

CYCLE 1, UPPER

SoSmart Chart: Cycle 1, Upper

CYCLE 1	Grades 5-8	Suggested Pacing
FIRST QUARTER	What Does a Historian Do? Geography, Economics, and Citizenship Early Humans and the Agricultural Revolution Mesopotamia	4 days 5 days 3 days 4 days
SECOND QUARTER	Ancient Egypt and Kish The Israelites The Ancient Greeks	5 days 6 days 5 days
THIRD QUARTER	Greek Civilization Ancient India Early China	6 days 5 days 5 days
FOURTH QUARTER	Rome: Republic to Empire Roman Civilization The Rise of Christianity	6 days 5 days 5 days

Note: The pacing is based on one hour per day.

FIRST QUARTER · CYCLE 1, UPPER

TOPIC: What Does a Historian Do?

PACING: 4 Days

STANDARDS:

- SS.5-8.TCC.1** Examine how the study of the past provides a representation of the history of communities, nations, and the world.
- SS.5-8.TCC.3** Cite evidence that learning about the past requires the interpretation of sources and that using varied sources provides the potential for a more balanced interpretive record of the past.
- SS.5-8.TCC.4** Using the Bible and the Spirit of Prophecy, trace the great controversy throughout history.
- SS.5-8.IDI.10** Justify that perceptions are interpretations of information about individuals and events and can be influenced by bias and stereotypes.
- SS.5-8.STS.4** Give evidence of how our lives today are media and technology dependent.

OBJECTIVES:

- Understand why people study history.
- Categorize by primary or secondary source and understand what makes a source reliable.
- Distinguish between fact and opinion and recognize bias.

VOCABULARY: era, archaeology, artifact, paleontology, fossils, anthropology, species, evidence, primary source, secondary source, bias, conclusion, credentials, plagiarize

SPIRITUAL APPLICATIONS:

Education by Ellen G. White, Chapter 19. In this chapter of the book, Education, Mrs. White talks about the Bible being the greatest history source and the importance of “viewing the things of time in the light of eternity, we may put them to their truest and noblest use.”

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 1 - pp. 1-24

Chapter 1 Digital Lessons Plans and Presentations

Video - *Great Reasons to Study History* (32:13)

Video - *Uncovering the Past* (4:22)

Video - *Internet Researching Techniques* (17:45)

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop video - *Fact and Opinion* (4:29)

BrainPop video - *Online Resources* (4:33)

BrainPop video - *Plagiarism* (5:13)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a poster illustrating reasons for studying history.
2. Compare and contrast different calendars (i.e., Julian, Gregorian, Jewish).
3. List examples of narrow and broad research subjects. Which will be the focus of our studies this year?
4. Write two paragraphs about the same topic. In one paragraph write with bias and in one without bias. Compare your paragraphs with a classmate to see if they can identify the biased paragraph.
5. As a class, make a time capsule with items you currently use. What would someone in 100 years be able to tell about your life after looking at the items?

FIRST QUARTER · CYCLE 1, UPPER

TOPIC: Geography, Economics, and Citizenship

PACING: 5 Days

STANDARDS:

- SS.5-8.C.1** Explain “culture” as it refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.
- SS.5-8.C.2** Define concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance.
- SS.5-8.IGI.12** Participate in age appropriate outreach and service projects.
- SS.5-8.PDC.9** Interpret how markets bring buyers and sellers together to exchange goods and services..
- SS.5-8.CIP.6** Identify the origins and function of major institutions and practices developed to support democratic ideals and practices.

OBJECTIVES:

- Apply understanding of geography to the interpretation of maps and its relationship with history.
- Identify basic economic systems and the role of trade in world history.
- Summarize important facts about the rights, duties, and responsibilities of United States citizens.

VOCABULARY: hemisphere, latitude, longitude, projections, physical maps, political maps, choropleth, culture, capital, scarcity, globalization, representative government

FIRST QUARTER · CYCLE 1, UPPER

TOPIC: Early Humans and the Agricultural Revolution

PACING: 3 Days

STANDARDS:

- SS.5-8.IDI.3** Define and describe concepts such as development, change, personality, learning, individual, family, groups, motivation, and perception.
- SS.5-8.IDI.5** Recognize the role of useful work in personal development and maintaining self-worth..
- SS.5-8.IGI.3** Determine how institutions are created to respond to changing individual and group needs.
- SS.5-8.PDC.8** Explain the economic gains that result from specialization and exchange as well as the trade-offs.
- SS.5-8.STS.1** Discuss how science is a result of empirical study of the natural world and that technology is the application of knowledge to accomplish tasks.

