# Seventh Grade Ancient Civilizations and Classical Empires Unit

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<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
<th>GLCEs</th>
<th>Assessments</th>
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<tr>
<td>How were Ancient Civilizations alike and different?</td>
<td>Many Ancient Civilizations shared aspect of religion, culture, and communication. However, each civilization has its own unique identifiers.</td>
<td>W3.1.10: Create a time line that illustrates the rise and fall of classical empires during the classical period.</td>
<td><strong>Required:</strong> Seventh Grade Ancient Civilizations and Classical Empires Unit Assessment</td>
</tr>
<tr>
<td>How have Ancient Civilizations impacted societies today?</td>
<td>Technological inventions, particularly in agriculture, have impacted today’s civilizations.</td>
<td>W3.1.2: Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td>What impact did Ancient Greece have on the United States’ system of government?</td>
<td>Ancient Greece developed the world’s first democracy. The United States took this form of government and created a Representative Democracy.</td>
<td>W3.1.3: Compare and contrast the defining characteristics of a city-state, civilization, and empire.</td>
<td>Lesson 4 – Egypt Poster</td>
</tr>
<tr>
<td>What caused Ancient Civilizations to rise and fall?</td>
<td>Geographic features enabled early civilizations to develop, while the need to expand empires caused many to fall.</td>
<td>W2.1.3: Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).</td>
<td>Lesson 5 – Harappa Jigsaw</td>
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<tr>
<td></td>
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<td>W3.1.9: Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.</td>
<td>Lesson 7 – Greek PowerPoint</td>
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<td>Lesson 8 – Government Vocabulary Cards</td>
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<td>Lesson 9 – Rome Blabber</td>
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<td>Lesson 10 - Artifact</td>
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<td></td>
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<td><strong>District:</strong></td>
</tr>
</tbody>
</table>

**Key Terms & Vocabulary**
- City
- State
- Civilization
- Empire
- Cuneiform
- Hieroglyphics
- Democracy
- Monotheistic

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<table>
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<tr>
<th>Polytheistic</th>
<th><strong>W3.1.5:</strong> Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parthenon</td>
<td><strong>W3.1.8:</strong> Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).</td>
</tr>
<tr>
<td>Pantheon</td>
<td><strong>W3.1.4:</strong> Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.</td>
</tr>
<tr>
<td>Acropolis</td>
<td><strong>C1.1.1:</strong> Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.</td>
</tr>
<tr>
<td>Monarchy</td>
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<tr>
<td>Theocracy</td>
<td></td>
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<tr>
<td>Oligarchy</td>
<td></td>
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<tr>
<td>Tyranny</td>
<td></td>
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<tr>
<td>Lesson</td>
<td>Title</td>
</tr>
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</tr>
</tbody>
</table>
| 1      | Classroom Timeline / Mapping Foundations | W3.1.10, W3.1.2 | Timeline template | Materials for making timelines, such as:  
  - Regular size paper  
  - Poster board  
  - Receipt Tape  
  - Dipity (a great collaborative, timeline making tool)  
Map resources, such as found at these links:  
  - Mesopotamia Map  
  - Ancient Egypt Map  
  - Harappa Map  
  - Shang Dynasty Map  
  - Ancient Greece Map  
  - Roman Empire Map | |
| 2      | City State, Civilization, or Empire? | W2.1.3, W3.1.3 | City-State, Civilization, Empire? chart |  
  - City-State Website  
  - Civilization Website  
  - Empire Website  
  - Greece Website  
  - Sparta Website  
  - Rome Website  
  - Sumer Website | |
| 3      | Tigris and Euphrates River Valley - Mesopotamia | H1.2.6, H1.2.5, W3.1.5, W3.1.8, W3.1.9 | Sample Mesopotamia Flow Chart, Sample Ancient Civilizations and Classical Empires Group Organizational Chart | Mesopotamia Resources:  
  Communication  
  Meso. Communication Website I  
  Meso. Communication Video I  
  Religion  
  Meso. Religion Website I  
  Meso. Religion Video I  
  Ziggurat on Google Earth (make sure to enable 3D buildings)  
  Build your own Ziggurat  
  Government  
  Meso. Government Website I | |
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Region</th>
<th>H1.2.6</th>
<th>W3.1.5</th>
<th>W3.1.8</th>
<th>W3.1.9</th>
<th>Guiding Questions</th>
<th>Egypt resources:</th>
<th>India resources:</th>
<th>Activity</th>
</tr>
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</table>
| 4      | Nile River Valley - Egypt | H1.2.6 | W3.1.5 | W3.1.8 | W3.1.9 | Ancient Egypt Guiding Questions | Communication: Egypt Communication Website I, Egypt Communication Website II  
Religion: Egypt Religion Site I, Egypt Religion Site II, Egypt Religion Site III, Mummification Activity  
Government: Egypt Government Website I, Egypt Government Website II  
Technology: Egypt Technology Website I, Egypt Pyramid Video I, Egypt Pyramid Builder Game, Egypt Technology Video II  
Daily Life: Egypt Daily Life Website I, Egypt Daily Life Website II, Egypt Daily Life Website III |  
| 5      | Indus River Valley – Harappa (Ancient India) | H1.2.6 | H1.2.5 | W3.1.5 | W3.1.8 | Ancient India Guiding Questions | Communication: India Communication Site I, India Communication Site II, India Communication Site III  
Religion: India Religion Site I, India Religion Site II |  
<p>|        |                 |        |        |        |        |                          |                  |                  | Indus Challenge |</p>
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
<th>H1.2.6 and W3.1.x Resources</th>
<th>Shang Dynasty Tic Tac Toe</th>
<th>United Streaming video: <em>The Lost Empires of Asia and Russia</em></th>
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<tr>
<td>6</td>
<td>Yellow River Valley – Shang Dynasty (Ancient China)</td>
<td>H1.2.6, H1.2.5, W3.1.5, W3.1.8, W3.1.9</td>
<td>Shang Dynasty Tic Tac Toe</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Greek City States</td>
<td>H1.2.6, W3.1.5, W3.1.8, W3.1.9</td>
<td>Greek City States Guiding Questions, Greek City States Power Point Rubric</td>
<td>Resources: Overview resources (good to start with) Website I, Video I, Video II</td>
</tr>
</tbody>
</table>

**Government**
- India: [Government Site I](#), [Government Site II](#)
- Athens: [Athens government site I](#)
- Sparta: [Spartan government site I](#)

**Religion**
- Athens: [Athens religion site I](#), [Athens religion site II](#), [Athens religion site III](#)
- Sparta: [Sparta religion site I](#)

**Communication**
- Athens: [Athens communication site I](#), [Athens communication video I](#)
- Sparta: [Sparta communication site I](#), [Sparta communication video I](#)

**Technology / Contributions**
- Athens: [Athens technology site I](#)
| Lesson 8 | Foundations of Democracy | W3.1.4 C1.1.1 | Government Vocabulary Cards  
Government Vocabulary Cards Rubric | Video: [Ancient Athens](#)  
Ancient Civilizations videos: Video [One](#) Video [Two](#) |
|----------|--------------------------|--------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------
| Lesson 9 | Ancient Rome             | H1.2.6 H1.2.5 W3.1.5 W3.1.8 W3.1.9 | Ancient Rome Government Guided Notes  
Ancient Roman Religion Guided Notes  
Ancient Roman Communication Guiding Questions  
Ancient Roman Daily Life Guiding Questions  
Ancient Roman Contributions | Ancient [Rome](#) Daily Life Site  
[Roman Numerals](#)  
[ Ancient Latin](#)  
[ Roman Writing](#)  
[blabberize.com](#) |
| Lesson 10 | Ancient Civilization Capstone Project | H1.2.6  
W3.1.5  
W3.1.8  
W3.1.9 | Ancient Civilizations Capstone Project Overview and Rubric | Guided Notes  
Ancient Roman Government on Google Earth  
Ancient Roman Religion on Google Earth  
Ancient Roman Contributions on Google Earth  
Blabber Overview and Rubric |
## Sample Ancient Civilizations and Classical Empires Group Organization Chart

<table>
<thead>
<tr>
<th>Civilization</th>
<th>Communication</th>
<th>Religion</th>
<th>Government</th>
<th>Daily Life</th>
<th>Technology / Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mesopotamia</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Ancient Egypt</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Harappa</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Shang Dynasty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ancient Civilization Tic Tac Toe</td>
</tr>
<tr>
<td>Ancient Greece</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Ancient Rome</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Lesson 1
Title: Classroom Timeline / Mapping Foundations

Grade Level: Seventh

Unit of Study: Ancient Civilizations and Classical Empires Unit

GLCE:
- 7 - W3.1.10: Create a time line that illustrates the rise and fall of classical empires during the classical period.
- 7 - W3.1.2: Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.

