

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.