OBJECTIVES:

- Discuss the trial-and-error method of solving problems.
- Identify the benefits of systematic agriculture.

VOCABULARY: nomads, technology, systematic agriculture, domesticate, specialization, monarchy

SPIRITUAL APPLICATIONS:

Genesis 2:15 and Genesis 3:17-19 – In the Garden of Eden, God intended “work” to be part of man’s activities. How did the work required to grow food change after sin?

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 3 – pp. 51-72

Chapter 3 Digital Lessons Plans and Presentations

Note: Much of this chapter will contain information contrary to the Biblical account of early history.

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Agriculture: Video Vocab* (3:02)
Note: Only a brief reference to 10-12,000 years ago.

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. While having a Biblical view of early history contradicts some of the information in this chapter, list ways that the Biblical account supports the concepts discussed:
 - a. Nomads
 - b. Systematic agriculture
 - c. Domesticate
 - d. Specialization
 - e. Monarchy
2. Discuss the meaning of “technology.” Choose a current tool or method of accomplishing a task. Make a time line to show how that “technology” has been improved and advanced to its current level.
3. Choose a crop that is grown in a region of the world. After researching that crop, create and present digitally (PowerPoint) the information to your classmates.
4. Discuss the concept of “useful work.” Write an essay detailing how “useful” work benefits the individual and the community.

FIRST QUARTER · CYCLE 1, UPPER

TOPIC: Mesopotamia

PACING: 4 Days

STANDARDS:

- SS.5-8.TCC.8** Outline the origins and influences of social, cultural, political, and economic systems.
- SS.5-8.TCC.14** Study the prophetic outlines of Daniel and the Revelation.
- SS.5-8.PPE.1** Examine how the theme of people, places, and environments involves the study of the relationship between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources.
- SS.5-8.IGI.2** Define concepts such as mores, norms, status, role socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender.
- SS.5-8.STS.3** Investigate how society often turns to science and technology to solve problems.

OBJECTIVES:

- Explain how floods benefited the farmers of Mesopotamia.
- Analyze why the Sumerians invented a writing system and why scribes were important in Sumerian society.
- Discuss Hammurabi's Code.
- Compare and contrast the Sumerian, Assyrian, and Chaldean empires.

VOCABULARY: silt, irrigation, Fertile Crescent, surplus, city-states, polytheism, ziggurat, cuneiform, scribes, empire, caravan, astronomer

SPIRITUAL APPLICATIONS:

Daniel 2 – Review and explain Nebuchadnezzar's dream and the interpretation of it. Invite the pastor to make a presentation on the fulfillment of this prophecy.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 4 – pp. 73-96

Chapter 4 Digital Lessons Plans and Presentations

Video – *Mesopotamia: An Overview (3:11)*

NOTE: Brief reference to 9,000 years ago.

Video – *Persepolis: Landmarks (5:00)*

ADDITIONAL RESOURCES / CONNECTIONS:

Hope Channel video – <https://www.hopechannel.com/watch/babylon-in-bible-prophecy> (7:05)

Learn360 video segments – *Mesopotamia* (0:56) and *Tigris and Euphrates* (1:28)

BrainPop video – *The Sumerians* (4:37)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Make a T-chart listing peoples and places mentioned in Chapter 4. In the second column, write references from the Bible that refer to these peoples or places.
2. Summarize the connections between the presence of rivers and the development of civilizations. Research the rivers located in the Garden of Eden named in Genesis 2:10-14 – the Pishon, Gihon, Tigris, and Euphrates rivers – and include in your summary.
3. Compare and contrast the Sumerian, Assyrian, and Chaldean empires.

SECOND QUARTER · CYCLE 1, UPPER

TOPIC: Ancient Egypt and Kush

PACING: 5 Days

STANDARDS:

- SS.5-8.C.4** Describe how the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture.
- SS.5-8.PPE.8** Discuss human modifications of the environment.
- SS.5-8.IDI.4** Analyze how factors such as physical endowment, interests, capabilities, learning, motivation, personality, perception, and beliefs influence individual development and identity.
- SS.5-8.IGI.11** Critique how groups and institutions influence culture in a variety of ways.
- SS.5-8.STS.7** Analyze how science and technology have changed people's perceptions of the social and natural world as well as their relationship to the land, economy and trade, their concept of security, and their major daily activities.

