

Scope and Sequence
Social Studies - 7th Grade STREAM

Unit : Geography; Review Latitude & Longitude

Project Theme:	<i>To accompany their study of Geography, students will research and present the following information by using poster board. Requirements and questions to answer are provided below. Students will submit their work to their teacher when completed or by the due date, whichever comes first.</i>				
Project Breakdown:	<i>Students will research the City of Cleveland and its history. Students must answer all requirements as requested. Students will use the poster board to answer: where is the city located in Ohio? What are two major bodies of water that border or flow through the city? What is the most-recent population of the city? What county is it located within? What is the mascot of one of their major high school? What is the average income of people in this city? What is the demographic breakdown of the city? What is the crime rate in this city? What is the current rating or status of their school system? Who is the current mayor of this city? When was the city founded? Who founded the city? What are major exports of the city? Name three major sports franchises in the city? Name three of the major buildings downtown. Name three interesting sites within this city (not including the buildings previously mentioned). Include at least one photo. Decorate your poster board to make it look beautiful!</i>				
Terms to Know:	Compass, Geography, Mercator Projection Map, Cuyahoga, Appalachian, Rocky, Mississippi River, Amazon River, Africa, Asia, Europe, Antarctica, Australia, North America, South America, Caribbean Sea, Mediterranean Sea, Latitude, Longitude				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 1	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Pop Quiz: Correctly identify all seven continents and five major oceans on a map - 10 min
	Teacher to provide a blank Mercator Projection Map of the Seven Continents and Five Oceans; As a class identify and locate them on your individual maps while referencing on a SMART/Clever Board; discuss major features as an overview; Review Latitude & Longitude with each continent - 20 min	Teacher to provide a blank Mercator Projection Map of North America; Locate and label the Rocky Mts., Appalachian Mts., Mississippi & Missouri Rivers, Great Planes, Great Lakes, Death Valley; Using colored pencils, color the Atlantic & Pacific Oceans and the Caribbean Sea blue, the Great Planes beige, Death Valley yellow, the mountains brown, and the rivers/lakes dark blue; shade the other areas green - 20 min	Teacher to provide a blank map of Ohio; locate and label the: Cuyahoga River, Lake Erie, islands in Lake Erie, Ohio River, Appalachian Plateau, Major cities in Ohio (Columbus, Cincinnati, Toledo, Dayton, Akron); using colored pencils, color the bodies of water blue, the plateau dark green, central Ohio beige (for farming), and the surrounding areas green - 20 min	Teacher to provide a blank Mercator Projection Map of Africa; locate and label the Nile River, the Sahara & Kalahari Deserts, Madagascar, Great Rift Valley, Horn of Africa, Mount Kilimanjaro, the Indian and Atlantic Oceans, and the Mediterranean Sea; using colored pencils, color the deserts yellow, the Nile River dark blue, the oceans and sea light blue, and label Mt. Kilimanjaro with a red "X"; color all other areas green - 20 min	Teacher to provide a blank Mercator Projection Map of Europe; locate and label The Alps, Italy, the United Kingdom, Mediterranean Sea, Russia, North Sea, Danube River, Ural Mountains, the Aegean Sea, and the Atlantic Ocean; color the ocean and sea blue, the mountains brown, the rivers dark blue, and the remaining areas green; what major land feature does Europe lack? - 20 min
	Watch "The Continents and Oceans (LMFAO Parody)" on YouTube (3:47 min) and discuss: why does music help you to learn things better? Discuss how Africa seems to fit into the gap created by North & South America as well as Madagascar fitting next to Africa - 10 min	Watch "Overview of North America" on YouTube (4:37 min) and discuss: What bodies of water surround North America? What is life like in the far North? What name is given to the seven small countries south of Mexico? What are the small islands in the Caribbean Sea called? - 10 min	Watch "2 Minute Tour of Ohio: 50 States for Kids - FreeSchool" on YouTube (2:02 min) and discuss: what is Ohio's nickname? What year did Ohio become a State? What other State did Ohio wage a war against? How many Presidents were born there? What is the motto of Ohio? - 10 min	Watch "Africa Destination World" on YouTube (2:50 min) and discuss: how large is the Sahara Desert compared to the United States? What type of biome covers nearly 2/3 of the continent? What is the name of the large rainforest in Africa? What is the oldest civilization on Earth? - 10 min	Watch "Geography of Europe" on YouTube (4:31 min) and discuss: what does Europe have surrounding it? What mountain range divides Europe from Asia? How does climate determine what plants grow where? - 10 min
	Introduce project and discuss requirements; provide in-class time to work on it - 20 min	In-class time to work on project - 20 min	In-class time to work on project - 20 min	In-class time to work on project - 20 min	In-class time to work on project - 20 min

Bellwork Topic:	Write a list of all seven continents and five major oceans.	List as many rivers, lakes, mountains, and other geographic features that you can think of in North America; try to have ten	How many cities can you name in Ohio? Create a list, try to think of at least ten.	List five things that you know RIGHT NOW about Africa.	See "Pop Quiz" above
Daily Homework:	Fill in a blank Mercator Projection Map to label the seven continents and four oceans; Study your continents and oceans; quiz in four days	Work on your project!	Written Response: What is your favorite place to visit in Ohio? Why is that? (One paragraph)	Written Response: Would you rather live in the African Savanna or in the African Rainforest? Why did you pick your choice? (one paragraph)	Using a blank Mercator Map of Europe, correctly label at least eight places on the map for tomorrow
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 2	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Test on World Geography, including defining "Terms to Know" from Week One - 20 min
	Teacher to provide a blank Mercator Projection Map of Asia; locate and label the Himalayan Mts., Mt. Everest, Japan, Philippines, China, India, Russia, the Gobi Desert, Yellow River, Indus River, Pacific Ocean, Arctic Ocean, and the Indian Ocean; color the oceans light blue, the rivers dark blue, the mountains beige, the desert yellow, and the rest green - 20 min	Teacher to provide blank Mercator Projection Map of South America; locate and label the Amazon River, the Amazon Rainforest, Brazil, Chile, Sandwich Islands, Caribbean Sea, Argentina, Pacific Ocean, Atlantic Ocean, Caribbean Sea, and Andes Mountains; color the oceans light blue, the Amazon dark blue, the mountains beige, and the remainder green - 20 min	Teacher to provide blank Mercator Projection Map of Australia; locate and label Tasmania, New Zealand, Great Barrier Reef, Outback, Great Sandy Desert, Great Victoria Desert, the Blue Mountains, Pacific Ocean, and Indian Ocean; color the oceans light blue, the desert beige, the mountains brown, and the remainder green - 20 min	Go to the website "www.sheppardsoftware.com/World_Continents.htm" to play online games about geography, the countries of the world, and their regions; when you're finished with the continents and oceans, move onto the countries and their features - 20 min	
	Watch "World Geography - The Geography of Asia and the Pacific" on YouTube (5:32 min) and discuss: what natural disaster formed much of Asia? Where were the world's oldest civilizations found? What is a monsoon? What is an archipelago? What are the steppes like? - 10 min	Watch "South America Geography/South American Countries" on YouTube (3:17 min) and discuss: what is the largest country in South America? What hemisphere is South American mostly in? What is the long country that stretches down the coast of the Pacific? How does music help you remember things? - 10 min	Watch "Australia Song For Kids Learn Facts About Australia" on YouTube (3:10 min) and discuss: what features of Australia look similar to where we live? How many states are in Australia? Where are the deserts located in Australia? What surrounds Australia on all sides? - 10 min	Students in pairs, create flashcards of the features of various continents and which one that they are located upon; quiz each other about your cards; use these cards to study for your test tomorrow - 10 min	
	In-class time to work on project - 20 min	In-class time to work on project - 20 min	In-class time to work on project - 20 min	In-class time to work on project - 20 min	
Bellwork Topic:	Write a list of all seven continents and four major oceans; correctly include at least one feature for Europe, Africa, and North America	Using a blank Mercator Projection Map of Asia, label at least five places or features from yesterday	Use a Venn Diagram to compare and contrast any two continents that we've discussed in two ways for each section (six total statements)	List all seven continents, as well as two features of Asia, Africa, South America, and Australia	None
Daily Homework:	Study your continents and oceans; quiz in four days	Work on your project!	Work on your project!	Study for your test on all seven continents and all features of each that we've discussed tomorrow!	Finish project, due tomorrow!

Unit : History of our school and parish

Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 3	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Continue to read the website from yesterday; why is Our Lady of the Blessed Sacrament important to this community? Why must we never forget their work and heritage? In rereading the article, what "good thing" actually lead to the demise of the former school and building? Why was Saint Adalbert Church a logical place for OLBS to merge with? Think of three reasons from the article - 20 min
	Teacher-led discussion: Teacher to go to Wikipedia to search for "Adalbert of Prague"; review the article with students, discussing the major points of his life: Adalbert did not want to be a Bishop, he wanted to serve God directly; Answer the questions: how was Adalbert brave? How did he stand up for what was right? What are three adjectives that you'd use to describe him? - 20 min	Review Saint Adalbert and the homework from yesterday; how is Saint Adalbert the person similar to people from Cleveland? Teacher may note that Clevelanders are generally tough people, no nonsense people, but also caring and giving people; Clevelanders typically share even if they have very little but are also hard-nosed people; how is that similar to Saint Adalbert? Discuss these attributes and make a list on the board - 20 min	Teacher to take students to the Sacristy of the church; view BUT DO NOT TOUCH the relics of Saint Adalbert and Saint Martin de Porres (they are located in the Sacristy where the statue of Saint Martin is); these are bone fragments of each Saint; the container is called a reliquary; why do you think Christians honor Saints by keeping their bones? What do the remains of the Saints do at times? Have any miracles even occurred at our church (yes)? - 20 min	Teacher-led discussion: Teacher to go to Wikipedia to search for "Katharine Drexel" and discuss: View her photo, how is her image similar to the Sisters currently at our school? Her order was Our Lady of the Blessed Sacrament, this order was very important to our school many years ago; read the section on OLBS and relate to Cleveland and our school's history; Saint Katharine helped establish our school so a Saint was actually here! - 20 min	
	Teacher to choose the links on Wikipedia's page for "Adalbert of Prague"; view his statue on the Charles Bridge, his remains in Gniezno, and his image; how was Adalbert viewed by his people? Review what was read about him, what he loved by everyone? Why or why not? - 15 min	Students in pairs, answer and discuss: make a Venn Diagram of Saint Adalbert the person compared and contrasted to a typical Clevelander; use the list on the board as an aide; one Venn Diagram per group - 15 min	Return to the classroom; watch "5 Christian Relics With Alleged SUPERNATURAL Powers" on YouTube (7:33 min) and discuss: why are relics important? How are they powerful? What are the purpose of relics? - 15 min	Teacher-led discussion: Teacher to go to Wikipedia to search for "Sisters of the Blessed Sacrament" and discuss: She did a lot of work in Pennsylvania and across the region; a church was founded on East 79th and Quincy that no longer exists - 10 min	Teacher to go to the following website: "https://case.edu/ech/articles/s/st-adalbert-parish" and review with students; Who was Father Gene? Why was he important? How old is the community of Saint Adalbert Parish? How did OLBS become merged with Saint Adalbert? How else may you know the name "Bishop Hoban"? When was our current Upper Campus School finished being built? Our school is built from many of the remains of OLBS School on East 79th and Quincy - 20 min
	Quick Write: What is something about Saint Adalbert that you could admire and try to imitate in him? (one paragraph) - 10 min	Share Venn Diagrams and compare notes about how Saint Adalbert was great; why should he honor him as a person? - 10 min	Discussion: Which relic in the video was most interesting to you? Why? - 10 min	Go to the website "https://case.edu/ech/articles/o/our-lady-blessed-sacrament-parish" and read aloud; discuss as time permits - 10 min	
Bellwork Topic:	What do you know about Saint Adalbert, the person? Who do you know about Saint Adalbert, the church or school?	What are three things that you really like about Cleveland? Why do you like them?	What are relics? What do you know about relics?	Who is Our Lady of the Blessed Sacrament? Try to figure it out based upon the words "Our Lady" if you don't know.	None
Daily Homework:	Written Response: How is Saint Adalbert as a person very similar to the people of Cleveland? What are three traits of people from Cleveland that Saint Adalbert also had?	Written Response: Imagine that you were Adalbert of Prague; would you have gone out to preach or stayed in the city as Bishop? Why? (one paragraph)	Written Response: Which relic in the video that we saw today was most interesting to you? Why is that? (one paragraph)	Written Response: If you could start a church in Cleveland, where would you found it? Why would you select that location? Why is that place important to you? (one paragraph)	Go on our school website and read the biography of two of your teachers and two administrators; how are they leading our school and community? How do you think they are prepared for the future of our community based upon their past? (one paragraph)
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min		Bellwork - 5 min	

Week 4	<p>Teacher-led discussion: Why is Father Gene Wilson important to our school and parish history? Why is he important to African-American civil rights? Read the following articles and discuss to provide evidence: "http://cpps-preciousblood.org/2017/03/fr-gene-wilson-c-pp-s-1928-2017/" and "https://georgiabulletin.org/commentary/2009/09/reflection-year-priests/"; what type of man was Father Gene? Why did people respect him? - 25 min</p>	<p>Teacher-led discussion: Review Father Gene Wilson; Read aloud the top-two paragraphs on page 133 of the following article: https://books.google.com/books?id=vYOOG9o4IU8C&pg=PA133&lpg=PA133&dq=father+gene+wilson+black+panther+party&source=bl&ots=wqgNC7GGr7&sig=ACfU3U3KN-zjJaWclE7--fcqWMq1TAZgWQ&hl=en&sa=X&ved=ZahUKEwiR6tnJr6XkAhUGTKwKHarcD2MQ6AEwFHoeCAsQAQ#v=onepage&q=father%20gene%20wilson%20black%20panther%20party&f=false; How did Father Gene work with local groups to feed children? Where in our current school were community children and the hungry fed? Walk to the first floor of the UC and explain that Rooms 101, 103, and 105 all used to be a giant cafeteria that would feed the hungry in the community in the 1960s, 1970s, and 1980s - 20 min</p>	<p>Who are the Missionaries of the Precious Blood? Read the following: "http://cpps-preciousblood.org/about/history/"; go to the church as a class, locate the Precious Blood symbol in the church; are we a Precious Blood community? How do we live the lives of the Precious Blood in our school? - 20 min</p>	<p>Read aloud the following and discuss: "https://www.dioceseofcleveland.org/news/2019/08/20/new-cletus-jeckering-early-childhood-learning-center-opens-at-st-adalbert-school-in-cleveland"; Who are the Jeckering Family? Who is the new school named after? How are they important to our parish history? - 20 min</p>	<p>Test on the History of our School and Parish Community - 20 min</p>
	<p>As a class, read aloud and discuss "http://www.clevelandmemory.org/pray/traditions/spring2010.pdf"; why is Our Lady of the Blessed Sacrament important to Cleveland? Who is Sister Juanita Shealey? Who is Bishop Schrembs? Look at the time when OLBS was founded, why is this important for Catholics in Cleveland? 20 min</p>	<p>Walk to the church and review the African-American cultural influence on the church; Make connections to Father Gene and the article from yesterday discussing this - 20 min</p>	<p>Read aloud the reopening letter from Father Gary in 2012: "https://d2wldr9tsuuj1b.cloudfront.net/2224/documents/St.%20Adalbert/Pastor%27s%20Letter%20of%20Introduction.pdf"; how does our school display the characteristics of the Precious Blood? - 15 min</p>	<p>Who is Lydia Harris? Read aloud: "https://ashbrook.org/publications/onprin-v5n6-byrne/"; This article was written in 1997 and Ms. Harris retired shortly thereafter; her portrait hangs in the UC Cafeteria by the doorway; why was she an important person for our school community? Teacher to locate her obituary online and read reviews, she is greatly missed! - 20 min</p>	<p>Read and discuss the following article: "https://www.cleveland.com/galleries/VJVWHRPGCZHD5G5W3L6ZIT2HBA/"; Why is this a historic time for our school and for the Fairfax community? How is our school helping to lead Fairfax? If time permits, teacher to lead the students on a tour of the Early Learning Center to view the new building and our community's future - 15 min</p>
	<p>Review the homework from the previous day; who was Principal in our school in 2011? What was the school like then?</p>	<p>Write three things that you remember from yesterday's lesson</p>	<p>None</p>	<p>Review all content for a test on this material tomorrow (in the next lesson) - 10 min</p>	<p>None</p>
Bellwork Topic:	<p>Review the homework from the previous day; who was Principal in our school in 2011? What was the school like then?</p>	<p>Write three things that you remember from yesterday's lesson</p>	<p>None</p>	<p>Write three things that you remember from yesterday's lesson</p>	<p>None</p>
Daily Homework:	<p>Written Response: How does it make you feel to be a part of this parish community that is the oldest African-American Roman Catholic church in Ohio and 2nd-oldest in the country? Why do you feel that way? (one paragraph)</p>	<p>Written Response: Why was Father Gene Wilson important to all people in our school community? (one paragraph)</p>	<p>Written Response: In what ways are you personally living out the ways of the Precious Blood? What ways could you personally improve? (one paragraph)</p>	<p>Study for test tomorrow on the history of our school and parish</p>	<p>Create a list of three things that you learned about school and our community during this unit</p>

Unit : Latitude and Longitude Practice

Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Pop Quiz: Correctly locate ten locations on a map using Latitude and Longitude - 10 min			

Week 5	<p>Watch "Dr. Nagler's Laboratory: Longitude and Latitude" on YouTube (6:33 min) and discuss: what are the horizontal lines called? What are the vertical lines called? What is the major horizontal line and the major vertical line called? What specifically happens at the equator? - 15 min</p>	<p>Teacher to provide students with a map of our campus on regular computer paper; divide the paper into one-inch squares by measuring across the paper and down the paper to create a grid; label each row a letter (A, B, C, D) and label each column a number (1, 2, 3, 4, 5, 6); help students locate items on our campus by identifying their coordinates as A3, B5, D4, etc. For example "where is Father Gene Wilson Garden"? - 20 min</p>	<p>Teacher and students to go to "modernsurvivalblog.com/survival-skills/basic-map-reading-latitude-longitude/" and read aloud; what is one way to remember the word latitude? How far is one degree on a map? How far is one minute on a map? What city in England does the Prime Meridian pass through? - 15 min</p>	<p>Teacher to visit BEFORE CLASS begins: "www.education.com/worksheet/article/map-grid/" and sign up for a free membership; downloaded the worksheet and complete together with students; ask additional questions to review other locations - 10 min</p>	<p>Teacher to visit BEFORE CLASS begins: "www.education.com/worksheet/article/fin-d-map/" and sign up for a free membership; downloaded the worksheet and complete together with students; ask additional questions to review other locations - 10 min</p>
	<p>Teacher and students to go to "www.timeanddate.com/geography/longitude-latitude.html"; read each section aloud and review important lines to know: Equator, Prime Meridian, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and the Antarctic Circle; locate the equator on Google Maps and trace which countries it passes through; locate the Prime Meridian and trace which countries it passes through - 20 min</p>	<p>Using the website "www.latlong.net/", locate the following cities and discuss which feature of North America that they are located upon: Colorado Springs, CO; Philadelphia, PA; Kansas City, MO; Nashville, TN; Cleveland, OH; Springfield, IL; Omaha, NE; Helena, MT; Miami, FL; Austin, TX; San Jose, CA; Ogden, UT - 20 min</p>	<p>Teacher to visit BEFORE CLASS begins: "www.education.com/worksheet/article/latitude-and-longitude/" and sign up for a free membership; downloaded the worksheet and complete together with students; ask additional questions to review other locations - 10 min</p>	<p>Students in pairs, using the website "www.abcy.com/games/latitude_and_longitude_practice", practice locating correctly the latitude and longitude of the coins. Play twice and see which partner receives the highest score! - 20 min</p>	<p>Using the website "www.latlong.net/", locate the following cities and discuss which feature of Europe that they are located upon or near: Paris, France; Madrid, Spain; Venice, Italy; Frankfurt, Germany; Dublin, Ireland; Oslo, Norway; Kiev, Ukraine; Prague, Czech Republic; Istanbul, Turkey - 20 min</p>
	<p>Teacher to visit "https://theplanetd.com/what-to-do-in-bergen-norway/" and discuss: Bergen is a city where the sun never goes all of the way down; what would it be like to live here? What are your thoughts on this city? How are people adjusting to life here? - 10 min</p>	<p>Students in pairs: working individually first, locate five additional cities in the United States that you choose on the map; write their latitude and longitude; then share those cities with another student for them to locate and record their coordinates; compare your results - 10 min</p>	<p>Teacher to visit BEFORE CLASS begins: "www.education.com/worksheet/article/latitude-longitude-of-cities/" and download the worksheet; complete together with students; ask additional questions to review other locations - 20 min</p>	<p>Teacher to visit BEFORE CLASS begins: "www.education.com/worksheet/article/n-s-e-w/" and download the worksheet; complete together with students; ask additional questions to review other locations - 20 min</p>	<p>Students in pairs: working individually first, locate five additional cities in the world (NOT in the United States) that you choose on the map; write their latitude and longitude; then share those cities with another student for them to locate and record their coordinates; compare your results - 10 min</p>
Bellwork Topic:	<p>What is the difference between latitude and longitude?</p>	<p>Using a blank map of the Earth, label the Equator, Prime Meridian, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle</p>	<p>Review your homework, what is the relationship of the six cities that you researched for homework? What direction are they from each other?</p>	<p>Look up on Google: "what is the International Date Line?"; compare it to the Prime Meridian</p>	<p>See "Pop Quiz" above</p>
Daily Homework:	<p>Written Response: Imagine an 8th Continent; where would it be? Why would you imagine it there? Would it be large or small? Would people live there? (one paragraph)</p>	<p>Students to use Google Maps, locate the coordinates of the following cities: Ashtabula, Ohio; Cincinnati, Ohio; Columbus, Ohio; Stuebenville, Ohio; Toledo, Ohio; Marietta, Ohio; due tomorrow!</p>	<p>Teacher to download the following worksheet: "www.education.com/worksheet/article/treasure-map-grid/" and provide to students, due tomorrow!</p>	<p>Written Response: Imagine that you're stranded in the Sahara Desert; what are five tools that you would need with you to survive? Why do you choose those five? (one paragraph)</p>	<p>Teacher to download the following worksheet: "www.education.com/worksheet/article/latitude-longitude-practice/" and provide to students, due tomorrow!</p>
Mini-Project:	<p>Students to review a map of Northeast Ohio including geographic features and cities reaching from Sandusky to Canton to Ashtabula. Students will create a grid on their map the same way that we have done before in one-inch blocks; students will secretly "hide a treasure" somewhere on their map and will need to create clues to help find that treasure; clues should be similar to the one shown in the YouTube video observed at the beginning of this project. DO NOT MARK AN "X" OR INDICATE WHERE THE TREASURE IS IN ANYWAY! Your clues should be based upon map skills and latitude & longitude to find the treasure. Each day, you will solve your classmates' treasure maps until you have solved all of the maps in the room. Once you solve all of your classmates' treasure maps, you are finished! You may can be as challenging or easy as you'd like but you MUST have five clues based upon latitude & longitude or map skills for your classmates to solve.</p>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"

