristics.

- Are all societies' civilizations?
- What makes a society become a civilization?

Theme: Time, Continuity, and Change

9. Power and authority shape the rights and responsibilities of individuals and societies; individuals assume and shape power and authority.

- How did the Pharaohs use their authority to assume and shape power?
- How did the Pharaohs define justice?
- The chronology of global events and patterns of historical change may explain the rise and fall of civilizations.
- How does warfare impact a society?

10. The chronology of global events and patterns of historical change contribute to the rise and fall of civilizations.

- How does warfare impact a society?

- Why do cultures change?

Theme: Science, Technology, and Society

11. Science and technology affect and are affected by political, economic, and societal changes.

- What is the significance of the phrase “man the toolmaker” in the development of civilization?

12. Scientific and technological discoveries challenge existing cultural norms and change global perspectives.

- What is the significance of the phrase “man the toolmaker” in the development of civilization?
- How do cultural aspirations or taboos affect the advancement of technology?

Theme: Communication

13. Communication includes all human attempts to convey a message.

- Why did early peoples create myths?
- Are the pictures in “Chauvet Cave: France’s Magical Ice Age Art” art or writing?
- How did the discovery of the Iceman alter our understanding of prehistoric cultures?
- How do imagery and narration complement each other?

14. The ideas of effective communicators influence and are influenced by their society.

- How are cultural differences represented with the myth form?
- Why does the retelling of a myth change the meaning and theme over time?

15. Communicators reflect the bias of their times.

- How are cultural differences represented with the myth form?
- Why does the retelling of a myth change the meaning and theme over time?
- How does personal bias shade one’s interpretation of a piece of writing?
- How could one’s age or education affect the interpretation of Osiris and Isis?

16. Informed readers, listeners, and viewers construct meaning through the lens of personal knowledge and experience.

- Why did early peoples create myths?
- How do the themes and purposes of a fable and myth differ?
- How do imagery and narration complement each other?
- How could one’s age or education affect the interpretation of Osiris and Isis?
- How did the discovery of the Iceman alter our understanding of prehistoric culture?

Legend for Materials

LOL 9: <i>The Language of Literature</i> -TE; Ninth Grade	WH: <i>Human Journey: World History</i> -TE
LOL EL: The Language of Literature Electronic Library	WHD <i>World History in Documents</i>
WL: World Literature-TE	GWP: Granger’s World of Poetry
LC: Literature Connections— <i>The Language of Literature</i> novels	Bb: Blackboard Online Resource

I. What is Geography and History? (Three Weeks)

Social Studies Standards: 9SS3c; 6SS4b; 9SS4a; 9SS4b; 6ss6b

English Language Arts Strands: E1a; E1b; E2a; E2c; E3b; E4a; E4b; E5a

Social Studies	English Language Arts	Suggested Instructional Strategies	Suggested Assessments
Overview of Course and Establishing Routines Beginning-of-the-Year Student Work Samples	Overview of Course and Establishing Routines Beginning-of-the-Year Student Work Samples (See Blackboard (Bb) Folders: <i>Beginning-of-the-Year Resources</i> and <i>Student Work</i>)	Use Infocus Machine to view in class	
Textbook Feature Analysis • <i>The Human Journey: World History</i>	Textbook Feature Analysis • <i>World Literature</i> (See Bb Folder: <i>Focus on NonfictionTextbook and Textbook Feature Analysis</i>)	Scavenger Hunt Using Worksheet provided on Bb	Pairing of Students to Review Answers
Focus on Research Skills	Focus on Research Skills (See Bb Folder: <i>Research Skills</i>)	Presentation(s) by School Specialists	