OBJECTIVES:

- Analyze how the Nile River affected Egyptian life.
- Explain a pharaoh's responsibilities and contribution to the rise and fall of the Egyptian empire.
- Identify how Nubia and Kush were influenced by Egyptian culture.

VOCABULARY: cataracts, delta, shadoof, papyrus, hieroglyphics, dynasty, pharaoh, pyramid, incense, envoy, savanna, textile

SPIRITUAL APPLICATIONS:

Exodus 12:40, 41 – Read and review the Exodus of the Israelites from Egypt. Why did the Israelites need instruction about God's way? How had the Egyptian culture influenced them after 430 years?

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 5 – pp. 97-136

Chapter 5 Digital Lessons Plans and Presentations

Video – *The Nile River* (5:01)

Video – *Life in Ancient Egypt: Agriculture and Crafts* (4:07)

Video – *Ancient Egypt* (8:09)

Video – *Kingdom of Axum* (3:06)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *King Tut: Flashbacks* (5:07)

Learn360 video – *Egyptian Treasures (Egypt): World of Wonders* (11:03)

Learn360 video – *Pyramids* (4:49)

BrainPop video – *Egyptian Pharaohs* (4:12)

BrainPop video – *Mummies* (3:10)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. List all the times you use water during a day. As a class, combine all the examples into one list. Discuss whether it would be feasible to use water for all these purposes if you lived in a desert environment.
2. Write a paragraph describing what it would be like to see the pyramids in person. Use information you have learned. Include descriptive words and phrases.
3. Using satellite images (like Google Earth), compare and contrast the Nile River region with the area around a river near you.
4. Create a map illustrating the expansion of Ancient Egypt. Write a summary paragraph to accompany your map explaining the expansion.
5. Compare and contrast a savanna with a desert. Locate an example of each and draw a two-part picture illustrating both environments.

SECOND QUARTER · CYCLE 1, UPPER

TOPIC: The Israelites

PACING: 6 Days

STANDARDS:

- SS.5-8.C.5** Discern how people learn the elements of their culture through interactions with others, and how people learn of other cultures through communication and study.
- SS.5-8.TCC.12** Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present.
- SS.5-8.PPE.7** Summarize factors that contribute to cooperation and conflict among peoples of the nation and the world including language, religion, and political beliefs.
- SS.5-8.IGI.10** Explain that when two or more groups with differing norms and beliefs interact accommodation or conflict may result.
- SS.5-8.PAG.2** Compare the constitution of a country to the Ten Commandments.

OBJECTIVES:

- Analyze how geography contributes to settlement in Southwest Asia/Canaan.
- Demonstrate understanding of Jewish culture.
- Identify the role of scribes in spreading ideas.
- Understand the connection between historical events and religious holidays.
- Differentiate four different Jewish groups under Roman rule.

VOCABULARY: monotheism, tribe, Exodus, covenant, Torah, commandment, alphabet, psalm, proverb, exile, synagogue, Sabbath, scroll, kosher, Diaspora, rabbi

SPIRITUAL APPLICATIONS:

Genesis 15 – After reviewing the covenant God made with Abraham, discuss the accuracy of the Bible with the secular historical record.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 6 – pp. 137-170

Chapter 6 Digital Lessons Plans and Presentations

Video – *The Middle East: A Region of Contrasts* (3:25)

Video – *Temple Mount: Landmarks* (4:59)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Judaism: The Promised Land* (24:46)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Write a short essay comparing the Ten Commandments to the constitution of a country.
2. Participate in a skit which summarizes the events leading up to the Exodus.
3. Using a T-chart or two-column chart, list ways in which both David and Solomon were great kings.
4. Even though Ruth was not Jewish by birth, write an opinion essay suggesting reasons Ruth became a role model for Jewish girls.
5. After completing research, develop a four-column chart listing characteristics and beliefs of four Jewish groups: Pharisees, Sadducees, Essenes, and Zealots.
6. Discuss why the location of the Dead Sea Scrolls might be considered the most significant modern archeological discovery.