Week 6	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Test on map skills, latitude, and longitude - 30 min	
	Students to go the following site "www.ixl.com/social-studies/grade-5/identify-lines-of-latitude-and-longitude" and play the game on Latitude and Longitude to test their skills and knowledge - 15 min	Students to go the following site "www.ixl.com/social-studies/grade-5/identify-lines-of-latitude-and-longitude" and play the game on Latitude and Longitude to test their skills and knowledge - 15 min	Students to go the following site "www.ixl.com/social-studies/grade-5/identify-lines-of-latitude-and-longitude" and play the game on Latitude and Longitude to test their skills and knowledge - 15 min	Students to go the following site "www.ixl.com/social-studies/grade-5/identify-lines-of-latitude-and-longitude" and play the game on Latitude and Longitude to test their skills and knowledge - 15 min		
	Watch "The Crazy Story Of A Real Life Treasure Hunt" on YouTube (7:17 min) and incorporate the idea of this treasure into the mini-project; teacher to introduce the project and requirements - 20 min	Finish writing your clues and be ready to begin the treasure hunt! If you're already done, continue playing IXL "latitude-and-longitude" from above - 20 min	(Part II of IV) Begin your treasure hunt! Solve all of your classmates' riddles and locate their treasure! When you have located each person's treasure, inform your teacher of the locations - 40 min	(Part III of IV) Begin your treasure hunt! Solve all of your classmates' riddles and locate their treasure! When you have located each person's treasure, inform your teacher of the locations - 40 min		(Part IV of IV) Begin your treasure hunt! Solve all of your classmates' riddles and locate their treasure! When you have located each person's treasure, inform your teacher of the locations - 30 min
	Create your map of the United States with your "buried treasure"; decide on your five clues to help discover where the treasure is located; use the cities and sites on the map to guide your classmates to its location; your map can be challenging, but it should be able to be followed! - 20 min	(Part I of IV) Begin your treasure hunt! Solve all of your classmates' riddles and locate their treasure! When you have located each person's treasure, inform your teacher of the locations - 20 min				
Bellwork Topic:	Using Google Maps, locate the following five coordinates and specify which city is located there: (23 S, 43 W), (19 N, 99 W), (30 N, 31 E), (42 N, 12 E), (40 N, 116 E)	Using Google Maps, locate the following five coordinates and specify which city is located there: (60 N, 30 E), (28 N, 80 W), (34 S, 151 E), (29 N, 77 E), (18 S, 35 E)	Using Google Maps, locate the following five coordinates and specify which city is located there: (10 N, 67 W), (25 N, 77 W), (38 N, 122 W), (33 S, 70 W), (51 N, 1 W)	Using Google Maps, locate the following five coordinates and specify which city is located there: (35 N, 140 E), (0 S, 78 W), (33 N, 7 W), (33 N, 43 E), (19 N, 155 W)	None	
Daily Homework:	Locate the latitude and longitude of the following cities: Mansfield, Ohio; Minneapolis, Minnesota; Savannah, Georgia; Houston, Texas; Jackson, Mississippi	Locate the latitude and longitude of the following cities: Portland, Oregon; Toronto, Canada; Sydney, Australia; Pretoria, South Africa; Tehran, Iran	Locate the latitude and longitude of the following cities: Stockholm, Sweden; Seoul, South Korea; Santiago, Chile; Copenhagen, Denmark; Beijing, China	Study for test tomorrow on map skills, latitude, and longitude	None	

Unit : Ancient Rome - 750 BC to 476 AD (Research Project: Explore a Roman Emperor or famous Roman and their reign, contributions, and life. Choices below.)

Project Themes:	<i>Students will use Google Slides to present their information about their famous Roman. This Google Slides presentation will include the requirements listed below neatly presented and include all aspects. At least one photo of the person should be included in your presentation.</i>
Project Requirements:	<i>Students will conduct research on one famous Roman listed below. Students should answer the following questions about this famous Roman: when were they born? Where were they born? What role did they play in Roman society? What status were they in the Roman government? What were most-likely this person's feeling towards the Roman Republic? Was this person considered "great" or a "problem for Rome"? What are three notable accomplishments of this person? When did they die? How did they die?</i>
Project Options:	<i>Julius Caesar, Nero, Caligula, Marcus Aurelius, Mark Antony, Saint Paul the Apostle, Hadrian, Claudius, Queen Boudicca, Spartacus, Pontius Pilate, Domitian, Lucius Domitius Aurelianus Augustus, Romulus Augustulus</i>

Terms to Know:	<i>Aeneas, Romulus, Remus, Tiber River, Republic, Dictator, Plebeian, Patrician, Legions, Gaul, Veto, Checks and Balances, Latin</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 7	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<i>Ancient Civilizations, Module Ten, Lesson One, Pages 325-327</i> - Teacher to review how to create an outline and the example given of how to do so with Ancient Rome; Teacher to review the timeline provided and ask students to think of any other events that they may know that occurred in this timeframe listed; Review together "You Try It!" on page 327 to understand the reading content and how to interpret - 20 min	<i>HMH Ancient Civ, Mod Ten, Lesson One, Pages 330-331</i> - Read aloud "Rome's Legendary Origins" and discuss the story of Aeneas, Romulus & Remes, and the Etruscans; where did the first Romans come from (two places)? What is the story of the founding of Rome? What do you think may be true about the story of Romulus & Remes? What may be fairy tale? - 15 min	<i>HMH Ancient Civ, Mod 10, Lesson One, Page 333</i> - Reread the section on "Challenges Within Rome"; how are the plebeians and patricians similar to our society in the USA today? Student in pairs, create a T-chart to compare the system today in the USA to that of Ancient Rome; teacher to discuss and review as a class - 15 min	<i>HMH Ancient Civ, Module 10, Lesson One, Pages 336-340 (Stop at "Life in Ancient Rome")</i> - Read aloud and discuss; teacher to assist students in creating an outline of information using the "letters & numbers" format from earlier; Who was the Senate? What does veto mean? What is a consul? What are checks and balances? How does the USA gov't compare to this style of government? What were the three parts of the Roman gov't? - 25 min	(Part II of II) Complete your table comparing the USA and Ancient Rome from the previous lesson; share your results with the class - 15 min
	<i>Ancient Civ, Mod Ten, Lesson One, Pages 328-329</i> - Read aloud and discuss the basic geography of Italy; what is the major body of water to the south? How is this water important to people in Europe, Asia, and Africa? What are the three islands to the south & southwest of Italy? What piece of clothing is Italy somewhat shaped like? - 20 min	Watch "Romulus: The Founder of Rome - Mythology Dictionary - See u in History" on YouTube (3:01 min) and discuss: who was welcomed into Rome at first? Who actually showed up? What happened to Remus and his city? What supposedly eventually happened to Romulus upon his death? - 10 min	Students in groups of 3 or 4, compare and contrast the founding of our country to that of the founding of Rome; begin by creating a list of facts that you know to help you about our Founding Fathers (use a Chromebook, if needed for research); create a T-Chart comparing the similarities and differences; present your findings to the class; discuss how is the USA similar to Ancient Rome? How is it different? - 30 min	Watch "Roman Society and Political Structure" on YouTube (5:32 min) and compare it to the US government; take notes on the video comparing the two styles of government to each other, make sure to note the differences! Discuss your notes as a class afterwards - 15 min	<i>HMH Ancient Civ, Mod 10, Lesson 2, Pages 340-343</i> - Read aloud and discuss: what were legions? How are these similar to our modern-day armies? What lead to Rome conquering other lands? Who attached Rome first? Use Chromebooks to view the interactive "Explore ONLINE!" map and discuss - 30min
	<i>Ancient Civ, Mod Ten, Lesson One, Page 329</i> - Review "Explore ONLINE!" in your Chromebooks to review the map information on Page 329; what important and famous mountain chain is in the north of Italy? Use the scale to measure the size of Sicily, the Tiber River, and how far Rome is from Mt. Vesuvius - 15 min	<i>HMH Ancient Civ, Mod Ten, Lesson One, Pages 331-333</i> - Read aloud and discuss who were dictators? What was the Republic and why was it important to Ancient Rome? How was the Republic similar to a democracy? How was it different? - 20 min	(Part I of II) Students in pairs, create a table comparing & contrasting the USA government and that of Ancient Rome; students should include the terms "checks and balances", "Senate", and "veto"; include the three parts of the government, and the role of the consul; begin by dividing the paper in half and heading each section "USA" and "Ancient Rome" to help; make your comparisons from there; one table per student - 15 min		
Bellwork Topic:	What do you know about Ancient Rome as a culture or historically?	How is Italy's climate similar to ours? How is it different?	Who were Aeneas, Romulus, and Remes? Explain each person and their contributions to Rome.	<i>HMH Ancient Civ, Mod 10, Lesson 1, Page 332</i> - Reread "Cincinnatus" and answer the question in complete sentences	Who was Cincinnatus? Why was he important to Ancient Rome?
Daily Homework:	Written Response: Italy's climate is similar to that of Southern California; would you rather live there or Cleveland? Why? (one paragraph)	Written Response: If you were founding a city, would you do so in the mountains, by a river, or on the plains? Why would you chose that location? What benefits does it give to you? (one paragraph)	<i>HMH Ancient Civ, Mod 10, Lesson 1 Assess, Page 333</i> - Complete #'s 1-4 in complete sentences; due tomorrow!	<i>HMH Ancient Civ, Mod 10, Lesson 2, Page 338</i> - Reread "Link to Today" and answer the question in complete sentences	Written Response: Why did the Romans conquer their neighbors? Would you have done the same thing? Why or why not? (one paragraph)
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"

	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
Week 8	<i>HMH Ancient Civilization, Mod 10, Lesson 2, Pages 344-345</i> - Read aloud and discuss the Punic Wars; who was Hannibal? Why was he important to the Phoenicians? How long did Rome and Carthage fight? How many Punic Wars were there? Who did Rome eventually conquer next? - 20 min	Illustrate, color, and write a caption for your perspective of what Hannibal's army crossing the Alps and attacking the Romans must have looked like; your caption should include the terms "Hannibal" and "Punic War", as well as explain what Hannibal was doing and why he thought that this was the best method to attack - 55 min	Quiz on your "Terms to Know from Week Eight" - 20 min	<i>HMH Ancient Civ, Mod 10, Lesson 3, Pages 346-348 (stop at "Caesar's Rise to Power")</i> - Students in pairs, read together; Write five important notes while you read this section to organize the main ideas of the Republic, the major people involved at this time, and the role of Cicero - 20 min	<i>HMH Ancient Civ, Mod 10, Lesson 3, Pages 348-352 (stop at "Augustus the Emperor")</i> - Read aloud about Julius Caesar and his life; students to INDIVIDUALLY create a list of five things that he did that were good deeds; share those lists with the class to review his works - 25 min
	Watch "Punic Wars: Rome and Carthage" on YouTube (10:32 min) and discuss: how many Punic Wars were there? Where was Carthage? What animal did Hannibal use to cross the Alps? What island off the coast of Italy sparked the First Punic War? What didn't Rome have to begin the wars? What type of soldiers were Hannibal's army? - 15 min		<i>HMH Ancient Civilization, Module 10, Lesson 3, Page 346</i> - Read "If You Were There..." on this page; discuss and debate the topic "Is violence justified to bring about political gain?"; students will be divided and should form groups to debate the topic; all students must participate and choose a point to argue if violence is justified in the name of politics - 30 min	Teacher to lead discussion by creating a T-chart and listing thoughts of the pros and cons of beginning a civil war to take over a government verses changing a government through new laws and understanding; what are pros/cons of each; students to discuss and teacher to lead the talk - 15 min	Teacher to Google "maps Caesar conquest of Gaul" and view the images; look at the circular route used to attack; why does Caesar's attack strategy make sense? Why is this a key region to conquer for Rome? What other areas does this region allow Rome to control easily? - 10 min
	<i>HMH Ancient Civ, Mod 10, Lesson 2, Page 345</i> - Use your Chromebooks to view the interactive "Explore ONLINE!" map and discuss the routes of the war; Why was Hannibal's attack so brave and unexpected? What did Scipio do to confuse Carthage? - 15 min		Quick Write: Using your Chromebooks, write your thoughts about the rebellion that Spartacus led in Southern Italy; what were some pros/cons of the method that he took; answer the question "if you want real change in your life, what is the best way to achieve it?" submit your answer to your teacher when complete - 15 min	Watch "10 Craziest Facts About Julius Caesar!" on YouTube (10:25 min) and discuss the life of Julius Caesar; he was so popular that kings took the name "Caesar" instead of "king"; how old was he when he got married and joined the army? - 15 min	
Bellwork Topic:	Who were the Gauls? Why were they important in the history of Ancient Rome?	What language was spoken in Ancient Rome? Why is this a VERY important language?	Study for your quiz on "Terms to Know from Week Eight"	<i>HMH Ancient Civ, Mod 10, Lesson 2, Page 344</i> - Reread "Hannibal" and answer the question in complete sentences	Who was Julius Caesar? How may have you heard of him before?
Daily Homework:	<i>HMH Ancient Civ, Mod 10, Lesson 2 Assess, Page 345</i> - Complete #'s 1-6 in complete sentences; due tomorrow!	Study for quiz tomorrow on your "Terms to Know from Week Seven"	Written Response: Why was Hannibal so feared and respected as a general? What traits did he have as a leader? Why are these good traits for a general to have? (one paragraph)	Written Response: Ancient Romans would attack the leaders that they disagreed with. What are three negative consequences of this for the attacker?	Written Response: In your opinion, was Julius Caesar a good leader or did he abuse his power? Why do you believe that?
Terms to Know:	<i>Julius Caesar, Cicero, Spartacus, Orator, Cleopatra VII, Brutus, Gaul, Emperor, Augustus, Province, Pax Romana, Currency, Hadrian</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min

Week 9	<p><i>HMH Ancient Civ, Mod 10, Lesson 3, Pages 352-353</i> - Read aloud and discuss "Augustus the Emperor"; how is Rome dissolving the Republic? What steps are taking place to remove the Republic from Rome? What is an emperor? Who was born during the reign of Caesar Augustus in Bethlehem in a manger? - 15 min</p>	<p>Teacher to review Cleopatra VII over the last section of the book; note that she has relationships with Julius Caesar and Marc Antony; students to argue the point "was she doing what is best for her kingdom (Egypt), or is she the reason that Egypt finally fell to Rome?"; students to use textbook or Internet as a reference - 20 min</p>	<p>(Part II of III) Students will illustrate the outline of the continent of Europe as well as the northern part of Africa and the western part of Asia so that the Roman Empire at the time can be seen; students to create a map of the boundaries of the Roman Empire using colors and shading to indicate its growth; use one color to indicate Rome's boundaries in 500 BC, another color to show Rome's boundaries in 270 BC, another color to show Rome's boundaries in 140 BC, another color to show Rome's boundaries in 100 BC, and another in 27 BC; students to use Google to assist in this; shade in the regions as growth occurs and create a key to indicate which time relates to which color; include a compass and label the bodies of water (seas, rivers, oceans, etc); timeline to be drawn on a separate piece of computer paper and to include ten events from 500 BC to 27 BC in the correct order from this timeframe; use your text and Google to help; specifically note the Gauls attacking Rome, all three Punic Wars, Battle of Actium, Cleopatra VII, Conquest of Gaul, death of Julius Caesar, and Augustus coming to power - 50 min</p>	<p>(Part III of III) Complete your poster board and timeline of Ancient Rome and its growth - 25 min</p>	<p>Watch "What Made Emperor Nero The Most Evil Man" on YouTube (11:30 min) and discuss whether or not you think Nero was evil or completely misunderstood; what evidence supports your thoughts? - 15 min</p>
	<p>Debate - Students will be divided into two teams to argue the questions: Ancient Egypt is crumbling away and has become part of the Roman Empire now; is this a sad time for history or something that is inevitable for all kingdoms? What will eventually happen to the USA? -35 min</p>	<p>(Part I of III) Students in groups of 3 or 4, one poster board and computer paper per group; students to use poster board to create a map of the extent of the Roman Empire at various points in time as well as a timeline of major events along that growth; students will have time in class to work on this mini-project - 30 min</p>	<p>Teacher to introduce the poster board project in which students will choose a famous Roman to research and present; only introduce the project now, do not give time to work on it yet - 10 min</p>	<p><i>HMH Ancient Civilization, Module 10, Lesson 4, Pages 354-355 (stop at "Roman Military")</i> - Read aloud and discuss the emperors after Augustus; review Nero and discuss what you think may have physically/mentally happened to him while in power - 15 min</p>	<p><i>HMH Ancient Civilization, Module 10, Lesson 4, Pages 355-356</i> - Read aloud and discuss the Roman armies and expanding into other territory; why did they attack other regions? Was this necessary in your opinion? What reasons could you think of for the USA to attack a neighboring country? Why would that be needed? Discuss whether these actions are morally right or Christian - 25 min</p>
Bellwork Topic:	<p>Julius Caesar proclaimed himself "dictator for life"; was this a bad thing or good thing? Why?</p>	<p><i>HMH Ancient Civ, Mod 10, Lesson 3, Page 352</i> - Reread "Cleopatra VII" and answer the question in complete sentences</p>	<p>How did Augustus already improve Rome and the kingdom? Use pages 352-353 to help you, if needed</p>	<p>Is Rome the greatest empire to have ever existed? If yes, why do you think that? If no, which one is better and why?</p>	<p><i>HMH Anc. Civ, Mod 10, Lesson 4, Page 354</i> - Read "If You were there..." and answer the question</p>
Daily Homework:	<p><i>HMH Ancient Civ, Mod 10, Lesson 3 Assess, Page 353</i> - Complete #'s 1-5 in complete sentences or as indicated; due tomorrow!</p>	<p>Written Response: Explain how the Roman Republic turned into an empire</p>	<p>Written Response: Should the United States has a king or emperor for life instead of an elected official? Why or why not?</p>	<p>Written Response: Do you think it is possible that the stress of being emperor drove Nero insane? Why or why not? Provide an example</p>	<p>Similar to Hadrian's Wall, do you feel that the United States should have a wall along our borders to protect it? Why or why not? (one paragraph)</p>
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<p>Teacher to Google images of Hadrian's Wall; discuss whether or not this was a viable option for the Romans as defense - 10 min</p>	<p><i>HMH Ancient Civ, Mod 10, Lesson 4, Pages 360-361</i> - Read aloud and discuss city life vs country life for Romans; how did religion effect Romans lives? - 15 min</p>		<p>Teacher to Google images of "Roman Roads"; what are some similarities that you see in each photo? Find a map of Roman roads in an ancient city (London, for example); what do all the roads lead to? How is this effective? - 10 min</p>	<p>Use Google Docs to define each of the "Terms to Know for Week Nine" and submit them to your teacher - 25 min</p>