<p>1. Geography and History</p> <p>a. Five Themes of Geography</p> <ol style="list-style-type: none"> 1. Location 2. Place 3. Human-Environment Interactions 4. Movement 5. Region <p>(See Bb Folder: <i>Geography Resources</i>)</p>	<p><i>Motel of the Mysteries</i> by David Macaulay (Class set of texts) (See Bb Folder: <i>Motel of the Mysteries</i>)</p>	<p>Use Reading Guide for <i>Motel of the Mysteries</i></p> <p>Cooperative Group: Apply geographic theme of movement to transportation routes and develop a brochure.</p>	<p>Develop rubric with content elements added by teacher.</p>
<p>2. The Search for the Human Past</p> <p>a. Prehistory</p> <ol style="list-style-type: none"> 1. Written Records 2. Anthropology 3. Archeology 4. Technology <p>3. Historians Reconstruct the Past</p> <p>a. Artifacts</p> <ol style="list-style-type: none"> 1. Written evidence 2. Oral Traditions 	<p>Focus on Nonfiction</p> <p><i>Iceman: Hunt for a Killer</i> (DVD)</p> <p><i>Testimony from the ICEMAN</i> by Bob Cullen (See Bb Folder: <i>Iceman</i>)</p> <p><i>How the World Was Made</i> A Cheyenne Myth retold by Alice Marriott and Carol K. Rachlin (WL-page 10)</p> <p><i>In the Beginning</i> told by Virginia Hamilton (Class set of texts)</p> <ul style="list-style-type: none"> • Eight Origin Stories • Compare/Contrast Graphic Organizer <p>(See Bb Folder: <i>Early Stories</i>)</p>	<p>Persuasive letter to editor of <i>Smithsonian Magazine</i>: Support your opinion: The ice man was murdered...or not!</p> <p>Creative Writing Response: Write a poem based on the myth of Maheo (WL- page16)</p> <p>Storytelling: Small group-activity: have students tell about a family event. (Oral Tradition)</p>	<p>Use Rubric for Oral Presentation found in Bb Folder: <i>Performance Assessment</i></p>

II. The Dawn of Man (One Week)			
Social Studies Standards: 6SS2a; 6SS3a; 6SS3b; 6SS3c; 9SS3b; 10SS3b; 6SS4a; 6SS4b; 9SS4a; 9SS4b; 9SS4c; 6SS9a; 6SS9c; 9SS9a			
English Language Arts Strands: E1a; E1b; E1c; E2c; E3b; E4a; E4b; E5a; E6			
Social Studies	English Language Arts	Suggested Instructional Strategies	Suggested Assessments
<p>1. Old Stone Age or the Paleolithic Age</p> <ul style="list-style-type: none"> a. African Beginnings b. Hunters and Food Gatherers c. Early Religious Beliefs d. Early Language/Origins of Language <p>2. New Stone Age or Neolithic Agricultural Revolution</p> <ul style="list-style-type: none"> a. The First Farmers b. Changing Ways of Life c. Status of Women d. Warfare e. New Technologies 	<p><i>National Geographic</i> article: “Chauvet Cave: France’s Magical Ice Age Art” by Jean Clottes (Class set of Magazines)</p> <div style="border: 1px solid black; padding: 5px;"> <p>Joseph Campbell and <i>The Power of Myth</i></p> <p>1. DVD-Disk One</p> <ul style="list-style-type: none"> • Chapter: “The First Storytellers” <ul style="list-style-type: none"> ○ Segments: Prehistoric Gravesite, The Hunters, and The Caves of Lascaux ○ <p>(Options: Show <i>Star Wars</i> section of <i>Power of Myth</i> relating to epic heroes in this section or in the Greece section. Use Chapter 2 in <i>World History in Documents</i> or Read pages 11-15 WHD)</p> </div>	<p>Butcher paper cave drawings illustrating activities of modern day life</p> <p>Write a journal entry from the Point-Of-View of the discoverer of the drawings</p> <p>Web quest on hunter-gatherers http://museums.ncl.ac.uk/flint/menu.html</p> <p>Viewing Guide (See Bb Folder: <i>The Power of Myth</i>)</p>	<p>Gallery Walk</p>

III. The Beginnings of Civilization (Two Weeks)

Social Studies Standards: 6SS1b; 6SS1c; 9SS2b; 9SS2c; 6SS3b; 9SS3c; 9SS3d; 10SS3a; 6SS4b; 9SS4a; 9SS4b; 9SS4c; 6SS5b; 6SS6b; 9SS6a; 9SS6c; 10SS6a; 6SS7b; 6SS7c; 6SS8c; 6SS8d; 9SS8a; 10SS8d; 6SS9a; 6SS9c; 9SS9a; 9SS9b; 9SS9c