SECOND QUARTER · CYCLE 1, UPPER

TOPIC: The Ancient Greeks

PACING: 5 Days

STANDARDS:

- SS.5-8.C.10** Analyze how language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding.
- SS.5-8.IDI.6** Determine how personal, social, cultural, and environmental factors contribute to the development and the growth of personal identity.
- SS.5-8.IGI.11** Critique how groups and institutions influence culture in a variety of ways.
- SS.5-8.STS.9** Validate how values, beliefs, and attitudes have been influenced by new scientific and technological knowledge.

OBJECTIVES:

- Explain how geography affected the settlement of Greece.
- Identify similarities and differences between the rights and responsibilities of ancient Greek citizens and U.S. citizens today.
- Describe the characteristics of tyranny, oligarchy, and democracy.
- Identify the location of the Persian Empire and how the Greeks won the Persian Wars.
- Identify characteristics of life in Athens

VOCABULARY: peninsula, polis, agora, phalanx, tyrant, tyranny, oligarchy, helot, ephor, satrapy, satrap, Zoroastrianism, philosopher, direct democracy, representative democracy

SPIRITUAL APPLICATIONS:

Mark 2:28-34 - Jesus discusses the “greatest” commandment. In contrast to many other cultures, the Israelites (and Christians today) believe God is the one and only. Additionally, loving God with “with all your heart and with all your soul and with all your mind and with all your strength” is more important than religious rituals.

MCGRAW-HILL RESOURCES:

A History of the World
Chapter 7 - pp. 171-208
Chapter 7 Digital Lessons Plans and Presentations
Video - Athens (9:11)
Video - The Early Olympics (7:51)
Video - Coinage and Democracy in Greece (6:03)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - Exploring Ancient Greece: Land and People (20:01)
 Learn360 video segment - Great Empires of the Past: Ancient Greece (2:34)
 BrainPop video - Athens (2:39)
 BrainPop video - Democracy (3:52)
 BrainPop video - Olympics (4:07)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete a Venn diagram which compares and contrasts Athens and Sparta. Include information about education, government, and society in each city-state.
2. Write a narrative which describes life in Athens for men, women, and children. Use specific details to show that in this “democracy” people at different levels of society had different rights and privileges.
3. With your classmates, create a bulletin board which illustrates the role geography played in developing the concept of city-states and Greek citizenship.
4. Write a speech that a messenger from Marathon might have given before his death.
5. Conduct a panel discussion sharing your opinions on the advantages or disadvantages of direct democracy and representative democracy.

THIRD QUARTER · CYCLE 1, UPPER

TOPIC: Greek Civilization

PACING: 6 Days

STANDARDS:

- SS.5-8.C.3** Find evidence(s) of how culture influences the ways in which human groups solve the problems of daily living.
- SS.5-8.TCC.5** Demonstrate that historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher.
- SS.5-8. TCC.6** Analyze key historical periods and patterns of change within and across cultures.
- SS.5-8. TCC.12** Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present.

OBJECTIVES:

- Compare ancient and modern Greek beliefs.
- Describe ancient Greek philosophical ideas.
- Categorize Alexander's leadership qualities and military achievements.
- Identify contributions from the Hellenistic Era.

VOCABULARY: myth, ritual, fable, oral tradition, drama, tragedy, comedy, rhetoric, Socratic method, Hippocratic Oath, cavalry, Hellenistic Era, circumference, plane geometry, solid geometry

SPIRITUAL APPLICATIONS:

Matthew 13:34, 35 – Discuss why Jesus taught in parables. Discuss the similarities and differences between parables and fables.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 8 – pp. 209-244

Chapter 8 Digital Lessons Plans and Presentations

Video – *Gods and Heroes* (8:26)

Video – *Building Alexander the Great's Empire* (7:36)

Video – *Alexander the Great's Empire* (3:29)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Plato: Famous People, Incredible Lives* (7:26)

Learn360 video segment – *Alexander the Great* (5:20)

BrainPop video – *Homer* (4:04)

BrainPop video – *Geometry* (3:55)

BrainPop video – *Architecture* (3:46)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. In small groups, create models of Greek-styled buildings to illustrate what you have learned about Greek architecture.
2. After studying Greek philosophical ideas, write an opinion essay highlighting your agreement and/or disagreement with these ideas.
3. Create a time line showing the conquests of Alexander the Great.
4. Write a news article about a new experiment/discovery during the Hellenistic Age.
5. Using electronic software, create a web graphic organizer showing the division of Alexander the Great's empire after his death.
6. Write a brief epic or fable in the style of Homer or Aesop.
7. Investigate the Hippocratic Oath and discuss evidences of it in the medical profession today.