Week 10	<i>HMH Ancient Civ, Mod 10, Lesson 4, Page 356</i> - Use your Chromebooks to view the interactive map at "Explore ONLINE!" and answer the related questions; where are the largest cities found in the empire? Use the scale to measure how far the empire stretched from east to west and north to south in 117 AD; how does that relate to the size of the continental USA? - 20 min	Students to use Chromebooks to research on the Internet what the months of the year and the days of the week are named after; how did the Romans effect our calendar? Google which planets and bodies in the solar system are named after Roman gods; create a table listing the day, month, or solar system body on the left column and what it is named after in the right column - 30 min	In-class time to work on your famous Roman research project - 50 min	<i>HMH Ancient Civ, Mod 10, "History and Geography", Pages 362-363</i> - Review the images of the roads and discuss how the Roman Roads were so efficient; Think scientifically, what did the construction of these roads prevent? How did they use road signs? What was the main purpose of the roads? Would it be possible to take a road from Northern Africa all the way around to present-day France? - 15 min	<i>HMH Ancient Civ, Mod 10, Lesson 5, Pages 364-366 (stop at "Barbarians Invade Rome")</i> - Read aloud and discuss how the empire was experiencing problems; how did Rome try to feed their armies? Who was Diocletian and how did he try to help Rome? Use the "Explore ONLINE!" map on page 365 to review the division; where is Constantinople? - 25 min
	<i>HMH Ancient Civ, Mod 10, Lesson 4, Pages 357-359</i> - Read aloud, teacher to make note of important facts; make sure to include: how did Rome use currency? Why was trade imporant? What came from the Silk Road? What is the Pax Romana? - 20 min			<i>HMH Anc Civ, Mod 10, Lesson 4, Page 357</i> - Review the map on 357 and the "Explore ONLINE!" link in your Chromebook; answer the question but also discuss how the trade routes lead to new items available across the empire; how did the Silk Road change trade in Ancient Rome? - 25 min	
Bellwork Topic:	What did Rome do to secure its borders? Think of at least two things	What was the Pax Romana? What did this symbolize?	How was Roman life in the city different than Roman life in the country? Provide two reasons	List three ways that roads make travel easier.	Study for your quiz on the "Terms to Know for Week Nine"
Daily Homework:	Written Response: Review the trade route map on page 357; if you could pick an area in Ancient Rome to live where would it be and why? How would trade routes effect your decision? (one paragraph)	Written Response: Think of the table that you made today in class about the names of days, months, etc. How have the Romans influenced us even still today? (one paragraph)	<i>HMH Ancient Civ, Mod 10, Lesson 4 Assess, Page 361</i> - Complete #'s 1-5 in complete sentences or as indicated; due tomorrow!	Define any three of your "Terms to Know for Week Nine"; you pick the three that you want to define	Written Response: Why do you think the capital of Ohio is in the middle (Columbus)? Why does this location make it easier for people? Should we move the capital of the USA? Why or why not? (one paragraph)
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<i>HMH Ancient Civ, Mod 10, Lesson 5, Pages 366-369 (stop of "Factors in Rome's Fall)</i> - Read aloud and discuss the major groups of barbarians that attacked the empire; what were the Vandals? What group of barbarians led to other groups attacking? Why? - 20 min	<i>HMH Ancient Civ, Module 10, Lesson 5, Page 367</i> - Review the map on page 367 and the Chromebook for "Explore ONLINE!" to view the paths of the various barbarian tribes; how did the Huns influence the migratory paths of the various goth tribes & vandals? - 15 min	Teacher to Google images of "Roman Colosseum" and "Roman Aqueduct"; discuss how the colosseum could seat 50,000 people at a time and was a marvel at the time; how did the aqueducts work? Why were they needed? How does an arch work to support weight? - 10 min	<i>HMH Ancient Civ, Mod 10, Lesson 6, Pages 375-376</i> - Read aloud and discuss what satire is? Provide modern-day examples; what are the Romantic Languages? Teacher to Google "What do the Romance languages have in common?" and show students their similarities at Encyclopedia.com - 20 min	(Part II of II) Complete your illustration of a Roman Building as depicted in the previous day's activity - 20 min

Week 11	Watch "Total War: ATTILA Documentary - The Scourge of God (ESRB)" on YouTube (7:29 min) and discuss the type of warrior that Attila was; what was his nickname? Why was he so feared? How did he (and the Huns) effect the other Barbarian tribes? - 15 min	<i>HMH Ancient Civ, Mod 10, Lesson 5, Pages 369-370</i> - Read in literacy circles and discuss: what is corruption? What were the causes of the fall of the Roman Empire? How did each of these lead to futher problems? - 15 min	Watch "Roman Architecture - The Colosseum and The Pantheon" on YouTube (5:24 min) and discuss how each of these structures use the arch within them; why do you think that these are considered such marvels? What type of shows took place at the Colosseum? - 15 min	(Part I of II) Use your Chromebooks to locate an image of Roman Architecture (see examples below); Illustrate a Roman building, such as the Colosseum, Pantheon, the aqueducts in Segovia (Spain), or images in the Roman Forum; color and label where the arches are and write a description under the image as to how the arch specifically is helping to hold the structure up; illustration should be large and take up the entire page, not just be in a corner - 30 min	In-class time to work on your Roman Famous Person project - 30 min
	Students in pairs - using three Cause and Effect diagrams, list three elements that caused the fall of the Western Empire of Rome; share responses with the class when completed - 15 min	Students in pairs, create a table - on the left, list the reasons for the Western Roman Empire's fall (at least five) ; in the middle, list an example of that cause; on the right, list how this may be happening in the USA today; share with the class - 20 min	<i>HMH Anc. Civ, Mod 10, Lesson 6, Pages 371-374</i> - Read aloud and discuss the construction and art displayed by the Romans; Why did the Romans copy the Greeks original art works? What is a dome? - 25 min		
Bellwork Topic:	What advantages were there in dividing Rome in half?	Who was Clovis? How do you think he may have influenced the future of his people? Reread page 368 if you need to.	What were three causes of the fall of the Roman Empire?	What was the Roman Colosseum? What famously happened there?	<i>HMH Ancient Civ, Mod 10, Lesson 6 Assess, Page 376</i> - Complete # Six to compare & contrast; review as a class
Daily Homework:	Written Response: In your opinion, did the Roman Empire truly fall in 476 AD if the eastern portion still existed? Why or why not? Provide two specific reasons to support your claim.	<i>HMH Ancient Civ, Mod 10, Lesson 5 Assess, Page 370</i> - Complete #'s 1-4 in complete sentences or as indicated; due tomorrow!	Work on your project!	<i>HMH Ancient Civ, Mod 10, Lesson 6 Assess, Page 376</i> - Complete #'s 1-5 in complete sentences or as indicated; due tomorrow!	Conduct research, find three words that we still use today that are actually Latin words; what do they mean?
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 12	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	Teacher to review Ancient Rome and the famous people in it; review architecture and the growth of the Roman Empire - 10 min	Teacher to review Ancient Rome and the famous people in it; review architecture and the growth of the Roman Empire - 10 min	Teacher to review Ancient Rome and the famous people in it; review architecture and the growth of the Roman Empire - 10 min	Review Study Guide for Ancient Rome and their contributions - 30 min	Test on the Roman Empire and Ancient Rome - 40 min
	<i>HMH Anc Civ, Module 10 Assessment, Page 378</i> - Students in pairs, complete #'s 1-10 and review with the class - 15 min	In-class time to work on the Famous Roman project - 45 min	<i>HMH Anc Civ, Module 10 Assessment, Page 378</i> - Students in pairs, complete #'s 11, 12, 13, 14a, 15, and 16 and review with the class - 35 min		
In-class time to work on the Famous Roman project - 20 min	Using your Chromebooks, define each of the "Terms to Know for Week Eleven" and submit to your teacher via Google Docs - 20 min			Quick Write: Using your Chromebooks, write down anything else that you know about Ancient Rome that was not on today's test - 10 min	
Bellwork Topic:	Think of two things that you don't know about Ancient Rome that you think that you should know.	Think of two things that you don't know about Ancient Rome that you think that you should know.	Think of two things that you don't know about Ancient Rome that you think that you should know.	Think of two things that you don't know about Ancient Rome that you think that you should know.	Sharpen your pencils, if necessary!
Daily Homework:	<i>HMH Anc Civ, Module 10 Assessment, Page 379</i> - Complete #'s 21-22 using a map (not a globe); due tomorrow!	Work on your Famous Roman Project; it is due in four days!	Work on your Famous Roman Project; it is due in three days!	Study for test tomorrow on Ancient Rome!	Finish your project, it is due tomorrow!

Unit : Christianity Spreads Across Rome

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Terms to Know:	Christianity, Jesus of Nazareth, Messiah, John the Baptist, Bible, Crucifixion, Resurrection, Disciples, Apostles, Paul, Saint, Monotheism, Martyrs, Persecution, Bishops, Eucharist, Pope, Augustine of Hippo, Constantine, Theodosius				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<i>HMH Ancient Civilizations, Module Eleven, Timeline of Events, Page 381</i> - Explore the timeline and review the dates; how long ago did these events happen? Subtract the year today from the years in this timeline to have a better understanding - 10 min	<i>HMH Ancient Civilizations, Module Eleven, Lesson One, Pages 384-387</i> - Students in pairs, make a T-chart of the conflicts AND causes for conflict in this Lesson; on the left side, write the conflict or cause; on the right side, write the outcome; share your results with the class - 20 min	<i>HMH Ancient Civilizations, Module Eleven, Lesson Two, Pages 388-391 (stop at "Jesus' Followers")</i> - Read aloud and use two "Word Wheel" graphic organizers to summarize the content; one Word Wheel will be completed as a class and it should be of "The Life and Death of Jesus"; the other will be completed in pairs and should be of "Jesus' Acts and Teachings"; share your information with the class when completed - 25 min	<i>HMH Ancient Civilizations, Module Eleven, Lesson Two, Pages 391-393</i> - Read aloud and discuss: What were the select group of twelve people that followed Jesus referred to? What are the Gospels? What is the Eucharist? - 15 min	(Part II of II) Students will use computer paper to illustrate, color, and label the map on page 389; students will include the compass and the names of each city, region, and body of water - 20 min
Week 13	<i>HMH Anc Civ, Module Eleven, "Reading Social Studies" and "You Try It!", Pages 382-383</i> - Read aloud about understanding this chapter and the philosophy within it; ask questions as necessary; Read through "You Try It!" and answer #'s 1-5 as a class to help understand the various aspects of this material - 10 min	Watch "The Siege of Masada: What Really Happened?" on YouTube (8:33 min) and discuss the fortress, the siege, and what happened; pause the video at 21 sec. to see how Josephus is spelled in Latin; what did the Romans destroy in Jerusalem prior to attacking Masada? Keep in mind that the guardrail wasn't there when the battle took place - 15 min	<i>HMH Anc Civ, Module Eleven, Lesson Two, Page 389</i> - Use your Chromebooks to review the "Explore ONLINE!" map this page and discuss: what is the relevance for each city on this map? Use the scale to measure in miles and kilometers how far Bethlehem is from Nazareth; remember that they walked to these cities across a desert; have far is Capernaum to Jerusalem? - 10 min	<i>HMH Ancient Civ, Module Eleven, "Literature in History", Pages 394-395</i> - Read aloud and discuss the teachings of Jesus on this page; what are the Beatitudes? What are parables? Discuss the Beatitudes and how we as staff and students can live these teachings in our lives; students in groups of 3 or 4, answer questions #'s 1-2 via Google Docs and submit to your teacher - 20 min	<i>HMH Ancient Civilizations, Writing Workshop 3, R18-R19</i> - Read aloud and discuss what steps are required for writing a good essay; how many parts of an essay are there? What words are used to connect points and information in time? How should you Proofread your work? - 20 min
	<i>HMH Ancient Civ, Module Eleven, Lesson One, Pages 384-387</i> - Read aloud and discuss the main causes for issues between Romans and non-Romans; use a "Main Idea & Supporting Ideas" graphic organizer to keep track of the MANY ideas in this section - 25 min	Teacher to Google the phrase "Ancient Israel" to show images of what this land potentially looked like centuries ago; try to decipher what some of the old items may have been; click on the links "Temple" and "Jerusalem" for greater imagery - 10 min	<i>HMH Ancient Civilizations, Writing Workshop 2, R16-R17</i> - Read aloud and discuss what makes up a good descriptive essay; what are some things to focus upon in your essay? What are similes and metaphors? How can they be used to make your writing better? - 10 min	(Part I of II) Students will use computer paper to illustrate, color, and label the map on page 389; students will include the compass and the names of each city, region, and body of water - 20 min	Quick Write: Practice using the skills from this essay writing format to answer the following questions: How did Jesus and His Apostles significantly influence early Christian beliefs? How did Jesus and His followers change the world? - 15 min
Bellwork Topic:	What happened to early-Christians in the Roman Empire? Why did this happen?	When was the only time that the Romans would ban a Religion from being practiced? Why?	Why did the Jews lock themselves in the Masada? What was Masada before it was a fort?	<i>HMH Anc Civ, Module 11, Lesson 2, Page 390</i> - Read "Link to Today" and answer the question	<i>HMH Anc Civ, Module 11, "Literature in History", Page 394</i> - Reread the Beatitudes; which one relates to you most? Why?
Daily Homework:	Written Response: What did the Jews think the Messiah's coming would mean for the Romans? What happened instead?	<i>HMH Ancient Civ, Mod 11, Lesson 1 Assess, Page 387</i> - Complete #'s 1-3 in complete sentences or as indicated; due tomorrow!	Practice using the "Writing Workshop" material that we read today by writing a paragraph about Jesus; use descriptions like the text provides examples to make your paragraph descriptive and enriching	<i>HMH Ancient Civ, Mod 11, Lesson 2 Assess, Page 393</i> - Complete #'s 1-3 in complete sentences or as indicated; due tomorrow!	None

Teacher to ensure that the Explore Learning Gizmos Account is activated prior to this week as students will use Gizmos daily for several weeks.

Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 14	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	Students to go to the following website "www.wonderopolis.org/wonder/does-your-brain-autocorrect"; read the article, try to links to trick your brain, and discuss your thoughts about this material - 20 min	<i>HMH Ancient Civilizations, Module Eleven Assessment, Page 404</i> - Divide the class into three groups, each group will answer via Google Docs EITHER question 11a-11c, 12a-12b, or 13a-13b; upon completion, each group will come to the board and teach the remainder of the class the correct responses to their assigned problems - 25 min	(Part II of II) Using computer paper, students will creatively illustrate and color an "ICHTHYS" fish; refer to " https://en.wikipedia.org/wiki/Ichthys " and Google Images for ideas and content; neatly decorate and print underneath the image when the letters "ICHTHYS" mean - 20 min	<i>HMH Ancient Civilizations, Module Eleven, "Social Studies Skills", Page 403</i> - Read aloud and discuss each of the eight sections under "Learn the Skill"; in a current-events connection, discuss how each of the eight sections is being conducted in our country today; complete "Practice the Skill #'s 1-2" privately via Google Docs and submit to your teacher - 25 min	Students in pairs, use a Venn Diagram to compare and contrast Constantine and Saint Paul; have three statements for each section (nine total statements) and share your responses with the class - 20 min
	<i>HMH Ancient Civilizations, Module Eleven, Lesson Three, Pages 396-399</i> - Read aloud and outline this section for important notes and information (use the letters & numbers format for outlining); students to specifically include vocab terms, Saint Paul, and his travels - 25 min	Teacher to Google the phrase "Christian persecution" and discuss how Christians were persecuted for centuries because of their faith, but also how Christians are persecuted and murdered now in many countries because of Jesus - 10 min	As a follow-up to the previous day, view the following website " www.christianitytoday.com/news/2017/january/top-50-countries-christian-persecution-world-watch-list.html " and discuss where in the world it is most-deadly to be a Christian; what religion is most-prominent in these regions? - 15 min	<i>HMH Ancient Civilizations, Module 11 Assessment, Pages 404-405</i> - Teacher to review #'s 14a & 14b with the class; teacher to Google images of "Saint Peter", "Constantine", and "Theodosius I" to present who these men were and looked like; students in pairs, discuss #'s 15 & 16 together for seven minutes and then openly as a class; briefly debate in pairs whether Christianity would exist today if it were not for Paul - 20 min	Students will have two options to choose from: #1 - Using their "Terms to Know from Week Thirteen", students can create a crossword puzzle complete with clues that define each of the twenty terms; #2 - Use Google Docs to define each of the twenty terms correctly in your own words - 30 min
<i>HMH Ancient Civ, Mod Eleven, Lesson Three, Page 398</i> - Using your Chromebooks and the interactive "Explore ONLINE!" map, review Saint Paul's travels across the Mediterranean Sea, Greece, and Asia Minor; what two regions did he preach the most in? What two cities did he return to after preaching? Why didn't he leave Rome? - 10 min	(Part I of II) Using computer paper, students will creatively illustrate and color an "ICHTHYS" fish; refer to " https://en.wikipedia.org/wiki/Ichthys " and Google Images for ideas and content; neatly decorate and print underneath the image when the letters "ICHTHYS" mean - 20 min	<i>HMH Ancient Civilizations, Module Eleven, Lesson Four, Pages 400-402</i> - Read aloud and discuss each bold face term as they appear; use a "Frame Game" graphic organizer for the terms "Expansion of the Church" and "Emperors", have four statements surrounding each frame - 20 min	<i>HMH Ancient Civ, Module Eleven Assessment, Page 405</i> - Read "Reading Skills" aloud as a class; have open dialogue about #'s 17-19 and how these answers were arrived upon; what clues in the reading helped you to decide these answers? - 10 min		
Bellwork Topic:	How did Jesus and His followers influence early Christians and change history?	<i>HMH Ancient Civ, Module 11, Lesson 3, Page 397</i> - Reread "Document-Based Investigation" and answer the questions	How do you think Saint Paul's travels helped to spread Christianity? What personality characteristics MUST Saint Paul have had to do so well?	Who were Constantine and Theodosius? How did they each help Christianity to spread?	What do you think was the most important event in this unit? Why?
Daily Homework:	List three symbols of Christianity that you can think of; why do you think these are symbols of Jesus or the faith?	<i>HMH Ancient Civ, Mod 11, Lesson 3 Assess, Page 393</i> - Complete #'s 1-2 in complete sentences or as indicated; due tomorrow!	What are your thoughts on Christian persecution in the world today? What can be done to help these people?	<i>HMH Ancient Civ, Mod 11, Lesson 4 Assess, Page 402</i> - Complete #'s 1-2 in complete sentences or as indicated; due tomorrow!	<i>HMH Ancient Civilization, Module 11 Assessment, Page 404</i> - Complete #'s 1-10; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min		Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min

Week 15	Review Study Guide for test tomorrow on Early-Christianity and "Terms to Know from Week Thirteen" - 25 min	Test on Early-Christianity and "Terms to Know from Week Thirteen" - 30 min	<i>HMH Ancient Civilization, Module 12, Lesson Two, Pages 415-417 (stop at "A New Society")</i> - Read aloud and discuss how the Byzantine Empire and Roman Empire started from the same origins; What is Constantinople? Who named it that? Why is its location important? What is the Silk Road? - 25 min	<i>HMH Ancient Civilization, Module 12, Lesson 2, Pages 415-417</i> - Skim this material and use a "Word Wheel" to organize the main ideas of this section with "Justinian" as the center; share wheels and discuss the keys points to his contributions - 15 min	Teacher to go to the following website to set-up the class "www.to-be-education.com/games/game.aspx?gameID=1348"; once complete, students will need approximately 15 minutes to prepare for the simulation (it is all done online) and the simulation will take about 30 minutes total; there is another 5 minutes of questions and voting afterwards; teacher MUST monitor all chat rooms and student comments as you proceed; it is important to have this simulation set-up prior to today to be prepared for this lesson - 50 min
	Play Kahoot! Regarding Christianity and Ancient Rome; a good one to start with is named "Christianity, 25 questions, 10-second response time"; play others of value as sought and needed for additional practice - 20 min	Students to play the Science version of "Explore Learning Gizmos" after completing their test - 20 min	Teacher to Google Images of "Byzantine Empire" to show maps and dates of the range of their empire; what happens to the size of the empire as time goes on? Teacher to Google "Constantinople" to show images of the ancient city and its outlay; there should be two things that stand out as important to Byzantine life, what are they? - 15 min	<i>HMH Ancient Civilization, Module Twelve, Lesson Two, Pages 417-419</i> - Read aloud and create a list of the ways that the Byzantine Empire was influenced by outsiders from trading; how did trading with others bring new beliefs and ideas into the city? Create a Venn Diagram as a class comparing and contrasting the Roman church and Byzantine church - 20 min	
			<i>HMH Anc Civ, Module 12, Lesson Two, Page 417</i> - Use the "Explore ONLINE!" interactive map in your Chromebooks to review the location of Constantinople verses Rome; what influence did Rome have on these people? How do you think that they eventually felt about Rome? What about the Pope? Answer the questions with this map - 10 min	To the following website to take a virtual tour of the Hagia Sofia "www.3dmekanlar.com/en/hagia-sophia.html"; a black box will open in the right side of the screen, click in that box to begin the tour; note the mosaics, the detailed artwork, the carvings, and the influence of Arab writing throughout; when was this church originally built? - 15 min	
Bellwork Topic:	What are three things that you still have questions about on this unit?	None	Who was Constantine? Why was he important for the Roman Empire?	Who was Justinian? How was Theodora important in his life?	<i>HMH Ancient Civilization, Module 12 Assessment, Page 427</i> - Complete #18; log into your school email and send this response to your teacher
Daily Homework:	Study for your Test tomorrow on Early-Christianity and "Terms to Know for Week Thirteen"	None	Written Response: Why do you think Justinian wanted to regain control of Rome as one of his first goals? Would you feel similar? Why or why not?	<i>HMH Ancient Civ, Mod 12, Lesson 2 Assess, Page 419</i> - Complete #'s 1-3 in complete sentences or as indicated; due tomorrow!	<i>HMH Ancient Civilization, Module 12 Assessment, Page 426</i> - Complete #'s 11a, 11b, 11c, 13, and 14