Abstract: Students will create a timeline that notes key dates of the rise and fall of ancient civilizations and classical empires (Mesopotamia, Egypt, Harappa, Shang Dynasty, Greece, and Rome). In addition, the teacher will lay the foundation for future mapping of all ancient civilizations and classical empires.

Key Concepts: BCE (Before Common Era), CE (Common Era)

Sequence of Activities:

1. This activity will take place throughout the entire unit and can be done in a number of ways. Students’ timelines can made with:
   - Regular size paper
   - Poster board
   - Receipt Tape
   - Using the Excel Timeline Template
   - Using Dipity (a great collaborative, timeline making tool)
   - In groups, individually, or as a class

2. It is recommended that all civilizations and empires should be placed on one timeline to allow students to see the linear relationship between the civilizations.

*Teacher’s Note: There is some disagreement as to the end date of some civilizations. Suggestions are listed below or you may complete your own research to determine the dates that best fit your classroom’s views.

Mesopotamia: 3500-2000 BCE
Ancient Egypt 3100 – 1070 BCE
Harappa: 2500-1700 BCE
Shang Dynasty: 1700-1122 BCE
Ancient Greece: 800-388 BCE
Ancient Rome: 509 BCE – 476 CE
3. Next, you will need to establish protocols for mapping the aforementioned civilizations and empires. During the majority of this unit, students will be working in small groups, it is suggested that the Daily Life group map the covered civilization. For example, the Daily Life group in the Ancient Egypt lesson will research, map, and share the location of Ancient Egypt.

4. To complete the map portion of this unit, students will need several resources.
   - One possible map to use for all civilizations can be found [here](http://www.art.com/asp/View_HighZoomResPop.asp?apn=10118448&imgloc=12-1288-Z000ODNP.jpg&imgwidth=971&imgheight=618)
   - Map Resources
   - [Ancient Egypt Map](http://www.art.com/asp/View_HighZoomResPop.asp?apn=10118448&imgloc=12-1288-Z000ODNP.jpg&imgwidth=971&imgheight=618)
   - [Harappa Map](http://www.art.com/asp/View_HighZoomResPop.asp?apn=10118448&imgloc=12-1288-Z000ODNP.jpg&imgwidth=971&imgheight=618)
   - [Shang Dynasty Map](http://www.art.com/asp/View_HighZoomResPop.asp?apn=10118448&imgloc=12-1288-Z000ODNP.jpg&imgwidth=971&imgheight=618)
   - [Roman Empire Map](http://www.art.com/asp/View_HighZoomResPop.asp?apn=10118448&imgloc=12-1288-Z000ODNP.jpg&imgwidth=971&imgheight=618)

5. Above all, by the end of the unit, students should have a completed timeline and map of ancient civilizations and classical empires.

**Connections:**

**Mathematics**

**Instructional Resources:**

**Equipment/Manipulative**

Computer lab or Internet access

*Timeline Template*

Paper

Poster Board

Receipt Tape

**Student Resources**


[Ancient Egypt Map](http://www.art.com/asp/View_HighZoomResPop.asp?apn=10118448&imgloc=12-1288-Z000ODNP.jpg&imgwidth=971&imgheight=618)

[Harappa Map](http://www.art.com/asp/View_HighZoomResPop.asp?apn=10118448&imgloc=12-1288-Z000ODNP.jpg&imgwidth=971&imgheight=618)

[Shang Dynasty Map](http://www.art.com/asp/View_HighZoomResPop.asp?apn=10118448&imgloc=12-1288-Z000ODNP.jpg&imgwidth=971&imgheight=618)


[Roman Empire Map](http://www.art.com/asp/View_HighZoomResPop.asp?apn=10118448&imgloc=12-1288-Z000ODNP.jpg&imgwidth=971&imgheight=618)
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Teacher Resources

See above
Timeline Title

Timeline Instructions:
• To delete these instructions, click this text box and then press DELETE.
• To move the entire timeline up or down on the page, delete or insert rows above the timeline title.
• To move a text box, click the box and drag it to the new location.
• To move a connector line, click the line and drag the yellow diamond to the new location.
• To change a date on the timeline, click the cell that contains the date and type the new date.
Lesson 2  
**Title:** City State, Civilization, or Empire?  

**Grade Level:** Seventh  

**Unit of Study:** Ancient Civilizations and Classical Empires Unit  

**GLCE:**  
- 7 – W2.1.3: Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).  
- 7 – W3.1.3: Compare and contrast the defining characteristics of a city-state, civilization, and empire.  

**Abstract:** In this lesson, students will explore the characteristics of city states, civilizations, and empires by creating a 3 column comparison chart. Then, students will use the chart to determine if various locations are city-states, civilizations, or empires.  

**Key Concepts:** city state, civilization, empire,  

**Sequence of Activities:**  

1. Begin by discussing with students what their definition of a state is. Create a classroom definition and write it on the board.  
2. Provide students with a copy of the *City-State, Civilization, Empire?* chart.  
3. Students will need to use multiple online resources to complete this activity (note: resources can be printed off and distributed).  
   - [City-State Website](#)  
   - [Civilization Website](#) comparison  
   - [Empire Website](#)  
4. Once students have completed the comparison chart, review the characteristics of city-states, civilizations, and empires together  
   - City-State  
     - i. Country with one city  
     - ii. Close in proximity with other city-states (Greece is a good example)  
     - iii. Various forms of government  
   - Civilization  
     - i. Surplus of food  
     - ii. Division of labor  
     - iii. Organized government and religion  
     - iv. Writing  
   - Empire  
     - i. Many states joined together  
     - ii. Ruled by one ruler  
     - iii. Generally conquers other states until it becomes too big  

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Seventh Grade Ancient Civilizations and Classical Empires Unit

5. Next, assign students one of the following civilizations:
   - Sparta
     i. Students will need to use the [Greece Website](#) and [Sparta Website](#)
   - Rome
     i. Students will need to use the [Rome Website](#)
   - Sumer
     i. Students will need to use the [Sumer Website](#)

6. Finally, discuss as a class whether the above locations are city-states, civilizations, or empires using specific evidence from the resources.

Connections:

Language Arts

Instructional Resources:

Equipment/Manipulative

Computer lab or Internet access

Student Resources

City-State, Civilization, Empire Comparison Chart
City-State Website
Civilization Website
Empire Website
Greece Website
Sparta Website
Rome Website
Sumer Website

Teacher Resources

See above
### City-State, Civilization, or Empire?

