

GRADE 5**ACKNOWLEDGEMENTS**

The Social Studies Office acknowledges the contributions made to the development of these materials by all social studies staff and especially the following people:

Kindergarten: Our Community

Mary Cantwell, Anna Maria Lechleitner, Juanita Wade

Grade 1: Our State

Marijoy Cordero, Gina Samara, Jaclyn Scott

Grade 2: Our Country

Jennifer Burgin, Anna Kanter, Maryellen Meden, Eric Sokolove

Grade 3: Ancient World Cultures

Kim Dinardo, Tara Mitchell, Christine Williams, Tricia Zipfel

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Mercedes Dean, Lauren Elkins, Karen Magestad, Kristen Wolla

Grade 5: Ancient World

Greg Chapuis, Casey Dolan, Nicholas Fernandez, Michelle Jaeckel

Grade 6: U.S. History, Civics and Economics to 1865

Patricia Carlson, Breonna McClain, Anne Miller, Tiffany Mitchell, Sara Winter

Grade 7: U.S. History, Civics and Economics 1865 to Present

Jesse Homburg, Rachel Payne, Lilo Stephens, Patty Tuttle-Newby

Grade 8: World Geography

Allie Bakaj, Christine Joy, Maureen Nolan, Sarah Stewart

Grade 9: World History II from 1500 A.D.

Jen Dean, Jeana Norton, Anne Stewart

Grade 10: World History I to 1500 A.D.

Julie Bell, Kathleen Claassen, Caitlin Dodds

Grade 11: U.S. and Virginia History

Kevin Bridwell, Greg Cabana, Erica Drummond, Kevin Phillips

Grade 12: U.S. and Virginia Government

Diane Boudalis, Michelle Cottrell-Williams, Patricia Hunt

Diana Jordan

Barbara Ann Lavelle

Cathy Bonneville Hix
Social Studies Supervisor

GRADE 5

COURSE DESCRIPTION: The course study for grade five is ancient civilizations. This course allows students to develop a greater understanding of selected ancient cultures including; Prehistory, The Fertile Crescent, Ancient Egypt, Ancient India and China, Ancient Greece, Ancient Rome and Ancient America.

THEME: The organizing theme for grade five is **SYSTEMS**.

KEY CONCEPTS: Students will learn that **SYSTEMS**

- constitute the seven elements of a civilization; government, religion, social structure, surplus food, the arts ,technology and writing (form of formal communication).
- succeed or fail based upon cooperation or conflict among people, the effects of geography, the acts of an individual or group and the achievement of humankind.
- operate or function according to written, legal, religious and social rules, beliefs or values.
- change as a result of conquest, trade, religion and geography.

UNITS and UNIT SECTIONS:

I. Prehistory

- the effects of geographical location
- hunter/gatherer clans
- agrarian societies
- archaeological findings

II. The Fertile Crescent

- development of civilizations
- forms of writing
- farming and irrigation methods
- development of barter systems

III. Ancient Egypt

- the interconnectedness of social systems
- religious beliefs
- the effect of the Nile River on the development of Egypt
- great pharaohs and their beliefs

IV. Ancient India

- development of empires and dynasties
- social structure and civil service
- trading and economic systems
- technological innovations

GRADE 5**V. Ancient China**

- development of empires and dynasties
- social structure and civil service
- trading and economic systems
- technological innovations

VI. Ancient Greece & Rome

- forms of government
- philosophers
- key figures
- battles
- architecture
- geographic advantage

VII. Ancient Rome

- forms of government
- philosophers
- key figures
- battles
- architecture
- geographic advantage

VIII. Ancient America (Mesoamerica)

- the effects of geography
- daily life and rituals
- Olmecs, Mayas, Aztecs and Incas
- organization and conquest
- Introduction to the Middle Ages Extension Activity

GRADE 5**UNIT I: Prehistory**

STANDARDS OF LEARNING: This unit will address the following objectives:

Note: Power Standards below are indicated in **bold**.

APS 5.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) analyzing and interpreting artifacts and primary and secondary sources to understand events in ancient history;
- b) analyzing and interpreting geographic information to determine patterns and trends in ancient history;
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in ancient history;
- d) using evidence to draw conclusions and make generalizations;
- e) comparing and contrasting historical, cultural, and political perspectives in ancient history;
- f) determining relationships with multiple causes or effects in ancient history;
- g) explaining connections across time and place;
- h) using a decision-making model to identify the costs and benefits of a specific choice made;
- i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and
- j) investigating and researching to develop products orally and in writing.

APS 5.2 Geography

- **Development of agriculture changed from hunting and gathering to farming and domestication of animals and was the turning point for civilization.**

APS 5.3 History

- **Scientists have systems for interpreting artifacts and fossils to understand how people lived in the past.**

APS 5.4 Economics

The student will define the economic systems during Prehistory.

APS 5.5 Civics

The student will identify the political systems during Prehistory.

ENDURING UNDERSTANDING: Students will understand that scientists have systems for interpreting artifacts and fossils to understand how people lived in the past.

CONCEPTUAL UNIT QUESTION (Essential Question): What are the best ways to figure out how people lived in the past?

PREVIEW ACTIVITY: *Investigating the Past*

Source: 5th Grade World History Digital Subscription Chapter 1

History Alive! The Ancient World. Lesson Guide 1. pp. 10 - 21. 2004.

GRADE 5

TEXTBOOK ALIGNMENT: SEE FILES		
PACING GUIDE:		
UNIT	TIMEFRAME	DATES
I. Prehistory	4 weeks	September
II. Fertile Crescent	3 weeks	October
III. Ancient Egypt	4 weeks	November
IV. Ancient India	4 weeks	December
V. Ancient China	6 weeks	January/February
VI. Ancient Greece	3 weeks	March
VII. Ancient Rome	3 weeks	April/May
VIII. Ancient Americas	3 weeks	June

LITERATURE AND OTHER RESOURCES:

LITERATURE

Hunt!: Can You Survive the Stone Age? by Julia Bruce— In this Step Into History series book the reader assumes the role of clan chief during the Stone Age and must help the clan survive by making fire, finding shelter, hunting for their food during the cold icy winter

Ice Age: Meet Early Humans and Amazing Animals Sharing a Frozen Planet by Stewart Ross—This pictorial book takes readers back to the time when human beings competed with the most ferocious, now-extinct animals to share life's necessities. Predators, scavengers, ice age sea creatures, the Neanderthals, and early modern humans are described.

Best Book of Early People by Margaret Hynes—This book guides readers through the stages of humans from the first toolmakers, through the Ice, Bronze, Iron Ages, to the beginnings of civilizations and cities.

You Wouldn't Want to be a Mammoth Hunter!: Dangerous Beasts You'd Rather Not Encounter by John Malam—This book tells in what ways early man used mammoths for food and more.

GENERAL WEBSITES and DATABASES

Culture Grams: <http://online.culturegrams.com/> Database explaining the geography and culture of the United States and countries around the world

Google Earth: Interactive map of the World with links to pictures, websites, and general information about places all over the globe.

Teaching with Primary Sources: <http://www.tpsnva.org/> Website containing Virginia teacher created lesson and unit plans with emphasis on primary sources. This website links directly to the Library of Congress's website and to the America's Story website with short, easily accessible information about the history of United States.

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Digital Map Lists and Screenshots: <https://apsva.blackboard.com/webapps/login/> Through Organizations and in Social Studies Online, click on “Documents” to get to the instructions to add a digital map database to your school computer.
Online Reference Databases: <http://www.apsva.us/site/Default.aspx?PageID=1994> Accessible in school or remotely are several subscriptions to online encyclopedias. *Wikipedia* is another option, but take the time to vet out potential topics carefully as entries are not as thoroughly monitored at this time.

Social Studies Updated Book List Grades 3, 4, & 5: <https://apsva.blackboard.com/webapps/login/> Through Organizations and in Social Studies Online, click on “Documents” to get to this word document.

Kids Past: <http://kidspast.com/world-history/index.php> Website containing information regarding world history and ancient civilizations. Be sure to preview website prior to displaying content.

Becoming Human: <http://www.becominghuman.org/> Website containing information, videos, documentaries regarding human evolution.

SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and individuals students should know to successfully understand course content.

** indicates words not included in text and/or would need supplemental materials/additional discussion*

agriculture	Catal Hoyuk	harvest	migrate	social division
ancient history	climate	historian	Neanderthal	society
anthropology	community	Homo Erectus	New Stone Age (Neolithic)	surplus
archaeologist	culture	Homo Habilis	nomad	technology
artifact	domesticate	Homo Sapien	Old Stone Age (Paleolithic)	
biped	excavation site	Hominids	prehistory	
carbon dating*	geographer	land bridge	ritual	

SAMPLE LESSONS: <https://drive.google.com/open?id=0BySl24GaKHVdZHJ6TEo1NGdUY0E>

APS ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: APS content for this unit can be found in Chapters 1-2 in the Grade 5 World History digital subscription.

GRADE 5

STANDARD APS 5.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a) analyzing and interpreting artifacts and primary and secondary sources to understand events in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:														
<p>Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.</p>	<ul style="list-style-type: none"> • Use an analysis tool to analyze and interpret artifacts and primary and secondary sources. <p>Sample Analysis Tool</p> <table border="1" data-bbox="632 529 1713 1146"> <thead> <tr> <th colspan="2" data-bbox="632 529 1713 594">Title of Informational Source:</th> </tr> <tr> <th data-bbox="632 594 1247 656">Key Elements</th> <th data-bbox="1247 594 1713 656">Evidence</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 656 1247 717">Observation: What do you see?</td> <td data-bbox="1247 656 1713 717"></td> </tr> <tr> <td data-bbox="632 717 1247 802">Source: Who created the source?</td> <td data-bbox="1247 717 1713 802"></td> </tr> <tr> <td data-bbox="632 802 1247 902">Context: Where is the source located in terms of time and place?</td> <td data-bbox="1247 802 1713 902"></td> </tr> <tr> <td data-bbox="632 902 1247 1010">Historical Perspective: Whose point of view does the source represent?</td> <td data-bbox="1247 902 1713 1010"></td> </tr> <tr> <td data-bbox="632 1010 1247 1146">Analysis: What is the source's impact on history?</td> <td data-bbox="1247 1010 1713 1146"></td> </tr> </tbody> </table>	Title of Informational Source:		Key Elements	Evidence	Observation: What do you see?		Source: Who created the source?		Context: Where is the source located in terms of time and place?		Historical Perspective: Whose point of view does the source represent?		Analysis: What is the source's impact on history?	
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GRADE 5

STANDARD APS 5.1b

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

b) analyzing and interpreting geographic information to determine patterns and trends in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>The knowledge of geography and the application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment in order to solve problems.</p> <p>The physical geography of a location had a direct impact on the lives of people in the ancient world and how they adapted to their environment.</p> <p>Geographic themes include</p> <ul style="list-style-type: none"> • location • place • regions • movement • human-environment interaction. 	<ul style="list-style-type: none"> • Acquire geographic information from a variety of sources, such as <ul style="list-style-type: none"> ○ GIS (Geographic Information Systems) ○ field work ○ satellite images ○ photographs ○ maps, globes ○ charts and graphs ○ databases ○ primary sources ○ diagrams. • Analyze the relationship between physical and human geography (e.g., life in Greece vs. life in Mali). • Analyze geographic information related to the movement of people, products, resources, ideas, and language to determine patterns and trends throughout ancient history. • Examine maps of a location before and after a major conflict to discuss how the conflict affected the social, political, and economic landscape of an area. • Use maps to explain how the location of resources influences the patterns, trends, and migration of populations. <p>Five themes of geography</p> <ul style="list-style-type: none"> • Location: Defined according to its position on the earth’s surface; where is it? • Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like? • Region: A unit on the earth’s surface that has unifying characteristics; how are places similar or different? • Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another? • Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

GRADE 5

STANDARD APS 5.1c

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.</p> <p>Close examination and interpretation of various data and images are essential to making informed decisions.</p>	<ul style="list-style-type: none"> • Use historical maps to analyze changes in population over time. • Identify and sequence events that shaped the development of the ancient world. • Interpret and draw conclusions from primary sources related to ancient world development • Compare an illustration of a historical event to a written account of the event. • Gather information from a variety of sources to show the impact of settlement on a region • Interpret photographs of the various time periods in ancient history. Discuss the potential bias of the audience. • Use primary sources to interpret how technology changed life in the ancient world.

GRADE 5

STANDARD APS 5.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by

d) using evidence to draw conclusions and make generalizations;

Essential Understandings	Experiences may include but are not limited to the following:												
<p>Critical examination and evaluation of historical evidence is essential to understanding the past.</p> <p>Drawing conclusions and making generalizations involves</p> <ul style="list-style-type: none"> observing and considering all the facts, arguments, and information considering what is already known determining the certainty of multiple answers based upon the information presented predicting and adjusting predictions, questioning, restating main ideas, and summarizing supporting details. 	<ul style="list-style-type: none"> Evaluate media and images as sources for drawing conclusions and making generalizations. Draw conclusions about written artifacts used during a selected time period. Make generalizations using visual media in order to explain historical events. After reading about an historical event, use the chart below to draw conclusions or make generalizations about a point of view. <table border="1" data-bbox="634 657 1709 971"> <tr> <td colspan="4" data-bbox="634 657 1709 721">Event:</td> </tr> <tr> <td data-bbox="634 721 800 784">Somebody</td> <td data-bbox="800 721 1050 784">Wanted</td> <td data-bbox="1050 721 1287 784">But</td> <td data-bbox="1287 721 1709 784">So What?</td> </tr> <tr> <td data-bbox="634 784 800 971"></td> <td data-bbox="800 784 1050 971"></td> <td data-bbox="1050 784 1287 971"></td> <td data-bbox="1287 784 1709 971"></td> </tr> </table>	Event:				Somebody	Wanted	But	So What?				
Event:													
Somebody	Wanted	But	So What?										

GRADE 5

STANDARD APS 5.1e

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

e) comparing and contrasting historical, cultural, and political perspectives in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Examining the historical, cultural, and political perspectives of countries reveals the ideals, beliefs, values, and institutions of their people.</p> <p>Being able to compare and contrast helps us understand important similarities and differences between people, places, events, and times in ancient history.</p>	<ul style="list-style-type: none"> • Compare and contrast historical events, using media, images, or text, to gain understanding of historical, cultural, and political perspectives in ancient history. Examples of historical events include <ul style="list-style-type: none"> ○ Development of civilization ○ Emergence of different forms of government • Create a graphic organizer to analyze information about concepts or themes in multiple time periods. Examples of concepts or themes include <ul style="list-style-type: none"> ○ conflict ○ expansion ○ movement ○ interaction. • Create a graphic organizer to compare and contrast how people from different civilizations interacted with the environment. • Create a graphic organizer to compare and contrast the perspectives of two leaders in ancient history.

GRADE 5

STANDARD APS 5.1f

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

f) **determining relationships with multiple causes or effects in ancient history;**

Essential Understandings	Experiences may include but are not limited to the following:																														
<p>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.</p> <p>People respond to and resolve conflicts in a variety of ways, resulting in relationships that have many causes and differing outcomes.</p> <p>Diversity includes a variety of perspectives, contributions, and challenges.</p> <p>Certain events in ancient history have multiple causes and effects.</p> <p>Conflicts often have multiple causes and effects.</p>	<ul style="list-style-type: none"> • Create flow charts, storyboards, and timelines to explore multiple causes and effects. <p>Example:</p> <table border="1" data-bbox="632 500 1801 816"> <thead> <tr> <th colspan="3" data-bbox="632 500 1801 565">Event:</th> </tr> <tr> <th data-bbox="632 565 1062 630">Cause(s)</th> <th data-bbox="1062 565 1396 630">Event</th> <th data-bbox="1396 565 1801 630">Effect(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 630 1062 695"></td> <td data-bbox="1062 630 1396 695"></td> <td data-bbox="1396 630 1801 695"></td> </tr> <tr> <td data-bbox="632 695 1062 760"></td> <td data-bbox="1062 695 1396 760"></td> <td data-bbox="1396 695 1801 760"></td> </tr> <tr> <td data-bbox="632 760 1062 816"></td> <td data-bbox="1062 760 1396 816"></td> <td data-bbox="1396 760 1801 816"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Determine how the choices of selected individuals or groups ancient history. <p>Example:</p> <table border="1" data-bbox="632 938 1801 1255"> <thead> <tr> <th colspan="3" data-bbox="632 938 1801 1003">Event:</th> </tr> <tr> <th data-bbox="632 1003 1062 1068">Cause(s)</th> <th data-bbox="1062 1003 1396 1068">Event</th> <th data-bbox="1396 1003 1801 1068">Effect(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 1068 1062 1133"></td> <td data-bbox="1062 1068 1396 1133"></td> <td data-bbox="1396 1068 1801 1133"></td> </tr> <tr> <td data-bbox="632 1133 1062 1198"></td> <td data-bbox="1062 1133 1396 1198"></td> <td data-bbox="1396 1133 1801 1198"></td> </tr> <tr> <td data-bbox="632 1198 1062 1255"></td> <td data-bbox="1062 1198 1396 1255"></td> <td data-bbox="1396 1198 1801 1255"></td> </tr> </tbody> </table>	Event:			Cause(s)	Event	Effect(s)										Event:			Cause(s)	Event	Effect(s)									
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GRADE 5

STANDARD APS 5.1g

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

g) explaining connections across time and place;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Making connections includes understanding that people, events, and developments have brought changes to the ancient world.</p> <p>Everyday life in the ancient world varied according to location.</p> <p>Explaining includes justifying thinking with supporting details.</p>	<ul style="list-style-type: none"> • Create a flowchart to show connections between the effects that new civilizations had and their impact on the land where they settled. • Create a graphic organizer to outline how life for people in early ancient history changed over time based on the human, natural, and capital resources available. • Create a timeline to show the political, social, and economic factors the growth of civilization. • Create a graphic organizer that compares the technology used by the early Hominids as opposed to the Romans and explain how that impacted their success.