THIRD QUARTER · CYCLE 1, UPPER

TOPIC: Ancient India

PACING: 5 Days

STANDARDS:

- SS.5-8.C.5** Compare the basic beliefs of the Seventh-day Adventist church with other religions and philosophies.
- SS.5-8.PPE.6** Illustrate patterns of demographic and political change and cultural diffusion in the past and present.
- SS.5-8.IDI.6** Determine how personal, social, cultural, and environmental factors contribute to the development and the growth of personal identity.
- SS.5-8.IGI.1** Explain how this theme helps us know how individuals are members of groups and institutions and influence and shape those groups and institutions.
- SS.5-8.IGI.9** Demonstrate how institutions may promote or undermine social conformity.

OBJECTIVES:

- Describe early civilizations in India.
- Discuss concepts of Hinduism and Buddhism.
- Compare and contrast ancient Indian rule with modern-day government.
- Form opinions and make observations about ancient Indian culture.

VOCABULARY: subcontinent, monsoon, language family, raja, Sanskrit, caste, guru, Hinduism, Brahman, reincarnation, karma, dharma, Buddhism, nirvana, Jainism, stupa, pilgrim

SPIRITUAL APPLICATIONS:

John 11:25, 26 and 1 Corinthians 15:52 – Review the story of Lazarus’ resurrection. Compare the Biblical doctrine of death and resurrection of Seventh-day Adventists with the belief of reincarnation. What Seventh-day Adventist beliefs are similar or different from Hinduism and Buddhism?

McGRAW-HILL RESOURCES:

A History of the World

Chapter 9 – pp. 245-274

Chapter 9 Digital Lessons Plans and Presentations

Video – *Timelines of Ancient Civilizations: India – Indus River to Buddhism* (16:25)

Video – *India’s History from the Hindus to the Buddhists* (10:01)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *India – Alexander the Great to Modern Day – Part 2: Timelines of the Ancient Civilizations* (22:39)

Learn360 video – *Faith and Belief: Five Major Religions* (20:22)

Learn360 video – *Indian Subcontinent* (3:27)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a poster illustrating the effects of seasonal monsoons on India.
2. Make a map illustrating the development of early civilizations near a great river system.
3. In a few paragraphs, summarize the importance and use of the concept of zero. What if there were no zero?
4. List achievements in mathematics, science, and medicine made by people of India.
5. With classmates, create a skit highlighting the caste system (or varnas) of ancient Indian. Speculate as to why the caste system is no longer used.
6. Discuss what role religion has played in past civilizations and currently. Do you think religion is more or less important now than in the past?

THIRD QUARTER · CYCLE 1, UPPER

TOPIC: Early China

PACING: 5 Days

STANDARDS:

- SS.5-8.C.6** Discern how people learn the elements of their culture through interactions with others, and how people learn of other cultures through communication and study.
- SS.5-8.PPE.6** Illustrate patterns of demographic and political change and cultural diffusion in the past and present.
- SS.5-8.PAG.7** Investigate the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.
- SS.5-8.PDC.1** Examine why individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources.
- SS.5-8.CIP.4** Examine the common good and the rule of law.

OBJECTIVES:

- Compare and contrast Huang He Valley civilizations with other river valley civilizations studied.
- Explain the role of geography in the development of Chinese civilization and in its isolation.
- Discuss Confucianism, Daoism, and legalism.
- Apply the concepts of monopoly and competition to the economics of trade along the Silk Road.
- Discuss how increased trade benefits civilization.

VOCABULARY: warlord, aristocrat, ancestor, pictograph, ideograph, bureaucracy, hereditary, Confucianism, Daoism, legalism, filial piety, civil service, acupuncture

SPIRITUAL APPLICATIONS:

Discuss what makes many of Solomon's proverbs easy to understand and remember. Compare and contrast Solomon's proverbs with quotes from Confucius. While both men were considered wise, what is the essential difference between the two men's sayings?