Unit : Byzantine Empire - 330 AD to 1453 AD

Terms to Know:	<i>Byzantine Empire, Silk Road, Justinian, Theodora, Mosaics, Constantinople, Hagia Sofia, Eurasia, Middle Ages, Medieval, Monks, Monasteries, Benedict, Patrick, Charlemagne, Knight, Serf, Excommunicate, Holy Roman Empire</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min

Week 16	<p>Teacher to visit the following website "https://prescottorthodox.com/videos/5-differences-roman-catholic-church-eastern-orthodox-church/" and review; watch the video as well if you would like (4:03 min); the priest talking (who apparently wrote the article) is Catholic, it is just that he is Byzantine (Orthodox) Catholic - 10 min</p>	<p>Watch "The Silk Road: Connecting the ancient world through trade - Shannon Harris Castelo" on YouTube (5:20 min) and discuss how the Silk Road connected Ancient Empires together; use your knowledge of geography to discuss some regions, kingdoms, empires, and continents that were connected by this system of roads - 10 min</p>	<p><i>HMH Ancient Civilization, Module 19, Lesson One, Page 670</i> - Use your Chromebooks to view the "Explore ONLINE!" link of Charlemagne's Empire; review "Invaders Threaten Europe", who was Charlemagne fighting in these fronts? Was he successful in defeating them? - 10 min</p>		<p>Teacher to review previous content and lead discussion on Vikings, their raids, and how they effected European shorelines; how did Vikings disrupt the spread of Christianity temporarily? What do you think many people at the time thought that the Viking raiders were? - 15 min</p>
	<p><i>HMH Ancient Civilization, Module 12, "Social Studies Skills", Page 425</i> - Read aloud and discuss oversight, error, and chance based upon the examples; discuss "Practice the Skill #1" as a class; students will use Google Docs to write one paragraph as to how these three concept occurred in this section and promoted the Byzantine Empire's survival and growth - 15 min</p>	<p><i>HMH Ancient Civilization, Module 19, Page 665</i> - Use your Chromebooks to review the "Explore ONLINE!" map on this page; what islands can you name on this map? Answer #'s 1-2 and discuss; what are the tallest mountains located? How do the mountains prohibit invasion as well as farming? Using your map from the previous lesson, what geographic features are found in France? Spain? Germany? Byzantine Empire? - 15 min</p>	<p>Students in pairs, make a table with three columns and several rows; at the top of each column write the name Patrick, Benedict, and Charlemagne; create a list of their accomplishments as provided in the text and from your knowledge; discuss as a class; in your eyes, how did they help to spread Christianity? Who was most successful? Is there a "best method" in doing this? - 25 min</p>	<p>Students will complete the Viking Simulation as lead by the Teacher; this will take all period and will have follow-up homework per the assignment, you may not finish the simulation in class and may want to complete it in study hall; teacher MUST prepare for this simulation BEFORE leading it or it will not go as planned - 50 min</p>	<p>Watch "Feudalism in Medieval Europe (What is Feudalism?)" on YouTube (8:25 min) and discuss what the basics of feudalism are; what is a manor? What is a manor house? Why did people leave the large cities at the time? - 15 min</p>
	<p><i>HMH Ancient Civilization, Module 19, Lesson One, Pages 664-669 (stop at "The Franks Build an Empire")</i> - Read aloud and discuss the climate and regions of Europe; teacher to provide a blank map of "Europe, Northern Africa, and the Middle East" to label the bodies of water, Rome, major mountain chains, France, Byzantine Empire, Spain, Egypt, Germany, and possible Silk Road routes - 25 min</p>	<p><i>HMH Ancient Civilization, Module 19, Pages 669-672</i> - Read aloud and create a "Frame Game" graphic organizer on Charlemagne; what are four great accomplishments that he had? What does his name mean? What was he crowned Emperor of on Dec. 25, 800? Who crowned him and what does this symbolize? Who are vikings? - 20 min</p>	<p><i>HMH Ancient Civilizations, Module 19, Lesson One, Page 671</i> - Use your Chromebooks to view the "Explore ONLINE!" link of the raids into Europe by the Muslims, Vikings, and Magyars; what areas were attacked? What empires were these within? How do you think that these raids disrupted the spread of religion? Teacher to discuss and introduce the Viking simulation that will be held in the next class period -15 min</p>		<p><i>HMH Ancient Civilization, Module 19, Lesson 2, Pages 673-675 (stop at "Feudalism Spreads")</i> - Read aloud and discuss how many areas of land became set up after the fall of Rome; many of these barbarian lands that Rome governed now needed a system of local government; use a "Triangle Diagram" to create notes about the Feudal Society and which group of people were placed higher atop society than others - 15 min</p>
Bellwork Topic:	<p>How did the Silk Road influence trade in Byzantium? How did traders influence culture in this empire?</p>	<p>How did the Silk Road connect parts of Europe, Africa, and Asia together?</p>	<p><i>HMH Ancient Civilization, Mod 19, Lesson 1, Page 669</i> - Reread "Biography - Charlemagne" and answer the questions</p>	<p>Get ready for the simulation! You'll need colored pencils, spinners, and other materials from your teacher</p>	<p>How would you protect against Viking invaders who came by sea? What about Muslim invaders who came by land?</p>
Daily Homework:	<p>Who are Benedict and Patrick (as in Saint Benedict and Saint Patrick)? How did they lead the way in spreading Christianity at this time?</p>	<p>Charlemagne means "Charles the Great"; what did he do that made him a great leader? Think of think things.</p>	<p><i>HMH Ancient Civ, Mod 19, Lesson 1 Assess, Page 672</i> - Complete #'s 1-4 in complete sentences or as indicated; due tomorrow!</p>	<p>Complete the RAFT about the Viking simulation today; due tomorrow!</p>	<p>None</p>
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min

Week 17	Teacher to lead discussion to review how Charlemagne defended his kingdom; what were the main ways to protect the land in this area? Review the social structure in the Middle Ages - 10 min	Watch "The Feudal System and the Domesday Book" on YouTube (7:22 min) and discuss the levels in the system as well as the Domesday Book; why was this book important to William the Conqueror? How did this book help historians hundreds of years later? What did William's use of this book ultimately help do in England and France? - 15 min		Teacher to introduce the "Knights and Castles Project"; discuss the features of it and requirements; in-class time to begin working on it - 20 min	In-class time to work on "Knights and Castles Project" - 20 min
	Teacher to provide students with a print out of the City of Cleveland; students to think as a King/Queen and decide how they would partition the City of Cleveland among their family members; which person would receive which area? Would they all agree to your decisions? Who would work for them to keep the land clean and safe? Where would your castle be located? Discuss and share results; compare to lords and their land - 15 min	<i>HMH Ancient Civilization, Module 19, Lesson Two, Pages 677-679</i> - Read aloud and discuss how trade occurred in the manors; how did the Silk Road have an effect on this? What are guilds? Why did town develop guilds over time? How did religion influence the growth of towns, castles, and manors? - 10 min	Students will complete the Knights Simulation as lead by the Teacher; this will take all period and will have follow-up homework per the assignment, you may not finish the simulation in class and may want to complete it in study hall; teacher MUST prepare for this simulation BEFORE leading it or it will not go as planned - 50 min	<i>HMH Ancient Civilization, Module 19, "Social Studies Skills", Page 707</i> - Read about models and the different types of them; answer "Practice the Skill #'s 1-4" as a class - 10 min	<i>HMH Ancient Civilization, Module 19, Lesson 3, Pages 680-683 (stop at "Kings and Popes Clash")</i> - Read aloud using a "Main Idea & Supporting Ideas" graphic organizer to outline the main concepts of what powers the popes had, what was expected of the kings, and the Holy Roman Empire - 20 min
	<i>HMH Ancient Civilization, Module 19, Lesson Two, Pages 675-677 (stop at "Towns and Trade Grow")</i> - Read aloud and discuss what serfs were; make a T-chart outlining the differences and similarities between a serf and a slave; what rights did women have in the Middle Ages? What roles did the lord have over his land? - 15 min	Teacher to show images of knights in armor and on horseback; Google "Winged Hussars" to display some of the armour styles used; the Polish Winged Hussars were considered some of the mightiest knights ever to exist; discuss how knights protected land - 10 min		<i>HMH Ancient Civilization, Module 19 Assessment, Page 711</i> - As a class, read aloud "Reading Skills" about Charlemagne as a child; answer #'s 18-19 together and the discuss reasoning for your responses; students in pairs, complete via Google Docs #'s 20-23 and submit to your teacher - 15 min	<i>HMH Ancient Civilization, Module 19, Lesson 3, Page 681</i> - Review the map on your Chromebooks using the "Explore ONLINE!" feature; answer the questions associated with this map; locate the Byzantine Empire, Holy Roman Empire, and France; refer back to the maps on pages 670-671, what invaders were attacking these kingdoms? what had established firmly by 1000 AD in Africa and the Middle East? - 15 min
Bellwork Topic:	Review Feudal Society; who was the highest in society? Who was the lowest? What role did knights have?	<i>HMH Ancient Civilization, Mod 19, Lesson 2, Page 677</i> - Reread "Biograph - Eleanor of Aquitaine" and answer the questions	Get ready for the simulation! You'll need colored pencils, spinners, and other materials from your teacher	<i>HMH Ancient Civilization, Module 19 Assessment, Page 711</i> - Complete # 16; be ready to discuss as a class	Discuss Charlemagne's policy of "covert or die"; was this justified in your eyes? Was he too harsh to the Muslim invaders?
Daily Homework:	How do you feel about the living arrangements in Medieval towns? Do you think the arrangements were fair?	<i>HMH Ancient Civ, Mod 19, Lesson 2 Assess, Page 679</i> - Complete #'s 1-5 in complete sentences or as indicated; due tomorrow!	Complete the RAFT about the Knights simulation today; due tomorrow!	Charlemagne offered the Muslims he conquered a choice: convert to Christianity or die. What are your thoughts about this?	<i>HMH Ancient Civilization, Module 19, Lesson 3, Page 680</i> - Read "If YOU Were There..." on this page; what would you think about this situation? How would you respond? What would you do?
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	

Week 18	Teacher to review the Holy Roman Empire, Charlemagne, and the power that the Pope had over the world; what does excommunicate mean? Review the spread of Islam and how it altered Europe and Africa; how do you think the spread of Islam changed the Silk Road? - 10 min	<i>HMH Ancient Civilizations, Module 19, Lesson 3, Pages 683-684</i> - Read aloud and discuss the interactions of the pope and the emperor; although some got along, others did not and had poor relationships like Pope Gregory VII and Emperor Henry IV; do the President of the USA and the Pope interact? Are there any country's leaders that strictly follow the word of the Pope? (HINT - Yes! Poland stated recently that Jesus Christ is their leader and they will only follow His Word to guide their country. Any leader or president must do so accordingly) - 15 min	Teacher to review and discuss the Holy Roman Empire, Knights, and the Byzantine Empire - 10 min	Review Study Guide on Knights, the Byzantine Empire, and the Holy Roman Empire - 25 min	Test on Knights, the Byzantine Empire, and the Holy Roman Empire - 30 min
	Students will complete one of three of the following options: #1 - Students may use Google Docs to define each of the "Terms to Know from Week Sixteen" in your own words and share with your teacher; #2 - Create a crossword puzzle complete with clues based upon the "Terms to Know from Week Sixteen"; #3 - Create a word search with clues indicating the words to solve and search for, all words that are used must come from the "Terms to Know from Week Sixteen"; one of these three options must be completed and shared with the teacher - 40 min	In-class time to work on "Knights and Castles Project" - 30 min	In-class time to work on "Knights and Castles Project" - 40 min	Play on "Kahoot!" on the items that we've studied; the following formats are acceptable: "Byzantine Empire, 15 questions, 20 seconds each", "Byzantine Empire, 18 questions, 20 seconds", or "Charlemagne, 10 questions, 20 seconds each" - 20 min	In-class time to work on "Knights and Castles Project" - 20 min
Bellwork Topic:	In your opinion, which accomplishment of Charlemagne was more important and why... defeating the Muslims in France/Italy? Or founding the Holy Roman Empire?	What does it mean to be excommunicated? Why is this a horrible thing?	<i>HMH Ancient Civilization, Module 19 Assessment, Page 710</i> - Complete 12a, 12b, and 12c via Google Docs and submit to your teacher	Look up the word "Barbarian" on the Internet; what does it mean? The people of the Holy Roman Empire were Barbarians, as the Romans would call them; how does that make you feel?	None
Daily Homework:	Do you think it was more fair to be an elected king, as in the Holy Roman Empire, or rather that kings and queens should come from a royal bloodline passed down to children? Why do you feel that way?	<i>HMH Ancient Civ, Mod 19, Lesson 3 Assess, Page 684</i> - Complete #'s 1-3 in complete sentences or as indicated; due tomorrow!	In your opinion, was the Holy Roman Empire a continuation of the Roman Empire? Or was it something completely different?	Study for your Test tomorrow on Knights, Byzantine Empire, & the Holy Roman Empire	Work on your "Knights and Castles Project"

Unit : African-American History

Research Project:	<i>Students will conduct research on one famous African-American person from the list below. Students MAY NOT duplicate people so that as many famous African-Americans can be researched and presented as possible. Each student will complete the following information for their project listed below.</i>
Project Breakdown:	<i>Using poster board, students will TYPE AND CUT OUT to neatly present on their boards the following information about their person. Presentation boards MUST look neat and orderly! They MUST have a photo of their person, they MUST have decorated and neatly presented factual information, and the MUST have pride and respect for the appearance of their material. Students that do not follow the outline of this format will redo their presentation board. All boards will be presented in the "Black History Month Celebration". For extra credit (students may dress up as their researched person for the "Black History Month Celebration" and be able to answer questions on the spot about that person.</i>

Project Requirements:	<i>Students will answer the following questions on their presentation board: Do you have a photo of this person? What year were they born? Where were they born? Did they have a large family? What was their childhood like? What are they best-known for in their life? What wonderful thing did they accomplish that made them famous? What struggles did they overcome in their life? Did they ever marry and have children? What are three interesting facts about this person that you did not already mention? When did they die (if applicable)? Where are they buried (if applicable)?</i>				
Project Themes:	<i>"Cool Papa" Bell, Satchel Paige, Buck Leonard, Ralph Bunche, Thurgood Marshall, Muddy Waters, Goose Tatum, Edward Brooke III, Emmett Ashford, Miles Davis, Aretha Franklin, Althea Gibson, Bo Diddley, Ray Charles, Willie Mays, Bill Russell, Hank Aaron, Meadowlark Lemon, Frank Robinson, Bob Gibson, Jim Brown, Wilt Chamberlain, Colin Powell, Jesse Jackson, Dr. Maulana Karenga, Arthur Ashe</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 19	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	Teacher to discuss the requirements of the project with the class; students to select a person to research; students may not select the same person as another person; teacher to review the EXTRA CREDIT opportunity and promote it strongly - 20 min	In-class time to work on your African-American Research Project - 50 min	In-class time to work on your African-American Research Project - 50 min	Each student in the class will share something that they've learned already about their famous African-American person; all students MUST share at least one thing that they've learned - 20 min	In-class time to work on your African-American Research Project - 30 min
	In-class time to work on your African-American Research Project - 25 min			In-class time to work on your African-American Research Project - 30 min	
Daily Homework:	What are two new things that you learned today about your person that you are researching?	Did the person that you're researching have an interesting life, in your opinion? Why or why not?	Do you think that you would have been friends with the person that you're researching? Why or why not?	Finish your project, it is due tomorrow!	None
Daily Bellwork:	List as many famous African-American people as you can off of the top of your head	What career do you want to have when you get older? Why is that?	What is one goal that you have for this school year? What do you need to achieve in order to meet your goal?	How can you be a positive role model to others? Are you doing a good job of this now?	What is one goal that you have for your future as a young American? Why is that goal important to you?
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min

Week 20	<p>Read the following online article "https://case.edu/ech/articles/a/african-americans" and discuss using a "Main Ideas & Supporting Ideas" graphic organizer to help track information and outline important facts; who was the first African-American settler in Cleveland; where was he from? what area in Cleveland was settled by Black immigrants first? How was Cleveland at first FAR AHEAD of the times regarding integrating people? What was Cleveland's role in the Underground Railroad? - 30 min</p>	<p>Read the following online article "www.clevelandmemory.org/notableblacks/" and discuss the list of prominent African-Americans with ties to Cleveland; review the list and look for recognizable names (Zelma Watson George, for example); who are these famous local people and what did they contribute to our local history? Students to explore at random as well to provide additional discussion and information freely - 20 min</p>	<p>Go to the following website and review the following posts "https://clevelandhistorical.org/tours/show/43"; much of the opening paragraphs are information that was already discussed; focus upon the map and the different sites within our city; as a class you may choose to read any section but do please read specifically the information under #'s 12-17; review the interactive map at the top and bottom to view the location in relation to our school or students' homes - 20 min</p>	<p>Go to the following online article "www.clevelandrestoration.org/projects/the-african-american-experience-in-cleveland" and review; click the link about "The Civil Rights Movement" and discuss with the students - 25 min</p>	<p>Go to the following online article "www.clevelandrestoration.org/projects/the-african-american-experience-in-cleveland" and review; click the link about "The Black Church" and use a "Word Wheel" graphic organizer to outline the information about each church that was founded by or highly-attended by African-American people; review the notes taken and discuss the location of each church; use Google Maps to assist - 25 min</p>
	<p>Go to the following website: "www.freshwatercleveland.com/breaking-ground/MichneyTour073018.aspx" to learn about "Miles Heights", the first neighborhood in Cleveland to be fully diverse and peacefully integrated; discuss how Miles Heights was absorbed by Cleveland and eventually became the Mount Pleasant, Miles, and Lee/Seville neighborhoods - 20 min</p>	<p>Go to the following website "http://ulcleveland.org/" and discuss how the Urban League of Cleveland is helping Black people to develop industry and promote businesses among the city; explore the "Education & Youth" and "Workplace" Development links - 10 min</p>	<p>Go to the following website on your Chromebooks "https://library.rockhall.com/black_history_month/BHM/inductees" and explore the African-American inductees to the Rock'n'Roll Hall of Fame; click the links and explore at least four singers, write two facts about the singers that you choose to explore - 20 min</p>	<p>Go to the following website on your Chromebooks "https://library.rockhall.com/black_history_month/BHM/inductees" and explore the African-American inductees to the Rock'n'Roll Hall of Fame; click the links and explore at least four singers, write two facts about the singers that you choose to explore - 20 min</p>	<p>(Part I of II) Students in pairs, create a "Sequence Chain" of important events discussed in this unit; place them in correct order and decorate your "Sequence Chain" colorfully using colored pencils, markers, or crayons; include at least twelve events; one "Sequence Chain" per child - 25 min</p>
Daily Homework:	<p>Who was the first black man to settle in Cleveland? What work did he do? How did he arrive here?</p>	<p>What is one thing that you admire about the famous local person that you read about today? Why do you admire that person? How can you use their example to be a better person?</p>	<p>What two events in African-American local history happened closest to your home? What were they?</p>	<p>Work on your "Sequence Chain", it is due tomorrow!</p>	<p>What are two interesting things that you learned about the progression of African-American culture in Cleveland this week?</p>
Daily Bellwork:	<p>Create a list of everything that you know about "Black History" in the City of Cleveland</p>	<p>What groups or people are in Cleveland currently trying to promote or advance African-American culture?</p>	<p>Do you know any famous locations in Cleveland for African-American culture or history? If so, what are they?</p>	<p>How did the Civil Rights Movement help shape Cleveland? In what ways did Cleveland change after it?</p>	<p>How have black churches helped shape Cleveland? In what ways have Pastors, priests, and religious people lead change in equal rights?</p>

Unit : Ancient Africa (Ghana, Mali, Songhai, Zimbabwe)