<table>
<thead>
<tr>
<th></th>
<th>City-State</th>
<th>Civilization</th>
<th>Empire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who holds the power?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Is it connected to other states?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Are there formal laws and religions?</td>
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<tr>
<td>Examples</td>
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</tbody>
</table>

**What is it, city-state, civilization, empire, or both?**

Determine if the locations below are city-states, civilizations, empires, or both. Support your answer with evidence from the reading.

1. Sparta

2. Sumer

3. Rome
Lesson 3
Title: Tigris and Euphrates River Valley - Mesopotamia

Grade Level: Seventh

Unit of Study: Ancient Civilizations and Classical Empires Unit

GLCE:
- 7 – H1.2.6: Identify the role of the individual in history and the significance of one person’s ideas. See also 6 – H1.2.5.
- 7 – W3.1.5: Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.
- 7 – W3.1.8: Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).
- 7 – W3.1.9: Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.

Abstract: In this lesson, students will analyze several components of the Tigris and Euphrates River Valley civilization, also known as Mesopotamia. Students will explore communication, religion, daily life, government, and technology of all ancient civilizations. It is important to build a foundation for research in these areas during this lesson, as students will follow similar procedures for all other early civilizations. Finally, students will take one area of Mesopotamian civilization and create a Mesopotamia flow chart that synthesizes the information learned within this lesson to present to the class.

*Note: This unit will take a significant amount of time and is not intended to be completed in one-two days. Four-Five days is a realistic goal for each ancient civilization lesson.

Key Concepts: Mesopotamia, Cuneiform, Ziggurat, Stella, Hammurabi’s Code, social class, irrigation, seeder plow, levees

Sequence of Activities:
1. Introduce this portion of the unit by telling students that they will begin a study of several ancient civilizations over the coming weeks. Most civilizations are directly tied to river systems (review that the rivers provide valuable resources for developing civilizations).
2. Write the following question on the board: “What are the parts of a civilization?” Have students brainstorm ideas about what makes up a civilization (they should refer to the previous lesson if need be). Attempt to guide students towards the categories they will be studying (communication, religion, government, technology, daily life).
3. Once the appropriate categories have been established, create a flowchart on the board that looks like this:

```
   Civilization
   /  
Communication     Religion
   |  |  
Government  Technology  Daily Life
```

4. Divide students into five groups and tell them that each group will be responsible for researching one area listed above on the chart, adding pertinent information to the flowchart and teaching it to the class. You may want to use the *Sample Ancient Civilizations and Classical Empires Group Organizational Chart* to begin to organize your groups for the rest of the unit.

5. There are several resources that are available to use for Mesopotamia. Please be aware, however, that the unit assessment will be based on the resources listed below:
   - Communication
     i. Meso. [Communication Website I](#)
     ii. Meso. [Communication Video I](#)
   - Religion
     i. Meso. [Religion Website I](#)
     ii. Meso. [Religion Video I](#)
     iii. [Ziggurat on Google Earth](#) (make sure to enable 3D buildings)
     iv. [Build your own Ziggurat](#)
   - Government
     i. Meso. [Government Website I](#)
     ii. Meso. [Government Video I](#)
     iii. [Hammurabi’s Code Situations](#)
   - Technology
     i. Meso. [Technology Website I](#)
     ii. Meso. [Technology Video I](#)
     iii. Meso. [Technology Video II](#)
   - Daily Life
     i. Meso. [Daily Life Website I](#)
     ii. Meso. [Daily Life Video I](#)

6. Students should use the *Mesopotamia Guiding Questions* document to guide their research.
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7. Once students have completed their research, they should present their flowchart to the class. During the presentation, students from other groups should gather information to fill in the rest of their guiding questions.

8. Once all groups have presented, reinforce concepts that may be missing from the groups’ presentations.

Connections:

Language Arts
Science
Math

Instructional Resources:

Equipment/Manipulative

Computer lab or Internet access

Student Resources

Mesopotamia Guiding Questions
Ziggurat on Google Earth (make sure to enable 3D buildings)
Meso. Communication Website I
Meso. Communication Video I
Meso. Religion Website I
Meso. Religion Video I
Build your own Ziggurat
Meso. Government Website I
Meso. Government Video I
Hammurabi’s Code Situations
Meso. Technology Website I
Meso. Technology Video I
Meso. Technology Video II
Meso. Daily Life Website I
Meso. Daily Life Video I

Teacher Resources

Sample Mesopotamia Flow Chart
Sample Ancient Civilizations and Classical Empires Group Organizational Chart
Mesopotamia Guiding Questions

**Government**

Who ruled Mesopotamia?
What years did this person rule?
How did the leader get his power?
What is the stela?
How do the laws work? Are they fair? (You will need to find a web site that explains Hammurabi’s code using Google)

**Religion**

Who did Mesopotamians worship?
What were some of the specific gods?
Where did Mesopotamians place statues of the gods?

**Communication**

When did writing appear in Mesopotamia?
What material was the writing put on?
Why did they change from pictograms to wedge shapes?
What is this writing called?
Why did these people write?

**Technology/Agriculture**

What “changed the course of human history dramatically”?
Over what time frame did hunting and gathering change to planting and herding?
Why was northern Mesopotamia particularly useful for growing crops?
What was the solution to the Tigris River drying up?
What was the seeder plow?
How did the seeder plow work?

What other inventions can the Mesopotamians be credited for?

**Labor/Social Structure**

What did rich families eat?

What did poor families eat?

What was the traditional beverage in Mesopotamia?

What were other foods?
Sample Mesopotamia Flow Chart

- Civilization
  - Communication
  - Religion
  - Government
  - Technology
  - Daily Life
    - Cuneiform
      - Started around 3500 BCE
      - Written on clay tablets with a reed stylus
      - Started as pictures, but too difficult. Changed to wedges.
      - Recorded laws, purchases, farm harvests
Lesson 4
Title: Nile River Valley - Egypt

Grade Level: Seventh

Unit of Study: Ancient Civilizations and Classical Empires Unit

GLCE:
- 7 – H1.2.6: Identify the role of the individual in history and the significance of one person’s ideas.
- 7 – W3.1.5: Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.
- 7 – W3.1.8: Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).
- 7 – W3.1.9: Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.

Abstract: In this lesson, students will analyze several components of the Nile River Valley. Students will explore communication, religion, daily life, government, and technology of all ancient civilizations. Students will take one area of Egyptian civilization and create an Ancient Egypt flow chart that synthesizes the information learned. Finally, students will create a poster that shares their portion of information with the class.

Key Concepts: Hieroglyphics, Rosetta Stone, scribe, papyrus, KV5, mummification, shaduff, maat, irrigation

Sequence of Activities:
1. Similar to the last lesson, students will research one characteristic of Ancient Egyptian society. Assign groups their characteristic and provide them with the Ancient Egypt Guiding Questions document. Inform students that they will need to create a flow chart similar to the one from Mesopotamia’s lesson. From there, tell students that their research will lead to the creation of a poster project which will be presented to the class.

2. There are several resources that are available to use for Ancient Egypt. Please be aware, however, that the unit assessment will be based on the resources listed below:
   - Communication
     i. Egypt Communication Website I
     ii. Egypt Communication Website II
   - Religion
     i. Egypt Religion Site I
     ii. Egypt Religion Site II
iii. Egypt Religion Site III
iv. Mummification Activity

- Government
  i. Egypt Government Website I
  ii. Egypt Government Website II

- Technology
  i. Egypt Technology Website I
  ii. Egypt Pyramid Video I
  iii. Egypt Pyramid Builder Game
  iv. Egypt Technology Video II

- Daily Life
  i. Egypt Daily Life Website I
  ii. Egypt Daily Life Website II
  iii. Egypt Daily Life Website III

3. Once students have completed their research, they complete their flowchart and organize their ideas.

4. Next, students will create a poster that shares the information about their portion of Egyptian life. The poster should clearly display the information from their Guiding Question document to the class. Students are encouraged to use pictures, bullet points, and any other images to support their explanations.