McGRAW-HILL RESOURCES:

A History of the World

Chapter 10 – pp. 275-302

Chapter 10 Digital Lessons Plans and Presentations

Video – *The Chinese Landscape* (5:22)

Video – *Chinese History from Peking Man* (6:31)

Note: Reference to millions of years and prehistoric man.

Video – *Chinese History from 1st Emperor* (9:45)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *China's Great Wall: Landmarks* (5:01)

Learn360 video segment – *The Silk Road* (4:01)

BrainPop video – *Silk Road* (4:53)

BrainPop video – *Great Wall of China* (2:37)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a chart that describes the lives of the four levels of Chinese society (aristocrats, farmers, artisans, and merchants).
2. Brainstorm questions that archaeologists may ask when discovering ancient civilizations.
3. Using a three-circle Venn diagram, compare and contrast the philosophies of Confucianism, Daoism, and legalism.
4. Write a letter to the emperor persuading him to make education accessible to all citizens.
5. Discuss the concept of "filial piety." Then list ways that this ideal is exhibited today.
6. Research one of the four dynasties discussed in this chapter (Shang, Zhou, Qin, or Han). Prepare a visual presentation (PowerPoint or other) to share with the class.
7. Design a brochure to inform about the physical geography of China.

FOURTH QUARTER · CYCLE 1, UPPER

TOPIC: Rome: Republic to Empire

PACING: 6 Days

STANDARDS:

- SS.5-8.TCC.2** Define the concepts: chronology, causality, change, conflict, complexity, multiple perspectives, primary and second sources, and cause and effect.
- SS.5-8.PPE.2** Scrutinize the effects of sin on the environment.
- SS.5-8.PAG.7** Investigate the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.
- SS.5-8.CIP.1** Discuss how the theme of civic ideals, and practices helps us to learn about and know how to work for the betterment of society.
- SS.5-8.CIP.3** Summarize key practices involving the rights and responsibilities of citizenship and the exercise of citizenship.

OBJECTIVES:

- Explain how geographic features contributed to the settlement and growth of Rome.
- Analyze how the policies of the Roman conquerors led to an increase in power.
- Discuss the perspective of the Roman social classes.
- Identify the causes of the Roman Republic's decline.
- Identify the events and people that led to the establishment of the Roman Empire.

VOCABULARY: republic, legions, patrician, plebian, consul, veto, praetor, tribune, dictator, civic duty, latifundia, triumvirate, Pax Romana, proconsul

SPIRITUAL APPLICATIONS:

Ephesians 6:10-17 – Read the description of the armor of God. Discuss similarities in the armor of the Roman soldier.

Discuss the effects of sin on the environment (disasters like Pompeii).

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 11 – pp. 303-336

Chapter 11 Digital Lessons Plans and Presentations

Video – *Life in Ancient Rome* (5:29)

Video – *The Roman Empire: Cultural Contribution* (2:48)

Video – *Bread and Circuses* (8:15)

Video – *The Roman World* (6:58)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Ancient Rome: The Rise of Apartments* (45:38)

Learn360 video – *Italy: History and Culture* (3:44)

BrainPop video – *Roman Republic* (3:23)

BrainPop video – *Rise of the Roman Empire* (3:20)

BrainPop video – *Pax Romana* (2:37)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Using a talk-show interview format, interview “guests” from Ancient Rome.
2. Make an outline of a lesson from this chapter. Use the larger red headings as the first level and the smaller red headings as the second level. Find supporting details to make third and fourth levels of the outline.
3. Work in small groups to debate the pros and cons of a republic as a form of government.
4. Role-play a gathering of plebeians and patricians at the Forum.
5. Research Hannibal’s elephants and their journey from northern Africa to Italy. Write a journal with several entries describing their experiences.
6. Write an opinion essay about the policy of “bread and circuses.”
7. Discuss disasters and their effect on both ancient Rome and present-day United States.

FOURTH QUARTER · CYCLE 1, UPPER

TOPIC: Roman Civilization

PACING: 5 Days

STANDARDS:

- SS.5-8.C.8** Prove that culture may change in response to changing needs, concerns, social, political, and geographic conditions.
- SS.5-8.TCC.8** Outline the origins and influences of social, cultural, political, and economic systems.
- SS.5-8.PAG.3** Discuss ideas that are the foundation of American constitutional democracy including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism.