<p>Movie to Watch with this Unit:</p>	<p>Students will watch "The Ghost and the Darkness" starring Val Kilmer and Michael Douglas from 1996 (Rated "R" - permission slip required due to frightening scenes, 110 min). Students will write a paper after watching the movie based upon the requirements below. This movie is a TRUE STORY based upon the "Man-Eating Lions of Tsavo" that attacked and reportedly killed over 100 men while building a bridge in Central Africa.</p>
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Paper Requirements:	Students will handwrite a one-page paper based upon their thoughts of the movie and if they believe that something like this could still happen today. Why or why not? What precautions may we have not to ensure that this doesn't happen? Is this a situation that could only happen with lions in Africa, or could this happen on another continent with other animals? Give examples. Lastly, how did this movie help you to understand and appreciate Africa and the people that live there better? List at least three ways.				
Terms to Know:	Rifts, Sub-Saharan Africa, Sahel, Savannah, Rainforests, Kinship System, Extended Family, Patrilineal, Matrilineal, Animism, Silent Barter, Income, Tunka Manin, Sundiata, Mansa Musa, Sunni Ali, Askia the Great, Oral History, Griots, Proverbs, Kente, Ethiopia, Coptic Christianity, Bantu, Great Zimbabwe, Swahili				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 21	Bellwork - 5 min <i>HMH Ancient Civilizations, Module Fourteen, Timeline of Events, Page 467</i> - Explore the timeline and review the dates; how long ago did these events happen? Subtract the year today from the years in this timeline to have a better understanding - 10 min	Bellwork - 5 min <i>HMH Ancient Civilizations, Module Fourteen, Page 471</i> - Using the "Explore ONLINE!" map and features in your Chromebooks, review the terrain on this physical map; where are the highest regions? What colors represent mountains? How do the mountains effect river water flow? What continents and oceans surround Africa? Answer "Interpret Maps #'s 1-2" - 10 min	Bellwork - 5 min <i>HMH Ancient Civilizations, Module Fourteen, Page 473</i> - Using the "Explore ONLINE!" map and features in your Chromebooks, review the biomes of Africa and how they differ across the continent; compare the biomes to lines of latitude, how do the biomes change of the latitude changes? How do the biomes change based upon mountains? Answer the question and discuss the distance apart from areas using the range - 10 min	Bellwork - 5 min <i>HMH Ancient Civilizations, Module Fourteen, Pages 480-484 (stop at "Ghana Builds an Empire")</i> - Students to read aloud in pairs taking notes of important details as they read; discuss all notes as a class; as a class, use a Venn Diagram to compare and contrast salt vs gold in West Africa; what is silent bartering? How did Islam influence Ghana both positively and negatively? - 30 min	Bellwork - 5 min <i>HMH Ancient Civilization, Module Fourteen, "History and Geography", Pages 478-479</i> - Review the map of "Crossing the Sahara" and discuss the perils and dangers of doing so; what are two aspects that made it dangerous? Review and answer "Interpreting Maps, #'s 1-2"; what did people trade gold for, which was considered just as valuable? - 10 min
	<i>HMH Anc Civ, Module Fourteen, "Reading Social Studies" and "You Try It!", Pages 468-469</i> - Read aloud about understanding this chapter and the "Cause and Effect" relationships with it; ask questions as necessary; Read through "You Try It!" and answer #'s 1-3 as a class to help understand the various aspects of this material - 15 min	<i>HMH Ancient Civilizations, Module Fourteen, Pages 473-476</i> - Read aloud and discuss how the system of elders aligned responsibility to a village; Students to make a "concept map" as they read outlining how different people had various responsibilities and what the social roles were for men, women, and children - 25 min	<i>HMH Ancient Civilizations, Module Fourteen, Pages 476-477</i> - Read aloud and discuss how iron changed the people of West Africa; how did it assist in farming, art, and weaponry? Create a flow chart diagramming how iron specifically changed these two aspects; provide examples for each and share with the class - 15 min	<i>HMH Ancient Civilizations, Module Fourteen, Page 511</i> - Read "Social Studies Skills" aloud; review "Learn the Skill" and the process of silent bartering; Students in pairs, discuss the options in "Practicing the Skill #'s 1-3" and what plan of action to create; discuss with your partner what options you have and do not have; review as a class - 20 min	<i>HMH Ancient Civilizations, Module Fourteen, Page 481</i> - Using the "Explore ONLINE!" map and features in your Chromebooks; review the cites on this map, are any names familiar? Where is Ghana in relation to the Sahara and Niger & Sengal Rivers? What are the major goods being traded at this time? Answer "Interpret Maps #'s 1-2" - 10 min
	<i>HMH Ancient Civilizations, Module Fourteen, Pages 470-472</i> - Teacher to provide a blank map of Africa to the students prior to reading; Read aloud and label the Sahara, Nile River, Red Sea, Kalahari Desert, and Madagascar; Describe the terrain of Africa, where are rivers in relation to the deserts? Where are the highest mountains located? What are rifts and where are they found? - 25 min	<i>HMH Ancient Civilizations, Module Fourteen, Page 475</i> - Students may complete this portion in pairs or individually; create a "Village Society" as depicted in your text based upon students' personal families and those people close to them; who would they consider to be the "Family", "Extended Family", "Village Chiefs", and "Council of Elders" in their personal groups? Share if desired with others - 15 min	<i>HMH Ancient Civilizations, Module Fourteen Assessment, Page 513</i> - Read aloud "Social Studies Skills, # 23" as a class; students in pairs, complete the discussion portion and creation of the diagram as suggested; using Google Docs write a paragraph responding to the problem and how you propose to have a solution to it; share with the class when completed - 25 min		<i>HMH Ancient Civilizations, Module Fourteen, Pages 484-487</i> - Read aloud about Ghana and their culture; how did salt and gold make them very wealthy but also was their downfall? Based upon our prior studies, what other kingdoms had power in 1000 AD? Teacher to review had those kingdoms fell in relation to Ghana; Teacher to Google "artwork of Ghana" and show images; (Part I of III) students to find an image of Ghana artwork and try to duplicate it or create a new image in the same style; make it colorful and in the similar style as shown - 30 min

Daily Homework:	<i>HMH Anc Civ, Mod 14, Page 471</i> - Look at the physical map on this page; the Sahara Desert used to have lakes covering it; where do you think that they used to exist and why? (Find at least two locations)	Written Response: Assume that we are living in West Africa; would your family be patrilineal or matrilineal? Who has more control in your family currently, men or women? How would you fit into the system in ten years?	Written Response: How did the discovery of iron changed the lives of people in West Africa around 500 BC? Think of at least two ways and describe them (one paragraph)	<i>HMH Ancient Civilization, Module Fourteen, Lesson 1 Assessment, Page 477</i> - Complete #'s 1-4 in complete sentences or as indicated; due tomorrow!	Written Response: Why do you think Ghana's history regarding kings and culture was lost? What factors helped to erase their history from written record? (one paragraph)
Daily Bellwork:	What do you know about the continent of Africa? What about the people that live or lived there?	What is a Council of Elders? Does it really "take a village to raise a child"? Why or why not?	Watch "The village where childbirth is banned - BBC Africa" on YouTube (1:40 min) and discuss the rules of the elders; how would you feel living here?	Watch "African market, Tanzania, Africa." on YouTube (4:10 min) and discuss the differences in this market and ours here; what other differences do you notice?	Watch "Life In A Rural Village - Burkina Faso, West Africa" on YouTube (4:09 min) and discuss life in rural Africa verses rural Ohio; what are some differences of note?
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 22	Bellwork - 5 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	(Part II of III) Students to work on their illustration, coloring, and a caption of artwork of Ghana or in a similar style; must be colorful and match the styles shown of "Artwork of Ghana" on Google Images - 25 min	(Part III of III) Students to finish their illustration, coloring, and a caption of artwork of Ghana or in a similar style; must be colorful and match the styles shown of "Artwork of Ghana" on Google Images - 20 min	Discussion: Teacher to review Mali and how this kingdom became very rich; refer to maps or Google Images to display Timbuktu and Gao; Students in pairs, using a Venn Diagram compare and contrast Sundiata vs Mansa Musa in two ways for each section (six total statements); what contributions did each provide? How were they different? Share with the class - 20 min	Teacher to review the three West African Kingdoms so far and their attributes; use Google Images to show the "Tomb of Askia" in Gao, Mali; what environmental factors are destroying it? What does the shape resemble? What may the buildings be trying to indicate about Askia? - 15 min	<i>HMH Ancient Civilization, Module Fourteen Assessment, Page 512</i> - Complete #'s 13-15 in complete sentences via Google Docs; submit to your teacher when complete - 20 min
	<i>HMH Ancient Civilization, Module Fourteen, Pages 488-490 (stop at "Mansa Musa")</i> - Read aloud and discuss Sundiata, Mali, and the conquest of Ghana; review the "Explore ONLINE!" map on page 489 and the trade routes illustrated; what goods did Mali export that made them rich? what did they import for their people? - 15 min	<i>HMH Ancient Civilization, Module Fourteen, Pages 490-493 (stop at "The Songhai Build an Empire")</i> - Read in pairs about Mansa Musa and his contributions to the empire; how did the world learn about Mali? What happened to Mali after Mansa Musa's death? Refer to the map on page 489 to see the pieces of the empire as they slip away - 15 min	<i>HMH Ancient Civilization, Module Fourteen, Pages 493-497</i> - Read aloud and discuss Songhai; divide the class in half, one group will use a "Sequence" graphic organizer, the other will use a "Cause and Effect" graphic organizer; outline how Songhai came to power by the internal decline of Mali and Songhai's military conquering of them; share with the class; in what ways were Songhai and Mali similar? what do you predict will continue to happen in these areas due to the demand for gold, salt, and money? - 25 min	Students in pairs, create a "Concept Map" of the four great leaders of the West Africa kingdoms that we've discussed (Tunka Manin, Mansa Musa, Sundiata, & Askia the Great) and their three corresponding kingdoms; include major cities in their empires, traded goods, important facts, contributions, and their eventual downfall; share with the class - 30 min	Students in pairs, using your textbook as a guide create a timeline of events in West Africa; begin with Ghana and continue through the Moroccan conquest of Songhai; have at least ten events and dates; color and decorate your timeline to make it look beautiful and presentable - 25 min
Teacher to enter Google Images "Ancient Mali Architecture" and review the styles of buildings, walls, and cities; why do you think they were built in this manner? What do they appear to be made of? What type of biome is Mali located within based upon the photos? - 10 min	Students to go to the following website "www.businessinsider.com.au/mansa-musa-the-richest-person-in-history-2016-2" about Mansa Musa; what was his journey to Mecca like? What were three outcomes of his trip based upon this site? - 10 min				
Daily Homework:	<i>HMH Ancient Civilization, Module Fourteen, Lesson 2 Assessment, Page 487</i> - Complete #'s 1-4 in complete sentences or as indicated; due tomorrow!	Finish your Ghana-style illustration if you did not already complete it in class; due tomorrow!	Written Response: Mali conquered Ghana over gold and salt; what do you predict could eventually happen to Mali? What evidence would you have to support that belief?	Written Response: How did being Muslim help allow more trade in these cities? How did trade in these cities help spread Islam? (one paragraph)	<i>HMH Ancient Civilization, Module Fourteen, Lesson 3 Assessment, Page 497</i> - Complete #'s 1-6 in complete sentences or as indicated; due tomorrow!

Daily Bellwork:	Watch "Shangaani village choir. Limpopo, South Africa" on YouTube (1:40 min) and discuss the similarities and differences in African people's dance, singing, and choir to our style	Watch "What Can \$10 Get in LAGOS, NIGERIA? (craziest city)" on YouTube (6:48 min) and discuss life in a city with 20 million people; discuss the rate of exchange for \$10 there	Watch "MY LIFE AS A BERBER MOROCCO" on YouTube (6:23 min) and discuss how Morocco is very different than our first impressions of Africa; how are the people and their lives different?	Watch "When Life Was Simple Life in Kenya" on YouTube (5:43 min) and discuss the rural life of Africa; is this an area that you'd enjoy living in? Why or why not?	Watch "South Africa is still under apartheid AJ+" on YouTube (6:14 min) and discuss how a racial divide still exists in South Africa
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 23	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<i>HMH Ancient Civilizations, Module Fourteen, Pages 498-500 (stop at "Visitors Write Histories")</i> - Read in pairs and write down six important notes from the reading; discuss your notes as a class and Teacher will evaluate for content - 20 min	(Part II of II) Complete your African-style Proverb and the accompanying illustrations, coloring, and design; make the design and artwork colorful and beautiful for posting - 15 min	Teacher to go online PRIOR TO CLASS and print out several examples (or templates) of West African Tribal masks; there are several options on Pinterest that may be blocked, but here is a site that provides several options as well "www.justcolor.net/travels/africa/" to color; students will color their masks in kente-style coloring and display on bulletin boards - 30 min	<i>HMH Ancient Civilization, Module Fourteen, Pages 506-509 (stop at "Sub-Saharan Trade")</i> - Divide the class into three groups, each group read this section together; each group will be assigned to discuss one of the following: the people of 1. Ethiopia, Lalibela & Coptic Christianity, 2. the Bantu people 3. The Great Zimbabwe; all groups must read the section but after reading, each group will present a summary of their section to the class - 25 min	<i>HMH Ancient Civilization, Module Fourteen, Pages 509-510</i> - Read aloud as a class and discuss the Sub-Saharan people; what is Swahili? Where does this culture come from? How did Islam influence the people of this region, even if the religion isn't a way of their life? How was coffee originally used or invented to be? Use a "Main Idea & Supporting Ideas" graphic organizer to outline the information as a class; Teacher to discuss and review - 25 min
	Students to go to the following website "http://goldrestaurant.co.za/african-culture-and-tradition/12-african-proverbs-and-sayings-to-live-by/" and read through the African Proverbs; Teacher to help interpret the meaning of each and discuss - 10 min	<i>HMH Ancient Civilizations, Module Fourteen, Pages 500-503</i> - Read in pairs and write down ten important notes from reading; discuss your notes as a class and Teacher will evaluate for content; discuss West African art and culture; what is Kente? What was it used for? - 25 min		Watch "Lalibela, Ethiopia (ላሊበላ) - Tour of the Incredible Rock Churches!" on YouTube (3:43 min) and discuss the different churches carved into rock in Lalibela; what do you think about this site? Why do you think the churches were built like this? How many Coptic Christians be different than those in our country? - 10 min	<i>HMH Ancient Civilization, Module Fourteen, Page 508</i> - Using the "Explore ONLINE!" map and features in your Chromebook, review the spread of people from Central Africa into the eastern coast and southern regions; what geographic features are observed on this map? Answer "Interpret Maps #'s 1-2" and discuss - 10 min
(Part I of II) Individually, think of your own African-style Proverb; using computer paper write it in bubble letters or creatively; decorate it with illustrations, coloring, and/or African-style designs - 20 min	Teacher to use Google Images to display "Kente Masks" and "Kente Cloth"; discuss the coloration, format, and design; what were the masks originally designed to be reminiscent of? Why are the cloth so colorful and vibrant? - 10 min	<i>HMH Ancient Civilizations, Module Fourteen, Pages 504-505</i> - Read aloud "Literature in History" about <i>Sundiata</i> and discuss; answer "Connect Literature to History, #'s 1-2" in detail; how would you make this story come alive if you were a griot? Provide examples - 20 min	Teacher to Google Images of "Great Zimbabwe" and view the stone buildings; what do you think the buildings are representations of? There is no known answer as the history of these people is nearly completely lost - 15 min	Students to go to the following website "www.duolingo.com/" and practice learning Swahili; students will set up a profile and continue daily at their will outside of school; practice Swahili as time permits - 15 min	
Daily Homework:	Which of the three West African Kingdoms that we studied do you think was the greatest? Support your reasoning	<i>HMH Ancient Civilization, Module Fourteen Assessment, Page 512</i> - Complete #'s 16 in complete sentences; due tomorrow!	Reflect on the excerpt from <i>Sundiata</i> that was read in class today; what parts do you think were real and which were created to tell a better story? Make a list of each; due tomorrow!	Written Response: What do you think happened to "The Great Zimbabwe" and its people? There are no known records of these people other than they were Bantu (one paragraph)	<i>HMH Ancient Civilization, Module Fourteen Assessment, Page 513</i> - Complete #'s 17 in complete sentences; due tomorrow!
Daily Bellwork:	Which ruler do you think was more important: Mansa Musa or Askia the Great? Why?	<i>HMH Ancient Civilization, Module Fourteen, Page 500</i> - Read "A Description of Mali" and answer the question	<i>HMH Ancient Civilization, Module Fourteen, Page 501</i> - Read "Music from Mali to the United States" and answer the question	Have you ever heard of a lost civilization? Can you imagine walking into a huge empty city that was abandoned? What would it be like?	What do you think of the mystery of Great Zimbabwe?
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	

Week 24	(Part I of III) Watch "The Ghost and The Darkness" starring Val Kilmer and Michael Douglas, 1996, Rated "R", 110 minutes - Permission Slip Required to Watch! Students that do not turn in the slip MUST go to another room - 45 min	(Part II of III) Watch "The Ghost and The Darkness" starring Val Kilmer and Michael Douglas, 1996, Rated "R", 110 minutes - Permission Slip Required to Watch! Students that do not turn in the slip MUST go to another room - 45 min	(Part III of III) Complete watching "The Ghost and The Darkness" starring Val Kilmer and Michael Douglas, 1996, Rated "R", 110 minutes - Permission slip Required! Students MUST GO to another room that do not turn in slip - 25 min	Review study guide on African Civilizations and History - 25 min	Test on African Civilizations and History - 30 min
			Using Google Docs, begin writing your one-page paper on the movie "The Ghost and The Darkness" as per the requirements of the essay project - 25 min	Play "Kahoot!" and review West African Kingdoms; the following are approved ideas for review (West African Kingdoms, 11 questions, 20 seconds; World History: Ancient Africa, 28 questions, 20 seconds; West African Kingdoms, 10 questions, 20 seconds) - 25 min	Using Google Docs, continue writing your one-page paper on the movie "The Ghost and The Darkness" as per the requirements of the essay project - 25 min
Daily Homework:	HMH Ancient Civilization, Module Fourteen, Lesson 5 Assessment, Page 510 - Complete #'s 1-3 in complete sentences or as indicated; due tomorrow!	HMH Ancient Civilization, Module Fourteen Assessment, Page 513 - Complete #'s 18-20 in complete sentences; due tomorrow!	HMH Ancient Civilization, Module Fourteen Assessment, Page 512 - Complete #'s 1-12 in complete sentences; due tomorrow!	Study for your test tomorrow on African Civilizations and History and "Terms to Know from Week Twenty-One"!	Finish your essay on "The Ghost and The Darkness"; it is due tomorrow!
Daily Bellwork:	Practice Swahili at "www.duolingo.com" for five minutes	Practice Swahili at "www.duolingo.com" for five minutes	Practice Swahili at "www.duolingo.com" for five minutes	Practice Swahili at "www.duolingo.com" for five minutes	None

Unit : Ancient Islam & the Muslim Conquest

Project Themes:	<i>People - Ali ibn Abi Talib, Saladin, Rumi, Abu Jafar Muhammad, Mehmed II, Dragut, Suleiman the Magnificent, Baibars, Tariq ibn-Ziyad, Muhammed; Inventions - Coffee, Clocks, Camera, Flying Machine, Algebra, Surgery, Universities, Toothbrush, Hospitals, the Crank</i>				
Project Breakdown (People):	<i>Students will use Google Slides to create a presentation about their famous Muslim person. Students will research when this person was born & died. What city were they born in? Where are they buried? What major contribution did this person provide to the Muslim world? List three great events from this person's life that they completed. What type of Muslim were they (Sunni or Shia)? What Caliphate did they live under? How did they contribute to the Golden Age of Islam?</i>				
Project Breakdown (Inventions):	<i>Students will use Google Slides to create a presentation about THREE of the listed Muslim inventions. For EACH invention, answer the following questions: who invented this product? Locate an image of the invention in its earliest Muslim-drawn form. What benefit to the world did this invention provide? Did this invention occur during the Golden Age of Islam or outside of it? What year was it created? What Caliphate was in power when it was created? What city was it first introduced to the world in?</i>				
Terms to Know:	<i>Sand Dunes, Oasis, Sedentary, Caravan, Souk, Muhammad, Islam, Muslim, Qur'an, Shrine, Pilgrimage, Mosque, Jihad, Sunnah, Five Pillars of Islam, Abu Bakr, Caliph, Tolerance, Ibn Battutah, Sufism, Omar Khayyam, Patrons, Minaret, Calligraphy</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min