GRADE 5

STANDARD APS 5.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

h) using a decision-making model to identify the costs and benefits of a specific choice made;

Essential Understandings	Experiences may include but are not limited to the following:																						
<p>The decision-making process involves seeing the problem from a variety of perspectives and considering the consequences.</p> <p>A cost is what you give up when you decide to do something.</p> <p>A benefit is what satisfies a want.</p> <p>People manage their lives by making choices. They choose the alternative that seems best to them because it involves the least cost and the greatest benefit.</p>	<ul style="list-style-type: none"> • Use a decision-making model to weigh the costs and benefits of making the follow choices: <ul style="list-style-type: none"> ○ Choosing a new form of government ○ Choosing a specific area to start a civilization • Choose a historical event. Determine the concern or issue. Use a decision-making model to develop and explain an alternative decision by weighing the costs and benefits of the event. <table border="1" data-bbox="634 594 1822 1364" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" data-bbox="634 594 1822 672">Historical event:</td> </tr> <tr> <td data-bbox="634 672 1215 748" style="text-align: center;">Costs</td> <td data-bbox="1215 672 1822 748" style="text-align: center;">Benefits</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td colspan="2" data-bbox="634 1211 1822 1287">Actual decision made:</td> </tr> <tr> <td colspan="2" data-bbox="634 1287 1822 1364">Alternative decision:</td> </tr> </table>	Historical event:		Costs	Benefits															Actual decision made:		Alternative decision:	
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GRADE 5

STANDARD APS 5.1i

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and;

Essential Understandings	Experiences may include but are not limited to the following:
<p>The research process requires the use of a variety of resources to ensure validity.</p> <p>In order to avoid plagiarism, credit must be given when using another person’s idea, opinion, or theory.</p> <p>Sources should be authentic and valid.</p> <p>Responsible citizens demonstrate a respect for the rights of others.</p>	<ul style="list-style-type: none"> • Explore the ethical and legal issues related to the access and use of information by <ul style="list-style-type: none"> ○ properly citing authors and sources used in research ○ validating Web sites ○ reviewing written drafts so that the language and/or thoughts of others are given credit. • Exhibit the responsibilities of citizenship in the classroom by demonstrating <ul style="list-style-type: none"> ○ when it is appropriate to listen and when to speak ○ how to make necessary compromises ○ how to work together to accomplish goals ○ how to conduct oneself in a respectful manner.

GRADE 5

STANDARD APS 5.1j

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

j) investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences may include but are not limited to the following:
<p>People communicate through oral and written language.</p> <p>Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.</p> <p>Students present, listen critically, and provide evidence to support opinions by</p> <ul style="list-style-type: none"> • distinguishing between fact and opinion • comparing and contrasting viewpoints • presenting a convincing argument • paraphrasing and summarizing what is heard • using language and vocabulary appropriate to audience, topic, and purpose • organizing a presentation. 	<ul style="list-style-type: none"> • Investigate people, places, and events in ancient history to develop an understanding of historical, cultural, economic, political, and geographical relationships by <ul style="list-style-type: none"> ○ exploring decisions that led to the development of civilization ○ outlining and describing geographic factors that influenced settlement decisions ○ creating a digital map outlining the geographic and economic factors that influenced new civilizations • Create a chart outlining the costs and benefits of Rome vs. Greek civilization • Investigate an important event. Create the front page of a newspaper with headlines and articles detailing the event. The newspaper may include the following features: <ul style="list-style-type: none"> ○ Articles summarizing the event ○ Timeline detailing actions leading up to the event ○ Quotes from participants ○ Images of the event • Create a social media page or blog about an event from ancient history. Take a position on the topic, and use a variety of sources as evidence to support the stance. <ul style="list-style-type: none"> ○ Beginning of the Sumer civilization ○ Relationship between Sparta and Athens ○ The first Olympics

GRADE 5**Unit II: The Fertile Crescent**

STANDARDS of LEARNING: This unit will address the following objectives:

Note: Power Standards below are indicated in **bold**.

APS 5.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- b) analyzing and interpreting artifacts and primary and secondary sources to understand events in ancient history;
- b) analyzing and interpreting geographic information to determine patterns and trends in ancient history;
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in ancient history;
- d) using evidence to draw conclusions and make generalizations;
- e) comparing and contrasting historical, cultural, and political perspectives in ancient history;
- f) determining relationships with multiple causes or effects in ancient history;
- g) explaining connections across time and place;
- h) using a decision-making model to identify the costs and benefits of a specific choice made;
- i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and
- j) investigating and researching to develop products orally and in writing.

APS 5.2 Geography with APS 5.3 Economics

- **Settled in lands between the Tigris and Euphrates Rivers farm with a maintained irrigation system, creating a food surplus to support civilization and used to trade for scarce resources.**

APS 5.3 History

- **Advances in the seven systems of government, religion, writing, arts, technology, social structure, and stable food supply helped civilization**

APS 5.4 Economics

The student will define the economic system of the Fertile Crescent.

APS 5.5 Civics

- **Code of Hammurabi was one of the first recorded set of laws, was written on a stele and set in a public place.**

ENDURING UNDERSTANDING: Students will understand that civilizations develop with advances in societal systems.

CONCEPTUAL UNIT QUESTION (Essential Question): What systems needed to be in place to advance the rise of civilization?

PREVIEW ACTIVITY: History Alive! 5th Grade World History Digital Subscription Chapter 4

History Alive!: The Ancient World. Lesson Guide 1. p 64-65. 2004

TEXTBOOK ALIGNMENT: SEE FILES

GRADE 5**PACING GUIDE:**

UNIT	TIMEFRAME	DATES
I. Prehistory	4 weeks	September
II. Fertile Crescent	3 weeks	October
III. Ancient Egypt	4 weeks	November
IV. Ancient India	4 weeks	December
V. Ancient China	6 weeks	January/February
VI. Ancient Greece	3 weeks	March
VII. Ancient Rome	3 weeks	April/May
VIII. Ancient Americas	3 weeks	June

LITERATURE AND OTHER RESORUCES:**LITERATURE**

Life in Ancient Mesopotamia by Shilpa Mehta-Jones—This book from Crabtree Publishing details the everyday life of ancient Mesopotamia including the political and economic structures, religious beliefs, and languages spoken.

Ancient Mesopotamia: The Sumerians, Babylonians, and Assyrians by Virginia Schomp—People of the Ancient World series by Watts introduces the history and culture of the ancient Mesopotamia with a look at the military, political, social, and cultural lives of the Sumerians, Babylonians, and Assyrians.

Gilgamesh the Hero by Geraldine McCaughrean—Retelling of the legend of Gilgamesh losing his dear friend Enkidu, and sets out on a journey to find the secret to eternal life.

Gilgamesh the King by Ludmila Zeman—Retelling of the ancient Sumarian legend of Gilgamesh, the king who was half man and half god.

Revenge of Ishtar by Ludmila Zeman—King Gilgamesh and his friend Enkidu undertake heroic adventures, slay monsters, and save their city.

The Last Quest of Gilgamesh by Ludmila Zeman—King Gilgamesh, mourning for his friend, sets out on a journey to overcome death.

Tigris and Euphrates: Rivers of the Fertile Crescent by Gary Miller—This is an introduction to the two rivers and how the people living in Mesopotamia used the rivers to help create and sustain their civilizations as well as advance culture and scientific principles.

Weslandia by Paul Fleischman—This fictional book serves as an excellent preview to the the seven characteristics that make a civilization.

GENERAL WEBSITES and DATABASES

Culture Grams: <http://online.culturegrams.com/> Database explaining the geography and culture of the United States and countries around the world

Google Earth: Interactive map of the World with links to pictures, websites, and general information about places all over the globe.

GRADE 5

Teaching with Primary Sources: <http://www.tpsnva.org/> Website containing Virginia teacher created lesson and unit plans with emphasis on primary sources. This website links directly to the Library of Congress’s website and to the America’s Story website with short, easily accessible information about the history of United States.

Digital Map Lists and Screenshots: <https://apsva.blackboard.com/webapps/login/> Through Organizations and in Social Studies Online, click on “Documents” to get to the instructions to add a digital map database to your school computer.

Online Reference Databases; <http://www.apsva.us/site/Default.aspx?PageID=1994> Accessible in school or remotely are several subscriptions to online encyclopedias. *Wikipedia* is another option, but take the time to vet out potential topics carefully as entries are not as thoroughly monitored at this time.

Social Studies Updated Book List Grades 3, 4, & 5: <https://apsva.blackboard.com/webapps/login/> Through Organizations and in Social Studies Online, click on “Documents” to get to this word document.

Kids Past: <http://kidspast.com/world-history/index.php> Website containing information regarding world history and ancient civilizations. Be sure to preview website prior to displaying content.

Becoming Human: <http://www.becominghuman.org/> Website containing information, videos, documentaries regarding human evolution.

SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and/or individuals students should know to successfully understand course content.

** indicate words not included in text which would need supplemental materials/additional discussion*

Akkadian	city-state	Gilgamesh*	Persian Gulf	stele
arch	civilization	Hammurabi	Phoenicia	Sumer
Assyrian	culture	Hanging Gardens	pictograph	surplus*
aqueducts	cuneiform	irrigation	Sargon	Syrian Desert
Babylonian	economy*	levees	scribe	Taurus Mountains
bas-relief	empire	Mediterranean Sea	siege	Tigris River
capital	Euphrates River	Mesopotamia	social structure	tribute
Canaan	fertile	natural resources*	stable food supply	Zagros Mountains
chariot	Fertile Crescent	Nebuchadnezzar II	status	ziggurat

SAMPLE LESSONS: <https://drive.google.com/open?id=0BySl24GaKHVdZHJ6TEo1NGdUY0E>

APS ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: APS content for this unit can be found in Chapters 3-5 in the Grade 5 World History digital subscription.

GRADE 5

STANDARD APS 5.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a) analyzing and interpreting artifacts and primary and secondary sources to understand events in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:														
<p>Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.</p>	<ul style="list-style-type: none"> Use an analysis tool to analyze and interpret artifacts and primary and secondary sources. <p>Sample Analysis Tool</p> <table border="1" data-bbox="632 529 1713 1146"> <thead> <tr> <th colspan="2" data-bbox="632 529 1713 594">Title of Informational Source:</th> </tr> <tr> <th data-bbox="632 594 1247 659">Key Elements</th> <th data-bbox="1247 594 1713 659">Evidence</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 659 1247 724">Observation: What do you see?</td> <td data-bbox="1247 659 1713 724"></td> </tr> <tr> <td data-bbox="632 724 1247 805">Source: Who created the source?</td> <td data-bbox="1247 724 1713 805"></td> </tr> <tr> <td data-bbox="632 805 1247 902">Context: Where is the source located in terms of time and place?</td> <td data-bbox="1247 805 1713 902"></td> </tr> <tr> <td data-bbox="632 902 1247 1008">Historical Perspective: Whose point of view does the source represent?</td> <td data-bbox="1247 902 1713 1008"></td> </tr> <tr> <td data-bbox="632 1008 1247 1146">Analysis: What is the source's impact on history?</td> <td data-bbox="1247 1008 1713 1146"></td> </tr> </tbody> </table>	Title of Informational Source:		Key Elements	Evidence	Observation: What do you see?		Source: Who created the source?		Context: Where is the source located in terms of time and place?		Historical Perspective: Whose point of view does the source represent?		Analysis: What is the source's impact on history?	
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GRADE 5

STANDARD APS 5.1b

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

b) analyzing and interpreting geographic information to determine patterns and trends in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>The knowledge of geography and the application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment in order to solve problems.</p> <p>The physical geography of a location had a direct impact on the lives of people in the ancient world and how they adapted to their environment.</p> <p>Geographic themes include</p> <ul style="list-style-type: none"> • location • place • regions • movement • human-environment interaction. 	<ul style="list-style-type: none"> • Acquire geographic information from a variety of sources, such as <ul style="list-style-type: none"> ○ GIS (Geographic Information Systems) ○ field work ○ satellite images ○ photographs ○ maps, globes ○ charts and graphs ○ databases ○ primary sources ○ diagrams. • Analyze the relationship between physical and human geography (e.g., life in Greece vs. life in Mali). • Analyze geographic information related to the movement of people, products, resources, ideas, and language to determine patterns and trends throughout ancient history. • Examine maps of a location before and after a major conflict to discuss how the conflict affected the social, political, and economic landscape of an area. • Use maps to explain how the location of resources influences the patterns, trends, and migration of populations. <p>Five themes of geography</p> <ul style="list-style-type: none"> • Location: Defined according to its position on the earth’s surface; where is it? • Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like? • Region: A unit on the earth’s surface that has unifying characteristics; how are places similar or different? • Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another? • Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

GRADE 5

STANDARD APS 5.1c

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.</p> <p>Close examination and interpretation of various data and images are essential to making informed decisions.</p>	<ul style="list-style-type: none"> • Use historical maps to analyze changes in population over time. • Identify and sequence events that shaped the development of the ancient world. • Interpret and draw conclusions from primary sources related to ancient world development • Compare an illustration of a historical event to a written account of the event. • Gather information from a variety of sources to show the impact of settlement on a region • Interpret photographs of the various time periods in ancient history. Discuss the potential bias of the audience. • Use primary sources to interpret how technology changed life in the ancient world.

GRADE 5

STANDARD APS 5.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by

d) using evidence to draw conclusions and make generalizations;

Essential Understandings	Experiences may include but are not limited to the following:												
<p>Critical examination and evaluation of historical evidence is essential to understanding the past.</p> <p>Drawing conclusions and making generalizations involves</p> <ul style="list-style-type: none"> • observing and considering all the facts, arguments, and information • considering what is already known • determining the certainty of multiple answers based upon the information presented • predicting and adjusting predictions, questioning, restating main ideas, and summarizing supporting details. 	<ul style="list-style-type: none"> • Evaluate media and images as sources for drawing conclusions and making generalizations. • Draw conclusions about written artifacts used during a selected time period. • Make generalizations using visual media in order to explain historical events. • After reading about an historical event, use the chart below to draw conclusions or make generalizations about a point of view. <table border="1" data-bbox="634 657 1709 971"> <tr> <td colspan="4" data-bbox="634 657 1709 721">Event:</td> </tr> <tr> <td data-bbox="634 721 800 784">Somebody</td> <td data-bbox="800 721 1050 784">Wanted</td> <td data-bbox="1050 721 1287 784">But</td> <td data-bbox="1287 721 1709 784">So What?</td> </tr> <tr> <td data-bbox="634 784 800 971"></td> <td data-bbox="800 784 1050 971"></td> <td data-bbox="1050 784 1287 971"></td> <td data-bbox="1287 784 1709 971"></td> </tr> </table>	Event:				Somebody	Wanted	But	So What?				
Event:													
Somebody	Wanted	But	So What?										

GRADE 5

STANDARD APS 5.1e

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

e) comparing and contrasting historical, cultural, and political perspectives in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Examining the historical, cultural, and political perspectives of countries reveals the ideals, beliefs, values, and institutions of their people.</p> <p>Being able to compare and contrast helps us understand important similarities and differences between people, places, events, and times in ancient history.</p>	<ul style="list-style-type: none"> • Compare and contrast historical events, using media, images, or text, to gain understanding of historical, cultural, and political perspectives in ancient history. Examples of historical events include <ul style="list-style-type: none"> ○ Development of civilization ○ Emergence of different forms of government • Create a graphic organizer to analyze information about concepts or themes in multiple time periods. Examples of concepts or themes include <ul style="list-style-type: none"> ○ conflict ○ expansion ○ movement ○ interaction. • Create a graphic organizer to compare and contrast how people from different civilizations interacted with the environment. • Create a graphic organizer to compare and contrast the perspectives of two leaders in ancient history.