5. Once all groups have presented, reinforce concepts that may be missing from the groups’ presentations.

Connections:

- Language Arts
- Science
- Math

Instructional Resources:

- Equipment/Manipulative
  
  Computer lab or Internet access
  Printed material (if no internet access)

- Student Resources
  
  Egypt Guiding Questions
  Egypt Communication Website I
  Egypt Communication Website II
  Egypt Religion Site I
  Egypt Religion Site II
Theban Mapping Project website is a great resource to use when exploring the Valley of Kings (particularly KV5, the tomb of Ramesses II). Students could create a podcast as a reporter from the Valley of Kings, explaining the significance and background of the site.
Ancient Egypt Guiding Questions

Government

The Pharaoh was the leader of Ancient Egypt. Briefly describe some of the Pharaoh’s responsibilities.

Ramesses II was a very powerful Egyptian Pharaoh, describe how his war with the Hittites lead to him gathering power.

How did scribes change the Ramesses’ story against the Hittites?

Describe Ramesses II’s building plans.

Religion

How did Egyptians use gods to explain the universe?

Explain the idea of “Maat”.

Why did Egyptians mummify their dead?

Describe how Amen-Re and Aten have battled for the head god role in Ancient Egypt.

What was the purpose of temples in Ancient Egypt?

Communication

What is the written form of Egyptian communication called?

What material was the writing put on?

What is a scribe?

Describe the training involved to become a scribe.

What did scribes write about in tombs, government, and the army?

Technology/Agriculture

What is the purpose of pyramids?

Describe the construction methods for building the pyramids.

How did the Nile contribute to advances in transportation, construction of the pyramids, paper and farming?
Explain the Shaduf’s impact on Egyptian farming.

**Labor/Social Structure**

Why was the Nile a key part of daily life in Ancient Egypt?

Describe Ancient Egypt’s social structure.

Describe the role of women in Ancient Egypt.

How did Ancient Egyptians entertain themselves?
Lesson 5
Title: Indus River Valley – Harappa (Ancient India)

Grade Level: Seventh

Unit of Study: Ancient Civilizations and Classical Empires Unit

GLCE:
- 7 – H1.2.6: Identify the role of the individual in history and the significance of one person’s ideas. See also 6 – H1.2.5.
- 7 – W3.1.5: Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.
- 7 – W3.1.8: Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).
- 7 – W3.1.9: Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.

Abstract: In this lesson, students will analyze several components of Harappa - the Indus River Valley civilization. Students will explore communication, religion, daily life, government, and technology of all ancient civilizations. Students will complete the Harappa Guiding Questions and complete the lesson with a jigsaw sharing activity.

*Note: Few resources exist on the Indus River Civilization. As such, student research will not be as in depth during this lesson compared to other civilizations.

Key Concepts:

Sequence of Activities:
1. Assign groups their characteristic and provide them with the Ancient India Guiding Questions document. Students will need to complete the questions in order to gain an understanding of one aspect of Ancient Indian society.

2. There are several resources that are available to use for Ancient India. Please be aware, however, that the unit assessment will be based on the resources listed below:
   - Communication
     i. India Communication Site I
     ii. India Communication Site II
     iii. India Communication Site III
   - Religion
     i. India Religion Site I
     ii. India Religion Site II

Calhoun ISD Social Studies Curriculum Design Project
Seventh Grade Ancient Civilizations and Classical Empires Unit

- Government
  i. India Government Site I
  ii. India Government Site II
- Technology
  i. India Technology Site I
  ii. India Technology Site II
  iii. India Technology Video I
- Daily Life
  i. India Daily Life Site I
  ii. India Daily Life Site II

3. Once students have completed their research, the jigsaw portion of the lesson will begin.
4. To start the jigsaw, students should meet in their original groups to ensure that EVERYONE understands the key concepts for their cultural characteristic; in essence, students in group one will be an expert in their subject area.
5. To do the next step, give each group a number (for example, everyone in the communication group is a 1, religion is 2, and so on.).
6. Next, create groups so that each group has a member with a different numbers (for example, group A should have a 1,2,3,4,and 5). This new group should have one (or more) experts from each category.
7. Have students teach the other members of the group about their respective aspect of culture.
8. Once all groups have presented, reinforce concepts that may be missing from the groups’ presentations.

Connections:

Language Arts
Science
Math

Instructional Resources:

Equipment/Manipulative

Computer lab or Internet access
Printed material (if no internet access)

Student Resources

Ancient India Guiding Questions
India Communication Site I
India Communication Site II

Calhoun ISD Social Studies Curriculum Design Project
Seventh Grade Ancient Civilizations and Classical Empires Unit

India Communication Site III
India Religion Site I
India Religion Site II
India Government Site I
India Government Site II
India Technology Site I
India Technology Site II
India Technology Video I
India Daily Life Site I
India Daily Life Site II

Teacher Resources

Technology Extensions
  • To expose students to how difficult it is for archeologists to piece together Harappan artifacts, have students play the Indus Challenge. This activity forces students to examine pieces of pottery and form conclusions about their uses.
Harappa (Ancient India) Guiding Questions

Government

What do the similarities between the city of Harappa and Mohenjo-Daro say about the government of the Indus Valley?

What evidence suggests that the government of the Indus Valley had capitals?

How does a lack of artifacts suggest the Indus Valley government did not have a military?

Religion

How has a lack of discovery of temples in Harappan lead to various theories on religion in the ancient city?

How did members of the Indus Valley bury their dead?

Communication

Describe what archeologists have discovered about Ancient Indian communication.

Explain the Dividian language and how it has lead to an incomplete view of Ancient Indian communication.

Technology/Agriculture

Explain how Ancient Indians contributed to current mathematical ideas.

How did the Ancient Indians improve their farming techniques with help from Mesopotamians?

Describe the type of crops Ancient Indians farmed.

Labor/Social Structure

What evidence suggests there was no social structure in Ancient India?

Living conditions in Harappa were quite good. Describe the advances in plumbing and city planning within the Indus Valley civilizations.
Lesson 6
Title: Yellow River Valley – Shang Dynasty (Ancient China)

Grade Level: Seventh

Unit of Study: Ancient Civilizations and Classical Empires Unit

GLCE:

- 7 – H1.2.6: Identify the role of the individual in history and the significance of one person’s ideas. See also 6 – H1.2.5.

- 7 – W3.1.5: Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.

- 7 – W3.1.8: Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).

- 7 – W3.1.9: Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.

Abstract: In this lesson, students will analyze three components of the Shang Dynasty - the Yellow River Valley civilization. Students will explore communication, religion, daily life, government, and technology of all ancient civilizations. The learner will complete the Shang Dynasty Tic Tac Toe using several Shang Dynasty resources.

Key Concepts:

Sequence of Activities:

1. To begin, show students the selected segments from the United Streaming video The Lost Empires of Asia and Russia as an intro to Ancient China.
   - Segment 1
   - Segment 2
   - Segment 3
   - Segment 4
   - Segment 5
   - Segment 6
   - Segment 7
   - Segment 8
   - Segment 9
   - Segment 10
   - Segment 11
   - Segment 12

2. Provide students with the Shang Dynasty Tic Tac Toe document.
3. Discuss the students’ findings as a class, reinforce concepts that may be missing from the groups’ presentations.