Week 25	<p><i>HMH Ancient Civilizations, Module Thirteen, Timeline of Events, Page 429</i> - Explore the timeline and review the dates; how long ago did these events happen? Subtract the year today from the years in this timeline to have a better understanding - 10 min</p>	<p><i>HMH Ancient Civilizations, Module Thirteen, Page 433</i> - Using the "Explore ONLINE!" map and features in your Chromebooks, review the terrain on this physical map; where are the highest regions? What colors represent mountains? How do the mountains effect river water flow? What continents and oceans surround the "Middle East"? Answer "Interpret Maps #'s 1-2" - 10 min</p>	<p>(Part II of II) Students to illustrate, color, and label what they believe a souk (or bazaar) may look like; Teacher to use Google Images to show "Arabian Bazaar" to help students brainstorm; students to look at several images and focus upon the MANY DIFFERENT things that can be purchased at a souk (or bazaar); write a caption about your image on the backside describing what is sold at your bazaar and where it is located - 20 min</p>	<p>As a class, discuss Muhammed's life as noted in the text; how does Islam spread and grow due to Muhammed's teachings? As a class, work together to create a step-by-step guide using a "Sequence" graphic organizer to outline how Islam was introduced to Muhammed and how he spread it out to others; students to share graphic organizers with the class and discuss - 20 min</p>	<p>As a class, discuss the precepts of Islam and the Qur'an; students in groups of 3 or 4, create a T-chart outlining the differences and similarities between Islam and Christianity; use the text to assist; discuss the similarities and differences as a class - 20 min</p>
	<p><i>HMH Anc Civ, Module Thirteen, "Reading Social Studies" and "You Try It!", Pages 430-431</i> - Read aloud about understanding this chapter and the "Descriptive Text" within it; ask questions as necessary; Read through "You Try It!" and answer #'s 1-4 as a class to help understand the various aspects of this material - 15 min</p>	<p><i>HMH Ancient Civilizations, Module Thirteen, Pages 432-436</i> - Reviewing the basics of desert life, Teacher to incorporate the terms "sand dunes", "oasis", and "Rub al-Khali" into review; Read aloud pages 434-436 and discuss; what are nomads? What are caravans? How does Arabia link to the Silk Road? Teacher to use Google Images to show a map of the Silk Road; how does Arabia link into it? - 20 min</p>	<p>Teacher to go to the following website "www.researchgate.net/figure/The-Silk-Road-overland-and-maritime-routes-The-overland-and-maritime-commercial-routes_fig1_236881270" and discuss how the Silk Road flowed through Arabia; view the goods traded on both sides of the route; discuss why people on each side of the route would want these items; how did Arabia's location enable them to become very wealthy? - 10 min</p>	<p><i>HMH Ancient Civilization, Module Thirteen, Pages 440-442 (stop at "The Sunnah")</i> - Students in pairs, read this section together and write five notes about the reading; as a class, discuss what was read and what areas are important; share notes as a class; why are Medina and Mecca important to Islam? What is the Qur'an? What are the basics of its teachings? - 20 min</p>	<p><i>HMH Ancient Civilization, Module Thirteen, Pages 442-445</i> - Read aloud and discuss Islamic Law; what are the Five Pillars of Islam? What does each pillar represent? What is the Sunnah? Which Pillar did Mansa Musa famously complete from the Kingdom of Mali in the previous unit studied? What is the Shariah? Why is the Shariah important? Each student to create a table outlining the Five Pillars of Islam and their characteristics; review as a class; Teacher to provide examples of each intangible as needed - 30 min</p>
	<p><i>HMH Ancient Civilizations, Module Thirteen, Pages 432-433</i> - Teacher to provide students of a blank map of the Middle East to complete as they read; Students to label the Mediterranean Sea, Black Sea, Red Sea, Africa, Asia, and Europe; using Google Maps as a guide, color the mountains red, the desert yellow, the water blue, and the forests green; what color is most of the map? Describe what you think life may be like here - 20 min</p>	<p>(Part I of II) Students to illustrate, color, and label what they believe a souk (or bazaar) may look like; Teacher to use Google Images to show "Arabian Bazaar" to help students brainstorm; students to look at several images and focus upon the MANY DIFFERENT things that can be purchased at a souk (or bazaar); write a caption about your image on the backside describing what is sold at your bazaar and where it is located - 20 min</p>	<p><i>HMH Ancient Civilization, Module Thirteen, Pages 437-440 (stop at "Islam Spreads in Arabia")</i> - Read aloud and use a "Concept Map" to outline who Muhammed was and what his contributions to Islam were; how did Islam begin? As students outline Muhammed and his life, extend into Islam and different facts of it (such as beliefs, the Qur'an, the Kaaba, and teachings); review maps as a class and discuss important facts - 20 min</p>	<p><i>HMH Ancient Civilizations, Module Thirteen, Page 441</i> - Using the "Explore ONLINE!" map and features in your Chromebooks, review the spread of Islam at Muhammed's death; where are the largest groups of followers located? What major cities are included in Islam at Muhammed's death? Using your knowledge of the Silk Road, how do you think Islam will spread next? Answer "Interpret Maps" - 10 min</p>	
Daily Homework:	List three ways that your life would be different if you lived in a desert, like many Arabian people currently do	Use a Venn Diagram to compare & contrast a souk and a mall; have at least two statements per section	<i>HMH Ancient Civilization, Module Thirteen, Lesson 1 Assessment, Page 436</i> - Complete #'s 1-2 in complete sentences; due tomorrow!	Practice Swahili at " www.duolingo.com " for ten minutes	Using the table from class today, relate the Five Pillars of Islam to Christianity; how is each Pillar similar to Christianity?
Daily Bellwork:	Practice Swahili at " www.duolingo.com " for five minutes	Practice Swahili at " www.duolingo.com " for five minutes	<i>HMH Ancient Civilization, Module Thirteen, Lesson One, Page 436</i> - Read "Link to Today" and answer the question	<i>HMH Ancient Civilization, Module Thirteen, Lesson Two, Page 439</i> - Read "Fatimah" and answer the question	Define Jihad, Pilgrimage, and Mosque
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min

Week 26	<p><i>HMH Ancient Civilizations, Module Thirteen, "Literature in History", Pages 446-447</i> - Read aloud with multiple students reading different sections; compare statements from the Qur'an (or Koran) to those in the Bible; how may they be similar? What is Hell and Heaven like in the Qur'an? What are jinn? Answer "Connect Sacred Texts to History #'s 1-2 via Google Docs and submit to your Teacher - 20 min</p>	<p>(Part II of III) Students in groups of 3 or 4, continue to work on your timeline of three events from this section thus far; include at least three events from Christianity & its history, three events from Ancient Africa, three events from Ancient Byzantine and Holy Roman Empires, and three events from Ancient Rome (15 total events listed); student to use one-half of a poster board to illustrate; present their timelines when complete - 25 min</p>	<p>(Part III of III) Students in groups of 3 or 4, finish your timeline of three events from this section thus far; include at three five events from Christianity & its history, three events from Ancient Africa, three events from Ancient Byzantine and Holy Roman Empires, and three events from Ancient Rome (15 total events listed); student to use one-half of a poster board to illustrate; present their timelines when complete - 25 min</p>	<p><i>HMH Ancient Civilizations, Module Thirteen, Lesson Three, Pages 448-450</i> - Read aloud and outline this section using the "letters & numbers style" commonly used with MS Word; what are three prominent kingdoms that were conquered by Muslims? Who were the Umayyads and the Abbasids? Think back to a previous unit, what French king fought against Muslim invaders? - 30 min</p>	<p><i>HMH Ancient Civilization, Module Thirteen, Pages 451-453</i> - Students to read in pairs and write seven statements of notes that sound important; as a class Teacher to review and discuss notes to ensure accuracy; students to focus upon the terms "tolerance & caliph" and the two cities of Baghdad and Cordoba as centers of Muslim influence; how do these cities reflect the Golden Age of Islam? - 25 min</p>		
	<p>Students to go to the Bible verse on their Chromebooks "Matthew 25:31-46" and read about the goats and sheep being separated; review the Qur'an (Koran) about Hell and how the damned are pulled towards it; students in pairs, create a T-chart reviewing how these passages are similar (left side) and different (right side); share your T-charts with the class - 20 min</p>	<p>(Part I of III) Students in groups of 3 or 4, create a timeline of five events from this section thus far; include at least three events from Christianity & its history, three events from Ancient Africa, three events from Ancient Byzantine and Holy Roman Empires, and three events from Ancient Rome (15 total events listed); student to use one-half of a poster board to illustrate; present their timelines when complete - 10 min</p>	<p><i>HMH Ancient Civilization, Module Thirteen, Page 449</i> - Using the "Explore ONLINE!" map and features in your Chromebooks, review the spread of Islam at Muhammed's death; Use the scale to answer how many miles of land were added from west-to-east by 661 AD? How many miles were added by 750 AD? Name the sites of four major battles on this map, what time frame do you think they occurred within? Answer "Interpret Maps" - 10 min</p>	<p><i>HMH Ancient Civilizations, Module Thirteen, Page 451</i> - Using the "Explore ONLINE!" map and features in your Chromebooks, review the trade routes along the Silk Road; what connection do you see in the spread of Islam versus the trade routes? what natural land barriers prohibited the spread of Islam in Africa and Asia? What kingdoms stopped the spread into Europe? Answer "Interpret Maps" - 10 min</p>	<p>Teacher to introduce the project and the requirements of it; students to conduct research as needed; in-class time to work on their project - 25 min</p>	<p>Teacher and students to go to Google Images to view "Cordoba Spain Muslim Influence" and "Baghdad Muslim Influence"; compare and contrast images, what is one MAJOR thing that can be noted about Cordoba that isn't the same in Baghdad (ans: Cordoba has limited Muslim sites now); Why do you think that is? (ans: Spanish Christians destroyed Muslim sites); Students in pairs, create a T-chart outlining the images of Cordoba (left side) versus Baghdad (right side); discuss as a class and review - 15 min</p>	
	<p>(Part I of III) Students in groups of 3 or 4, create a timeline of five events from this section thus far; include at least three events from Christianity & its history, three events from Ancient Africa, three events from Ancient Byzantine and Holy Roman Empires, and three events from Ancient Rome (15 total events listed); student to use one-half of a poster board to illustrate; present their timelines when complete - 10 min</p>	<p><i>HMH Ancient Civilization, Module Thirteen Assessment, Page 464</i> - Students in pairs, complete via Google Docs #'s 11-12 and submit to your Teacher; review all responses after submitting as a means to understand the subject matter before moving forward - 25 min</p>	<p>Watch "The Rise and Fall of Islam's Golden Age" on YouTube (3:41 min) and discuss what the Golden Age of Islam was; what European Period coincided with the Golden Age of Islam? What was learned and sought after during this time? What group was in power at this time? What did they read in the Qur'an that led them to pursue this quest? - 10 min</p>	<p><i>HMH Ancient Civilizations, Module Thirteen, Lesson 2 Assessment, Page 445</i> - Complete #'s 1-3 in complete sentences; due tomorrow!</p>	<p><i>HMH Ancient Civilization, Module Thirteen, Lesson 2 Assessment, Page 445</i> - Complete #'s 4-7 in complete sentences or as instructed; due tomorrow!</p>	<p>Work on your project!</p>	<p>Explain how trade along the Silk Road helped Islam to spread into Africa, Europe, and Eastern Asia (one paragraph)</p>
Daily Homework:	<p>Why are the Five Pillars of Islam important to Muslims?</p>	<p>Practice Swahili at "www.duolingo.com" for five minutes</p>	<p>Practice Swahili at "www.duolingo.com" for five minutes</p>	<p>Practice Swahili at "www.duolingo.com" for five minutes</p>	<p>How did the Silk Road influence the spread of Islam?</p>		
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"		
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min		

Week 27	Students to go to the following website "www.360cities.net/image/cordoba-cathedral-mosque" to take a virtual tour of the Grand Mosque at Cordoba; what has the mosque been converted into? DO NOT CLICK THE BLUE ARROWS, they will take you to another site altogether; click the white arrows to move through the mosque; discuss the cultural influence and architecture - 15 min	Teacher to go to the following website "www.ducksters.com/history/islam/caliphate.php" and read about Caliphates, or caliphs; what are the three most famous caliphates? What happened in 1258 AD that stopped the caliphate? What are Sunni and Shia Muslims? Take the ten question quiz about the information on this page to review - 20 min	Teacher to go to the following website "www.ducksters.com/history/islam/umayyad_caliphate.php" and read about the Umayyads Caliphate; how far did they expand the Muslim Empire? How long did they have power? Which kingdom did they model their government after? Take the ten question quiz about the information on this page to review - 20 min	Teacher to go to the following website "www.ducksters.com/history/islam/abbasid_caliphate.php" and read about the Abbasid Caliphate; why were there two parts to this dynasty? What Kingdom destroyed Baghdad in 1258 AD? How many people in Baghdad did they kill when they invaded? Where did the Caliphate begin set up next? What is the name of the period of great learning and expansion that occurred during this Caliphate? Take the ten question quiz about the information on this page to review - 20 min	Teacher to Google images of "Muslim Art" and discuss what much of the art looks like; why do you think they are not traditionally showing images of people or scenery? Teacher to Google images of "Famous Mosques" and discuss the minarets, domes, and gathering halls; what do students think of the idea of living in an area filled with religious structure as the basis of their lives? - 15 min
	Students to go to the following website "www.360cities.net/image/al-masjid-al-haram-al-haram-mosque-1" to take a virtual tour of the Grand Mosque at Mecca; what is located in the center of the mosque? What construction is being added to this mosque? DO NOT CLICK THE BLUE ARROWS, they will take you to another site altogether; students in pairs, use a Venn Diagram to compare & contrast this mosque to Cordoba; what similarities & differences are seen? Discuss as a class - 20 min	In-class time to work on project! - 30 min	<i>HMH Ancient Civilizations, Module Thirteen, Pages 456-459 (stop at "Literature and the Arts")</i> - Read aloud and discuss the contributions of Muslims to knowledge and culture; as students read aloud, they will create a table in Google Sheets of the Muslim person (first column), what they famously did (second column), and what branch of learning it was (third column); how did they influence math? - 25 min	Discussion: Students and Teacher will ponder the "what if" factor - what if the House of Wisdom in Baghdad was never destroyed? If the Abbasid Caliphate stayed in power and just surrounded the Mongols, what knowledge may be have in the world now? There is no way to know what was lost precisely - 10 min	Students and Teacher to go to the following website "https://theculturetrip.com/middle-east/saudi-arabia/articles/the-worlds-10-most-beautiful-mosques/" and discuss the different mosques, their building style, and features that make them specific; where are many of these mosques located? Why do you think that is? - 20 min
	Mini-debate & discussion: Compare & contrast the Muslim policy of tolerance towards those that they conquered verses that of Charlemagne who forced conversion or face death; what are the "pros and cons" of each? Which do you think is most effective? Why? - 15 min		Watch "1001 Inventions and Muslim Heritage" on YouTube (3:41 min) and discuss the contributions of Islamic people to the world; why was this Golden Age of Islam ended? How is it the opposite of what many Muslims believe, or did afterwards at the time? -10 min	<i>HMH Ancient Civilizations, Module Thirteen, Pages 459-462</i> - Students in pairs, read together and take five notes about the reading; as a class, discuss the notes that were taken and Teacher to review the important facts that were gathered; focus upon bold faced terms and contributions of Muslims to culture - 20 min	<i>HMH Ancient Civilizations, Module Thirteen, Page 463</i> - Read aloud "Social Studies Skills" and discuss how timelines help outline time and ideas; students in pairs, complete "Practice the Skills #'s 1-4" via Google Docs and submit to your Teacher - 15 min
Daily Homework:	What do you believe is the best form of conquering a group of people, tolerance towards their customs or make them convert to yours? Why? (one paragraph)	<i>HMH Ancient Civilization, Module Thirteen, Lesson 3 Assessment, Page 453</i> - Complete #'s 1-4 in complete sentences or as indicated; due tomorrow!	<i>HMH Ancient Civilization, Module Thirteen Assessment, Pages 464-465</i> - Complete #'s 13 & 20; due tomorrow!	In your opinion, what was the most important advancement in the Muslim world towards science and learning? Why do you think that?	<i>HMH Ancient Civilization, Module Thirteen, Lesson 4 Assessment, Page 462</i> - Complete #'s 1-2 in complete sentences or as indicated; due tomorrow!
Daily Bellwork:	Practice Swahili at "www.duolingo.com" for five minutes	What is a caliphate, or caliph? How many can you name from the text?	<i>HMH Ancient Civilizations, Module Thirteen, "History and Geography", Pages 454-455</i> - Read each box, answer "Interpret Maps #'s 1-2", and discuss	<i>HMH Ancient Civilizations, Module Thirteen, Page 458</i> - Read "Travels in Asia and Africa" and answer the question	<i>HMH Ancient Civilizations, Module Thirteen, Page 460</i> - Read "The Book of Golden Meadows" and answer the question
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	

Week 28	<i>HMH Ancient Civilization, Module Thirteen Assessment, "Focus on Writing", Page 465</i> - Students to pick one person from this unit and contemplate who they are and their accomplishments; using Google Docs, complete # 21 in a thoughtful and meaningful manner; to practice, students will complete one "I am" poem about themselves first before completing one about the Muslim person - 25 min	In-class time to work on project! - 50 min	In-class time to work on project! - 50 min	Review study guide for the test tomorrow on "The Rise of Islam" - 25 min	Test on The Rise of Islam - 30 min
	In-class time to work on your projects - 25 min			Use Google Docs to individually define each of the "Terms to Know from Week Twenty-Five" and submit to your teacher - 25 min	In-class time to work on your projects - 25 min
Daily Homework:	<i>HMH Ancient Civilization, Module Thirteen Assessment, Page 464</i> - Complete # 14; due tomorrow!	<i>HMH Ancient Civilization, Module Thirteen Assessment, Page 464</i> - Complete #'s 1-10; due tomorrow!	<i>HMH Ancient Civilization, Module Thirteen Assessment, Page 465</i> - Complete #'s 15-19; due tomorrow!	Study for the Test tomorrow on "The Rise of Islam"!	Finish project, it is due in one week!
Daily Bellwork:	Practice Swahili at "www.duolingo.com" for five minutes	Practice Swahili at "www.duolingo.com" for five minutes	Practice Swahili at "www.duolingo.com" for five minutes	Practice Swahili at "www.duolingo.com" for five minutes	None

Unit : Ancient France and the Holy Roman Empire (800 AD - 1600 AD); include Silk Road, Crusades, 100 years' war, & Protestant Reformation

Project Theme:	<i>Students will research one of the major topics associated with this unit. Those topics include: The Spanish Inquisition, The Crusades, The 100 Years' War, The Black Plague, Christian Monasteries & Universities, The Renaissance, Three Great Artists (Leonardo da Vinci, Michelangelo, and Sandro Botticelli), Three Italian Writers (Dante Alighieri, Niccolo Machiavelli, and Petrarch), Martin Luther, The Protestant Reformation, The Catholic Reformation, and the Thirty Years' War.</i>				
Project Breakdown:	<i>Students will create a Powtoon (www.Powtoon.com) of their topic. Powtoon functions very similar to Google Slides and is free to use online. Students will present information about their topics over a minimum of ten slides. Students must include a minimum of three photos, related maps, or paintings in their presentation. Information provided must follow the guidelines outlined as follows below.</i>				
Famous People:	<i>The guidelines for completion of the Powtoon about famous people are as follows. Students will research each person's: date of birth & death, where they were born & died, whether they were Catholic or Protestant, how the world they lived in changed during their lifetime, three contributions they made to the world, one way how they directly changed the world, and the names of at least two great works that they wrote or painted.</i>				
Famous Events:	<i>The guidelines for completion of the Powtoon about famous event are as follows. Students will research each event's: starting & ending years, where the event began & ended, what two sides were involved in the conflict of this event, what was the cause of the event, what were three major outcomes of this event, how this event changed the world, three famous people to partake in this event, and the overall outcome of this event.</i>				
Terms to Know:	<i>Crusades, Holy Land, Clergy, Religious Order, Francis of Assisi, Friars, Thomas Aquinas, Natural Law, Magna Carta, Parliament, Hundred Years' War, Joan of Arc, Black Death, Heresy, Reconquista, King Ferdinand, Queen Isabella, Spanish Inquisition,</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min

	<p><i>HMH Ancient Civilizations, Module Nineteen, Timeline of Events, Page 661</i> - Explore the timeline and review the dates; how long ago did these events happen? Subtract the year today from the years in this timeline to have a better understanding - 10 min</p>	<p><i>HMH Ancient Civilizations, Module Nineteen, Pages 685-686</i> - Read aloud and discuss the First Crusade and Pope Urban II leading the call to attack; does this surprise you that the Pope launched this request? What were the grounds for this request? Students in pairs, make a T-chart comparing reasons for the Crusade (left) verses why people left to fight (right); how do they compare? Share your thoughts with the class - 20 min</p>	<p>Watch "First Crusade Part 2 of 2" on YouTube (11:52 min) and discuss how the Christian soldiers traveled to and conquered Jerusalem; what excited and rallied them together after capturing Antioch? In capturing Jerusalem, the Christian Crusaders achieved their goal; was it right for them to keep the land for themselves? Or should they have turned it over to the Byzantine Empire? What do you think may have happened if they turned it over? - 15 min</p>	<p><i>HMH Ancient Civilizations, Module Nineteen, Pages 685-690</i> - Students in pairs, using a "Sequence" graphic organizer students will place at least six events in order from the text regarding the First Crusade; students to share their results with the class and discuss; Teacher to review and mediate conversations - 20 min</p>	<p><i>HMH Ancient Civilizations, Module Nineteen, Pages 691-694 (stop at "Universities are Built")</i> - Read aloud and discuss; link together different church and political factions; describe Cluny and the monks that lived there; Who were Saint Francis of Assisi and Dominic de Guzman (Saint Dominic)? What religious orders did they form? Why did they form them? Students in pairs, use a "Concept Map" to outline these connections and answer questions; present information to class - 25 min</p>
<p>Week 29</p>	<p><i>HMH Anc Civ, Module Nineteen, "Reading Social Studies" and "You Try It!", Pages 662-663</i> - Read aloud about understanding this chapter and the sources for text within it; ask questions as necessary; Read through "You Try It!" and answer #'s 1-3 as a class to help understand the various aspects of this material; read the "Prayer of Saint Francis" and discuss - 15 min</p>	<p>Teacher to go to the following website "www.reddit.com/r/pics/comments/h6i4p/map_of_europe_circa_1000_ad/" and review the map of Europe in 1000 AD; the war will take place in lower-right section or south-east portion of the map; Knights came from all over Europe to fight; locate Toulouse, Burgundy, England, and Germany; what routes would knights from each most-likely take to get to the Holy Land? - 10 min</p>	<p><i>HMH Ancient Civilizations, Module Nineteen, Pages 687-690</i> - Read aloud about later Crusades (the text mentions four but there were nine total); Discuss King Richard I (also known as Richard the Lion Heart); what popular story is he also known from (ans. Robin Hood)? What did he and Saladin have in common? Why was the 4th Crusade such a mess? Students in pairs, use a "Cause and Effect" graphic organizer to outline five outcomes of the Crusades; share and discuss with the class - 25 min</p>	<p><i>HMH Ancient Civilizations, Module Nineteen, Page 688</i> - Teacher to provide students with a blank topographical map of Europe, Northern Africa, and the Middle East (there are several available online to download for free); students will use colored pencils to shade in purple the lands that were considered Christian lands at that time; refer to your book for assistance shade in pink the lands that were considered Muslim at that time; students will use BLACK markers to correctly place on their maps the cities of Paris, Dover, Lyon, Vezelay, Marseille, Genoa, Venice, Regensburg, Vienna, Zadar, Constantinople, Trieste, Jerusalem, Acre, Tripoli, Antioch, and Edessa; students will use markers to trace the routes of the Knights while leaving to go fight; they will use RED to trace the route of the first Crusade from each city to city; BLUE to trace the route of the Second Crusade, GREEN to trace the route of the Third Crusade, and ORANGE to trace the route of the Fourth Crusade - 30 min</p>	<p>Teacher and students to go to the following website "https://thecatholicmanshow.com/franciscans-and-dominicans/" and read; Students in pairs, create a T-chart comparing the Franciscans (left) to the Dominicans (right) and discussing their differences; ; discuss as a class the differences; based upon your personal beliefs, do you think that it is better to serve Jesus with your actions or to know about Him and preach His word to others? Why do you think this? There is no right or wrong answer - 25 min</p>
	<p><i>HMH Ancient Civilizations, Module Nineteen, Page 681</i> - Review the map on this page; what countries at this time are considered Christian lands vs Muslim lands? Are there any countries on this map that no longer exist? Which ones? Teacher to discuss and provide students with a blank outline map of Europe and Northern Africa; students to label and use colored pencils to color in the following regions: BLUE - Mediterranean Sea, Black Sea, North Sea, Atlantic Ocean; BEIGE - Asia Minor, The Alps, Atlas Mountains; YELLOW - Saharra Desert, the Middle East; GREEN - Spain, France, The Holy Roman Empire, Hungary, England; RED - Constantinople, Rome - 25 min</p>	<p>Watch "First Crusade Part 1 of 2" on YouTube (15:13 min) and discuss the hardships that the Crusaders faced when traveling to the Middle East to attack the Muslims; students to discuss, do you think that this was a noble and just war? Why or why not? - 20 min</p>	<p><i>HMH Ancient Civilizations, Module Nineteen, Page 688</i> - Using the "Explore ONLINE!" map and features in your Chromebooks, review the routes taken to the Holy Land; what cities did the Knights from the First Crusade come from? Why do you think that some routes are repeatedly followed to war? How is the attack from the First Crusade different than the others? Why do you think the Holy Land is the only area attacked? Answer "Interpret Maps" - 10 min</p>		