GRADE 5

STANDARD APS 5.1f

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

f) **determining relationships with multiple causes or effects in ancient history;**

Essential Understandings	Experiences may include but are not limited to the following:																														
<p>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.</p> <p>People respond to and resolve conflicts in a variety of ways, resulting in relationships that have many causes and differing outcomes.</p> <p>Diversity includes a variety of perspectives, contributions, and challenges.</p> <p>Certain events in ancient history have multiple causes and effects.</p> <p>Conflicts often have multiple causes and effects.</p>	<ul style="list-style-type: none"> • Create flow charts, storyboards, and timelines to explore multiple causes and effects. <p>Example:</p> <table border="1" data-bbox="634 500 1801 815"> <thead> <tr> <th colspan="3" data-bbox="634 500 1801 561">Event:</th> </tr> <tr> <th data-bbox="634 561 1062 625">Cause(s)</th> <th data-bbox="1062 561 1396 625">Event</th> <th data-bbox="1396 561 1801 625">Effect(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="634 625 1062 688"></td> <td data-bbox="1062 625 1396 688"></td> <td data-bbox="1396 625 1801 688"></td> </tr> <tr> <td data-bbox="634 688 1062 751"></td> <td data-bbox="1062 688 1396 751"></td> <td data-bbox="1396 688 1801 751"></td> </tr> <tr> <td data-bbox="634 751 1062 815"></td> <td data-bbox="1062 751 1396 815"></td> <td data-bbox="1396 751 1801 815"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Determine how the choices of selected individuals or groups ancient history. <p>Example:</p> <table border="1" data-bbox="634 938 1801 1253"> <thead> <tr> <th colspan="3" data-bbox="634 938 1801 1000">Event:</th> </tr> <tr> <th data-bbox="634 1000 1062 1063">Cause(s)</th> <th data-bbox="1062 1000 1396 1063">Event</th> <th data-bbox="1396 1000 1801 1063">Effect(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="634 1063 1062 1127"></td> <td data-bbox="1062 1063 1396 1127"></td> <td data-bbox="1396 1063 1801 1127"></td> </tr> <tr> <td data-bbox="634 1127 1062 1190"></td> <td data-bbox="1062 1127 1396 1190"></td> <td data-bbox="1396 1127 1801 1190"></td> </tr> <tr> <td data-bbox="634 1190 1062 1253"></td> <td data-bbox="1062 1190 1396 1253"></td> <td data-bbox="1396 1190 1801 1253"></td> </tr> </tbody> </table>	Event:			Cause(s)	Event	Effect(s)										Event:			Cause(s)	Event	Effect(s)									
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GRADE 5

STANDARD APS 5.1g

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

g) explaining connections across time and place;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Making connections includes understanding that people, events, and developments have brought changes to the ancient world.</p> <p>Everyday life in the ancient world varied according to location.</p> <p>Explaining includes justifying thinking with supporting details.</p>	<ul style="list-style-type: none"> • Create a flowchart to show connections between the effects that new civilizations had and their impact on the land where they settled. • Create a graphic organizer to outline how life for people in early ancient history changed over time based on the human, natural, and capital resources available. • Create a timeline to show the political, social, and economic factors the growth of civilization. • Create a graphic organizer that compares the technology used by the early Hominids as opposed to the Romans and explain how that impacted their success.

GRADE 5

STANDARD APS 5.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

h) using a decision-making model to identify the costs and benefits of a specific choice made;

Essential Understandings	Experiences may include but are not limited to the following:																						
<p>The decision-making process involves seeing the problem from a variety of perspectives and considering the consequences.</p> <p>A cost is what you give up when you decide to do something.</p> <p>A benefit is what satisfies a want.</p> <p>People manage their lives by making choices. They choose the alternative that seems best to them because it involves the least cost and the greatest benefit.</p>	<ul style="list-style-type: none"> • Use a decision-making model to weigh the costs and benefits of making the follow choices: <ul style="list-style-type: none"> ○ Choosing a new form of government ○ Choosing a specific area to start a civilization • Choose a historical event. Determine the concern or issue. Use a decision-making model to develop and explain an alternative decision by weighing the costs and benefits of the event. <table border="1" data-bbox="634 594 1822 1364" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" data-bbox="634 594 1822 670">Historical event:</th> </tr> <tr> <th data-bbox="634 670 1215 747" style="width: 50%;">Costs</th> <th data-bbox="1215 670 1822 747" style="width: 50%;">Benefits</th> </tr> <tr><td data-bbox="634 747 1215 823"> </td><td data-bbox="1215 747 1822 823"> </td></tr> <tr><td data-bbox="634 823 1215 899"> </td><td data-bbox="1215 823 1822 899"> </td></tr> <tr><td data-bbox="634 899 1215 976"> </td><td data-bbox="1215 899 1822 976"> </td></tr> <tr><td data-bbox="634 976 1215 1052"> </td><td data-bbox="1215 976 1822 1052"> </td></tr> <tr><td data-bbox="634 1052 1215 1128"> </td><td data-bbox="1215 1052 1822 1128"> </td></tr> <tr><td data-bbox="634 1128 1215 1205"> </td><td data-bbox="1215 1128 1822 1205"> </td></tr> <tr><td data-bbox="634 1205 1215 1281"> </td><td data-bbox="1215 1205 1822 1281"> </td></tr> <tr> <td colspan="2" data-bbox="634 1281 1822 1357">Actual decision made:</td> </tr> <tr> <td colspan="2" data-bbox="634 1357 1822 1422">Alternative decision:</td> </tr> </table>	Historical event:		Costs	Benefits															Actual decision made:		Alternative decision:	
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GRADE 5

STANDARD APS 5.1i

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

ii) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and;

Essential Understandings	Experiences may include but are not limited to the following:
<p>The research process requires the use of a variety of resources to ensure validity.</p> <p>In order to avoid plagiarism, credit must be given when using another person’s idea, opinion, or theory.</p> <p>Sources should be authentic and valid.</p> <p>Responsible citizens demonstrate a respect for the rights of others.</p>	<ul style="list-style-type: none"> • Explore the ethical and legal issues related to the access and use of information by <ul style="list-style-type: none"> ○ properly citing authors and sources used in research ○ validating Web sites ○ reviewing written drafts so that the language and/or thoughts of others are given credit. • Exhibit the responsibilities of citizenship in the classroom by demonstrating <ul style="list-style-type: none"> ○ when it is appropriate to listen and when to speak ○ how to make necessary compromises ○ how to work together to accomplish goals ○ how to conduct oneself in a respectful manner.

GRADE 5

STANDARD APS 5.1j

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

j) investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences may include but are not limited to the following:
<p>People communicate through oral and written language.</p> <p>Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.</p> <p>Students present, listen critically, and provide evidence to support opinions by</p> <ul style="list-style-type: none"> • distinguishing between fact and opinion • comparing and contrasting viewpoints • presenting a convincing argument • paraphrasing and summarizing what is heard • using language and vocabulary appropriate to audience, topic, and purpose • organizing a presentation. 	<ul style="list-style-type: none"> • Investigate people, places, and events in ancient history to develop an understanding of historical, cultural, economic, political, and geographical relationships by <ul style="list-style-type: none"> ○ exploring decisions that led to the development of civilization ○ outlining and describing geographic factors that influenced settlement decisions ○ creating a digital map outlining the geographic and economic factors that influenced new civilizations • Create a chart outlining the costs and benefits of Rome vs. Greek civilization • Investigate an important event. Create the front page of a newspaper with headlines and articles detailing the event. The newspaper may include the following features: <ul style="list-style-type: none"> ○ Articles summarizing the event ○ Timeline detailing actions leading up to the event ○ Quotes from participants ○ Images of the event • Create a social media page or blog about an event from ancient history. Take a position on the topic, and use a variety of sources as evidence to support the stance. <ul style="list-style-type: none"> ○ Beginning of the Sumer civilization ○ Relationship between Sparta and Athens ○ The first Olympics

GRADE 5**UNIT III: Ancient Egypt**

STANDARDS OF LEARNING: This unit will address the following objectives:

Note: Power Standards below are indicated in **bold**.

APS 5.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- c) analyzing and interpreting artifacts and primary and secondary sources to understand events in ancient history;
- b) analyzing and interpreting geographic information to determine patterns and trends in ancient history;
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in ancient history;
- d) using evidence to draw conclusions and make generalizations;
- e) comparing and contrasting historical, cultural, and political perspectives in ancient history;
- f) determining relationships with multiple causes or effects in ancient history;
- g) explaining connections across time and place;
- h) using a decision-making model to identify the costs and benefits of a specific choice made;
- i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and
- j) investigating and researching to develop products orally and in writing.

APS 5.2 Geography

The student will understand the effects of geography on the location, development, and activities of ancient Egypt.

APS 5.3 History, APS 5.3 Economics, & APS 5.4 Civics

- **Advances & examples in the seven systems of government, religion, writing, arts, technology, social structure, and stable food supply helped this civilization develop and thrive from around 3100 BCE to 350 CE.**
- **A more developed social structure - supreme ruler, pharaoh at the top (monarchy with start of dynasties), followed by government officials, then priests, then scribes, followed by artisans and finally peasants. Fewer people at highest status, more at bottom with lower status.**

APS 5.4 History

The student will analyze the effects of the people, places, and events of ancient Egypt.

APS 5.5 Economics

The student will define the economic systems of ancient Egypt.

APS 5.6 Civics

The student will identify the political systems of ancient Egypt.

GRADE 5

ENDURING UNDERSTANDING: Students will understand that societal systems within a civilization are interconnected.

CONCEPTUAL UNIT QUESTION (Essential Question): In what ways can one system of civilization be connected to another?

PREVIEW ACTIVITY: *Postcard of Mount Rushmore* Preview 8 – “Carefully analyze the postcard. As your teacher reveals each question, discuss it with your partners and write your answers below.” (Interactive Student Notebook p 59). Questions are on Image 8A: What interesting details do you see on the image on this postcard? In whose honor is this monument built? Do you think these were the same presidents who had this monument built? Why or why not? Why do you think this was built to honor these particular presidents? What other monuments do you know of that honors people or a group of people?

Source: History Alive! 5th Grade World History Digital Subscription Lesson Chapter 7 Preview

History Alive!: The Ancient World. Lesson Guide 1. p 113. 2004.

TEXTBOOK ALIGNMENT: SEE FILES

PACING GUIDE:

UNIT	TIMEFRAME	DATES
I. Prehistory	4 weeks	September
II. Fertile Crescent	3 weeks	October
III. Ancient Egypt	4 weeks	November
IV. Ancient India	4 weeks	December
V. Ancient China	6 weeks	January/February
VI. Ancient Greece	3 weeks	March
VII. Ancient Rome	3 weeks	April/May
VIII. Ancient Americas	3 weeks	June

LITERATURE AND OTHER RESOURCES:

LITERATURE

Life in Ancient Egypt by Paul Challen—This book from Crabtree Publishing details the everyday life in ancient Egypt including language, economy, religion, and funeral rites.

The Ancient Egyptians by Hila Perl—People of the Ancient World series by Watts introduces the history and culture of the ancient Egypt including the legacy of ancient Egypt through pyramids, temples, hieroglyphics, farming, and social structure.

Technology in Times Past: Ancient Egypt by Robert Snedden—This book provides an introduction to the technology of construction, clothing, tools, medicine, farming, transportation, weapons, and arts of ancient Egypt.

Voices of Ancient Egypt by Kay Winters—Poems and illustrations tell the stories of various occupations in ancient Egypt including scribe, pyramid builder, dancer, and more.

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Pharaoh's Boat by David Weitzman—This book details the building of a boat for Pharaoh Cheops more than 4,000 years before it was completely restored piece by piece. As the boat is built, history, mythology, and customs are explained.

You Wouldn't Want to Be a Pyramid Builder!: A Hazardous Job You'd Rather Not Have by Jacqueline Morley—This book describes how workers built pharaoh's tomb.

ADDITIONAL LITERATURE

Hands on Ancient History series from Heinemann Library—These books include history and hands-on activities such as recipes, crafts, physical activities, and art projects. Titles in this series include:

History and Activities of Ancient China

History and Activities of Ancient Egypt

History and Activities of Ancient Greece

History and Activities of the Aztecs

History and Activities of the Roman Empire

Seven Wonders of the Ancient World by Michael Woods—One book within the series *Seven Ancient Wonders* from Twenty-First Century Books. This book series looks at various wonders of the ancient world including the Hanging Gardens of Babylon, the Great Pyramid of Giza, Statue of Zeus at Olympia, and more. Titles within the series include:

Seven Wonders of Ancient Asia

Seven Wonders of Ancient Central and South America

Seven Wonders of Ancient Greece

Seven Wonders of the Ancient Middle East

Ancient Agriculture: From Foraging to Farming by Michael Woods and Mary B. Woods—Discusses agricultural technology in various cultures from the Stone Age to 476 A.D., including China, Egypt, Mesoamerica, and Greece.

GENERAL WEBSITES and DATABASES

Culture Grams: <http://online.culturegrams.com/> Database explaining the geography and culture of the United States and countries around the world

Google Earth: Interactive map of the World with links to pictures, websites, and general information about places all over the globe.

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GRADE 5

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SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and individuals students should know to successfully understand course content.

** indicate words not included in text which would need supplemental materials/additional discussion*

alliance	geography	Nile River	sanctuary	vegetation
ankh	Giza	obelisk	sarcophagus	vizier
artisan	Hatshepsut	papyrus	Senusret I	White Chapel
census	hieroglyphs	peasant	social classes	Valley of the Kings
delta	Hittites	pharaoh	social pyramid	Rosetta Stone*
embalming	King Khufu	polytheism	sphinx	Mummy
environmental factors	King Tutankhamen	pyramid	temple	fertilization
famine	monotheism*	Ramses II	topography	

SAMPLE LESSONS: <https://drive.google.com/open?id=0BySI24GaKHVdZHJ6TEo1NGdUY0E>

APS ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: APS content for this unit can be found in Chapters 6-8 in the Grade 5 World History digital subscription.

GRADE 5

STANDARD APS 5.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a) analyzing and interpreting artifacts and primary and secondary sources to understand events in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:														
<p>Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.</p>	<ul style="list-style-type: none"> Use an analysis tool to analyze and interpret artifacts and primary and secondary sources. <p>Sample Analysis Tool</p> <table border="1" data-bbox="634 532 1713 1146"> <tr> <td colspan="2" data-bbox="634 532 1713 594">Title of Informational Source:</td> </tr> <tr> <td data-bbox="634 594 1249 656">Key Elements</td> <td data-bbox="1249 594 1713 656">Evidence</td> </tr> <tr> <td data-bbox="634 656 1249 717">Observation: What do you see?</td> <td data-bbox="1249 656 1713 717"></td> </tr> <tr> <td data-bbox="634 717 1249 803">Source: Who created the source?</td> <td data-bbox="1249 717 1713 803"></td> </tr> <tr> <td data-bbox="634 803 1249 901">Context: Where is the source located in terms of time and place?</td> <td data-bbox="1249 803 1713 901"></td> </tr> <tr> <td data-bbox="634 901 1249 1010">Historical Perspective: Whose point of view does the source represent?</td> <td data-bbox="1249 901 1713 1010"></td> </tr> <tr> <td data-bbox="634 1010 1249 1146">Analysis: What is the source's impact on history?</td> <td data-bbox="1249 1010 1713 1146"></td> </tr> </table>	Title of Informational Source:		Key Elements	Evidence	Observation: What do you see?		Source: Who created the source?		Context: Where is the source located in terms of time and place?		Historical Perspective: Whose point of view does the source represent?		Analysis: What is the source's impact on history?	
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GRADE 5

STANDARD APS 5.1b

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

b) analyzing and interpreting geographic information to determine patterns and trends in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>The knowledge of geography and the application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment in order to solve problems.</p> <p>The physical geography of a location had a direct impact on the lives of people in the ancient world and how they adapted to their environment.</p> <p>Geographic themes include</p> <ul style="list-style-type: none"> • location • place • regions • movement • human-environment interaction. 	<ul style="list-style-type: none"> • Acquire geographic information from a variety of sources, such as <ul style="list-style-type: none"> ○ GIS (Geographic Information Systems) ○ field work ○ satellite images ○ photographs ○ maps, globes ○ charts and graphs ○ databases ○ primary sources ○ diagrams. • Analyze the relationship between physical and human geography (e.g., life in Greece vs. life in Mali). • Analyze geographic information related to the movement of people, products, resources, ideas, and language to determine patterns and trends throughout ancient history. • Examine maps of a location before and after a major conflict to discuss how the conflict affected the social, political, and economic landscape of an area. • Use maps to explain how the location of resources influences the patterns, trends, and migration of populations. <p>Five themes of geography</p> <ul style="list-style-type: none"> • Location: Defined according to its position on the earth’s surface; where is it? • Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like? • Region: A unit on the earth’s surface that has unifying characteristics; how are places similar or different? • Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another? • Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

GRADE 5

STANDARD APS 5.1c

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.</p> <p>Close examination and interpretation of various data and images are essential to making informed decisions.</p>	<ul style="list-style-type: none"> • Use historical maps to analyze changes in population over time. • Identify and sequence events that shaped the development of the ancient world. • Interpret and draw conclusions from primary sources related to ancient world development • Compare an illustration of a historical event to a written account of the event. • Gather information from a variety of sources to show the impact of settlement on a region • Interpret photographs of the various time periods in ancient history. Discuss the potential bias of the audience. • Use primary sources to interpret how technology changed life in the ancient world.