Connections:

Language Arts
Science
Math

Instructional Resources:

Equipment/Manipulative

Computer lab or Internet access
Printed material (if no internet access)

Student Resources

* Ancient China Tic Tac Toe
* Shang Communication Site I
* Shang Communication Site II
* Shang Religion Site I
* Shang Religion Site II
* Shang Government Site I
* Shang Government Site II
* Shang Daily Life Site I
* Shang Technology Site I
* Shang Military Site I
* Shang Military Site II

Teacher Resources

Technology Extensions
Shang Dynasty Tic Tac Toe

Complete a Tic-Tac-Toe by selecting three questions either horizontally, diagonally, or vertically.

- **Communication**
  - Describe logograms and how the Ancient Chinese communicated using “Dragon Bones”.
  - [Shang Communication Site I](#)
  - [Shang Communication Site II](#)

- **Religion**
  - What role did ancestors play in Ancient Chinese religion?
  - What was the purpose of tombs and how were they organized in Ancient China?
  - [Shang Religion Site I](#)
  - [Shang Religion Site II](#)

- **Government**
  - Describe how Ancient Chinese used the Mandate of Heaven to convince followers that they were in charge.
  - Contrast an Ancient Chinese King’s burial to an Egyptian Pharaoh’s burial.
  - [Shang Government Site I](#)
  - [Shang Government Site II](#)

- **Daily Life**
  - List and briefly describe the main features of Ancient China’s 5 social groups.
  - [Shang Daily Life Site I](#)

- **Technology**
  - Explore the jade and bronze workshop. Describe how the two materials are turned into jewelry and pottery.
  - [Shang Technology Site I](#)

- **Military**
  - Describe how Fu Hao’s military campaign brought great success to the Shang Dynasty.
  - Explain the Shang’s use of bronze weapons within their military.
  - [Shang Military Site I](#)
  - [Shang Military Site II](#)

- **Communication**
  - Describe logograms and how the Ancient Chinese communicated using “Dragon Bones”.
  - [Shang Communication Site I](#)
  - [Shang Communication Site II](#)

- **Daily Life**
  - List and briefly describe the main features of Ancient China’s 5 social groups.
  - [Shang Daily Life Site I](#)

- **Religion**
  - What role did ancestors play in Ancient Chinese religion?
  - What was the purpose of tombs and how were they organized in Ancient China?
  - [Shang Religion Site I](#)
  - [Shang Religion Site II](#)
Lesson 7
Title: Greek City States

Grade Level: Seventh

Unit of Study: Ancient Civilizations and Classical Empires Unit

GLCE:
- 7 – H1.2.6: Identify the role of the individual in history and the significance of one person’s ideas.
- 7 – W3.1.5: Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.
- 7 – W3.1.8: Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).
- 7 – W3.1.9: Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.

Abstract: In this lesson, students will analyze three components of Ancient Greece City States. Students will explore communication, religion, daily life, government, and technology. The learner will complete the Greek City States Guiding Questions in order to create a power point that will share the major components with the class.

Key Concepts: democracy, monarchy, polytheism, Mt. Olympus, Greek Alphabet

Sequence of Activities:
1. To begin, review with students the definitions of civilizations, city-states, and Empires.
2. Explain to students that they will get back into their groups from previous lessons. However, during this lesson, students within each group will cover two different Greek city-states (Sparta and Athens) because life in one city-state can be drastically different in another.
3. Provide students with the Greek City States Guiding Questions document. This document contains links to several resources needed to complete the Guiding Questions. The links are also included below:
   - Overview resources (good to start with)
     i. Website I
     ii. Video I
     iii. Video II
   - Government
     i. Athens
        1. Athens government site I
     ii. Sparta
Seventh Grade Ancient Civilizations and Classical Empires Unit

1. Spartan government site I

- Religion
  i. Athens
    1. Athens religion site I
    2. Athens religion site II
    3. Athens religion site III
  ii. Sparta
    1. Sparta religion site I

- Communication
  i. Athens
    1. Athens communication site I
    2. Athens communication video I
  ii. Sparta
    1. Sparta communication site I
    2. Sparta communication video I

- Technology / Contributions
  i. Athens
    1. Athens technology site I
    2. Athens technology site II
  ii. Sparta
    1. Spartan technology site I
      a. Youtube video from the movie 300 (rated R) that shows the Spartan Phalanx in use (warning: graphic).
    2. Spartan technology site II

- Labor / Social Structure (Also known as Daily Life)
  i. Athens
    1. Athens labor / social structure site I
  ii. Sparta
    1. Spartan labor / social structure site II

4. Once students have completed their research, they should create one-two power point slides per group. Each group should focus on sharing their research while comparing the city-states of Athens and Sparta (if appropriate).

5. Refer to the Greek City-States PowerPoint Rubric for PowerPoint expectations.

6. Discuss the students’ findings as a class, reinforce concepts that may be missing from the groups’ presentations.

Connections:

Language Arts
Science
Math

Calhoun ISD Social Studies Curriculum Design Project
Instructional Resources:

Equipment/Manipulative

Computer lab or Internet access
Printed material (if no internet access)

Student Resources
Ancient Greek City States Guiding Questions
Greek City States Power Point Rubric
Overview Website I
Overview Video I
Overview Video II
Athens government site I
Spartan government site I
Athens religion site I
Athens religion site II
Athens religion site III
Sparta religion site I
Athens communication site I
Athens communication video I
Sparta communication site I
Sparta communication video I
Athens technology site I
Athens technology site II
Spartan technology site I
Youtube video from the movie 300 (rated R) that shows the Spartan Phalanx in use (warning: graphic).
Spartan technology site II
Athens labor / social structure site I
Spartan labor / social structure site II

Teacher Resources

Technology Extensions
Greek City States Guiding Questions

Before beginning your section, you may want to visit this [website](#) for an overview on life in Athens, Sparta, and a look at Ancient Greek religion. There are also two videos that offer a good overview of Ancient Greece. Video One, Video Two

<table>
<thead>
<tr>
<th>Government</th>
<th>Athens</th>
<th>Sparta</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describe <strong>Athenian democracy</strong>.</td>
<td>Describe the <strong>Spartan government</strong></td>
</tr>
<tr>
<td></td>
<td>• Who is in control in Athenian democracy?</td>
<td>• What is the purpose of the king, Ephors, Council, and Assembly?</td>
</tr>
<tr>
<td></td>
<td>• Who could vote?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Who couldn’t vote?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What was the assembly?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Why was the Pnyx important?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How were people selected for the Boule?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Religion</th>
<th>How did <strong>myths</strong> lead to the development of Greek religion?</th>
<th>How did <strong>myths</strong> lead to the development of Greek religion?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How were oracles used to communicate with Greek gods?</td>
<td>How were oracles used to communicate with Greek gods?</td>
</tr>
<tr>
<td><strong>Athena</strong> is the protector of Athens. Describe the myth of Athena and how she became the protector of Athens.</td>
<td><strong>Ares</strong> is the protector of Sparta. Explain why Ares was chosen as the protector of Sparta.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Why is the <a href="#">Parthenon</a>, Erechtheion, and the <a href="#">Acropolis</a> significant in Ancient Athens?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
<th>Describe the <strong>Greek Alphabet</strong></th>
<th>Describe the <strong>Greek Alphabet</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• What set the Greek Alphabet apart from earlier forms of communication that were based on symbols?</td>
<td>• What set the Greek Alphabet apart from earlier forms of communication that were based on symbols?</td>
</tr>
<tr>
<td></td>
<td>• What was the major difference between the Greek Alphabet and the <a href="#">Phoenician Alphabet</a>?</td>
<td>• What was the major difference between the Greek Alphabet and the <a href="#">Phoenician Alphabet</a>?</td>
</tr>
<tr>
<td></td>
<td>• How was the Greek Alphabet written down...what material did they write on?</td>
<td>• How was the Greek Alphabet written down...what material did they write on?</td>
</tr>
<tr>
<td></td>
<td>• How did the simpler Greek Alphabet provide more learning and trade</td>
<td>• How did the simpler Greek Alphabet provide more learning and trade</td>
</tr>
</tbody>
</table>

