

World History Curriculum Bundle #2

Title	Suggested Dates
Classical Mediterranean and Americas	September 14 – October 2, 2009 (14 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> Ancient civilizations around the world were very complex socially, economically, and politically and, in many ways, continue to define and influence our lives today. 	<ul style="list-style-type: none"> Why were these Golden Ages so golden? What was similar and different about civilizations around the world? What ideas and developments from these civilizations are still used today, including math, architecture, philosophy, drama, sports, and politics? How did the civilization and its religion influence each other?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<p>Constitution Day is Sept. 17—Legally, grades 3-12 have to study about the U.S. Constitution.</p>		
<p>WH.1 History. The student understands traditional historical points of reference in world history. The student is expected to:</p> <p>WH.1A identify the major eras in world history and describe their defining characteristics;</p>	<p>1500 B.C.E.- 500 C.E.- Classical Civilizations (Roman Empire, Greece, and the Americas)</p>	
<p>WH.1 History. The student understands traditional historical points of reference in world history. The student is expected to:</p> <p>WH.1C apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and</p>	<p>1500 B.C.E.- 500 C.E.- Classical Civilizations (Roman Empire, Greece, Han China and Gupta India)</p>	<p>Net trekker-timeline-can search Greece, Rome, Han, and Gupta-have students create an illustrated timeline of the 4 civilizations.</p>
<p>WH.2 History. The student understands how the present relates to the past. The student is expected to:</p> <p>WH.2A identify elements in a contemporary situation that parallel a historical situation; and</p>		<p>http://teachers.etownschools.org/crick/resources/Greeklegacies.ppt#256,1,</p> <p>Greek legacies webquest activity</p>

World History Curriculum Bundle #2

<p>WH.6 History. The student understands the major developments of civilizations of sub-Saharan Africa, Mesoamerica, Andean South America, and Asia. The student is expected to:</p> <p>WH.6B summarize the major political, economic, and cultural developments of civilizations in Mesoamerica and Andean South America; and</p>	<p>Summarize Major Cultural Developments- art, sculpture, music, and dance; oral history; societies based on family ties; animism as a traditional religion</p>	<p>http://www.mesoweb.com/resources/timelines/crystal_timeline.html</p> <p>http://www.angelfire.com/ca/humanorigins/index.html</p> <p>http://www.mnsu.edu/emuseum/prehistory/latinamerica/south/cultures/chavin.html</p>
<p>WH.11 Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:</p> <p>WH.11A create thematic maps, graphs, charts, models, and databases representing various aspects of world history; and</p>		<p>Alexander the Great Map Study</p>
<p>WH.15 Government. The student understands the historical antecedents of contemporary political systems. The student is expected to:</p> <p>WH.15B define and give examples of different political systems, past and present;</p>	<p><i>OLIGARCHY – State ruled by a small group of citizen,</i></p> <ul style="list-style-type: none"> • Sparta <p><i>DEMOCRACY – State ruled by the people</i></p> <ul style="list-style-type: none"> • Athens • Republic – Rome 	
<p>WH.16 Government. The student understands the process by which democratic-republican government evolved. The student is expected to:</p> <p>WH.16A trace the process by which democratic-republican government evolved from its beginnings in classical Greece and Rome, through developments in England, and continuing with the Enlightenment; and</p>	<ul style="list-style-type: none"> • Examine the emergence of democratic institutions in Greece and compare with the current U.S. political structure 	
<p>WH.17 Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:</p> <p>WH.17A evaluate political choices and decisions that individuals, groups, and nations have made in the past,</p>	<ul style="list-style-type: none"> • Such as • Delian League • Athenian Assembly 	