GRADE 5

STANDARD APS 5.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by

d) using evidence to draw conclusions and make generalizations;

Essential Understandings	Experiences may include but are not limited to the following:												
<p>Critical examination and evaluation of historical evidence is essential to understanding the past.</p> <p>Drawing conclusions and making generalizations involves</p> <ul style="list-style-type: none"> • observing and considering all the facts, arguments, and information • considering what is already known • determining the certainty of multiple answers based upon the information presented • predicting and adjusting predictions, questioning, restating main ideas, and summarizing supporting details. 	<ul style="list-style-type: none"> • Evaluate media and images as sources for drawing conclusions and making generalizations. • Draw conclusions about written artifacts used during a selected time period. • Make generalizations using visual media in order to explain historical events. • After reading about an historical event, use the chart below to draw conclusions or make generalizations about a point of view. <table border="1" data-bbox="634 657 1709 971"> <tr> <td colspan="4" data-bbox="634 657 1709 721">Event:</td> </tr> <tr> <td data-bbox="634 721 800 784">Somebody</td> <td data-bbox="800 721 1050 784">Wanted</td> <td data-bbox="1050 721 1287 784">But</td> <td data-bbox="1287 721 1709 784">So What?</td> </tr> <tr> <td data-bbox="634 784 800 971"></td> <td data-bbox="800 784 1050 971"></td> <td data-bbox="1050 784 1287 971"></td> <td data-bbox="1287 784 1709 971"></td> </tr> </table>	Event:				Somebody	Wanted	But	So What?				
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GRADE 5

STANDARD APS 5.1e

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

e) comparing and contrasting historical, cultural, and political perspectives in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Examining the historical, cultural, and political perspectives of countries reveals the ideals, beliefs, values, and institutions of their people.</p> <p>Being able to compare and contrast helps us understand important similarities and differences between people, places, events, and times in ancient history.</p>	<ul style="list-style-type: none"> • Compare and contrast historical events, using media, images, or text, to gain understanding of historical, cultural, and political perspectives in ancient history. Examples of historical events include <ul style="list-style-type: none"> ○ Development of civilization ○ Emergence of different forms of government • Create a graphic organizer to analyze information about concepts or themes in multiple time periods. Examples of concepts or themes include <ul style="list-style-type: none"> ○ conflict ○ expansion ○ movement ○ interaction. • Create a graphic organizer to compare and contrast how people from different civilizations interacted with the environment. • Create a graphic organizer to compare and contrast the perspectives of two leaders in ancient history.

GRADE 5

STANDARD APS 5.1f

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

f) **determining relationships with multiple causes or effects in ancient history;**

Essential Understandings	Experiences may include but are not limited to the following:																														
<p>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.</p> <p>People respond to and resolve conflicts in a variety of ways, resulting in relationships that have many causes and differing outcomes.</p> <p>Diversity includes a variety of perspectives, contributions, and challenges.</p> <p>Certain events in ancient history have multiple causes and effects.</p> <p>Conflicts often have multiple causes and effects.</p>	<ul style="list-style-type: none"> • Create flow charts, storyboards, and timelines to explore multiple causes and effects. <p>Example:</p> <table border="1" data-bbox="632 500 1801 816"> <thead> <tr> <th colspan="3" data-bbox="632 500 1801 565">Event:</th> </tr> <tr> <th data-bbox="632 565 1062 630">Cause(s)</th> <th data-bbox="1062 565 1396 630">Event</th> <th data-bbox="1396 565 1801 630">Effect(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 630 1062 695"></td> <td data-bbox="1062 630 1396 695"></td> <td data-bbox="1396 630 1801 695"></td> </tr> <tr> <td data-bbox="632 695 1062 760"></td> <td data-bbox="1062 695 1396 760"></td> <td data-bbox="1396 695 1801 760"></td> </tr> <tr> <td data-bbox="632 760 1062 816"></td> <td data-bbox="1062 760 1396 816"></td> <td data-bbox="1396 760 1801 816"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Determine how the choices of selected individuals or groups ancient history. <p>Example:</p> <table border="1" data-bbox="632 938 1801 1255"> <thead> <tr> <th colspan="3" data-bbox="632 938 1801 1003">Event:</th> </tr> <tr> <th data-bbox="632 1003 1062 1068">Cause(s)</th> <th data-bbox="1062 1003 1396 1068">Event</th> <th data-bbox="1396 1003 1801 1068">Effect(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 1068 1062 1133"></td> <td data-bbox="1062 1068 1396 1133"></td> <td data-bbox="1396 1068 1801 1133"></td> </tr> <tr> <td data-bbox="632 1133 1062 1198"></td> <td data-bbox="1062 1133 1396 1198"></td> <td data-bbox="1396 1133 1801 1198"></td> </tr> <tr> <td data-bbox="632 1198 1062 1255"></td> <td data-bbox="1062 1198 1396 1255"></td> <td data-bbox="1396 1198 1801 1255"></td> </tr> </tbody> </table>	Event:			Cause(s)	Event	Effect(s)										Event:			Cause(s)	Event	Effect(s)									
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GRADE 5

STANDARD APS 5.1g

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

g) explaining connections across time and place;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Making connections includes understanding that people, events, and developments have brought changes to the ancient world.</p> <p>Everyday life in the ancient world varied according to location.</p> <p>Explaining includes justifying thinking with supporting details.</p>	<ul style="list-style-type: none"> • Create a flowchart to show connections between the effects that new civilizations had and their impact on the land where they settled. • Create a graphic organizer to outline how life for people in early ancient history changed over time based on the human, natural, and capital resources available. • Create a timeline to show the political, social, and economic factors the growth of civilization. • Create a graphic organizer that compares the technology used by the early Hominids as opposed to the Romans and explain how that impacted their success.

GRADE 5

STANDARD APS 5.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

h) using a decision-making model to identify the costs and benefits of a specific choice made;

Essential Understandings	Experiences may include but are not limited to the following:																								
<p>The decision-making process involves seeing the problem from a variety of perspectives and considering the consequences.</p> <p>A cost is what you give up when you decide to do something.</p> <p>A benefit is what satisfies a want.</p> <p>People manage their lives by making choices. They choose the alternative that seems best to them because it involves the least cost and the greatest benefit.</p>	<ul style="list-style-type: none"> • Use a decision-making model to weigh the costs and benefits of making the follow choices: <ul style="list-style-type: none"> ○ Choosing a new form of government ○ Choosing a specific area to start a civilization • Choose a historical event. Determine the concern or issue. Use a decision-making model to develop and explain an alternative decision by weighing the costs and benefits of the event. <table border="1" data-bbox="636 594 1822 1362"> <thead> <tr> <th colspan="2" data-bbox="636 594 1822 670">Historical event:</th> </tr> <tr> <th data-bbox="636 670 1215 747">Costs</th> <th data-bbox="1215 670 1822 747">Benefits</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td colspan="2" data-bbox="636 1211 1822 1287">Actual decision made:</td> </tr> <tr> <td colspan="2" data-bbox="636 1287 1822 1362">Alternative decision:</td> </tr> </tbody> </table>	Historical event:		Costs	Benefits																	Actual decision made:		Alternative decision:	
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GRADE 5

STANDARD APS 5.1i

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

iii) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and;

Essential Understandings	Experiences may include but are not limited to the following:
<p>The research process requires the use of a variety of resources to ensure validity.</p> <p>In order to avoid plagiarism, credit must be given when using another person’s idea, opinion, or theory.</p> <p>Sources should be authentic and valid.</p> <p>Responsible citizens demonstrate a respect for the rights of others.</p>	<ul style="list-style-type: none"> • Explore the ethical and legal issues related to the access and use of information by <ul style="list-style-type: none"> ○ properly citing authors and sources used in research ○ validating Web sites ○ reviewing written drafts so that the language and/or thoughts of others are given credit. • Exhibit the responsibilities of citizenship in the classroom by demonstrating <ul style="list-style-type: none"> ○ when it is appropriate to listen and when to speak ○ how to make necessary compromises ○ how to work together to accomplish goals ○ how to conduct oneself in a respectful manner.

GRADE 5

STANDARD APS 5.1j

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

j) investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences may include but are not limited to the following:
<p>People communicate through oral and written language.</p> <p>Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.</p> <p>Students present, listen critically, and provide evidence to support opinions by</p> <ul style="list-style-type: none"> • distinguishing between fact and opinion • comparing and contrasting viewpoints • presenting a convincing argument • paraphrasing and summarizing what is heard • using language and vocabulary appropriate to audience, topic, and purpose • organizing a presentation. 	<ul style="list-style-type: none"> • Investigate people, places, and events in ancient history to develop an understanding of historical, cultural, economic, political, and geographical relationships by <ul style="list-style-type: none"> ○ exploring decisions that led to the development of civilization ○ outlining and describing geographic factors that influenced settlement decisions ○ creating a digital map outlining the geographic and economic factors that influenced new civilizations • Create a chart outlining the costs and benefits of Rome vs. Greek civilization • Investigate an important event. Create the front page of a newspaper with headlines and articles detailing the event. The newspaper may include the following features: <ul style="list-style-type: none"> ○ Articles summarizing the event ○ Timeline detailing actions leading up to the event ○ Quotes from participants ○ Images of the event • Create a social media page or blog about an event from ancient history. Take a position on the topic, and use a variety of sources as evidence to support the stance. <ul style="list-style-type: none"> ○ Beginning of the Sumer civilization ○ Relationship between Sparta and Athens ○ The first Olympics

GRADE 5**UNIT IV: Ancient India**

STANDARDS OF LEARNING: This unit will address the following objectives:

Note: Power Standards below are indicated in **bold**.

APS 5.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- d) analyzing and interpreting artifacts and primary and secondary sources to understand events in ancient history;
- b) analyzing and interpreting geographic information to determine patterns and trends in ancient history;
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in ancient history;
- d) using evidence to draw conclusions and make generalizations;
- e) comparing and contrasting historical, cultural, and political perspectives in ancient history;
- f) determining relationships with multiple causes or effects in ancient history;
- g) explaining connections across time and place;
- h) using a decision-making model to identify the costs and benefits of a specific choice made;
- i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and
- j) investigating and researching to develop products orally and in writing.

APS 5.2 Geography

- **The variety of geography of India (subcontinent) created diverse societies.**

APS 5.3 History

- **Advances & examples in the seven systems of government, religion, writing, arts, technology, social structure, and stable food supply helped this civilization develop and thrive from 322 B.C.E. to 550 C.E.**
- **Distinct dynasties in India were known for certain accomplishments and ideas:**
 - **Mauryan Empire - Unified and ruled India, first through the use of force, and later by spreading the ideas of Buddhism.**
 - **Gupta Empire - India experienced a surge of learning and artistic growth in many areas during India's golden age with a strong central government, while also giving significant independence to local leaders.**

APS 5.4 Economics

The student will define the economic systems of ancient India.

APS 5.5 Civics

The student will identify the political systems of ancient India.

ENDURING UNDERSTANDING: Students will learn how the acts of an individual or empire affects the success of a civilization.

CONCEPTUAL UNIT QUESTION (Essential Question): How did the Mauryan and Gupta Empires differ in term of their rule over Ancient India?

GRADE 5

PREVIEW ACTIVITY: *Achievements of the Gupta Empire* Preview 18 -- “Historians sometimes use the term ‘golden age’ to describe a specific time period in history. Consider this term by answering the following questions. You may write or draw your responses. What do you think a ‘golden age’ is? What might each of these areas be like in the ‘golden age’ of an ancient civilization?

- government
- arts
- writing
- technology
- education

Source: History Alive! Grade 5 World History Digital Subscription Chapter 11 Preview
History Alive!: The Ancient World. Interactive Student Notebook Lesson 18. p 1. 2004.

TEXTBOOK ALIGNMENT: SEE FILES

PACING GUIDE:

UNIT	TIMEFRAME	DATES
I. Prehistory	4 weeks	September
II. Fertile Crescent	3 weeks	October
III. Ancient Egypt	4 weeks	November
IV. Ancient India	4 weeks	December
V. Ancient China	6 weeks	January/February
VI. Ancient Greece	3 weeks	March
VII. Ancient Rome	3 weeks	April/May
VIII. Ancient Americas	3 weeks	June

LITERATURE AND OTHER RESOURCES:

LITERATURE

Life In The Ancient Indus River Valley (Peoples of the Ancient World Series) by Hazel Richardson – this book organized into 14 two-page, thematic spreads that follow a general chronological progression (from the Harrappan civilizations through the Aryan conquest, Mauryan Age, and the rise of Buddhism) but have a way-of-life emphasis.

Ancient India (People of the Ancient World) by Virginia Schomp - Each volume examines the cultures of these ancient societies through their literature, artifacts, and documents. Religion, farming, levels of society, art, government, and fine arts are covered in these well-written and attractive books.

Hands on Ancient History series from Heinemann Library—These books include history and hands-on activities such as recipes, crafts, physical activities, and art projects. Titles in this series include:

- History and Activities of Ancient China*
- History and Activities of Ancient Egypt*
- History and Activities of Ancient Greece*
- History and Activities of the Aztecs*
- History and Activities of the Roman Empire*

GRADE 5

Seven Wonders of the Ancient World by Michael Woods—One book within the series Seven Ancient Wonders from Twenty-First Century Books. This book series looks at various wonders of the ancient world including the Hanging Gardens of Babylon, the Great Pyramid of Giza, Statue of Zeus at Olympia, and more. Titles within the series include:

- Seven Wonders of Ancient Asia*
- Seven Wonders of Ancient Central and South America*
- Seven Wonders of Ancient Greece*
- Seven Wonders of the Ancient Middle East*

GENERAL WEBSITES and DATABASES

Culture Grams: <http://online.culturegrams.com/> Database explaining the geography and culture of the United States and countries around the world

Google Earth: Interactive map of the World with links to pictures, websites, and general information about places all over the globe.

Teaching with Primary Sources: <http://www.tpsnva.org/> Website containing Virginia teacher created lesson and unit plans with emphasis on primary sources. This website links directly to the Library of Congress’s website and to the America’s Story website with short, easily accessible information about the history of United States.

Digital Map Lists and Screenshots: <https://apsva.blackboard.com/webapps/login/> Through Organizations and in Social Studies Online, click on “Documents” to get to the instructions to add a digital map database to your school computer.

Online Reference Databases; <http://www.apsva.us/site/Default.aspx?PageID=1994> Accessible in school or remotely are several subscriptions to online encyclopedias. *Wikipedia* is another option, but take the time to vet out potential topics carefully as entries are not as thoroughly monitored at this time.

Social Studies Updated Book List Grades 3, 4, & 5: <https://apsva.blackboard.com/webapps/login/> Through Organizations and in Social Studies Online, click on “Documents” to get to this word document.

Kids Past: <http://kidspast.com/world-history/index.php> Website containing information regarding world history and ancient civilizations. Be sure to preview website prior to displaying content.

Becoming Human: <http://www.becominghuman.org/> Website containing information, videos, documentaries regarding human evolution.

SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and individuals students should know to successfully understand course content and pass the SOL exams.

India Key Terms/People

Aryabhata	Indus River	Gangus River	edicts	Sanskrit
Buddhism	King Ashoka	Himalaya Mountains	Gupta Empire	Himalaya Mountains
caste system	Mauryan Empire	Hinduism	Gangus River	

SAMPLE LESSONS: <https://drive.google.com/open?id=0BySi24GaKHVdZHJ6TEo1NGdUY0E>

APS ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: APS content for this unit can be found in Chapters 9-11 in the Grade 5 World History digital subscription.

GRADE 5

STANDARD APS 5.1a

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GRADE 5

STANDARD APS 5.1b

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

b) analyzing and interpreting geographic information to determine patterns and trends in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>The knowledge of geography and the application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment in order to solve problems.</p> <p>The physical geography of a location had a direct impact on the lives of people in the ancient world and how they adapted to their environment.</p> <p>Geographic themes include</p> <ul style="list-style-type: none"> • location • place • regions • movement • human-environment interaction. 	<ul style="list-style-type: none"> • Acquire geographic information from a variety of sources, such as <ul style="list-style-type: none"> ○ GIS (Geographic Information Systems) ○ field work ○ satellite images ○ photographs ○ maps, globes ○ charts and graphs ○ databases ○ primary sources ○ diagrams. • Analyze the relationship between physical and human geography (e.g., life in Greece vs. life in Mali). • Analyze geographic information related to the movement of people, products, resources, ideas, and language to determine patterns and trends throughout ancient history. • Examine maps of a location before and after a major conflict to discuss how the conflict affected the social, political, and economic landscape of an area. • Use maps to explain how the location of resources influences the patterns, trends, and migration of populations. <p>Five themes of geography</p> <ul style="list-style-type: none"> • Location: Defined according to its position on the earth’s surface; where is it? • Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like? • Region: A unit on the earth’s surface that has unifying characteristics; how are places similar or different? • Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another? • Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

GRADE 5

STANDARD APS 5.1c

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.</p> <p>Close examination and interpretation of various data and images are essential to making informed decisions.</p>	<ul style="list-style-type: none"> • Use historical maps to analyze changes in population over time. • Identify and sequence events that shaped the development of the ancient world. • Interpret and draw conclusions from primary sources related to ancient world development • Compare an illustration of a historical event to a written account of the event. • Gather information from a variety of sources to show the impact of settlement on a region • Interpret photographs of the various time periods in ancient history. Discuss the potential bias of the audience. • Use primary sources to interpret how technology changed life in the ancient world.