Ancient Civilizations and Classical Empires – Lesson 7
<table>
<thead>
<tr>
<th>Technology/Major Contributions</th>
<th>opportunities?</th>
<th>opportunities?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Athens navy was very powerful in Ancient Greece. One invention was the <strong>trireme</strong>. Describe the benefits of this ship.</strong>&lt;br&gt;Describe <strong>Ionic, Corinthian, and Doric style Greek columns.</strong> Provide an example of a temple that was constructed with each type of column.</td>
<td>The Spartans were a highly militaristic culture. The invented the <strong>Phalanx</strong>&lt;br&gt;which is a military maneuver. Describe the Phalanx.&lt;br&gt;Spartans also had superior weaponry. They used a sword called a Xiphos. Describe the sword.</td>
<td>&lt;br&gt;<strong>Labor/Social Structure</strong>&lt;br&gt;Describe the life of an <strong>Athenian</strong> male and female.</td>
</tr>
</tbody>
</table>
# Greek City-States Power Point Rubric

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>The content of the presentation clearly explains an aspect of Ancient Greek life.</td>
<td>The content of the presentation explained an aspect of Ancient Greek life. However, some portions of the presentation and/or connections between Athens and Sparta were unclear.</td>
<td>Most of the content and/or comparison between Athens and Sparta were very unclear.</td>
</tr>
<tr>
<td></td>
<td>The authors made a clear comparison between Athens and Sparta where appropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Text Elements</strong></td>
<td>The fonts are easy-to-read and point size varies appropriately for headings and text. Use of italics, bold, and indentations enhances readability. Text is appropriate in length for the target audience and to the point. The background and colors enhance the readability of text.</td>
<td>Sometimes the fonts are easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability.</td>
<td>Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold or lack of appropriate indentations of text.</td>
</tr>
<tr>
<td><strong>Layout</strong></td>
<td>The layout is visually pleasing and contributes to the</td>
<td>The layout uses horizontal and vertical white space</td>
<td>The layout shows some structure, but appears cluttered and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall message with appropriate use of headings, subheadings and white space.</td>
<td>Appropriately.</td>
<td>Busy or distracting with large gaps of white space or uses a distracting background.</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from [http://www.uwstout.edu/soe/profdev/pptrubric.html](http://www.uwstout.edu/soe/profdev/pptrubric.html)

Ancient Civilizations and Classical Empires – Lesson 7
Lesson 8
Title: Foundations of Democracy

Grade Level: Seventh

Unit of Study: Ancient Civilizations and Classical Empires Unit

GLCE:
- 7 – W3.1.4: Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.
- 7 – C1.1.1: Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.

Abstract: In this lesson, students examine various forms of government that occurred in Ancient Greece and determine how one form, democracy, has impacted the US government’s structure. The learned will create vocabulary cards that display the function of various forms of government (monarchy, theocracy, tyranny, and representative government).

Key Concepts:

Sequence of Activities:
1. To begin, have the Athens’ government group review their findings from the previous lesson. Students should explain that Athens had many governments, but one unique form was democracy. Democracy is rule by the people.
2. Activate student background knowledge by having students share how the US government is a Democracy.
3. Students will begin by watching a video (1:08-2:15) about Ancient Athens. Have students focus on the following question during the short video segment: Describe Athens’ transition from a monarchy to an oligarchy and finally a democracy.
4. The next two videos explain how our founding fathers used a variety of ideals from Ancient Civilizations to help shape the structure and purpose of our representative government. Video One Video Two Have students focus on the following question during the short video segments. Describe the ideas that our government uses from Athens and Rome.
5. Next, students will analyze the various forms of government found in Ancient Athens.
6. Students will be making government vocabulary cards. For instructions on this portion of the activity, refer to the Government Vocabulary Cards document and the Government Vocabulary Cards Rubric.

Connections:

Language Arts

Calhoun ISD Social Studies Curriculum Design Project
Seventh Grade Ancient Civilizations and Classical Empires Unit

Science
Math

Instructional Resources:

Equipment/Manipulative

Computer lab or Internet access
Printed material (if no internet access)

Student Resources

Ancient Athens Video
Founding Fathers Video One and Video Two
Government Vocabulary Cards
Government Vocabulary Cards Rubric

Teacher Resources

Technology Extensions
Europe Government Vocabulary Card Project

During this project you will create student friendly vocabulary cards of governments found in Europe. These cards will help your group teach the class about various types of government in Europe.

Step 1

Read and find definitions for the following terms using the article here:

- Monarchy
- Tyranny
- Oligarchy
- Representative Government - Democracy

Step 2

List the student friendly from class below:

- Monarchy
- Tyranny
- Representative Government – Democracy
- Oligarchy

Step 3

Create vocabulary cards using student friendly definition. Please look at below for an example.

Step 4

Share your card with the class. Explain the color, symbol, and definition.

Step 5

Design a learning activity to see if your classmates understand your idea.

“I chose the silver color of the background because it reminds me of the Iron Curtain that divided Communist and Democratic countries during the Cold War. The yellow sickle and hammer is a well known symbol for the working people in Communist countries. Finally, the
definition is the one that our group decided on. It’s easy to understand and accurate.”
# Government Vocabulary Cards Rubric

I will be using this rubric to grade your vocabulary cards and assessment. Please review this BEFORE submitting your vocabulary card and assessment.

## Vocabulary Card Rubric

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Friendly Definition</strong></td>
<td>Every component of the definition is accurate and in student terms.</td>
<td>Most components of the definition are accurate and in student terms. There are a few incorrect items or unfamiliar terms.</td>
<td>Few components of the definition are accurate and in student terms.</td>
</tr>
<tr>
<td><strong>Card Color</strong></td>
<td>The card’s color was clearly explained and has a direct connection to the term.</td>
<td>The card’s color was partially explained. Some connections to the term are unclear.</td>
<td>The card’s color was vaguely explained. The color connection is very unclear.</td>
</tr>
<tr>
<td><strong>Symbol</strong></td>
<td>The card’s symbol was clearly explained and has a direct connection to the term.</td>
<td>The card’s symbol was partially explained. Some connections to the term are unclear.</td>
<td>The card’s symbol was vaguely explained. The symbol connection is very unclear.</td>
</tr>
</tbody>
</table>
Lesson 9
Title: Ancient Rome

Grade Level: Seventh

Unit of Study: Ancient Civilizations and Classical Empires Unit

GLCE:
- 7 – H1.2.6: Identify the role of the individual in history and the significance of one person’s ideas. See also 6 – H1.2.5.
- 7 – W3.1.5: Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.
- 7 – W3.1.8: Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).
- 7 – W3.1.9: Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.

Abstract: In this lesson, students finish their research of ancient civilizations and classical empires with an examination of the Roman Empire. Students will explore communication, religion, daily life, government, and technology of Ancient Rome. Students will take one area of Ancient Roman civilization and complete guided notes to focus their research. Finally, students will create a talking picture of an Ancient Roman and explain a focus area from a Roman’s point of view.