English Language Arts Strands: E1a-c; E2c; E3b; E4a-b; E5a; E6

Social Studies	English Language Arts	Suggested Instructional Strategies	Suggested Assessments
<ol style="list-style-type: none"> 1. The Rise of Cities <ol style="list-style-type: none"> a. River Valleys b. Religious Centers 2. Features of Civilizations <ol style="list-style-type: none"> a. Cities b. Well-organized Central Governments c. Complex Religions d. Job Specialization e. Social Classes f. Arts and Architecture g. Public Works h. Writing 3. Spread of Civilization <ol style="list-style-type: none"> a. The First Empires b. Interactions with Nomadic Peoples 4. Civilization and Change <ol style="list-style-type: none"> a. Environmental Changes b. Interactions Among People 	<p><i>The Ant and The Grasshopper: A Fable through Time, Place, and Medium</i> (See Bb Folder: <i>Aesop's Fables</i>)</p> <p>Option: Discovery website http://school.discovery.com/lessons/ancienthis.html: Ancient History</p>	<p>Use Various Versions of The Ant and The Grasshopper with Graphic Organizer (See Bb Folder: <i>Aesop's Fables</i>)</p> <p>Create a Venn diagram that shows the similarities and differences between two cultures</p>	<p>Write a Compare/Contrast Paper regarding the similarities and differences of Aesop's Fables through Time, Place, and Medium</p> <p>Class Discussion</p>

IV. The Earliest Americas (One week)

Social Studies Standards: 6SS2c, 6SS4c, 6SS8c, 6SS9c, 9SS2a, 9SS2b, 9SS3c, 9SS4c

English Language Arts Strands: E-1: Reading; E-2: Writing; E-3: Speaking, Listening, and Viewing; E-4: Conventions, Grammar, and Usage of the English Language; E-5: Literature; and E-6: Public Documents

Social Studies	English Language Arts	Suggested Instructional Strategies	Suggested Assessments
1. The Earliest Americans a. Land Bridge between Siberia and Alaska 2. Regions a. North American b. South America 1. Mountain Ranges 2. Rivers 3. Agricultural Revolution a. Farming b. Domestication of Animals 4. Olmecs a. Earliest American Civilization b. La Venta c. Achievements 5. The Desert Southwest a. Hohokams or Vanished Ones 6. Anasazi a. Inhabited Four Corners	<p><i>500 Nations: "The Ancestors"</i> DVD: Disc 1; Episode 2</p> <p>Option: PowerPoint: <i>The Earliest Americans</i> (See Bb Folder: Native American Myths and Other Resources)</p> <p><i>Coyote and the Origin of Death</i> a Caddo Myth retold by Richard Erdoes and Alfonso Ortiz (WL-page 22)</p> <p>"White Buffalo Woman" (See Bb Folder: <i>Native American Resources</i>)</p>	<p>DVD Viewing Guide (See Bb Folder: <i>Native American Resources</i>)</p> <p>Jig-Saw: Investigate North and South American. As a class, develop a graphic organizer detailing the similarities and differences.</p> <p>KWL on Olmecs and Anasazi</p> <p>Compare Lame Deer's statement in "White Buffalo Woman" to Robert Frost's "Fire and Ice."</p>	<p>Write a Compare/Contrast Paper: <i>How have your impressions of the earliest Americans changed? Remained the same?</i></p>

<ul style="list-style-type: none"> b. Built Villages Called Pueblos <ul style="list-style-type: none"> 1. Mesa Verde 7. The Mound Builders <ul style="list-style-type: none"> a. Adena and Hopewell People <ul style="list-style-type: none"> 1. Earthen Mounds 8. Mississippians <ul style="list-style-type: none"> a. Built Clusters of Earthen Mounds <ul style="list-style-type: none"> 1. Cahokia 		<p>Election Campaign for “Mayor of the Mound Builders” (See Bb Folder: <i>Native American Resources</i>)</p>	<p>Reflection Paper: Students will incorporate the various characteristics and beliefs of the Mound Culture into a paper that shows how those cultures were reflected in the mayoral campaign.</p>
---	--	--	--

IV. Egypt (2 Weeks)

Social Studies Standards: 6SS2a; 6SS2c; 6SS8c; 6SS6c; 6SS8c; 6SS9c; 9SS3c; 9SS4b; 9SS4c
English Language Arts Strands: E-1: Reading; E-2: Writing; E-3: Speaking, Listening, and Viewing; E-4: Conventions, Grammar, and Usage of the English Language; E-5: Literature; and E-6: Public Documents