Daily Homework:	What do you predict is going to happen between the Christians and Muslims at this period in time? Why do you think that? Provide two reasons to support your thoughts	Do you think that the Crusades were a noble war to reclaim the Holy Land for Christians? Or do you think that it was something else? Why do you think this? (one paragraph)	Could there have been other ways to reclaim the Holy Land other than full-scale war? If so, what are they? If not, why do you think not?	<i>HMH Ancient Civilization, Module Nineteen, Lesson 4 Assessment, Page 690</i> - Complete #'s 1-3 in complete sentences or as indicated; due tomorrow!	Which belief do you think is more correct in serving Jesus, the Franciscans (as servants of others and leading by example) or the Dominicans (as knowledgeable and preaching the Holy Word)? Why do you think that? There is no right or wrong answer
Daily Bellwork:	What do you remember about Charlemagne and Christianity at this time?	Go to "www.duolingo.com" and begin an account for French or German; practice for five minutes	Practice French or German at "www.duolingo.com" for five minutes	Practice French or German at "www.duolingo.com" for five minutes	Practice French or German at "www.duolingo.com" for five minutes
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 30	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	Watch "Cluny Abbey" on YouTube (7:16 min) and discuss the abbey as a small town where monks lived and prayed; what amount of the abbey still remains? Why do you think Middle Age churches were so large? What war destroyed the abbey? Do you think it is right for people to attack churches or abbeys during a war? Why or why not? - 15 min	<i>HMH Ancient Civilizations, Module Nineteen, Pages 698-701 (stop at "The Black Death")</i> - Read aloud; students will independently write six important notes to outline the Magna Carta and 100 Years' War; when complete, discuss and share notes; who was Joan of Arc? Who eventually won the 100 Years' War? How long did it actually last? Review the timeline on page 700, flip back to sections 4 and 5; what other events occurred in these times? - 20 min	<i>HMH Ancient Civilizations, Module Nineteen, Pages 701-702 (stop at "The Church Reacts to Challengers")</i> - Read and discuss how the Black Death (aka "The Black Plague") changed the world; how did the plague spread? What animal and insect enabled that spread? How did the Black Plague change the cities and churches? Go to the following website "www.visualcapitalist.com/history-of-pandemics-deadliest/" and discuss the Black Death compared to the other most-deadly diseases in history - 15 min	Discussion: Review the Black Plague and its effects on the world; review the website "www.visualcapitalist.com/history-of-pandemics-deadliest/" to explore how diseases spread; review together the timeline of diseases in order from early-history to modern-day; what animal does each disease come from? How many of these illnesses are from viruses? - 10 min	<i>HMH Ancient Civilizations, Module Nineteen, Page 703</i> - Using the "Explore ONLINE!" map and features in your Chromebooks, review the approximate range of Christianity vs Muslim lands in 1000 AD; what do you think would have happened if Crusaders went into Spain to remove the Muslims instead of the Holy Land? Review the smaller maps of Spain, which cities do you recognize? Answer "Interpret Maps" - 10 min
	<i>HMH Ancient Civilizations, Module Nineteen, Pages 694-697</i> - Read aloud and discuss Saint Thomas Aquinas; what is natural law? What is Latin? Why do you think it is called the "language of scholars"? What did churches look like in this time? Describe the robes and books worn and used in Mass at this time - 15 min	Watch "Amazing Facts About Joan of Arc!" on YouTube (11:07 min) and discuss how Joan of Arc is wrapped in mystery a bit; Who spoke to Joan during her rise in France to help lead them to victory over Britain? Why are Joan's visions of angels and Saints so mysterious (she predicted things that happened without having knowledge of them)? How did Joan die? - 15 min	Using the data from the website "www.visualcapitalist.com/history-of-pandemics-deadliest/", students will use Google Sheets to graph the Top-15 most deadly diseases in history; students will	<i>HMH Ancient Civilizations, Module Nineteen, Pages 702-706</i> - Read aloud and discuss the Christian conquest of those that did not believe fully in the faith; what happened in France to those that proclaimed heresy? What is the Reconquista? How did the Spanish ensure that no one other than Christians would be in Spain? Why was 1492 an important year for Spain (what other world-changing event happened in that year)? What was the Spanish Inquisition? How was it lead? - 20 min	<i>HMH Ancient Civilizations, Module Nineteen, Pages 685-706</i> - In the 300 years between 1200 - 1500 AD, Christians and Muslims waged wars, diseases destroyed cities, and Kingdoms conquered each other; students to work in pairs, students in

	Teacher and students to go to the following website "www.orbitz.com/blog/2017/04/europe-s-20-most-beautiful-churches/" to view churches and cathedrals from the Middle Ages until now; review all examples but stress those built in Gothic style with ornate design; why did people include so much design in these buildings? - 15 min	Divide the class into three groups, students in those groups to each use a "Cause and Effect" diagram to outline the causes and outcomes (effects) of the Magna Carta, the 100 Years' War on England, or the 100 Years' War on France; students will only complete one area; share with the class - 15 min	name each disease in their graph and include the total death toll based upon the information on this site; submit your graph to your Teacher when complete - 35 min	Watch "What Made the Spanish Inquisition So Horrible?" on YouTube (11:48 min) and discuss the motives behind it (removing all non-Christians from Spain and political gain); how did many trials for effected people end? Do you think that the Inquisition was a fair thing to do? Many Muslim countries claim that they only permit Muslims in them or require conversion to Islam if you want to stay; how were Jews effected by this? - 15 min	pairs to assist each other, use Google Sheets to create a timeline of events between 1200 AD & 1500 AD with events in order from the text; include at least ten events; share with Teacher when complete - 40 min
Daily Homework:	What is the nicest and most-decorated church that you've ever been inside? How does it compare to some of these cathedrals in terms of size and beauty? Would you ever want to see these cathedrals in person? Why or why not?	<i>HMH Ancient Civilization, Module Nineteen, Lesson 5 Assessment, Page 697</i> - Complete #'s 1-4 in complete sentences or as indicated; due tomorrow!	The Black Death killed between one-third and one-half of all people in the known world at the time. Imagine what that would look like if it happened today. Write a list of five things that you think would happen	Do you think that the Spanish Inquisition was fair? Did they have a right to remove from their lands anyone who was not Christian? Why or why not?	<i>HMH Ancient Civilization, Module Nineteen, Lesson 6 Assessment, Page 706</i> - Complete #'s 1-4 in complete sentences or as indicated; due tomorrow!
Daily Bellwork:	Practice French or German at "www.duolingo.com" for five minutes	Practice French or German at "www.duolingo.com" for five minutes	Practice French or German at "www.duolingo.com" for five minutes	Practice French or German at "www.duolingo.com" for five minutes	Practice French or German at "www.duolingo.com" for five minutes
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 31	Bellwork - 10 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	Teacher to introduce the project and review guidelines for it; students to review Powtoon and gain familiarity with it - 15 min	<i>HMH Ancient Civilizations, Module Twenty, Timeline of Events, Page 713</i> - Explore the timeline and review the dates; how long ago did these events happen? Subtract the year today from the years in this timeline to have a better understanding - 10 min	Students in pairs, use a "Sequence" graphic organizer to outline how the Black Death lead to other events in Europe and across the world; students will make predictions as to what events may come next in the chain of events - 15 min	Teacher to go to the following website "www.ancient.eu/image/11439/four-khanates-of-the-mongol-empire/" to display the Mongol Empire in full as divided by the four Khans; which Kingdoms did Marco Polo travel through? Do you think the Mongols were powerful? Why or why not? During the Third Crusade, King Philip II of France had an opportunity to unit with the Mongols to defeat the Muslims but chose not to; how do you think that union could have altered history? - 10 min	Teacher and students to go to the website "www.clevelandart.org/" and type the word "Renaissance" into the search bar; 498 images of Renaissance art will appear that are displayed at the museum; Teacher and students to review the art; students will write down three things that they notice specifically about the artwork; discuss and review findings as a class - 15 min
	Watch "Monty Python - "Not Dead Yet" Scene (HD)" on YouTube (2:07 min) and discuss how the conditions in this video portray Europe at this time; explain that this is intended to be funny; how does this video portray what we learned about in class? How are the dead disposed of? There is a curse word at the "1:50 mark" so be prepared to edit - 10 min	<i>HMH Anc Civ, Module Twenty, "Reading Social Studies" and "You Try It!", Pages 714-715</i> - Read aloud about understanding this chapter and the Latin and Greek roots for terminology; ask questions as necessary; Read through "You Try It!" and answer #'s 1, 6 as a class to help understand the various aspects of this material; discuss how prefixes and suffixes can be combined to make new words - 20 min	<i>HMH Ancient Civilizations, Module Twenty, Pages 716-718 (stop at "Trade Cities in Italy")</i> - Students in pairs, read together and discuss the information within; students will list five important facts from the reading; Teacher will lead the review of facts and content; Who are the Mongols? Who is Kublai Khan? Why did many people think that Marco Polo died when he returned back home to Venice? - 25 min	<i>HMH Ancient Civilizations, Module Twenty, Pages 718-721</i> - Read aloud and discuss how trade changed Italy and made them rich; what cultural area did many Italian cities invest their funding into? How was Italy divided at this time in history? Discuss Florence and the contributions of the Medici family; what was the Renaissance? - 15 min	<i>HMH Ancient Civilizations, Module Twenty, Pages 722-726 (stop at "The Master Michelangelo")</i> - Read aloud and use a "Concept Map" graphic organizer to outline major concepts within the text; Teacher to review how art was portrayed (humanism) and where many scholars came from (fleeing the Muslims); who were Dante, Machiavelli, and Petrarch? What is perspective? - 25 min

	<i>HMH Ancient Civilizations, Module Assessment, Page 710</i> - Students in pairs, complete "Comprehension & Critical Thinking #'s 13-15" together and submit via Google Docs to your Teacher; one paper per pair; review and discuss as a class when completed - 20 min	In-class time to work on the Powtoon project - 20 min	<i>HMH Ancient Civilizations, Module Twenty, Page 717</i> - Using the "Explore ONLINE!" map and features in your Chromebooks, review the routes that Marco Polo took to travel to China; what cities did he visit on the way to China? Why do you think his route back to Venice was different? Approximately how many miles did he directly travel upon the Silk Road? Use the scale to assist; Answer "Interpret Maps" - 10 min	In-class time to work on the Powtoons project - 25 min	Teacher and students to go to the following website " https://warontherocks.com/2014/08/machiavellis-27-rules-of-war/ " to review the main notes from Machiavelli's book <i>Art of War</i> ; read the statements aloud (some are difficult to understand) and discuss; how do they make sense as an aide for generals? Do you agree with them? Why or why not? - 15 min
Daily Homework:	<i>HMH Ancient Civilization, Module Nineteen, Lesson 6 Assessment, Page 706</i> - Complete #'s 5-7 in complete sentences or as indicated; due tomorrow!	Define any eight of the seventeen "Terms to Know from Week Twenty-Nine"; due tomorrow!	Define the nine terms that you did not already define previously from "Terms to Know from Week Twenty-Nine"; due tomorrow!	Think of the word Renaissance meaning "rebirth"; what are three things that you think will be reborn at this time?	<i>HMH Ancient Civilization, Module Twenty, Lesson 1 Assessment, Page 721</i> - Complete #'s 1-3 in complete sentences or as indicated; due tomorrow!
Daily Bellwork:	<i>HMH Ancient Civilizations, Module Nineteen, Pages 708-709</i> - Read about "The Black Death" and answer "Interpret Maps"; discuss as a class	Practice French or German at " www.duolingo.com " for five minutes	Practice French or German at " www.duolingo.com " for five minutes	Practice French or German at " www.duolingo.com " for five minutes	Practice French or German at " www.duolingo.com " for five minutes
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 32	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<i>HMH Ancient Civilizations, Module Twenty, Pages 726-731</i> - Read aloud and discuss Michelangelo and Leonardo da Vinci; students to individually write three things about each artist; How are advances in math at this time still seen in our world today? What did astronomers believe about the universe? - 20 min	Teacher and students to go to the following website " www.leonardodavinci.net/facts.jsp " and read the ten facts about him; how are many of his inventions and ideas centuries ahead of the time? Why was it odd (at the time) to think fossils on mountains came from volcanoes or earthquakes? How did da Vinci "prove" that the sky was blue? - 15 min	<i>HMH Ancient Civilizations, Module Twenty, Pages 732-736</i> - Read aloud and discuss how the printing press changed the world; why was the Catholic Church against the Bible being printed? How did universities grow and spread in Europe at this time? How did thinking and art change at this time? Relate to Erasmus and Durer; why was painting with extreme detail or printing replicas so popular at this time? - 20 min	<i>HMH Ancient Civilizations, Module Twenty, Pages 737-738</i> - Students in pairs, read together and write four notes about the material that you believe are important; share notes with the class; Teacher to mediate what notes are important to know for content exams; Who were Cervantes, Rabelais, and Shakespeare? As a class create a chart outlining who they are and how they influenced literature; have at least two statements per person - 20 min	Students to go to the following website " www.litcharts.com/blog/shakespeare/words-shakespeare-invented/ " to read through different words that Shakespeare invented; imagine our world without these words; some are commonly known to us and others are not easily recognized; Students will choose ten words from this list and try to think of AT LEAST TWO SYNONYMS of those words; create the list via Google Sheets including the ten words that you choose from this list in the first column and the two synonyms in the next two columns; reflect and discuss how Shakespeare influenced your life, or more specifically your vocabulary - 20 min
	Watch "Great Minds: Leonardo da Vinci" on YouTube (9:21 min) and discuss how da Vinci created plans for planes, underwater suits, and dissected people to understand the human body; what do you think would have happened if Leonardo da Vinci spoke Latin so that he could have spoken with other scientists? - 15 min	Teacher to go to the following website " www.museivaticani.va/content/museivaticani/en/collezioni/musei/cappella-sistina/tour-virtuale.html " to view images of the Sistine Chapel ceiling, painted by Michelangelo; use the clear arrow to navigate the site as well as the arrows at the bottom to move up & down; discuss the scenes in the chapel as available to be seen - 15 min	Teacher and students to go to the following website " www.neuschwanstein.de/englisch/palace/index.htm " and view a castle from the later-portion of this time frame in Germany that was the home of King Ludwig II; the name of the castle is pronounced "New-shwan-stein"; take the "Tour of the Castle" and start in the Lower Hall to see the throne room; students to browse through and review details of artwork throughout - 15 min	<i>HMH Ancient Civilizations, Module Twenty, "Literature in History", Pages 740-741</i> - Read aloud as a class the excerpt from "Romeo and Juliet"; this is one of the most famous lines and parts of the story, what is Shakespeare stating in this passage? Aside from using Old English, what is Shakespeare's writing style? Why do you believe he was popular at the time but also now? Answer #'s 1-2 and relate to humanism - 15 min	Watch "William Shakespeare: Legendary Wordsmith - Fast Facts History" on YouTube (4:55 min) and discuss how important Shakespeare was to the English language; why is there so little known about his personal life? Why is there a belief that Shakespeare did NOT write all of his works? What else did Shakespeare do other than write stories and plays? - 10 min

	<i>HMH Ancient Civilizations, Module Twenty, Pages 725-728</i> - As a class, work together to create a "concept map" graphic organizer outlining the contributions of Leonardo da Vinci, Michelangelo, and Sandro Botticelli; include artistic works and discoveries; what religion did each promote in their works? Why do you think that is? - 15 min	Students in pairs, use a Venn Diagram to compare & contrast Michelangelo and Leonardo da Vinci; make two statements about each section (six statements total); use your text and Google to assist as needed; present your Venn Diagrams to the class when complete - 20 min	Students in pairs, use a "Cause and Effect" graphic organizer to outline how the printing press changed the world; relate it to three different areas: how did it change religion? How did it change people's overall intelligence? How did it change schools and their structure? Refer to the text as needed; share your information with the class - 15 min	<i>HMH Ancient Civilizations, Module Twenty, "Social Studies Skills", Page 739</i> - Read aloud as a class about vocabulary words; discuss the Renaissance period from this section (outside of Italy) and utilize vocabulary from it; Students in pairs to answer the questions #1-5; discuss as a topic the castle, opera house, and da Vinci information provided this week; ensure to "have a polite conversation" (as #5 states) when differences may arise in the contributions of artists - 15 min	In-class time to work on your project - 20 min
Daily Homework:	How did the artwork of Renaissance artists spread Christianity to others? Provide three examples in your answer	<i>HMH Ancient Civilization, Module Twenty, Lesson 2 Assessment, Page 731</i> - Complete #'s 1-4 in complete sentences or as indicated; due tomorrow!	<i>HMH Ancient Civilizations, Module Twenty Assessment, Page 742</i> - Complete #'s 11-12; due tomorrow!	<i>HMH Ancient Civilizations, Module Twenty Assessment, Pages 742-743</i> - Complete #'s 13-15; due tomorrow!	<i>HMH Ancient Civilization, Module Twenty, Lesson 3 Assessment, Page 738</i> - Complete #'s 1-3 in complete sentences or as indicated; due tomorrow!
Daily Bellwork:	Practice French or German at "www.duolingo.com" for five minutes	Practice French or German at "www.duolingo.com" for five minutes	Practice French or German at "www.duolingo.com" for five minutes	Practice French or German at "www.duolingo.com" for five minutes	Practice French or German at "www.duolingo.com" for five minutes
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 33	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<i>HMH Ancient Civilizations, Module Twenty-One, Timeline of Events, Page 745</i> - Explore the timeline and review the dates; how long ago did these events happen? Subtract the year today from the years in this timeline to have a better understanding - 10 min	<i>HMH Ancient Civilizations, Module Twenty-One, Pages 748-751</i> - Review Luther and his grievances against the church; students in pairs, create a "Concept Map" as an overview of the three major grievances; present maps to the class to reiterate the major beliefs as much - 15 min	<i>HMH Ancient Civilizations, Module Twenty-One, "Social Studies Skills", Page 765</i> - Read about the graphs and discuss each countries' results; Using Google Sheets, plot the data from the "Practice the Skill, #'s 1-3" for Poland, Switzerland, and Denmark; explore online to see how does the USA measures up against them; - 25 min	Students in pairs, use a Venn Diagram to compare & contrast the the Protestant Reformation to the Catholic Reformation; in what ways did each process start? How did each Reformation progress from start and throughout our studies? Who were major people in the processes? Share your Venn Diagrams with the class and discuss - 20 min	<i>HMH Ancient Civilizations, Module Twenty-One, Pages 757-758</i> - Reread the section on the Council of Trent; students to individually create a "Cause and Effect" diagram of this meeting and its outcomes for others across the Christian world; discuss and share ideas as a class - 15 min
	<i>HMH Anc Civ, Module Twenty-One, "Reading Social Studies" and "You Try It!", Pages 746-747</i> - Read aloud about understanding this chapter and online sources; ask questions as necessary; Read through "You Try It!" and answer #'s 1-5 as a class to help understand the various aspects of this material; what are some things to look for in an online site before determining if it is a quality site to use? - 15 min	Watch "History 101: The Protestant Reformation National Geographic" on YouTube (4:28 min) and discuss how the Reformation started; what were the 95 Theses? What happened at the Diet of Worms? Review indulgences; what does the word <i>Protestant</i> come from? what ramifications came from this split? - 10 min			<i>HMH Ancient Civilizations, Module Twenty-One, Pages 760-764</i> - Read aloud and discuss the religious division and wars between the Protestants and Catholics; What was the Thirty Years' War? What were two major outcomes of this war? Who were the Huguenots? What was the St. Bartholomew's Day Massacre? Do you think that the Edict of Nantes was fair? Why or why not? - 20 min