Key Concepts: Empire, Senate, Consul, Tribune, Aqueduct, Circus Maximus, Pantheon, Latin

Sequence of Activities:
1. To begin, divide students into their last ancient civilization category (this should be the only category that students haven’t completed yet).
2. Based on their group, students will need different documents to guide their research during this portion of the lesson. In conjunction with their guided notes, students will also need to use various Google Earth files (also known as KMZ files). The document organization is explained below:

<table>
<thead>
<tr>
<th>Group</th>
<th>Guided Notes or Questions Document Title</th>
<th>Google Earth KMZ File Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>Ancient Rome Government Guided Notes</td>
<td>Ancient Roman Government on Google Earth</td>
</tr>
<tr>
<td>Religion</td>
<td>Ancient Roman Religion Guided Notes</td>
<td>Ancient Roman Religion on Google Earth</td>
</tr>
<tr>
<td>Communication</td>
<td>Ancient Roman Communication Guiding Questions</td>
<td>N/A</td>
</tr>
<tr>
<td>Daily Life</td>
<td>Ancient Roman Daily Life Guiding Questions</td>
<td>N/A</td>
</tr>
<tr>
<td>Technology / Contributions</td>
<td>Ancient Roman Contributions</td>
<td>Ancient Roman Contributions</td>
</tr>
</tbody>
</table>
3. At this point, highlight or reinforce any incorrect or incomplete Ancient Rome concepts.
4. Once groups have completed their guided notes, students will create a blabber at blabberize.com. If internet access is an issue, students could use the same blabber format and create a journal entry instead.
5. Provide students with the Blabber Overview and Rubric document.

Connections:

Language Arts

Instructional Resources:

Equipment/Manipulative

Computer lab or Internet access
Printed material (if no internet access)

Student Resources
Ancient Rome Government Guided Notes
Ancient Roman Religion Guided Notes
Ancient Roman Communication Guiding Questions
Ancient Roman Daily Life Guiding Questions
Ancient Roman Contributions Guided Notes
Ancient Roman Government on Google Earth
Ancient Roman Religion on Google Earth
Ancient Roman Contributions on Google Earth
Ancient Rome Daily Life Site
Roman Numerals
Ancient Latin
Roman Writing
Blabber Overview and Rubric

Teacher Resources

Technology Extensions

Google Earth has a 3D model of Ancient Rome. This is a great resource that allows kids to literally walk down the streets of Ancient Rome.
Ancient Roman Contributions Guided Notes

(Complete these notes by using the Ancient Roman Contributions on Google Earth KMZ file)

Roman Aqueducts

A. Aqueducts were carved from that existed in the ground.
B. Aqueducts guided from its source to the people of Rome.

Circus Maximus

A. The ancient Romans loved chariot racing. In early Roman times, young used to race their chariots around the 7 hills of Rome. People had to scatter to get out of the way. They stopped for no one.
B. In the CE (about 2,500 years ago!), the ancient Romans built the Circus Maximus in the city of Rome. Basically, the Maximus was a race track. It was designed to race.
C. could attend the races. They could sit with men. That was very unusual.
D. The original Circus Maximus was built out of wood. It burnt down a couple of times. During the Roman Empire, the Circus Maximus was rebuilt using marble and (an ancient Roman invention!).

The Colosseum

A. The Colosseum was a huge public entertainment center. The Colosseum could seat 45,000 spectators.
B. This is where the ancient Romans gathered to watch bloody combat between, and battles between men and wild animals.
Ancient Roman Communication Guiding Questions

(Complete these notes by using these resources: Roman Numerals, Ancient Latin, and the Roman Writing document)

1. Describe the Roman’s number system.
2. What type of material did Ancient Romans write on?
3. Explain what a stylus is and its purpose.
4. Describe the difference between the Roman Latin alphabet and the modern Latin alphabet.
Ancient Roman Daily Life Guiding Questions

(Complete these notes by using the resource here)

1. Describe the role of the man in the Ancient Roman household?
2. Explain the privileges that women had in Ancient Rome.
3. Describe common jobs for men and women in Ancient Rome.
Ancient Rome Government Guided Notes

(Complete these notes by using the Ancient Roman Government on Google Earth KMZ file)

Early Rome

Tiber River

A. Two brothers, and Remus were sent along the River in order to escape death from their uncle.
B. A rescued the two boys and nursed them until they were old enough to survive.
C. was the first king of Rome.
D. The first government of Rome was a ...

Rome Republic

A Republic Begins

A. Rome switched to a Republic when the last started killing rich people.
B. A republic is a political system where citizens representatives and officers to run the government.
C. Rome was a Republic, but not a because only and powerful families could participate in the government.
D. Only rich and powerful people belonged to the .
E. The two most important people in the senate were the . These people made the major decisions in the senate.

Rich vs. Poor

A. In Rome there were two groups of people, rich and poor.
B. The rich were called . They made up the senate.
C. The were the poor.
D. The republic form of government worked well for the because they were the ones making the rules. The plebeians felt that they were no better off because they could not hold office and had no in the government.
E. This friction caused a change in the republic in BCE when the were given some representatives in the senate. The plebeian representatives were called .
The Republic Expands

A. As a Republic, the amount of land that the Romans owned grew. The battles because the Romans had a large .

B. The Romans main enemy was . They were located in Northern Africa.

C. Once Rome defeated an enemy, they made the land a . People had to pay to the Roman government as well as speak the language and use its customs.

The Republic Fails

A. As the Roman military continued to dominate its enemies, Roman became very powerful. Soldiers became loyal to their general rather than their or Rome. This lead to in Rome.

B. As we know, when Rome was in trouble, the appointed a to rule until the problem is solved.

C. In order to help solve their problems, Rome selected as their dictator in 46 BCE. He was a very successful in Rome.

D. Caesar did a great job and the people loved him. However, the did not like him because he was . So several senators decided to kill him. Caesar was assassinated in of 44 BCE.

The Roman Empire

An Empire Begins

A. After Caesar's death, Rome transformed into an Empire. In the empire, the consuls were still elected, but the was the head ruler.

B. The first emperor of Rome was Caesar's adopted son . Octavian changed his name to (which means "great").

C. As emperor, Augustus did a good job. He kept peace, built roads and buildings, and encouraged the arts and sciences.

Split Roman Empire

A. In CE (Common Era) the Roman Empire began to fall apart. The problem was that the empire was getting too .

B. At this time, the emperor decided to split the empire into two parts (the East and West).

C. The East part of the empire was called the Empire. The ruler of this part of the Roman Empire was named . He named the capital of the Byzantine Empire Constantinople (he named it after himself).

D. Constantine did a good job running his part of the empire. During his reign the Byzantine Empire started trading with the East and West. He was also able to get a good amount of money from Rome for building projects.
Ancient Roman Religion Guided Notes

(Complete these notes by using the Ancient Roman Religion on Google Earth KMZ file)

The Grand Pantheon

A. The Grand Pantheon was a temple first built in the very early days of the Roman Empire. It was dedicated to all the .
B. The Romans used (an ancient Roman invention) to build the dome of the Pantheon, which even today is still one of the largest single-span domes in the world.

The Forum

A. For the majority of their existence the Romans worshiped several gods, similar to the .
B. In fact, during their conquest of other areas, the Romans found out about the Greek gods and made them their own, but changed their .
C. For example, the Romans changed name to Jupiter.
D. Although they changed the gods’ names, they kept their same rank; Jupiter was still the ruler of the gods for example.
Blabber Overview and Rubric

Now that you have researched a portion of Ancient Roman culture, you will create a Blabber at www.blabberize.com. A Blabber is a picture that talks. For this assignment you will need to find an appropriate figure from Ancient Rome and share the information you found. For example, Julius Caesar’s picture would be a good choice to explain what the government group has learned about Ancient Rome’s governments.