Social Studies	English Language Arts	Suggested Instructional Strategies	Suggested Assessments
<ul style="list-style-type: none"> 1. Geography of the Nile Valley <ul style="list-style-type: none"> a. Annual Floods and Irrigation b. Highway for Trade 2. Ancient Egypt <ul style="list-style-type: none"> a. Upper Egypt and Lower Egypt b. Unification 3. Old Kingdom <ul style="list-style-type: none"> a. A Strong Government 	<p><i>Osiris and Isis</i>-An Ancient Egyptian Myth retold by Padraic Column (WL-page 34)</p> <p><i>The Ancient Egyptian Concept of the Soul</i> (See Bb Folder: <i>Egyptian Religion</i>)</p> <p><i>Pyramid</i> by David Macauley- DVD and Book</p>	<p>PowerPoint Presentation on Ancient Egypt (See Bb Folder: <i>Ancient Egypt</i>)</p> <p>Mummified Chicken Project (See Bb Folder: <i>Science and Technology Activities</i>)</p>	<p>Lab Report/Journal that records the mummification process.</p>

<p>b. Majestic Pyramids</p> <p>4. The Middle Kingdom (2050-1570 BC)</p> <p>a. New Pharaohs united the land and established central government in Thebes</p> <p>b. Trade and warfare brought Egypt into contact with other civilizations</p> <p>c. Egyptian armies occupied Nubia</p> <p>d. New customs initiated</p> <p>5. Hyksos (1700 BC)</p> <p>a. Invaded, conquered, and occupied Egypt for 100 years</p> <p>b. Egyptians banded together to drive out the Hyksos</p> <p>6. New Kingdom (1570-1070 BC)</p> <p>a. Hyksos driven from Egypt</p> <p>b. Female ruler Hatshepsut encouraged trade</p> <p>c. Powerful ruler Ramses II created empire</p> <p>d. Peace treaty between Egyptians and Hittites</p> <p>e. After Ramses II, Egypt's power declined</p>	<p>(Class Set of Books)</p> <p>Option: Read Chapter One in <i>Who Killed King Tut?</i> by Michael R. King and Gregory M. Cooper</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Literature Circles “ The Story of Sinuhe” and “David and Goliath” from <i>The First Book of The Kings</i>, Chapter 17</p> </div> <p>Focus on Poetry (<i>LOL</i> 9-pages 120 and 121)</p> <p>“The Voice of the Wild Goose” “Most Beautiful Youth Who Ever Happened” translated by William Kelly Simpson (<i>WL</i>-page 81)</p> <p>“I’m Going Downstream on Kingswater Canal” and “Whenever I Leave You, I Go Out of Breath” translated by John L. Foster (See Bb Folder: <i>New Kingdom</i>)</p>	<p>Literature Circles</p>	<p>Discuss Similarities and Differences among the love poems</p>
---	---	---------------------------	--

<p>7. Egyptian Religion</p> <ul style="list-style-type: none"> a. Gods and Goddesses b. Religious Rebel. Amon-Re worshiped only one god, Aton, a minor god whose symbol was the Sun Disk c. Belief in Afterlife d. Mummification e. The Tomb of Tutankhamen <p>b. Egyptian Society</p> <ul style="list-style-type: none"> a. Class System b. Social Change c. Women <p>c. Egyptian Learning</p> <ul style="list-style-type: none"> a. Written Records b. Medicine and Science <p>d. Egyptian Arts and Literature</p> <ul style="list-style-type: none"> a. Painting and Sculpture b. Literature 	<p>“The Great Hymn to the Aten” translated by Miriam Lichtheim and “Psalm 104” from the <i>Book of Psalm</i> (WL: pages 73 and 188)</p> <p>“The Chapter of Not Letting The Body Perish” Excerpts from Egyptian <i>Book of the Dead</i> (See Bb Folder: <i>Egyptian Religion</i>)</p> <p><i>Cleopatra VII</i> by Kristiana Gregory (Class Set of Novels)</p>	<p>Use Graphic Organizer to compare similarities between epithets, speakers’ attitudes, and their descriptions of the creators’ relationships to the earth.</p> <p>PowerPoint Presentation: Egyptian Religion, Society, and Arts (See Bb Folder: <i>Egyptian Religion</i>)</p>	<p>Write a Hymn to the Sun incorporating a contemporary understanding of the sun’s effect on the environment</p> <p>Egypt Unit test (See Bb Folder: <i>New Kingdom</i>)</p>
---	---	--	---