GRADE 5

STANDARD APS 5.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by

d) using evidence to draw conclusions and make generalizations;

Essential Understandings	Experiences may include but are not limited to the following:												
<p>Critical examination and evaluation of historical evidence is essential to understanding the past.</p> <p>Drawing conclusions and making generalizations involves</p> <ul style="list-style-type: none"> observing and considering all the facts, arguments, and information considering what is already known determining the certainty of multiple answers based upon the information presented predicting and adjusting predictions, questioning, restating main ideas, and summarizing supporting details. 	<ul style="list-style-type: none"> Evaluate media and images as sources for drawing conclusions and making generalizations. Draw conclusions about written artifacts used during a selected time period. Make generalizations using visual media in order to explain historical events. After reading about an historical event, use the chart below to draw conclusions or make generalizations about a point of view. <table border="1" data-bbox="634 659 1709 971"> <tr> <td colspan="4" data-bbox="634 659 1709 721">Event:</td> </tr> <tr> <th data-bbox="634 721 800 782">Somebody</th> <th data-bbox="800 721 1050 782">Wanted</th> <th data-bbox="1050 721 1287 782">But</th> <th data-bbox="1287 721 1709 782">So What?</th> </tr> <tr> <td data-bbox="634 782 800 971"></td> <td data-bbox="800 782 1050 971"></td> <td data-bbox="1050 782 1287 971"></td> <td data-bbox="1287 782 1709 971"></td> </tr> </table>	Event:				Somebody	Wanted	But	So What?				
Event:													
Somebody	Wanted	But	So What?										

GRADE 5

STANDARD APS 5.1e

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

e) comparing and contrasting historical, cultural, and political perspectives in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Examining the historical, cultural, and political perspectives of countries reveals the ideals, beliefs, values, and institutions of their people.</p> <p>Being able to compare and contrast helps us understand important similarities and differences between people, places, events, and times in ancient history.</p>	<ul style="list-style-type: none"> • Compare and contrast historical events, using media, images, or text, to gain understanding of historical, cultural, and political perspectives in ancient history. Examples of historical events include <ul style="list-style-type: none"> ○ Development of civilization ○ Emergence of different forms of government • Create a graphic organizer to analyze information about concepts or themes in multiple time periods. Examples of concepts or themes include <ul style="list-style-type: none"> ○ conflict ○ expansion ○ movement ○ interaction. • Create a graphic organizer to compare and contrast how people from different civilizations interacted with the environment. • Create a graphic organizer to compare and contrast the perspectives of two leaders in ancient history.

GRADE 5

STANDARD APS 5.1f

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

f) **determining relationships with multiple causes or effects in ancient history;**

Essential Understandings	Experiences may include but are not limited to the following:																																
<p>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.</p> <p>People respond to and resolve conflicts in a variety of ways, resulting in relationships that have many causes and differing outcomes.</p> <p>Diversity includes a variety of perspectives, contributions, and challenges.</p> <p>Certain events in ancient history have multiple causes and effects.</p> <p>Conflicts often have multiple causes and effects.</p>	<ul style="list-style-type: none"> • Create flow charts, storyboards, and timelines to explore multiple causes and effects. <table border="1" data-bbox="634 500 1801 815"> <tr> <td colspan="3" data-bbox="634 500 1801 561">Event:</td> </tr> <tr> <th data-bbox="634 561 1062 623">Cause(s)</th> <th data-bbox="1062 561 1396 623">Event</th> <th data-bbox="1396 561 1801 623">Effect(s)</th> </tr> <tr> <td data-bbox="634 623 1062 685"></td> <td data-bbox="1062 623 1396 685"></td> <td data-bbox="1396 623 1801 685"></td> </tr> <tr> <td data-bbox="634 685 1062 747"></td> <td data-bbox="1062 685 1396 747"></td> <td data-bbox="1396 685 1801 747"></td> </tr> <tr> <td data-bbox="634 747 1062 815"></td> <td data-bbox="1062 747 1396 815"></td> <td data-bbox="1396 747 1801 815"></td> </tr> </table> <ul style="list-style-type: none"> • Determine how the choices of selected individuals or groups ancient history. <table border="1" data-bbox="634 938 1801 1253"> <tr> <td colspan="3" data-bbox="634 938 1801 1000">Event:</td> </tr> <tr> <th data-bbox="634 1000 1062 1062">Cause(s)</th> <th data-bbox="1062 1000 1396 1062">Event</th> <th data-bbox="1396 1000 1801 1062">Effect(s)</th> </tr> <tr> <td data-bbox="634 1062 1062 1123"></td> <td data-bbox="1062 1062 1396 1123"></td> <td data-bbox="1396 1062 1801 1123"></td> </tr> <tr> <td data-bbox="634 1123 1062 1185"></td> <td data-bbox="1062 1123 1396 1185"></td> <td data-bbox="1396 1123 1801 1185"></td> </tr> <tr> <td data-bbox="634 1185 1062 1253"></td> <td data-bbox="1062 1185 1396 1253"></td> <td data-bbox="1396 1185 1801 1253"></td> </tr> </table>			Event:			Cause(s)	Event	Effect(s)										Event:			Cause(s)	Event	Effect(s)									
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GRADE 5

STANDARD APS 5.1g

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

g) explaining connections across time and place;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Making connections includes understanding that people, events, and developments have brought changes to the ancient world.</p> <p>Everyday life in the ancient world varied according to location.</p> <p>Explaining includes justifying thinking with supporting details.</p>	<ul style="list-style-type: none"> • Create a flowchart to show connections between the effects that new civilizations had and their impact on the land where they settled. • Create a graphic organizer to outline how life for people in early ancient history changed over time based on the human, natural, and capital resources available. • Create a timeline to show the political, social, and economic factors the growth of civilization. • Create a graphic organizer that compares the technology used by the early Hominids as opposed to the Romans and explain how that impacted their success.

GRADE 5

STANDARD APS 5.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

h) using a decision-making model to identify the costs and benefits of a specific choice made;

Essential Understandings	Experiences may include but are not limited to the following:																						
<p>The decision-making process involves seeing the problem from a variety of perspectives and considering the consequences.</p> <p>A cost is what you give up when you decide to do something.</p> <p>A benefit is what satisfies a want.</p> <p>People manage their lives by making choices. They choose the alternative that seems best to them because it involves the least cost and the greatest benefit.</p>	<ul style="list-style-type: none"> • Use a decision-making model to weigh the costs and benefits of making the follow choices: <ul style="list-style-type: none"> ○ Choosing a new form of government ○ Choosing a specific area to start a civilization • Choose a historical event. Determine the concern or issue. Use a decision-making model to develop and explain an alternative decision by weighing the costs and benefits of the event. <table border="1" data-bbox="634 594 1822 1364" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" data-bbox="634 594 1822 670">Historical event:</th> </tr> <tr> <th data-bbox="634 670 1215 747" style="width: 50%;">Costs</th> <th data-bbox="1215 670 1822 747" style="width: 50%;">Benefits</th> </tr> <tr><td data-bbox="634 747 1215 823"> </td><td data-bbox="1215 747 1822 823"> </td></tr> <tr><td data-bbox="634 823 1215 899"> </td><td data-bbox="1215 823 1822 899"> </td></tr> <tr><td data-bbox="634 899 1215 976"> </td><td data-bbox="1215 899 1822 976"> </td></tr> <tr><td data-bbox="634 976 1215 1052"> </td><td data-bbox="1215 976 1822 1052"> </td></tr> <tr><td data-bbox="634 1052 1215 1128"> </td><td data-bbox="1215 1052 1822 1128"> </td></tr> <tr><td data-bbox="634 1128 1215 1205"> </td><td data-bbox="1215 1128 1822 1205"> </td></tr> <tr><td data-bbox="634 1205 1215 1281"> </td><td data-bbox="1215 1205 1822 1281"> </td></tr> <tr> <td colspan="2" data-bbox="634 1281 1822 1357">Actual decision made:</td> </tr> <tr> <td colspan="2" data-bbox="634 1357 1822 1424">Alternative decision:</td> </tr> </table>	Historical event:		Costs	Benefits															Actual decision made:		Alternative decision:	
Historical event:																							
Costs	Benefits																						
Actual decision made:																							
Alternative decision:																							

GRADE 5

STANDARD APS 5.1i

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

iv) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and;

Essential Understandings	Experiences may include but are not limited to the following:
<p>The research process requires the use of a variety of resources to ensure validity.</p> <p>In order to avoid plagiarism, credit must be given when using another person’s idea, opinion, or theory.</p> <p>Sources should be authentic and valid.</p> <p>Responsible citizens demonstrate a respect for the rights of others.</p>	<ul style="list-style-type: none"> • Explore the ethical and legal issues related to the access and use of information by <ul style="list-style-type: none"> ○ properly citing authors and sources used in research ○ validating Web sites ○ reviewing written drafts so that the language and/or thoughts of others are given credit. • Exhibit the responsibilities of citizenship in the classroom by demonstrating <ul style="list-style-type: none"> ○ when it is appropriate to listen and when to speak ○ how to make necessary compromises ○ how to work together to accomplish goals ○ how to conduct oneself in a respectful manner.

GRADE 5

STANDARD APS 5.1j

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

j) investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences may include but are not limited to the following:
<p>People communicate through oral and written language.</p> <p>Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.</p> <p>Students present, listen critically, and provide evidence to support opinions by</p> <ul style="list-style-type: none"> • distinguishing between fact and opinion • comparing and contrasting viewpoints • presenting a convincing argument • paraphrasing and summarizing what is heard • using language and vocabulary appropriate to audience, topic, and purpose • organizing a presentation. 	<ul style="list-style-type: none"> • Investigate people, places, and events in ancient history to develop an understanding of historical, cultural, economic, political, and geographical relationships by <ul style="list-style-type: none"> ○ exploring decisions that led to the development of civilization ○ outlining and describing geographic factors that influenced settlement decisions ○ creating a digital map outlining the geographic and economic factors that influenced new civilizations • Create a chart outlining the costs and benefits of Rome vs. Greek civilization • Investigate an important event. Create the front page of a newspaper with headlines and articles detailing the event. The newspaper may include the following features: <ul style="list-style-type: none"> ○ Articles summarizing the event ○ Timeline detailing actions leading up to the event ○ Quotes from participants ○ Images of the event • Create a social media page or blog about an event from ancient history. Take a position on the topic, and use a variety of sources as evidence to support the stance. <ul style="list-style-type: none"> ○ Beginning of the Sumer civilization ○ Relationship between Sparta and Athens ○ The first Olympics

GRADE 5**UNIT V: Ancient China**

STANDARDS OF LEARNING: This unit will address the following objectives:

Note: Power Standards are indicated below in **bold**.

APS 5.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- e) analyzing and interpreting artifacts and primary and secondary sources to understand events in ancient history;
- b) analyzing and interpreting geographic information to determine patterns and trends in ancient history;
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in ancient history;
- d) using evidence to draw conclusions and make generalizations;
- e) comparing and contrasting historical, cultural, and political perspectives in ancient history;
- f) determining relationships with multiple causes or effects in ancient history;
- g) explaining connections across time and place;
- h) using a decision-making model to identify the costs and benefits of a specific choice made;
- i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and
- j) investigating and researching to develop products orally and in writing.

APS 5.2 Geography

- **The varied geography China (inner & outer china) created diverse societies.**
 - Because of a lack of farmland, most settlers in Outer China were nomads and herders. In Inner China, people farmed and raised animals in permanent settlements.

APS 5.3 History

- **Advances & examples in the seven systems of government, religion, writing, arts, technology, social structure, and stable food supply helped this civilization develop and thrive from 1100 B.C.E to 220 C.E.**
- **Distinct dynasties in China were known for certain accomplishments and ideas:**
 - **Shang Dynasty - First to leave written records in China, using both logograph and pictographs**
 - **Zhou Dynasty- period of unrest and 100 schools of thought developed with Confucianism, Daoism, & Legalism**
 - **Qin Dynasty- followed legalist ideals, both positive & negative results/outcomes**
 - **Han Dynasty- followed Confucian ideals, golden age of Ancient China, used the Silk Road for trade**

APS 5.4 Economics

The student will define the economic systems of ancient India and ancient China.

APS 5.5 Civics

The student will identify the political systems of ancient India and ancient China.

GRADE 5

ENDURING UNDERSTANDING: Students will understand that a leader’s belief system influences government systems.

CONCEPTUAL UNIT QUESTION (Essential Question): In what ways did the belief system of India’s and China’s leaders influence their government?

PREVIEW ACTIVITY: Historians often call a specific time period in a country’s history its “golden age.” This is usually a time when great accomplishments are made. Write a short paragraph about a period in your life that you would describe as your golden age. Explain why you chose this period. This might be a time when you were very successful at school, you really enjoyed what you were doing, your sports team was usually winning, or you won an art or a musical competition. It can be any period you are proud of.

TEXTBOOK ALIGNMENT: SEE FILES

PACING GUIDE:

UNIT	TIMEFRAME	DATES
I. Prehistory	4 weeks	September
II. Fertile Crescent	3 weeks	October
III. Ancient Egypt	4 weeks	November
IV. Ancient India	4 weeks	December
V. Ancient China	6 weeks	January/February
VI. Ancient Greece	3 weeks	March
VII. Ancient Rome	3 weeks	April/May
VIII. Ancient Americas	3 weeks	June

LITERATURE AND OTHER RESOURCES:

LITERATURE

Life in Ancient China by Paul Challen—This book from Crabtree Publishing details the everyday life of ancient China including art, inventions, agricultural methods and government.

The Ancient Chinese by Virginia Schomp—People of the Ancient World series by Watts introduces the history and culture of the ancient China including the culture and social structure of the Shang, Zhou, Qin, and Han dynasties.

Technology in Times Past: Ancient China by Robert Snedden—This book provides an introduction to the technology of construction, clothing, tools, medicine, farming, transportation, weapons, and arts of ancient China.

The Emperor’s Silent Army: Terracotta Warriors of Ancient China by Jane O’Connor—Describes the archaeological discovery of thousands of life-sized terracotta warrior statues in northern China in 1974, and discusses the emperor who had them created and placed near his tomb.

The Great Wall of China by Lesley A. Dutemple—Explains the history of the walls as they sections were built through the many ages.

GRADE 5**ADDITIONAL LITERATURE**

Hands on Ancient History series from Heinemann Library—These books include history and hands-on activities such as recipes, crafts, physical activities, and art projects. Titles in this series include:

History and Activities of Ancient China
History and Activities of Ancient Egypt
History and Activities of Ancient Greece
History and Activities of the Aztecs
History and Activities of the Roman Empire

Seven Wonders of the Ancient World by Michael Woods—One book within the series *Seven Ancient Wonders* from Twenty-First Century Books. This book series looks at various wonders of the ancient world including the Hanging Gardens of Babylon, the Great Pyramid of Giza, Statue of Zeus at Olympia, and more. Titles within the series include:

Seven Wonders of Ancient Asia
Seven Wonders of Ancient Central and South America
Seven Wonders of Ancient Greece
Seven Wonders of the Ancient Middle East

Ancient Agriculture: From Foraging to Farming by Michael Woods and Mary B. Woods—Discusses agricultural technology in various cultures from the Stone Age to 476 A.D., including China, Egypt, Mesoamerica, and Greece.

GENERAL WEBSITES and DATABASES

Culture Grams: <http://online.culturegrams.com/> Database explaining the geography and culture of the United States and countries around the world

Google Earth: Interactive map of the World with links to pictures, websites, and general information about places all over the globe.

Teaching with Primary Sources: <http://www.tpsnva.org/> Website containing Virginia teacher created lesson and unit plans with emphasis on primary sources. This website links directly to the Library of Congress's website and to the America's Story website with short, easily accessible information about the history of United States.

Digital Map Lists and Screenshots: <https://apsva.blackboard.com/webapps/login/> Through Organizations and in Social Studies Online, click on "Documents" to get to the instructions to add a digital map database to your school computer.

Online Reference Databases: <http://www.apsva.us/site/Default.aspx?PageID=1994> Accessible in school or remotely are several subscriptions to online encyclopedias. *Wikipedia* is another option, but take the time to vet out potential topics carefully as entries are not as thoroughly monitored at this time.

Social Studies Updated Book List Grades 3, 4, & 5: <https://apsva.blackboard.com/webapps/login/> Through Organizations and in Social Studies Online, click on "Documents" to get to this word document.

GRADE 5

Kids Past: <http://kidspast.com/world-history/index.php> Website containing information regarding world history and ancient civilizations. Be sure to preview website prior to displaying content.