Requirements:

• Each group must choose an appropriate picture from Ancient Rome
• All Blabbers must explain the following:
  o Who is speaking?
  o What is their significance to Ancient Roman culture?
  o Main points from their guiding notes or questions
• Be less than three minutes in length
• Be accurate

Your Blabber will be graded with the following rubric:

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>The Blabber clearly and accurately explained all main points from the guiding notes or questions.</td>
<td>The Blabber explained the main points from the guiding notes or questions. However, some details were left out.</td>
<td>The Blabber did not explain the main points from the guiding notes or questions.</td>
</tr>
<tr>
<td>Figure</td>
<td>The picture was a good choice for a Blabber and had a clear connection to Ancient Roman culture.</td>
<td>The picture was a decent choice for a Blabber, however, other figures would have been more powerful.</td>
<td>The picture was a poor choice for a Blabber.</td>
</tr>
<tr>
<td>Organization</td>
<td>The Blabber was highly organized and easy to follow.</td>
<td>The Blabber was organized, however, some parts were difficult to follow.</td>
<td>The Blabber was not organized and was difficult to follow.</td>
</tr>
</tbody>
</table>
Roman Wax tablets

In Britain until the Roman invasion in AD43 written language was almost unknown.

During the Roman period there are however many examples of both formal and informal writing – apart from the wooden tablets at Vindolanda only those written on pottery and stone have mainly survived.

Most people did their writing on re-usable wooden and wax tablets – these consisted on wooden leaves which were strung together – There was a shallow recess in the wooden leaves which was filled with wax and was used as the writing surface. This allowed for the leaves to be closed and bound together without damaging the writing on the wax surface.

A stylus (made from either iron, bronze or bone) was used for the writing on the wax – the stylus had one pointed end for writing – and a flat end which was used to erase any writing.

The most common writing tablets had two wooden leaves and was called a diptych, ones with three leaves were triptychs and those with more than three leaves were polyptychons.
Roman Stylus

These Roman writing implements are called stylus (styli plural).

They were used to write on wax tablets. When the information on the tablets was no longer needed, it could be rubbed out with the flat end of the stylus, or the tablet could be put in a warm place where the wax would melt to give a flat clean surface.

Although writing was not widely known or used before the Roman invasion in Britain, its use became widespread.

The stylus was pointed at one end and blunt at the other for smoothing the wax. Styli were normally plain but could sometimes be highly decorated, the decoration perhaps allowing a more secure grip. They were made of metal, both bronze and iron (and occasionally precious metals), or bone.

At Vindolanda over 200 styli have been excavated – most of them made of iron.
Roman Seal Boxes

These are small two piece boxes with hinged lids which were used as a container for wax to protect the contents of the writing tablet from prying eyes.

A cord was wrapped around the document and through holes in the side of the box. The knot was contained in the inside of the bottom section of the box - Wax was then poured into the box and impressed with a seal, perhaps from a finger-ring.

The lid was closed and the seal was then protected.

Seal boxes were generally made of bronze and came in many different shapes, often with elaborate enamelled decoration.
Wooden tablet with seal box in place
(Rijksmuseum van Oudheden, Leiden, Holland)
Roman Inkwells

The commonest type of inkwell was produced of samian, a glossy red fineware imported from Gaul and a number of these have been found in excavation in Britains.

The pot had an internal lip to prevent ink being spilled if the well was knocked over.
Lesson 10  
Title: Ancient Civilization Capstone Project  

Grade Level: Seventh  

Unit of Study: Ancient Civilizations and Classical Empires Unit  

GLCE:  
- 7 – H1.2.6: Identify the role of the individual in history and the significance of one person’s ideas.  
- 7 – W3.1.5: Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.  
- 7 – W3.1.8: Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).  
- 7 – W3.1.9: Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.  

Abstract: In this lesson students will create an artifact based on a real item from an ancient civilization.  

Key Concepts: Artifacts  

Sequence of Activities:  
1. Provide students with the Ancient Civilizations Capstone Project Overview and Rubric document.  
2. Review the document together for clarification and questions from students.  
   - Note: Due to the length of the Ancient Civilizations and Classical Empires Unit, it is suggested that the bulk of the work on the capstone project be done at home.  

Connections:  

Language Arts  

Instructional Resources:  

Equipment/Manipulative  

Computer lab or Internet access  
Printed material (if no internet access)  
Supplies for artifacts will vary  

Calhoun ISD Social Studies Curriculum Design Project
Seventh Grade Ancient Civilizations and Classical Empires Unit

Student Resources
Ancient Civilizations Capstone Project Overview and Rubric

Teacher Resources
Ancient Civilizations Capstone Project Rubric

Technology Extensions
Creating a digital story using Photostory or Voicethread is a great way to share capstone project artifacts.
Ancient Civilizations and Classical Empires – Lesson 10

Name________________________

Ancient Civilizations Capstone Project Rubric

Artifact Rubric

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>3</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Craftsmanship</strong></td>
<td>The exhibit deeply engages the visitor in the topic.</td>
<td>The exhibit engages visitors, but there 1 or 2 minor flaws.</td>
<td>The exhibit engages visitors, but there are several flaws.</td>
</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td><strong>All</strong> aspects of the artifact contain accurate, factual information related to the content</td>
<td><strong>Most</strong> aspects of the artifact contain accurate, factual information related to the content.</td>
<td><strong>Little</strong> accurate information is provided in the artifact.</td>
</tr>
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Display Card Rubric

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<th>3</th>
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<tr>
<td><strong>Ideas</strong></td>
<td>All of the required content questions were answered on the display card.</td>
<td>1-2 of the required content questions were missing from the display card.</td>
<td>3 or more content questions were missing from the display card.</td>
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<tr>
<td><strong>Conventions</strong></td>
<td>Capitalization, spelling, and punctuation are correct throughout the display card.</td>
<td>There are few errors in capitalization, spelling, or punctuation throughout the display card.</td>
<td>There are numerous mechanical errors throughout the display card.</td>
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Total Points __________/20

Grade__________________

Ancient Civilizations and Classical Empires – Lesson 10
Ancient Civilizations Capstone Project

Overview:

Over the next few weeks you will be working on creating an artifact that relates to an ancient civilization we’ve talked about in class. This artifact will have several components and should display a high amount of effort on your part. Selected artifacts will be placed in the library as part of an Ancient Civilizations Museum Exhibit.

Please note: The majority of this project will need to be completed at home.

Step 1:

Determine what type of artifact you will be creating. Possible topics include:

- Pottery
- Paintings
- Models
- Clothing
- Flags
- 3D Maps
- Any other artifact that pertains to ANY ancient civilization we’ve talked about

The artifact that I plan to create is _____________________________________________.

Step 2:

Research your artifact to determine what details you should include. Questions to consider are:

- What materials will I need?
- What details will I add to my artifact (for example, you might want to make a clay tablet with Cuneiform writing)?
- Does this artifact accurately reflect an aspect of life in an ancient civilization?

Step 3:

Make your artifact! Remember, you will need to figure out a way to bring this to school…so have a plan!

Requirements

Your artifact project must include the following:

1. The finely crafted artifact.
2. A display card that contains information about the artifact (for more information see the “Display Card” section).
Display Cards

Your artifact must have a display card with it. The card should contain the following:

- This card should be a roughly a half sheet of paper in size.
- Typed information
- Answers (in paragraph form) to the following questions:
  - What civilization is represented by your artifact?
  - What time period does your artifact come from (specific years)?
  - Was your artifact used in religion, government, communication, daily life, and technology/agriculture?
  - What big idea does your artifact connect to (these are found on the wall in the class)?
- Correct spelling, punctuation, and capitalization.

Rubrics

Your artifact and display card will be graded with separate rubrics. Please use the information below to grade yourself BEFORE you submit your work.

Artifact Rubric

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Display Card Rubric

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