World History Curriculum Bundle #2

<p>taking into account historical context, and apply this knowledge to the analysis of choices and decisions faced by contemporary societies; and</p>				
<p>WH.17 Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:</p> <p>WH.17B describe the different roles of citizens and noncitizens in historical cultures, especially as the roles pertain to civic participation.</p>	Historical Cultures		<p>http://greece.mrdonn.org/index.html http://rome.mrdonn.org/index.html</p>	
		Citizens		Non-citizens
	Sparta	<ul style="list-style-type: none"> • Free adult males • Elected officials who proposed and voted on major issues and laws • Controlled education • Prosecuted court cases • Ruling family who owned land 		<ul style="list-style-type: none"> • Free • Worked in commerce and industry • Household servants or worked for hoplite warriors
	Athens	<ul style="list-style-type: none"> • Free adult males • Participated directly in political decision making 		<ul style="list-style-type: none"> • Women, slaves, and foreigners living in Athens
Rome	<ul style="list-style-type: none"> • Patricians- aristocratic landowners who inherited power and social status that they claimed gave them the authority to make laws • Plebians- common farmers, artisans, and merchants that had the right to vote but not to make laws, later they were able to form their own assembly and elect representatives called tribunes 	<ul style="list-style-type: none"> • Women • Slaves • Any person not born as a free adult male 		
<p>WH.18 Citizenship. The student understands the historical development of significant legal and political concepts, including ideas about rights, republicanism, constitutionalism, and democracy. The student is expected to:</p>	<p>Draco's Code (621 B.C.)</p> <p>First legal code dealing with contracts and property</p>	<p>Twelve Tables (451 B.C.)</p> <p>A set of laws forced by plebians</p>	<p>Encyclopedia Britannica-search twelve tables of Rome</p>	

World History Curriculum Bundle #2

<p>WH.18A trace the historical development of the rule of law and rights and responsibilities, beginning in the ancient world and continuing to the beginning of the first modern constitutional republics;</p>	<p>ownership</p>			
<p>WH.18 Citizenship. The student understands the historical development of significant legal and political concepts, including ideas about rights, republicanism, constitutionalism, and democracy. The student is expected to:</p> <p>WH.18B summarize the worldwide influence of ideas concerning rights and responsibilities that originated from Greco-Roman and Judeo-Christian ideals in Western civilization such as equality before the law;</p>	<p>Ideas</p>	<p>Equality Before the Law</p>	<p>Greco-Roman</p> <ul style="list-style-type: none"> • Draco’s Code- Peasants demanded a written code of law. Draco’s code dealt with contracts, property ownership and unfair practices like debt slavery. • Twelve Tables- plebians forced a written code of laws to protect them from the patricians 	
<p>WH.19 Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:</p> <p>WH.19B identify examples of religious influence in historic and contemporary world events.</p>	<ul style="list-style-type: none"> • Such as • Turmoil in early Christian church and turmoil among Christian churches today 			
<p>WH.19 Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:</p> <p>WH.19A compare the historical origins, central ideas, and the spread of major religious and philosophical traditions including Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism;</p>	<p>Christianity</p>	<p>Founder- Jesus Christ</p> <p>Originated in Judea</p> <p>Christians</p>	<ul style="list-style-type: none"> • Life and teachings of Jesus Christ- Roman Catholic, Protestant, and Eastern Orthodox • Monotheistic • Jesus Christ was the son of God. He died to save humanity from sin. His resurrection made eternal life possible for others • Sacred writings- The Bible • Heaven and Hell 	

World History Curriculum Bundle #2

<p>WH.20 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>WH.20A identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;</p>	<p>- Greece- columns, sculptures, Parthenon</p> <p>- Rome- arches, Colosseum, aqueducts</p>	<p>http://www.historyforkids.org/learn/romans/index.htm http://www.discoverychannel.co.uk/greece/</p>		
<p>WH.20 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>WH.20B analyze examples of how art, architecture, literature, music, and drama reflect the history of cultures in which they are produced</p>		<p>http://www.ancientgreece.co.uk/dailylife/home_set.html Google World History cartoons</p>		
<p>WH.20 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>WH.20C identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.</p>				
<p>WH.21 Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:</p> <p>WH.21A analyze the specific roles of women, children, and families in different historical cultures; and</p>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center; vertical-align: middle;">Greece</td> <td> <p>Sparta- Even though they could not vote, women were athletic and strong and put service above family and they managed family estates when their husband were at war.</p> <p>Athens- They were on the same level as slaves and their role was to take care of the family, children, and household</p> </td> </tr> </table>	Greece	<p>Sparta- Even though they could not vote, women were athletic and strong and put service above family and they managed family estates when their husband were at war.</p> <p>Athens- They were on the same level as slaves and their role was to take care of the family, children, and household</p>	<p>Open Letter to Women of Athens from Women of Sparta http://www.womeninworldhistory.com/lesson12.html</p>
Greece	<p>Sparta- Even though they could not vote, women were athletic and strong and put service above family and they managed family estates when their husband were at war.</p> <p>Athens- They were on the same level as slaves and their role was to take care of the family, children, and household</p>			
<p>WH.22 Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:</p> <p>WH.22B summarize the fundamental ideas and institutions of Western civilization that originated in Greece and Rome; and</p>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"> <p>• Western Civilizations</p> <p>• Fundamental Ideas and Institutions</p> </td> </tr> </table>	<p>• Western Civilizations</p> <p>• Fundamental Ideas and Institutions</p>		
<p>• Western Civilizations</p> <p>• Fundamental Ideas and Institutions</p>				