Becoming Human: <http://www.becominghuman.org/> Website containing information, videos, documentaries regarding human evolution.

SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and individuals students should know to successfully understand course content. * *indicate words not included in text which would need supplemental materials/additional discussion*

China Key Terms/People				
bureaucracy	Legalism	Wu Di	Great Wall	Qin Shiangdi
civil servants	logographs	Zhou Dynasty	Gobi Desert	Shang Dynasty
Confucianism	oracle bones	Gobi Desert	Han Dynasty	Silk Road
Daoism	Qin Dynasty		Huang He River	standardize

SAMPLE LESSONS: <https://drive.google.com/open?id=0BySl24GaKHVdZHJ6TEo1NGdUY0E>

APS ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: APS content for this unit can be found in Chapters 12-17 in the Grade 5 World History digital subscription.

GRADE 5

STANDARD APS 5.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a) analyzing and interpreting artifacts and primary and secondary sources to understand events in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:														
<p>Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.</p>	<ul style="list-style-type: none"> Use an analysis tool to analyze and interpret artifacts and primary and secondary sources. <p>Sample Analysis Tool</p> <table border="1" data-bbox="632 529 1713 1131"> <thead> <tr> <th colspan="2" data-bbox="632 529 1713 592">Title of Informational Source:</th> </tr> <tr> <th data-bbox="632 592 1247 656">Key Elements</th> <th data-bbox="1247 592 1713 656">Evidence</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 656 1247 719">Observation: What do you see?</td> <td data-bbox="1247 656 1713 719"></td> </tr> <tr> <td data-bbox="632 719 1247 803">Source: Who created the source?</td> <td data-bbox="1247 719 1713 803"></td> </tr> <tr> <td data-bbox="632 803 1247 888">Context: Where is the source located in terms of time and place?</td> <td data-bbox="1247 803 1713 888"></td> </tr> <tr> <td data-bbox="632 888 1247 995">Historical Perspective: Whose point of view does the source represent?</td> <td data-bbox="1247 888 1713 995"></td> </tr> <tr> <td data-bbox="632 995 1247 1131">Analysis: What is the source's impact on history?</td> <td data-bbox="1247 995 1713 1131"></td> </tr> </tbody> </table>	Title of Informational Source:		Key Elements	Evidence	Observation: What do you see?		Source: Who created the source?		Context: Where is the source located in terms of time and place?		Historical Perspective: Whose point of view does the source represent?		Analysis: What is the source's impact on history?	
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GRADE 5

STANDARD APS 5.1b

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

b) analyzing and interpreting geographic information to determine patterns and trends in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>The knowledge of geography and the application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment in order to solve problems.</p> <p>The physical geography of a location had a direct impact on the lives of people in the ancient world and how they adapted to their environment.</p> <p>Geographic themes include</p> <ul style="list-style-type: none"> • location • place • regions • movement • human-environment interaction. 	<ul style="list-style-type: none"> • Acquire geographic information from a variety of sources, such as <ul style="list-style-type: none"> ○ GIS (Geographic Information Systems) ○ field work ○ satellite images ○ photographs ○ maps, globes ○ charts and graphs ○ databases ○ primary sources ○ diagrams. • Analyze the relationship between physical and human geography (e.g., life in Greece vs. life in Mali). • Analyze geographic information related to the movement of people, products, resources, ideas, and language to determine patterns and trends throughout ancient history. • Examine maps of a location before and after a major conflict to discuss how the conflict affected the social, political, and economic landscape of an area. • Use maps to explain how the location of resources influences the patterns, trends, and migration of populations. <p>Five themes of geography</p> <ul style="list-style-type: none"> • Location: Defined according to its position on the earth’s surface; where is it? • Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like? • Region: A unit on the earth’s surface that has unifying characteristics; how are places similar or different? • Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another? • Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

GRADE 5

STANDARD APS 5.1c

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.</p> <p>Close examination and interpretation of various data and images are essential to making informed decisions.</p>	<ul style="list-style-type: none"> • Use historical maps to analyze changes in population over time. • Identify and sequence events that shaped the development of the ancient world. • Interpret and draw conclusions from primary sources related to ancient world development • Compare an illustration of a historical event to a written account of the event. • Gather information from a variety of sources to show the impact of settlement on a region • Interpret photographs of the various time periods in ancient history. Discuss the potential bias of the audience. • Use primary sources to interpret how technology changed life in the ancient world.

GRADE 5

STANDARD APS 5.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by

d) using evidence to draw conclusions and make generalizations;

Essential Understandings	Experiences may include but are not limited to the following:												
<p>Critical examination and evaluation of historical evidence is essential to understanding the past.</p> <p>Drawing conclusions and making generalizations involves</p> <ul style="list-style-type: none"> • observing and considering all the facts, arguments, and information • considering what is already known • determining the certainty of multiple answers based upon the information presented • predicting and adjusting predictions, questioning, restating main ideas, and summarizing supporting details. 	<ul style="list-style-type: none"> • Evaluate media and images as sources for drawing conclusions and making generalizations. • Draw conclusions about written artifacts used during a selected time period. • Make generalizations using visual media in order to explain historical events. • After reading about an historical event, use the chart below to draw conclusions or make generalizations about a point of view. <table border="1" data-bbox="634 657 1711 922"> <thead> <tr> <th colspan="4" data-bbox="634 657 1711 699">Event:</th> </tr> <tr> <th data-bbox="634 699 800 742">Somebody</th> <th data-bbox="800 699 1050 742">Wanted</th> <th data-bbox="1050 699 1287 742">But</th> <th data-bbox="1287 699 1711 742">So What?</th> </tr> </thead> <tbody> <tr> <td data-bbox="634 742 800 922"></td> <td data-bbox="800 742 1050 922"></td> <td data-bbox="1050 742 1287 922"></td> <td data-bbox="1287 742 1711 922"></td> </tr> </tbody> </table>	Event:				Somebody	Wanted	But	So What?				
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GRADE 5

STANDARD APS 5.1e

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

e) comparing and contrasting historical, cultural, and political perspectives in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Examining the historical, cultural, and political perspectives of countries reveals the ideals, beliefs, values, and institutions of their people.</p> <p>Being able to compare and contrast helps us understand important similarities and differences between people, places, events, and times in ancient history.</p>	<ul style="list-style-type: none"> • Compare and contrast historical events, using media, images, or text, to gain understanding of historical, cultural, and political perspectives in ancient history. Examples of historical events include <ul style="list-style-type: none"> ○ Development of civilization ○ Emergence of different forms of government • Create a graphic organizer to analyze information about concepts or themes in multiple time periods. Examples of concepts or themes include <ul style="list-style-type: none"> ○ conflict ○ expansion ○ movement ○ interaction. • Create a graphic organizer to compare and contrast how people from different civilizations interacted with the environment. • Create a graphic organizer to compare and contrast the perspectives of two leaders in ancient history.

GRADE 5

STANDARD APS 5.1f

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

f) **determining relationships with multiple causes or effects in ancient history;**

Essential Understandings	Experiences may include but are not limited to the following:																														
<p>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.</p> <p>People respond to and resolve conflicts in a variety of ways, resulting in relationships that have many causes and differing outcomes.</p> <p>Diversity includes a variety of perspectives, contributions, and challenges.</p> <p>Certain events in ancient history have multiple causes and effects.</p> <p>Conflicts often have multiple causes and effects.</p>	<ul style="list-style-type: none"> • Create flow charts, storyboards, and timelines to explore multiple causes and effects. <table border="1" data-bbox="634 500 1801 662"> <thead> <tr> <th colspan="3">Event:</th> </tr> <tr> <th>Cause(s)</th> <th>Event</th> <th>Effect(s)</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Determine how the choices of selected individuals or groups ancient history. <table border="1" data-bbox="634 784 1801 946"> <thead> <tr> <th colspan="3">Event:</th> </tr> <tr> <th>Cause(s)</th> <th>Event</th> <th>Effect(s)</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Event:			Cause(s)	Event	Effect(s)										Event:			Cause(s)	Event	Effect(s)									
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GRADE 5

STANDARD APS 5.1g

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

g) explaining connections across time and place;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Making connections includes understanding that people, events, and developments have brought changes to the ancient world.</p> <p>Everyday life in the ancient world varied according to location.</p> <p>Explaining includes justifying thinking with supporting details.</p>	<ul style="list-style-type: none"> • Create a flowchart to show connections between the effects that new civilizations had and their impact on the land where they settled. • Create a graphic organizer to outline how life for people in early ancient history changed over time based on the human, natural, and capital resources available. • Create a timeline to show the political, social, and economic factors the growth of civilization. • Create a graphic organizer that compares the technology used by the early Hominids as opposed to the Romans and explain how that impacted their success.

GRADE 5

STANDARD APS 5.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

h) using a decision-making model to identify the costs and benefits of a specific choice made;

Essential Understandings	Experiences may include but are not limited to the following:																						
<p>The decision-making process involves seeing the problem from a variety of perspectives and considering the consequences.</p> <p>A cost is what you give up when you decide to do something.</p> <p>A benefit is what satisfies a want.</p> <p>People manage their lives by making choices. They choose the alternative that seems best to them because it involves the least cost and the greatest benefit.</p>	<ul style="list-style-type: none"> • Use a decision-making model to weigh the costs and benefits of making the follow choices: <ul style="list-style-type: none"> ○ Choosing a new form of government ○ Choosing a specific area to start a civilization • Choose a historical event. Determine the concern or issue. Use a decision-making model to develop and explain an alternative decision by weighing the costs and benefits of the event. <table border="1" data-bbox="634 594 1822 1063" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" data-bbox="634 594 1822 638">Historical event:</td> </tr> <tr> <td data-bbox="634 638 1215 682" style="text-align: center;">Costs</td> <td data-bbox="1215 638 1822 682" style="text-align: center;">Benefits</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td colspan="2" data-bbox="634 948 1822 992">Actual decision made:</td> </tr> <tr> <td colspan="2" data-bbox="634 992 1822 1063">Alternative decision:</td> </tr> </table>	Historical event:		Costs	Benefits															Actual decision made:		Alternative decision:	
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GRADE 5

STANDARD APS 5.1i

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

v) **identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and;**

Essential Understandings	Experiences may include but are not limited to the following:
<p>The research process requires the use of a variety of resources to ensure validity.</p> <p>In order to avoid plagiarism, credit must be given when using another person’s idea, opinion, or theory.</p> <p>Sources should be authentic and valid.</p> <p>Responsible citizens demonstrate a respect for the rights of others.</p>	<ul style="list-style-type: none"> • Explore the ethical and legal issues related to the access and use of information by <ul style="list-style-type: none"> ○ properly citing authors and sources used in research ○ validating Web sites ○ reviewing written drafts so that the language and/or thoughts of others are given credit. • Exhibit the responsibilities of citizenship in the classroom by demonstrating <ul style="list-style-type: none"> ○ when it is appropriate to listen and when to speak ○ how to make necessary compromises ○ how to work together to accomplish goals ○ how to conduct oneself in a respectful manner.

GRADE 5

STANDARD APS 5.1j

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

j) investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences may include but are not limited to the following:
<p>People communicate through oral and written language.</p> <p>Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.</p> <p>Students present, listen critically, and provide evidence to support opinions by</p> <ul style="list-style-type: none"> • distinguishing between fact and opinion • comparing and contrasting viewpoints • presenting a convincing argument • paraphrasing and summarizing what is heard • using language and vocabulary appropriate to audience, topic, and purpose • organizing a presentation. 	<ul style="list-style-type: none"> • Investigate people, places, and events in ancient history to develop an understanding of historical, cultural, economic, political, and geographical relationships by <ul style="list-style-type: none"> ○ exploring decisions that led to the development of civilization ○ outlining and describing geographic factors that influenced settlement decisions ○ creating a digital map outlining the geographic and economic factors that influenced new civilizations • Create a chart outlining the costs and benefits of Rome vs. Greek civilization • Investigate an important event. Create the front page of a newspaper with headlines and articles detailing the event. The newspaper may include the following features: <ul style="list-style-type: none"> ○ Articles summarizing the event ○ Timeline detailing actions leading up to the event ○ Quotes from participants ○ Images of the event • Create a social media page or blog about an event from ancient history. Take a position on the topic, and use a variety of sources as evidence to support the stance. <ul style="list-style-type: none"> ○ Beginning of the Sumer civilization ○ Relationship between Sparta and Athens ○ The first Olympics

GRADE 5**Unit VI: Ancient Greece**

STANDARDS of LEARNING: This unit will address the following objectives:

Note: Power Standards below are indicated in **bold**.

APS 5.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- f) analyzing and interpreting artifacts and primary and secondary sources to understand events in ancient history;
- b) analyzing and interpreting geographic information to determine patterns and trends in ancient history;
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in ancient history;
- d) using evidence to draw conclusions and make generalizations;
- e) comparing and contrasting historical, cultural, and political perspectives in ancient history;
- f) determining relationships with multiple causes or effects in ancient history;
- g) explaining connections across time and place;
- h) using a decision-making model to identify the costs and benefits of a specific choice made;
- i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and
- j) investigating and researching to develop products orally and in writing.

APS 5.2 Geography

- **The student will understand the effects of geography on the location, development, and activities in ancient Greece.**

APS 5.3 History

- **Advances & examples in the seven systems of government, religion, writing, arts, technology, social structure, and stable food supply helped this civilization develop and thrive.**

APS 5.4 Economics

The student will define the economic systems of ancient Greece.

APS 5.5 Civics

- **Forms of government from ancient times have impacted the development of modern governments.**
 - **Ancient Greece: Monarchy, Tyranny, Democracy**

ENDURING UNDERSTANDING: Students will understand that the contributions of ancient civilizations are still evident in modern society.

CONCEPTUAL UNIT QUESTION (Essential Question): In what ways are the forms of government in ancient Greece similar to and different from the government we have today?

PREVIEW ACTIVITY: *Geography and the Settlement of Greece.* Preview in Interactive notebook.

GRADE 5

Source: History Alive! 5th Grade World History Digital Subscription Lesson 18 preview
History Alive! The Ancient World. Lesson Guide 2. pp. 507-515. 2004.

Teacher note: This lesson facilitates the understanding of city-states.

TEXTBOOK ALIGNMENT: SEE FILES

PACING GUIDE:

UNIT	TIMEFRAME	DATES
I. Prehistory	4 weeks	September
II. Fertile Crescent	3 weeks	October
III. Ancient Egypt	4 weeks	November
IV. Ancient India	4 weeks	December
V. Ancient China	6 weeks	January/February
VI. Ancient Greece	3 weeks	March
VII. Ancient Rome	3 weeks	April/May
VIII. Ancient Americas	3 weeks	June

LITERATURE AND OTHER RESOURCES:

LITERATURE

Ancient Greece: Archaeology Unlocks the Secrets of Greece's Past by Marni McGee—This book explores the history and culture of Ancient Greece by looking at the buildings, wall paintings, statues, and other artifacts constructed during the age of Pericles.

The Ancient Greeks by Allison Lassier—People of the Ancient World series by Watts introduces the history and culture of the ancient Greece by looking at groups such as philosophers, priests and priestesses, poets, artists, architects, warriors, slaves, and athletes.

Technology in Times Past by Robert Snedden—This book provides an introduction to the technology of construction, clothing, tools, medicine, farming, transportation, weapons, and arts of ancient Greece.

The Ancient City: Life in Classical Athens & Rome by Peter Connolly—Recreates the public buildings, temples, shops, and houses of ancient Athens and Rome, providing a window through which to look at the development of the cities and their architecture, and to discuss various aspects of daily life, including religion, food, drama, games, food, culture, and entertainment.

Welcome to the Ancient Olympics! by Jane Bingham—This book provides an introduction to the ancient Greek Olympics covering topics from athletes and events to prizes and the modern Olympic games.

Oh My Gods!: A Look-It-Up Guide to the Gods of Mythology by Megan Bryant—Outlines profiles and family trees from many figures in Greek and Roman mythology, including the powerful Zeus and Hera to mythical beings like the Cyclopes.

The Greek News by Anton Powell—Uses a newspaper format to present articles on the military, trade, religion, education, recreation, philosophy, food, fashion, and other elements of ancient Greek culture.

GRADE 5

You Wouldn't Want To Be a Slave in Ancient Greece! : A Life You'd Rather Not Have by Fiona Macdonald—Looks at the life of a Scythian woman after she is captured and sold into slavery in Greece in the fifth century B.C.

ADDITIONAL LITERATURE

Hands on Ancient History series from Heinemann Library—These books include history and hands-on activities such as recipes, crafts, physical activities, and art projects. Titles in this series include:

History and Activities of Ancient China
History and Activities of Ancient Egypt
History and Activities of Ancient Greece
History and Activities of the Aztecs
History and Activities of the Roman Empire

Seven Wonders of the Ancient World by Michael Woods—One book within the series *Seven Ancient Wonders* from Twenty-First Century Books. This book series looks at various wonders of the ancient world including the Hanging Gardens of Babylon, the Great Pyramid of Giza, Statue of Zeus at Olympia, and more. Titles within the series include:

Seven Wonders of Ancient Asia
Seven Wonders of Ancient Central and South America
Seven Wonders of Ancient Greece
Seven Wonders of the Ancient Middle East

Ancient Agriculture: From Foraging to Farming by Michael Woods and Mary B. Woods—Discusses agricultural technology in various cultures from the Stone Age to 476 A.D., including China, Egypt, Mesoamerica, and Greece.