OBJECTIVES:

- Describe what life was like in Rome.
- Analyze how the Greeks influenced the Romans.
- Identify Rome's contributions to our society today.
- Analyze how the economy influenced the fall of the Roman Empire.
- Identify the cultural influences that shaped the Byzantines.

VOCABULARY: gladiators, anatomy, vault, satire, ode, reform, mosaic

SPIRITUAL APPLICATIONS:

John 11:46-48 – After Jesus raised Lazarus from the dead, the Pharisees express their fear of the Romans. Discuss why the Jews feared the Romans and were looking for the Messiah to save them from the Romans.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 12 – pp. 337-368

Chapter 12 Digital Lessons Plans and Presentations

Video – *The Geography of Italy* (6:16)

Video – *The Coliseum* (5:00)

Video – *Constantinople to Istanbul* (7:27)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Roman Empire* (2:24)

Learn360 video segment – *Arches of Ancient Rome* (5:16)

Learn360 video segment –
Justinian and the Byzantines (11:25)

BrainPop video – *Fall of the Roman Empire* (4:23)

BrainPop video – *Bridges* (4:12)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. As part of a class project, create museum exhibits that display information about an aspect of Roman culture.
2. Draw or paint a picture that illustrates a Roman style of art or architecture.
3. Write diary entries or letters from the perspective of an ancient Roman.
4. Research one of the engineering advances of ancient Rome (i.e., aqueducts, the arch, road system). Prepare a brochure or poster which illustrates how the Romans were able to accomplish the engineering feat.
5. List beliefs of the U.S. legal system that come from Roman ideas.
6. Develop a tourist brochure for Rome or Constantinople.
7. Write a summary stating reasons for the fall of the Roman Empire.

FOURTH QUARTER · CYCLE 1, UPPER

TOPIC: The Rise of Christianity

PACING: 5 Days

STANDARDS:

- SS.5-8.C.4** Describe how the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture.
- SS.5-8.C.11** Identify the influence of Seventh-day Adventist heritage on culture.
- SS.5-8.IDI.6** Determine how personal, social, cultural, and environmental factors contribute to the development and the growth of personal identity.
- SS.5-8.IGI.3** Determine how institutions are created to respond to changing individual and group needs.
- SS.5-8.STS.14** Design a project using technology to serve the church and community.
- SS.5-8.GC.8** Demonstrate an understanding of current world missions of the Seventh-day Adventist church.

OBJECTIVES:

- Summarize the life of Jesus and basic Christian beliefs.
- Identify the role played by the apostles in the growth of Christianity.
- Discuss the geographic theme of movement and its importance to spreading Christianity.
- Analyze how, despite persecution, Christianity continued to flourish.

VOCABULARY: parable, resurrection, apostles, salvation, martyr, hierarchy, clergy, laity, doctrine, pope, icons, excommunicate, schism, monastery

SPIRITUAL APPLICATIONS:

Jesus' Parables – Review the way Jesus taught using parables. Have students each prepare a morning worship about one of Jesus' parables.

Discuss how the culture of a family may be different in a Seventh-day Adventist home than other Christian homes.

MCGRAW-HILL RESOURCES:

A History of the World
Chapter 13 – pp. 369-394
 Chapter 13 Digital Lessons Plans and Presentations
 Video – *St. Peter's Tomb* (7:41)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Christianity* (2:33)
 Learn360 video segment – *Spread of Christianity* (9:23)
 BrainPop video – *Religions* (7:03)

The following are Seventh-day Adventist websites with mission information:
<https://am.adventistmission.org/videos>
<http://afmonline.org/>

Books about Seventh-day Adventist missionaries already in your school or church library

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Conduct research about the apostles and the spread of Christianity. Prepare a multimedia presentation to share with your local church.
2. Choose three Christian religions to compare and contrast using a three-circle Venn diagram.
3. Discuss why conflict exists between religious groups.
4. Make a bulletin board illustrating how the Seventh-day Adventist church has influenced culture.
5. Create a brochure about mission work in which Seventh-day Adventists are currently participating. Share it with someone in your church or community.
6. Write an opinion essay describing ideas on getting along with others whose religious beliefs are different from yours.
7. Summarize the 28 fundamental doctrines of the Seventh-day Adventist church in your own words.