	<p><i>HMH Ancient Civilizations, Module Twenty-One, Pages 748-751 (stop at "Luther's Teachings")</i> - Read aloud and discuss how the Protestant Reformation began; who was the priest who started the Reformation? How did Erasmus (previous unit) assist in this process? What were the three major reasons Luther found for arguing against the church (lazy priests, indulgences, forgiveness perception)? Using Google Sheets, create a table listing these three reasons (1st column), whether you think they are something that should be permitted in ANY church (2nd column), and why you believe that (3rd column); discuss these thoughts as a class, there is no right or wrong answer - 25 min</p>	<p><i>HMH Ancient Civilizations, Module Twenty-One, Pages 751-754</i> - Students in pairs, read together and write six notes about other reformers in the Protestant Reformation; what does excommunicated mean? How did Luther feel about priests getting married? What were Luther's feelings about the church splitting? Do you think that there is a way that Luther could have proposed his beliefs differently? Teacher to review student notes and review necessary content; discuss as a class and share thoughts - 25 min</p>	<p><i>HMH Ancient Civilizations, Module Twenty-One, Pages 755-759</i> - Read aloud and discuss the Catholic Reformation; how did the Catholic Reformation change the church? Review the Inquisition and how Muslims and Jews were forced out of Spain; students in pairs, create a "Concept Map" linking together St. Ignatius of Loyola, St. Angela Merici, and Saint Francis Xavier; share your concept maps with the class and discuss - 25 min</p>	<p>In-class time to work on your Powtoons Project - 30 min</p>	<p>Discussion: Review the Thirty Years' War and the impact that it had on not just Europe but the world up until even today; points to consider are this: 1. No one won the war, it was a war for 30 years with no victories 2. No country came out on top and no religion won, it further divided the continent 3. Fighting stopped because they became tired of fighting 4. The Holy Roman Empire was destroyed and no longer existed, an empire that was around for over 800 years was now gone 5. They agreed that countries would be either Protestant or Catholic, people had to leave their homes 6. France (a Catholic country) fought with Protestants to grab land, money, and gain revenge; this division still exists today - 15 min</p>
Daily Homework:	<p>Do you believe it is possible that Luther never intended for the church to split? Could he have simply been an unhappy priest that wanted more from his coworkers and bosses? Why or why not?</p>	<p><i>HMH Ancient Civilization, Module Twenty-One, Lesson 1 Assessment, Page 754</i> - Complete #'s 1-3 in complete sentences or as indicated; due tomorrow!</p>	<p>Work on your Powtoons Project!</p>	<p>Work on your Powtoons Project!</p>	<p><i>HMH Ancient Civilization, Module Twenty-One, Lesson 2 Assessment, Page 759</i> - Complete #'s 1-3 in complete sentences or as indicated; due tomorrow!</p>
Daily Bellwork:	<p>Practice French or German at "www.duolingo.com" for five minutes</p>	<p>Practice French or German at "www.duolingo.com" for five minutes</p>	<p>Practice French or German at "www.duolingo.com" for five minutes</p>	<p>Practice French or German at "www.duolingo.com" for five minutes</p>	<p>Practice French or German at "www.duolingo.com" for five minutes</p>
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 34	<p>Bellwork - 5 min</p>	<p>Bellwork - 5 min</p>	<p>Bellwork - 5 min</p>	<p>Bellwork - 5 min</p>	<p>Bellwork - 5 min</p>
	<p>(Part I of II) <i>HMH Ancient Civilizations, Module Twenty-One, Page 761</i> - Students will illustrate, color, and write labels and captions for a replica of the map of the religions of Europe in 1600 AD; make sure to have an appropriate title and illustrate the boundary lines accurately; label bodies of water, countries, and regions provided - 50 min</p>	<p>(Part II of II) Complete the map of the religions of Europe as started in the prior lesson; students who finish early may work on their Powtoons Project - 30 min</p>	<p>In-class time to work on your Powtoons project; it is due in three days - 50 min</p>	<p><i>HMH Ancient Civilizations, Module Twenty-One Assessment, Pages 766-767</i> - Students in pairs, complete via Google Docs "Review Vocabulary #'s 1-5" as well as "Reading Skills #'s 11-12"; discuss and review responses as a class - 20 min</p>	<p>Debate preparation: students will debate the following statement "Martin Luther changed the world. Was it for better or did his ideas make it worse?"; students will have fifteen minutes to prepare their argument and organize - 15 min</p>
		<p>Students in pairs, create a T-chart outlining situations involving the Protestants (left) and Catholics (right); include countries or land that was Protestant or Catholic; how did each form of religion lead to forms of government? share your T-charts with the class - 20 min</p>		<p><i>HMH Ancient Civilizations, Module Twenty-One Assessment, Page 766</i> - Review and complete "Comprehension #'s 6-8" together as a class; how did Luther, King Henry VIII, and the rulers of Spain ultimately change the face of world? How did that change effect our country? - 15 min</p>	<p>Debate: Students will be divided into two sides and will engage in a debate about the topic; Teacher to mediate the conversation and ensure appropriate behavior; students to be divided into opening statements, supporting statements, and closing arguments - 25 min</p>
			<p>In-class time to work on Powtoons project; it is due in two days! - 15 min</p>	<p>Recap: Teacher and students to recap the debate and discuss points made; there is no wrong answer, only opinions to each side - 10 min</p>	

Daily Homework:	Work on your Powtoons Project; it is due in five days!	<i>HMH Ancient Civilization, Module Twenty-One, Lesson 3 Assessment, Page 764</i> - Complete #'s 1-3 in complete sentences or as indicated; due tomorrow!	Work on your Powtoons Project; it is due in three days!	Prepare for a debate tomorrow on how Martin Luther changed the world; was it for the good or did he make it worse?	Finish your Powtoons Project; it is due tomorrow!
Daily Bellwork:	Practice French or German at "www.duolingo.com" for five minutes	Practice French or German at "www.duolingo.com" for five minutes	Practice French or German at "www.duolingo.com" for five minutes	Practice French or German at "www.duolingo.com" for five minutes	Practice French or German at "www.duolingo.com" for five minutes
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 35	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<i>HMH Ancient Civilizations, Module Twenty-Four, Timeline of Events, Page 823</i> - Explore the timeline and review the dates; how long ago did these events happen? Subtract the year today from the years in this timeline to have a better understanding - 10 min	<i>HMH Ancient Civilization, Module Twenty-Four, Pages 828-829</i> - Teacher to review the four "thinkers" listed under "New Ideas"; students to discuss which of the four thinkers (Voltaire, Diderot, Wollstonecraft, or Smith) made the biggest contribution and why - 15 min	<i>HMH Ancient Civilizations, Module Twenty-Four, Page 831</i> - Using the "Explore ONLINE!" map and features in your Chromebooks, review the European Monarchies of 1789; how much larger was the Russian Empire than other countries? How does the Holy Roman Empire appear now? The Habsburgs oversaw as Emperor Hungary and any city-states loyal to them; What modern-day countries are not on this map? Answer "Interpret Maps" - 10 min	Discussion: How do you think Thomas Jefferson, when he became President of the United States, incorporated the beliefs of Locke, Rousseau, and Montesquieu into his governing style? How did these beliefs lead to our democracy-style government? - 10 min	<i>HMH Ancient Civilizations, Module Twenty-Four, Pages 840-843</i> - Read aloud and discuss the French Revolution; review the American Revolution; how do they compare and contrast? Did King Louis XVI and Queen Marie-Antoinette seem concerned with the people of France? Why or why not? What was the Reign of Terror? What is a guillotine? - 15 min
	<i>HMH Anc Civ, Module Twenty-Four, "Reading Social Studies" and "You Try It!", Pages 824-825</i> - Read aloud about understanding this chapter and recognizing points of view in reading; ask questions as necessary; Read through "You Try It!" and answer #'s 1-5 as a class to help understand how the authors point of view can help to shape opinions; how can you make sure that you're not influenced wrongly by point of view? - 15 min	Watch "How the Scientific Revolution Changed the World (#ProjectRevolution)" on YouTube (6:20 min) and discuss how the Scientific Revolution aligned with the Age of Reason (Enlightenment); how did they tie together? Discuss how natural laws of science tie together with natural laws of life for humans; why do you think the church at the time rejected these ideas? Why were scientists burned alive at the stake? - 10 min	<i>HMH Ancient Civilizations, Module Twenty-Four, Pages 832-833</i> - Reread aloud the sections about Locke, Montesquieu, and Rousseau; students to relate these ideas to the United States; do you think that there is a connection between the United States model for government and these opinions? Why or why not? Look at when these philosophers were famous in their preaching verses when the USA declared independence (1776), how close are they in years? - 15 min	<i>HMH Ancient Civilizations, Module Twenty-Four, Pages 837-840 (stop at "The French Revolution")</i> - Read aloud and use the "Letters and Numbers" style seen in MS Word to outline this section; Include the Bill of Rights and how the English Magna Carta directly influenced it; Review the English Civil War, what happened to Charles I? What happened by 1660 with British citizens? How did William of Orange rise to power? - 25 min	<i>HMH Ancient Civilizations, Module Twenty-Four, Page 841</i> - Review how the Magna Carta made a direct impact to influence writers of the American and French governments; Make a T-chart to outline how the Magna Carta directly overlaps in principle with the Bill of Rights for England, the USA, and the Rights of Man and of the Citizen (France); compare & contrast - 15 min

	<i>HMH Ancient Civilizations, Module Twenty-Four, Pages 826-829</i> - Read aloud and discuss Enlightenment, also known as the Age of Reason; how did the Renaissance and Reformation influence the Age of Reason? Reflect upon Martin Luther, how did his views change the world? Review the "Ideas of the Enlightenment" on page 827, how do these ideas sound appealing yet also bad? Who was Voltaire and how did he help to lead the Age of Reason? What were salons and how did they permit the growth of women thinkers? - 25 min	<i>HMH Ancient Civilizations, Module Twenty-Four, Pages 830-833 (stop at "The Enlightenment in the Americas")</i> - Read aloud and discuss the effect that Enlightenment had on Monarchies; students in pairs, using a T-Chart students will compare & contrast King Louis XIV of France and Empress (Czarina) Catherine the Great of Russia; students to list three ways that each is distinct in their ruling methods; as a class share ideas and discuss your opinions as to which is morally correct; what are positive and negative points to each style of ruling? - 25 min	<i>HMH Ancient Civilizations, Module Twenty-Four, Pages 833-836</i> - Read in pairs and discuss; students to write six notes about the content in this section; make sure to include the influence of Locke, Montesquieu, and Rousseau on Colonist thinkers such as Thomas Jefferson and Ben Franklin; Teacher to review ideas discussed and assist in making connections for students; students in pairs, use a "Cause and Effect" graphic organizer to outline the beliefs of TWO of the three philosophers and how they directly influenced the future USA government - 25 min	Students to use Google Docs to write a poem, haiku, or rap about how our actions influence others; poem, haiku, or rap should be positively-based and advocate for good; students should strive to write about Enlightenment (Age of Reason) or connect revolution to their writings; students to share with the class if willing - 15 min	Watch "The French Revolution: Crash Course World History #29" on YouTube (11:55 min) and take notes; discuss how the French Revolution ended up with the removal of a monarchy and the installation of a monarchy; review how it ended with a war creating another war, and how it created a situation in which many European countries distrusted France and nobles & the Catholic Church lost power within France; Teacher to recap again how the American Revolution was more successful in overall result - 20 min
Daily Homework:	Reflect on Voltaire's statement, "I may disapprove of what you say, but I will defend to the death your right to say it." Do people ALWAYS have the right to free speech? Why or why not? Think of how the expression of ideas changed Europe after Martin Luther's time.	<i>HMH Ancient Civilization, Module Twenty-Four, Lesson 1 Assessment, Page 829</i> - Complete #'s 1-3 in complete sentences or as indicated; due tomorrow!	Which ruler, Louis the XIV or Catherine the Great, do you think King Edward III of England was more similar to? Why do you think that?	<i>HMH Ancient Civilization, Module Twenty-Four, Lesson 2 Assessment, Page 836</i> - Complete #'s 1-3 in complete sentences or as indicated; due tomorrow!	What are your thoughts on the French Revolution? What positives came from it? What negatives came from it?
Daily Bellwork:	What does the "Age of Reason" sound like to you? What do you think may be occurring in this time?	Who was Voltaire and what was his opinion on censorship?	<i>HMH Ancient Civilizations, Module Twenty-Four, Page 833</i> - Read "Separation of Powers" and answer the question	<i>HMH Ancient Civilizations, Module Twenty-Four, Page 836</i> - Review the timeline and answer the question	What is the Magna Carta? How did it influence other countries centuries later?
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<i>HMH Ancient Civilizations, Module Twenty-Four, Pages 842-843</i> - Review the section entitled "Revolution and Change"; how are the Great Fear and the Reign of Terror similar? Students in pairs, create a "Concept Map" outlining the revolution; make a division first for Reign of Terror and Great Fear, then spread off into statements for each; how did the Enlightenment influence these areas? share ideas with the class - 20 min	<i>HMH Ancient Civilizations, Module Twenty-Four, Pages 844-847 (stop at "Latin American Independence")</i> - Read aloud and discuss Napoleon's rise to power; in your opinion, was he justified in attacking his neighbors who had previously attacked France twice before in the last ten years? Why does this region seem to constantly be at war over the last 500 years? What was the end result of Napoleon's wars and the French Revolution? - 15 min	<i>HMH Ancient Civilizations, Module Twenty-Four, Page 846</i> - Using the "Explore ONLINE!" map and features in your Chromebooks, review Europe after the Congress of Vienna in 1815; look at the map insert of Europe in 1812, what countries & kingdoms did Napoleon conquer? What large kingdom that was on previous maps for much of the school year is now completely gone? What countries do you see on this map that are no longer countries? Answer "Interpret Maps #'s 1-2" - 10 min	<i>HMH Ancient Civilizations, Module Twenty-Four, Page 849</i> - Using the "Explore ONLINE!" map and features in your Chromebooks, review Latin American Independence; What country was known as an Empire? What country on this map previously owned parts of the United States? where are the only regions on this map that are still controlled by Spain or Portugal (not labeled, you have to think about it)? Answer "Interpret Maps #'s 1-2" - 10 min	Debate preparation: students will debate the following statement "Is the world better or worse because of the Enlightenment?"; students will have fifteen minutes to prepare their argument and organize - 15 min

Week 36	Students in pairs, use a "Sequence" graphic organizer to outline the steps leading up to the French Revolution, events during it, and what you predict will happen afterwards; create a "Sequence" of events also for the American Revolution; compare and contrast the events together; Teacher to review and discuss as a class similarities and differences - 25 min	Watch "History vs. Napoleon Bonaparte - Alex Gendler" on YouTube (5:22 min) and discuss the debate style of the video; do you think that Napoleon helped Europe or made it worse? Imagine if Napoleon was victorious, or if he never invaded Russia? The entire continent would be mostly-France and unified, possibly even until today; there would be no WWI, WWII, or Cold War; the world may be vastly different than it is now - 15 min	<i>HMH Ancient Civilizations, Module Twenty-Four, Pages 847-850</i> - Students in pairs, read together and write seven notes about the content that you feel is important; how did Locke, Montesquieu, and Rousseau lead to change in these countries as well? Who was Simon Bolivar? What countries in South America did he help to establish? Which one is named after him? What did many nations base their Constitutions upon? - 25 min	<i>HMH Ancient Civilizations, Module Twenty-Four, Lesson Four Assessment, Page 850</i> - Students in groups of 3 or 4, using Google Sheets complete "Critical Thinking #4" together; create the table including all three leadres and one achievement and failure of each; Teacher to review thoughts, share and discuss tables as a class to exchange ideas - 20 min	Debate: Did the Enlightenment and desire for additional freedoms ruin the world? Or did it pave the way for the future of our world? Was the world better when ruled by monarchs and they dictated what people did? Or are the freedoms that they fought for worth the price? Follow the pattern with previous debates in which there are introductory statements, supporting statements, and closing arguments - 25 min
	<i>HMH Ancient Civilizations, Module Twenty-Four, Pages 840 & 843</i> - Teacher to lead the read and review of "Link to Today" and "Document-Based Investigation" of the English and French struggles for equality in their countries; answer questions as you proceed - 5 min	Students in pairs, create a "Flow Chart" displaying how the actions of Napoleon influenced those of others, specifically the Congress of Vienna, the return of monarchs to Europe, and the attempt to reduce power in Europe; make predictions or indicate prior knowledge as to if these ideas came true or were helpful; share with the class when complete - 20 min	Discussion: How did Napoleon Bonaparte attacking and invading much of Europe lead to South American and Latin American countries gaining their independence? Students in pairs, use a "Cause and Effect" graphic organizer to outline how his actions directly lead to this change; share and review with the class - 15 min	<i>HMH Ancient Civilizations, Module Twenty-Four, "Social Studies Skills", Page 851</i> - Read aloud and discuss the social responsibility outlined in "Learn the Skill, #'s 1-3"; students in pairs, complete "Practice the Skill, #'s 1-3" as a class; provide reasoning for your responses - 20 min	Recap: Teacher and students to recap the debate and discuss points made; there is no wrong answer, only opinions to each side - 10 min
Daily Homework:	<i>HMH Ancient Civilization, Module Twenty-Four, Lesson 3 Assessment, Page 843</i> - Complete #'s 1-4 in complete sentences or as indicated; due tomorrow!	<i>HMH Ancient Civilization, Module Twenty-Four Assessment, Pages 852-853</i> - Complete "Comprehension & Critical Thinking #'s 11-12" and "Reading Skills #'s 17-18"; due tomorrow!	<i>HMH Ancient Civilization, Module Twenty-Four Assessment, Pages 852-853</i> - Complete "Comprehension & Critical Thinking #'s 13-14" and "Review Themes #'s 15-16"; due tomorrow!	<i>HMH Ancient Civilization, Module Twenty-Four, Lesson 4 Assessment, Page 850</i> - Complete #'s 1-3 in complete sentences or as indicated; due tomorrow!	None
Daily Bellwork:	What were the Reign of Terror and the Great Fear? Which Revolution were they part of?	Who was Napoleon Bonaparte? How did he influence and change the world?	What happened to Napoleon at the Battle of Waterloo? How did this influence the Congress of Vienna?	Who was Simon Bolivar? He did he lead a huge change in South America?	<i>HMH Ancient Civilization, Module Twenty-Four, Page 848</i> - Read "Biography - Simon Bolivar" and answer the question

Unit : **Summer Assignment to Complete**

Topic: Scientific Revolution

<i>STOP Outline:</i>	<i>Subject:</i>	<i>Topic:</i>	<i>Objective:</i>	<i>Procedure:</i>	<i>Assessment:</i>
Week: S1	<i>HMH Ancient Civilizations, Module Twenty-Two, Pages 768-775</i> -	People began thinking of the world differently and questioning things as new discoveries were made	The principles of science discussed in this section are reviewed in the opening units of science in 8th Grade	Read pages 772-775; the recent surge in discovery was fueled by a renewed interest in Greek, Jewish, and Muslim scholars... why is that?	<i>HMH Ancient Civilization, Module Twenty-Two, Lesson 1 Assessment, Page 775</i> - Complete #'s 1-3 in complete sentences or as indicated
Week: S2	<i>HMH Ancient Civilizations, Module Twenty-Two, Pages 776-781</i> -	Discoveries and inventions in science; the men that made these discoveries changed our world as we knew it then and know it now	Newton's Laws are studied in 8th grade as is a large unit on Astronomy in which Galileo, Copernicus, Kepler, and Brahe are discussed	Read pages 776-781; review Copernicus, Sir Isaac Newton, Galileo, Kepler, and Brahe; each of these men changed thinking in science greatly	<i>HMH Ancient Civilization, Module Twenty-Two, Lesson 2 Assessment, Page 781</i> - Complete #'s 1-5 in complete sentences or as indicated
Week: S3	<i>HMH Ancient Civilizations, Module Twenty-Two, Pages 782-788</i> -	Science in Society as it exists in the past and correlates to the present	This content material will be discussed in 8th grade ELA and Science class; prior knowledge of it will greatly assist in future learning	Read pages 782-788; review Rene Descartes and Francis Bacon; what is the scientific method?	<i>HMH Ancient Civilization, Module Twenty-Two, Lesson 3 Assessment, Page 788</i> - Complete #'s 1-5 in complete sentences or as indicated