GENERAL WEBSITES and DATABASES

Culture Grams: <http://online.culturegrams.com/> Database explaining the geography and culture of the United States and countries around the world

Google Earth: Interactive map of the World with links to pictures, websites, and general information about places all over the globe.

Teaching with Primary Sources: <http://www.tpsnva.org/> Website containing Virginia teacher created lesson and unit plans with emphasis on primary sources. This website links directly to the Library of Congress's website and to the America's Story website with short, easily accessible information about the history of United States.

Digital Map Lists and Screenshots: <https://apsva.blackboard.com/webapps/login/> Through Organizations and in Social Studies Online, click on "Documents" to get to the instructions to add a digital map database to your school computer.

GRADE 5

Online Reference Databases; <http://www.apsva.us/site/Default.aspx?PageID=1994> Accessible in school or remotely are several subscriptions to online encyclopedias. *Wikipedia* is another option, but take the time to vet out potential topics carefully as entries are not as thoroughly monitored at this time.

Social Studies Updated Book List Grades 3, 4, & 5: <https://apsva.blackboard.com/webapps/login/> Through Organizations and in Social Studies Online, click on “Documents” to get to this word document.

Kids Past: <http://kidspast.com/world-history/index.php> Website containing information regarding world history and ancient civilizations. Be sure to preview website prior to displaying content.

Becoming Human: <http://www.becominghuman.org/> Website containing information, videos, documentaries regarding human evolution.

SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and/or individuals students should know to successfully understand course content.

** indicates words not included in text and/or would need supplemental materials/additional discussion*

acropolis	Athens	Delphi	Monarchy	Persian War
agora	Battle of Marathon*	Democracy	oligarch	philosophy
Alexander the Great	Battle of Plataea*	Golden Age	Oligarchy	Socrates
allies	Battle of Salamis*	Hellespont	Panathenaic	Sparta
Aristocracy	Battle of Thermopylae*	isolated community	Parthenon	tyrant
aristocrat	cavalry	legacy	Peloponnesian War	Tyranny
Aristotle	City – State	Macedonia	Peloponnesus*	
assembly	cultural borrowing*	monarch	Persia	

SAMPLE LESSONS: <https://drive.google.com/open?id=0BySl24GaKHVdZHJ6TEo1NGdUY0E>

APS ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: APS content for this unit can be found in Lessons 18-21 in the Grade 5 World History digital subscription.

GRADE 5

STANDARD APS 5.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a) analyzing and interpreting artifacts and primary and secondary sources to understand events in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:														
<p>Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.</p>	<ul style="list-style-type: none"> Use an analysis tool to analyze and interpret artifacts and primary and secondary sources. <p>Sample Analysis Tool</p> <table border="1" data-bbox="632 529 1713 1131"> <thead> <tr> <th colspan="2" data-bbox="632 529 1713 592">Title of Informational Source:</th> </tr> <tr> <th data-bbox="632 592 1249 656">Key Elements</th> <th data-bbox="1249 592 1713 656">Evidence</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 656 1249 719">Observation: What do you see?</td> <td data-bbox="1249 656 1713 719"></td> </tr> <tr> <td data-bbox="632 719 1249 803">Source: Who created the source?</td> <td data-bbox="1249 719 1713 803"></td> </tr> <tr> <td data-bbox="632 803 1249 888">Context: Where is the source located in terms of time and place?</td> <td data-bbox="1249 803 1713 888"></td> </tr> <tr> <td data-bbox="632 888 1249 995">Historical Perspective: Whose point of view does the source represent?</td> <td data-bbox="1249 888 1713 995"></td> </tr> <tr> <td data-bbox="632 995 1249 1131">Analysis: What is the source's impact on history?</td> <td data-bbox="1249 995 1713 1131"></td> </tr> </tbody> </table>	Title of Informational Source:		Key Elements	Evidence	Observation: What do you see?		Source: Who created the source?		Context: Where is the source located in terms of time and place?		Historical Perspective: Whose point of view does the source represent?		Analysis: What is the source's impact on history?	
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GRADE 5

STANDARD APS 5.1b

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

b) analyzing and interpreting geographic information to determine patterns and trends in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>The knowledge of geography and the application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment in order to solve problems.</p> <p>The physical geography of a location had a direct impact on the lives of people in the ancient world and how they adapted to their environment.</p> <p>Geographic themes include</p> <ul style="list-style-type: none"> • location • place • regions • movement • human-environment interaction. 	<ul style="list-style-type: none"> • Acquire geographic information from a variety of sources, such as <ul style="list-style-type: none"> ○ GIS (Geographic Information Systems) ○ field work ○ satellite images ○ photographs ○ maps, globes ○ charts and graphs ○ databases ○ primary sources ○ diagrams. • Analyze the relationship between physical and human geography (e.g., life in Greece vs. life in Mali). • Analyze geographic information related to the movement of people, products, resources, ideas, and language to determine patterns and trends throughout ancient history. • Examine maps of a location before and after a major conflict to discuss how the conflict affected the social, political, and economic landscape of an area. • Use maps to explain how the location of resources influences the patterns, trends, and migration of populations. <p>Five themes of geography</p> <ul style="list-style-type: none"> • Location: Defined according to its position on the earth’s surface; where is it? • Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like? • Region: A unit on the earth’s surface that has unifying characteristics; how are places similar or different? • Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another? • Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

GRADE 5

STANDARD APS 5.1c

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.</p> <p>Close examination and interpretation of various data and images are essential to making informed decisions.</p>	<ul style="list-style-type: none"> • Use historical maps to analyze changes in population over time. • Identify and sequence events that shaped the development of the ancient world. • Interpret and draw conclusions from primary sources related to ancient world development • Compare an illustration of a historical event to a written account of the event. • Gather information from a variety of sources to show the impact of settlement on a region • Interpret photographs of the various time periods in ancient history. Discuss the potential bias of the audience. • Use primary sources to interpret how technology changed life in the ancient world.

GRADE 5

STANDARD APS 5.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by

d) using evidence to draw conclusions and make generalizations;

Essential Understandings	Experiences may include but are not limited to the following:												
<p>Critical examination and evaluation of historical evidence is essential to understanding the past.</p> <p>Drawing conclusions and making generalizations involves</p> <ul style="list-style-type: none"> • observing and considering all the facts, arguments, and information • considering what is already known • determining the certainty of multiple answers based upon the information presented • predicting and adjusting predictions, questioning, restating main ideas, and summarizing supporting details. 	<ul style="list-style-type: none"> • Evaluate media and images as sources for drawing conclusions and making generalizations. • Draw conclusions about written artifacts used during a selected time period. • Make generalizations using visual media in order to explain historical events. • After reading about an historical event, use the chart below to draw conclusions or make generalizations about a point of view. <table border="1" data-bbox="634 659 1709 920"> <thead> <tr> <th colspan="4" data-bbox="634 659 1709 699">Event:</th> </tr> <tr> <th data-bbox="634 699 800 740">Somebody</th> <th data-bbox="800 699 1050 740">Wanted</th> <th data-bbox="1050 699 1287 740">But</th> <th data-bbox="1287 699 1709 740">So What?</th> </tr> </thead> <tbody> <tr> <td data-bbox="634 740 800 920"></td> <td data-bbox="800 740 1050 920"></td> <td data-bbox="1050 740 1287 920"></td> <td data-bbox="1287 740 1709 920"></td> </tr> </tbody> </table>	Event:				Somebody	Wanted	But	So What?				
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GRADE 5

STANDARD APS 5.1e

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

e) comparing and contrasting historical, cultural, and political perspectives in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Examining the historical, cultural, and political perspectives of countries reveals the ideals, beliefs, values, and institutions of their people.</p> <p>Being able to compare and contrast helps us understand important similarities and differences between people, places, events, and times in ancient history.</p>	<ul style="list-style-type: none"> • Compare and contrast historical events, using media, images, or text, to gain understanding of historical, cultural, and political perspectives in ancient history. Examples of historical events include <ul style="list-style-type: none"> ○ Development of civilization ○ Emergence of different forms of government • Create a graphic organizer to analyze information about concepts or themes in multiple time periods. Examples of concepts or themes include <ul style="list-style-type: none"> ○ conflict ○ expansion ○ movement ○ interaction. • Create a graphic organizer to compare and contrast how people from different civilizations interacted with the environment. • Create a graphic organizer to compare and contrast the perspectives of two leaders in ancient history.

GRADE 5

STANDARD APS 5.1f

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

f) **determining relationships with multiple causes or effects in ancient history;**

Essential Understandings	Experiences may include but are not limited to the following:																														
<p>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.</p> <p>People respond to and resolve conflicts in a variety of ways, resulting in relationships that have many causes and differing outcomes.</p> <p>Diversity includes a variety of perspectives, contributions, and challenges.</p> <p>Certain events in ancient history have multiple causes and effects.</p> <p>Conflicts often have multiple causes and effects.</p>	<ul style="list-style-type: none"> • Create flow charts, storyboards, and timelines to explore multiple causes and effects. <table border="1" data-bbox="634 500 1801 662"> <thead> <tr> <th colspan="3">Event:</th> </tr> <tr> <th>Cause(s)</th> <th>Event</th> <th>Effect(s)</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Determine how the choices of selected individuals or groups ancient history. <table border="1" data-bbox="634 786 1801 948"> <thead> <tr> <th colspan="3">Event:</th> </tr> <tr> <th>Cause(s)</th> <th>Event</th> <th>Effect(s)</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Event:			Cause(s)	Event	Effect(s)										Event:			Cause(s)	Event	Effect(s)									
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GRADE 5

STANDARD APS 5.1g

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

g) explaining connections across time and place;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Making connections includes understanding that people, events, and developments have brought changes to the ancient world.</p> <p>Everyday life in the ancient world varied according to location.</p> <p>Explaining includes justifying thinking with supporting details.</p>	<ul style="list-style-type: none"> • Create a flowchart to show connections between the effects that new civilizations had and their impact on the land where they settled. • Create a graphic organizer to outline how life for people in early ancient history changed over time based on the human, natural, and capital resources available. • Create a timeline to show the political, social, and economic factors the growth of civilization. • Create a graphic organizer that compares the technology used by the early Hominids as opposed to the Romans and explain how that impacted their success.

GRADE 5

STANDARD APS 5.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

h) using a decision-making model to identify the costs and benefits of a specific choice made;

Essential Understandings	Experiences may include but are not limited to the following:																						
<p>The decision-making process involves seeing the problem from a variety of perspectives and considering the consequences.</p> <p>A cost is what you give up when you decide to do something.</p> <p>A benefit is what satisfies a want.</p> <p>People manage their lives by making choices. They choose the alternative that seems best to them because it involves the least cost and the greatest benefit.</p>	<ul style="list-style-type: none"> • Use a decision-making model to weigh the costs and benefits of making the follow choices: <ul style="list-style-type: none"> ○ Choosing a new form of government ○ Choosing a specific area to start a civilization • Choose a historical event. Determine the concern or issue. Use a decision-making model to develop and explain an alternative decision by weighing the costs and benefits of the event. <table border="1" data-bbox="634 594 1822 1063" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" data-bbox="634 594 1822 638">Historical event:</td> </tr> <tr> <td data-bbox="634 638 1215 682" style="text-align: center;">Costs</td> <td data-bbox="1215 638 1822 682" style="text-align: center;">Benefits</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td colspan="2" data-bbox="634 948 1822 992">Actual decision made:</td> </tr> <tr> <td colspan="2" data-bbox="634 992 1822 1063">Alternative decision:</td> </tr> </table>	Historical event:		Costs	Benefits															Actual decision made:		Alternative decision:	
Historical event:																							
Costs	Benefits																						
Actual decision made:																							
Alternative decision:																							

GRADE 5

STANDARD APS 5.1i

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

vi) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and;

Essential Understandings	Experiences may include but are not limited to the following:
<p>The research process requires the use of a variety of resources to ensure validity.</p> <p>In order to avoid plagiarism, credit must be given when using another person’s idea, opinion, or theory.</p> <p>Sources should be authentic and valid.</p> <p>Responsible citizens demonstrate a respect for the rights of others.</p>	<ul style="list-style-type: none"> • Explore the ethical and legal issues related to the access and use of information by <ul style="list-style-type: none"> ○ properly citing authors and sources used in research ○ validating Web sites ○ reviewing written drafts so that the language and/or thoughts of others are given credit. • Exhibit the responsibilities of citizenship in the classroom by demonstrating <ul style="list-style-type: none"> ○ when it is appropriate to listen and when to speak ○ how to make necessary compromises ○ how to work together to accomplish goals ○ how to conduct oneself in a respectful manner.

GRADE 5

STANDARD APS 5.1j

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

j) investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences may include but are not limited to the following:
<p>People communicate through oral and written language.</p> <p>Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.</p> <p>Students present, listen critically, and provide evidence to support opinions by</p> <ul style="list-style-type: none"> • distinguishing between fact and opinion • comparing and contrasting viewpoints • presenting a convincing argument • paraphrasing and summarizing what is heard • using language and vocabulary appropriate to audience, topic, and purpose • organizing a presentation. 	<ul style="list-style-type: none"> • Investigate people, places, and events in ancient history to develop an understanding of historical, cultural, economic, political, and geographical relationships by <ul style="list-style-type: none"> ○ exploring decisions that led to the development of civilization ○ outlining and describing geographic factors that influenced settlement decisions ○ creating a digital map outlining the geographic and economic factors that influenced new civilizations • Create a chart outlining the costs and benefits of Rome vs. Greek civilization • Investigate an important event. Create the front page of a newspaper with headlines and articles detailing the event. The newspaper may include the following features: <ul style="list-style-type: none"> ○ Articles summarizing the event ○ Timeline detailing actions leading up to the event ○ Quotes from participants ○ Images of the event • Create a social media page or blog about an event from ancient history. Take a position on the topic, and use a variety of sources as evidence to support the stance. <ul style="list-style-type: none"> ○ Beginning of the Sumer civilization ○ Relationship between Sparta and Athens ○ The first Olympics

GRADE 5**Unit VII: Ancient Rome**

STANDARDS of LEARNING: This unit will address the following objectives:

Note: Power Standards below are indicated in **bold**.

APS 5.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- g) analyzing and interpreting artifacts and primary and secondary sources to understand events in ancient history;
- b) analyzing and interpreting geographic information to determine patterns and trends in ancient history;
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in ancient history;
- d) using evidence to draw conclusions and make generalizations;
- e) comparing and contrasting historical, cultural, and political perspectives in ancient history;
- f) determining relationships with multiple causes or effects in ancient history;
- g) explaining connections across time and place;
- h) using a decision-making model to identify the costs and benefits of a specific choice made;
- i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and
- j) investigating and researching to develop products orally and in writing.

APS 5.2 Geography

The student will understand the effects of geography on the location, development, and activities in Ancient Rome.

APS 5.3 History

- **Advances & examples in the seven systems of government, religion, writing, arts, technology, social structure, and stable food supply helped this civilization develop and thrive.**

APS 5.4 Economics

The student will define the economic systems of Ancient Rome.

APS 5.5 Civics

- **Forms of government from ancient times have impacted the development of modern governments.**
 - **Ancient Rome: farming communities, Monarchy, Republic (representative democracy), Emperors (dictatorship)**

ENDURING UNDERSTANDING: Students will understand that modern societies adapt the best elements from previous civilizations.

CONCEPTUAL UNIT QUESTION (Essential Question): What characteristics from ancient civilizations are evident in modern societies?

PREVIEW ACTIVITY: *History Alive! Grade 5 World History Lesson 22 preview activity*

Source: *History Alive! The Ancient World*. Lesson Guide 2. pp. 675 – 683. 2004.

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TEXTBOOK ALIGNMENT: SEE FILES

PACING GUIDE:

UNIT	TIMEFRAME	DATES
I. Prehistory	4 weeks	September
II. Fertile Crescent	3 weeks	October
III. Ancient Egypt	4 weeks	November
IV. Ancient India	4 weeks	December
V. Ancient China	6 weeks	January/February
VI. Ancient Greece	3 weeks	March
VII. Ancient Rome	3 weeks	April/May
VIII. Ancient Americas	3 weeks	June

LITERATURE AND OTHER RESOURCES:

LITERATURE

Life in Ancient Rome by Shilpa Mehta-Jones—This book from Crabtree Publishing details the everyday life of ancient Rome including the government, economy, and army.

The Ancient Romans by Allison Lessier—People of the Ancient World series by Watts introduces the history and culture of the ancient Rome focusing on the political structure, philosophers, roles of working class, women, priests, and other groups.