World History Curriculum Bundle #2

	Greece	<ul style="list-style-type: none"> • Democracy • City-States • Greek Culture- Epics of Homer, myths, theater • Classical Art- Sculptures that captured body motion, order, balance, and proportion • Architecture- Parthenon, Acropolis, the use of columns • Great Philosophers- Socrates, Plato, and Aristotle 				
	Rome	<ul style="list-style-type: none"> • Republicanism • Gladiators- professional fighters for entertainment • Latin • The use of the arch, the dome, and concrete- The coliseum • Roman System of Law- Focused on rights of citizens 				
	<p>Include individuality, creativity, beauty, democracy, citizenship, the republican form of government, system if justice, etc.</p>					
<p>WH.23 Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies throughout history. The student is expected to:</p> <p>WH.23B identify new ideas in mathematics, science, and technology that occurred during the Greco-Roman, Indian, Islamic, and Chinese civilizations and trace the spread of these ideas to other civilizations;</p>	Civil-izations	Mathe-matics	Science	Techno-logy	Spread of these Ideas	<p>http://www.bcps.org/offices/lis/models/ancientgreecorome/resources.html</p>
	Greco-Roman	Geo-metry Pi	Specific gravity Earth is round Helio-centric	Column Use of concrete Domes Arches Aque-ducts	India and Islam world took these ideas and expanded on them	

World History Curriculum Bundle #2

<p>WH.23 Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies throughout history. The student is expected to:</p> <p>WH.23C summarize the ideas in astronomy, mathematics, and architectural engineering that developed in Mesoamerica and Andean South America</p>	<ul style="list-style-type: none"> • Calendar • Astronomy • Terraced farming and irrigation 							
<p>WH.23 Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies throughout history. The student is expected to:</p> <p>WH.23E identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, and Pythagoras,</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 5px;">Archimedes</td> <td style="padding: 5px;">Accurately estimated the value of Pi- the ratio of the circumference of a circle to its diameter</td> </tr> <tr> <td style="padding: 5px;">Eratosthenes</td> <td style="padding: 5px;">Calculated the earth’s true size</td> </tr> <tr> <td style="padding: 5px;">Pythagoras</td> <td style="padding: 5px;">Developed the formula to measure a triangle- The Pythagorean Theorem</td> </tr> </table>	Archimedes	Accurately estimated the value of Pi- the ratio of the circumference of a circle to its diameter	Eratosthenes	Calculated the earth’s true size	Pythagoras	Developed the formula to measure a triangle- The Pythagorean Theorem	
Archimedes	Accurately estimated the value of Pi- the ratio of the circumference of a circle to its diameter							
Eratosthenes	Calculated the earth’s true size							
Pythagoras	Developed the formula to measure a triangle- The Pythagorean Theorem							
<p>Social Studies Skills TEKS—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using all of the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>								
<p>WH.25 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>WH.25C analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p>	<p style="color: red;">Access Inspiration template from campus share drive. (Campus share/Social Studies)</p> <p style="color: red;">Have students use Excel to categorize information.</p> <p style="color: red;">Use Graphic Organizers on the PISD Social Studies Resources webpage.</p>							
<p>WH.25 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>WH.25H support a point of view on a social studies issue or event; and</p>	<p style="color: red;">Such as:</p> <p style="color: red;">“Was Alexander the Great a hero or a villain?”</p>							

World History Curriculum Bundle #2

<p>WH.27 Social Studies Skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>WH.27A use a problem-solving process to identify a problem, gather information, list and consider option, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p>	<p>- Split up into groups. Have the students pose as the Roman Senate. The empire is falling (give them the reasons)</p> <p>Have the students in each group brainstorm ways in which to keep the Roman Empire alive</p>	
--	---	--