Conquest!: Can You Build a Roman City by Julia Bruce—In this Step Into History series book, the army general has been tasked to help expand the Roman empire by planning and fighting battles, building forts, roads, aqueducts, and beginning to govern the new province.

Technology in Times Past: Ancient Rome by Robert Snedden—This book provides an introduction to the technology of construction, clothing, tools, medicine, farming, transportation, weapons, and arts of ancient Rome.

Oh My Gods!: A Look-It-Up Guide to the Gods of Mythology by Megan Bryant—Outlines profiles and family trees from many figures in Greek and Roman mythology, including the powerful Zeus and Hera to mythical beings like the Cyclopes.

You Wouldn't Want to Be a Roman Soldier!: Barbarians You'd Rather Not Meet by David Stewart—Through funny illustrations, information surrounding the life of a Roman soldier is detailed such as training, battling, living in forts, illness, injury, and retirement.

Rome: in Spectacular Cross-Section by Andrew Solway—Detailed illustrations with explanatory captions and narrative text survey some sites in ancient Rome.

ADDITIONAL LITERATURE

Hands on Ancient History series from Heinemann Library—These books include history and hands-on activities such as recipes, crafts, physical activities, and art projects. Titles in this series include:

History and Activities of Ancient China

History and Activities of Ancient Egypt

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History and Activities of Ancient Greece
History and Activities of the Aztecs
History and Activities of the Roman Empire

Seven Wonders of the Ancient World by Michael Woods—One book within the series *Seven Ancient Wonders* from *Twenty-First Century Books*. This book series looks at various wonders of the ancient world including the Hanging Gardens of Babylon, the Great Pyramid of Giza, Statue of Zeus at Olympia, and more. Titles within the series include:

Seven Wonders of Ancient Asia
Seven Wonders of Ancient Central and South America
Seven Wonders of Ancient Greece
Seven Wonders of the Ancient Middle East

Ancient Agriculture: From Foraging to Farming by Michael Woods and Mary B. Woods—Discusses agricultural technology in various cultures from the Stone Age to 476 A.D., including China, Egypt, Mesoamerica, and Greece.

GENERAL WEBSITES and DATABASES

Culture Grams: <http://online.culturegrams.com/> Database explaining the geography and culture of the United States and countries around the world

Google Earth: Interactive map of the World with links to pictures, websites, and general information about places all over the globe.

Teaching with Primary Sources: <http://www.tpsnva.org/> Website containing Virginia teacher created lesson and unit plans with emphasis on primary sources. This website links directly to the Library of Congress's website and to the America's Story website with short, easily accessible information about the history of United States.

Digital Map Lists and Screenshots: <https://apsva.blackboard.com/webapps/login/> Through Organizations and in Social Studies Online, click on "Documents" to get to the instructions to add a digital map database to your school computer.

Online Reference Databases: <http://www.apsva.us/site/Default.aspx?PageID=1994> Accessible in school or remotely are several subscriptions to online encyclopedias. *Wikipedia* is another option, but take the time to vet out potential topics carefully as entries are not as thoroughly monitored at this time.

Social Studies Updated Book List Grades 3, 4, & 5: <https://apsva.blackboard.com/webapps/login/> Through Organizations and in Social Studies Online, click on "Documents" to get to this word document.

Kids Past: <http://kidspast.com/world-history/index.php> Website containing information regarding world history and ancient civilizations. Be sure to preview website prior to displaying content.

Becoming Human: <http://www.becominghuman.org/> Website containing information, videos, documentaries regarding human evolution.

GRADE 5

SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and/or individuals students should know to successfully understand course content.

** indicates words not included in text and/or would need supplemental materials/additional discussion*

aqueduct	consul	Jesus	plebeian	tribune
Augustus*	cuniculus	Julius Caesar	Punic Wars	vault
Byzantium/Constantinople*	dictator	Latin	renaissance	veto
Carthage*	dome	Marcus Aurelius*	republic	Constantine*
Christianity	emperor	Palentine	Romulus and Remus	Greco-Roman
civil war	Forum	patricians	senate	persecution
Colosseum	gladiator	Pax Romana*	Tarquin the Proud*	Tiber river

SAMPLE LESSONS: <https://drive.google.com/open?id=0BySl24GaKHVdZHJ6TEo1NGdUY0E>

APS ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: APS content for this unit can be found in Chapters 22-24 in the Grade 5 World History digital subscription.

GRADE 5

STANDARD APS 5.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a) analyzing and interpreting artifacts and primary and secondary sources to understand events in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:														
<p>Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.</p>	<ul style="list-style-type: none"> • Use an analysis tool to analyze and interpret artifacts and primary and secondary sources. <p>Sample Analysis Tool</p> <table border="1" data-bbox="634 532 1713 1133"> <thead> <tr> <th colspan="2" data-bbox="634 532 1713 597">Title of Informational Source:</th> </tr> <tr> <th data-bbox="634 597 1249 657">Key Elements</th> <th data-bbox="1249 597 1713 657">Evidence</th> </tr> </thead> <tbody> <tr> <td data-bbox="634 657 1249 719">Observation: What do you see?</td> <td data-bbox="1249 657 1713 719"></td> </tr> <tr> <td data-bbox="634 719 1249 805">Source: Who created the source?</td> <td data-bbox="1249 719 1713 805"></td> </tr> <tr> <td data-bbox="634 805 1249 891">Context: Where is the source located in terms of time and place?</td> <td data-bbox="1249 805 1713 891"></td> </tr> <tr> <td data-bbox="634 891 1249 997">Historical Perspective: Whose point of view does the source represent?</td> <td data-bbox="1249 891 1713 997"></td> </tr> <tr> <td data-bbox="634 997 1249 1133">Analysis: What is the source’s impact on history?</td> <td data-bbox="1249 997 1713 1133"></td> </tr> </tbody> </table>	Title of Informational Source:		Key Elements	Evidence	Observation: What do you see?		Source: Who created the source?		Context: Where is the source located in terms of time and place?		Historical Perspective: Whose point of view does the source represent?		Analysis: What is the source’s impact on history?	
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GRADE 5

STANDARD APS 5.1b

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

b) analyzing and interpreting geographic information to determine patterns and trends in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>The knowledge of geography and the application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment in order to solve problems.</p> <p>The physical geography of a location had a direct impact on the lives of people in the ancient world and how they adapted to their environment.</p> <p>Geographic themes include</p> <ul style="list-style-type: none"> • location • place • regions • movement • human-environment interaction. 	<ul style="list-style-type: none"> • Acquire geographic information from a variety of sources, such as <ul style="list-style-type: none"> ○ GIS (Geographic Information Systems) ○ field work ○ satellite images ○ photographs ○ maps, globes ○ charts and graphs ○ databases ○ primary sources ○ diagrams. • Analyze the relationship between physical and human geography (e.g., life in Greece vs. life in Mali). • Analyze geographic information related to the movement of people, products, resources, ideas, and language to determine patterns and trends throughout ancient history. • Examine maps of a location before and after a major conflict to discuss how the conflict affected the social, political, and economic landscape of an area. • Use maps to explain how the location of resources influences the patterns, trends, and migration of populations. <p>Five themes of geography</p> <ul style="list-style-type: none"> • Location: Defined according to its position on the earth’s surface; where is it? • Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like? • Region: A unit on the earth’s surface that has unifying characteristics; how are places similar or different? • Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another? • Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

GRADE 5

STANDARD APS 5.1c

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.</p> <p>Close examination and interpretation of various data and images are essential to making informed decisions.</p>	<ul style="list-style-type: none"> • Use historical maps to analyze changes in population over time. • Identify and sequence events that shaped the development of the ancient world. • Interpret and draw conclusions from primary sources related to ancient world development • Compare an illustration of a historical event to a written account of the event. • Gather information from a variety of sources to show the impact of settlement on a region • Interpret photographs of the various time periods in ancient history. Discuss the potential bias of the audience. • Use primary sources to interpret how technology changed life in the ancient world.

GRADE 5

STANDARD APS 5.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by

d) using evidence to draw conclusions and make generalizations;

Essential Understandings	Experiences may include but are not limited to the following:												
<p>Critical examination and evaluation of historical evidence is essential to understanding the past.</p> <p>Drawing conclusions and making generalizations involves</p> <ul style="list-style-type: none"> • observing and considering all the facts, arguments, and information • considering what is already known • determining the certainty of multiple answers based upon the information presented • predicting and adjusting predictions, questioning, restating main ideas, and summarizing supporting details. 	<ul style="list-style-type: none"> • Evaluate media and images as sources for drawing conclusions and making generalizations. • Draw conclusions about written artifacts used during a selected time period. • Make generalizations using visual media in order to explain historical events. • After reading about an historical event, use the chart below to draw conclusions or make generalizations about a point of view. <table border="1" data-bbox="634 657 1705 920"> <thead> <tr> <th colspan="4" data-bbox="634 657 1705 699">Event:</th> </tr> <tr> <th data-bbox="634 699 793 742">Somebody</th> <th data-bbox="793 699 1043 742">Wanted</th> <th data-bbox="1043 699 1283 742">But</th> <th data-bbox="1283 699 1705 742">So What?</th> </tr> </thead> <tbody> <tr> <td data-bbox="634 742 793 920"></td> <td data-bbox="793 742 1043 920"></td> <td data-bbox="1043 742 1283 920"></td> <td data-bbox="1283 742 1705 920"></td> </tr> </tbody> </table>	Event:				Somebody	Wanted	But	So What?				
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GRADE 5

STANDARD APS 5.1e

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

e) comparing and contrasting historical, cultural, and political perspectives in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Examining the historical, cultural, and political perspectives of countries reveals the ideals, beliefs, values, and institutions of their people.</p> <p>Being able to compare and contrast helps us understand important similarities and differences between people, places, events, and times in ancient history.</p>	<ul style="list-style-type: none"> • Compare and contrast historical events, using media, images, or text, to gain understanding of historical, cultural, and political perspectives in ancient history. Examples of historical events include <ul style="list-style-type: none"> ○ Development of civilization ○ Emergence of different forms of government • Create a graphic organizer to analyze information about concepts or themes in multiple time periods. Examples of concepts or themes include <ul style="list-style-type: none"> ○ conflict ○ expansion ○ movement ○ interaction. • Create a graphic organizer to compare and contrast how people from different civilizations interacted with the environment. • Create a graphic organizer to compare and contrast the perspectives of two leaders in ancient history.

GRADE 5

STANDARD APS 5.1f

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

f) **determining relationships with multiple causes or effects in ancient history;**

Essential Understandings	Experiences may include but are not limited to the following:																														
<p>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.</p> <p>People respond to and resolve conflicts in a variety of ways, resulting in relationships that have many causes and differing outcomes.</p> <p>Diversity includes a variety of perspectives, contributions, and challenges.</p> <p>Certain events in ancient history have multiple causes and effects.</p> <p>Conflicts often have multiple causes and effects.</p>	<ul style="list-style-type: none"> • Create flow charts, storyboards, and timelines to explore multiple causes and effects. <table border="1" data-bbox="634 500 1801 669"> <thead> <tr> <th colspan="3" data-bbox="634 500 1801 532">Event:</th> </tr> <tr> <th data-bbox="634 532 1064 565">Cause(s)</th> <th data-bbox="1064 532 1396 565">Event</th> <th data-bbox="1396 532 1801 565">Effect(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="634 565 1064 597"></td> <td data-bbox="1064 565 1396 597"></td> <td data-bbox="1396 565 1801 597"></td> </tr> <tr> <td data-bbox="634 597 1064 630"></td> <td data-bbox="1064 597 1396 630"></td> <td data-bbox="1396 597 1801 630"></td> </tr> <tr> <td data-bbox="634 630 1064 662"></td> <td data-bbox="1064 630 1396 662"></td> <td data-bbox="1396 630 1801 662"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Determine how the choices of selected individuals or groups ancient history. <table border="1" data-bbox="634 792 1801 961"> <thead> <tr> <th colspan="3" data-bbox="634 792 1801 824">Event:</th> </tr> <tr> <th data-bbox="634 824 1064 857">Cause(s)</th> <th data-bbox="1064 824 1396 857">Event</th> <th data-bbox="1396 824 1801 857">Effect(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="634 857 1064 889"></td> <td data-bbox="1064 857 1396 889"></td> <td data-bbox="1396 857 1801 889"></td> </tr> <tr> <td data-bbox="634 889 1064 922"></td> <td data-bbox="1064 889 1396 922"></td> <td data-bbox="1396 889 1801 922"></td> </tr> <tr> <td data-bbox="634 922 1064 954"></td> <td data-bbox="1064 922 1396 954"></td> <td data-bbox="1396 922 1801 954"></td> </tr> </tbody> </table>	Event:			Cause(s)	Event	Effect(s)										Event:			Cause(s)	Event	Effect(s)									
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GRADE 5

STANDARD APS 5.1g

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

g) explaining connections across time and place;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Making connections includes understanding that people, events, and developments have brought changes to the ancient world.</p> <p>Everyday life in the ancient world varied according to location.</p> <p>Explaining includes justifying thinking with supporting details.</p>	<ul style="list-style-type: none"> • Create a flowchart to show connections between the effects that new civilizations had and their impact on the land where they settled. • Create a graphic organizer to outline how life for people in early ancient history changed over time based on the human, natural, and capital resources available. • Create a timeline to show the political, social, and economic factors the growth of civilization. • Create a graphic organizer that compares the technology used by the early Hominids as opposed to the Romans and explain how that impacted their success.

GRADE 5

STANDARD APS 5.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

h) using a decision-making model to identify the costs and benefits of a specific choice made;

Essential Understandings	Experiences may include but are not limited to the following:																								
<p>The decision-making process involves seeing the problem from a variety of perspectives and considering the consequences.</p> <p>A cost is what you give up when you decide to do something.</p> <p>A benefit is what satisfies a want.</p> <p>People manage their lives by making choices. They choose the alternative that seems best to them because it involves the least cost and the greatest benefit.</p>	<ul style="list-style-type: none"> • Use a decision-making model to weigh the costs and benefits of making the follow choices: <ul style="list-style-type: none"> ○ Choosing a new form of government ○ Choosing a specific area to start a civilization • Choose a historical event. Determine the concern or issue. Use a decision-making model to develop and explain an alternative decision by weighing the costs and benefits of the event. <table border="1" data-bbox="634 594 1822 971"> <thead> <tr> <th colspan="2" data-bbox="634 594 1822 630">Historical event:</th> </tr> <tr> <th data-bbox="634 630 1215 662">Costs</th> <th data-bbox="1215 630 1822 662">Benefits</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td colspan="2" data-bbox="634 854 1822 906">Actual decision made:</td> </tr> <tr> <td colspan="2" data-bbox="634 906 1822 971">Alternative decision:</td> </tr> </tbody> </table>	Historical event:		Costs	Benefits																	Actual decision made:		Alternative decision:	
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Costs	Benefits																								
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GRADE 5

STANDARD APS 5.1i

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

vii) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and;

Essential Understandings	Experiences may include but are not limited to the following:
<p>The research process requires the use of a variety of resources to ensure validity.</p> <p>In order to avoid plagiarism, credit must be given when using another person’s idea, opinion, or theory.</p> <p>Sources should be authentic and valid.</p> <p>Responsible citizens demonstrate a respect for the rights of others.</p>	<ul style="list-style-type: none"> • Explore the ethical and legal issues related to the access and use of information by <ul style="list-style-type: none"> ○ properly citing authors and sources used in research ○ validating Web sites ○ reviewing written drafts so that the language and/or thoughts of others are given credit. • Exhibit the responsibilities of citizenship in the classroom by demonstrating <ul style="list-style-type: none"> ○ when it is appropriate to listen and when to speak ○ how to make necessary compromises ○ how to work together to accomplish goals ○ how to conduct oneself in a respectful manner.

GRADE 5

STANDARD APS 5.1j

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

j) investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences may include but are not limited to the following:
<p>People communicate through oral and written language.</p> <p>Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.</p> <p>Students present, listen critically, and provide evidence to support opinions by</p> <ul style="list-style-type: none"> • distinguishing between fact and opinion • comparing and contrasting viewpoints • presenting a convincing argument • paraphrasing and summarizing what is heard • using language and vocabulary appropriate to audience, topic, and purpose • organizing a presentation. 	<ul style="list-style-type: none"> • Investigate people, places, and events in ancient history to develop an understanding of historical, cultural, economic, political, and geographical relationships by <ul style="list-style-type: none"> ○ exploring decisions that led to the development of civilization ○ outlining and describing geographic factors that influenced settlement decisions ○ creating a digital map outlining the geographic and economic factors that influenced new civilizations • Create a chart outlining the costs and benefits of Rome vs. Greek civilization • Investigate an important event. Create the front page of a newspaper with headlines and articles detailing the event. The newspaper may include the following features: <ul style="list-style-type: none"> ○ Articles summarizing the event ○ Timeline detailing actions leading up to the event ○ Quotes from participants ○ Images of the event • Create a social media page or blog about an event from ancient history. Take a position on the topic, and use a variety of sources as evidence to support the stance. <ul style="list-style-type: none"> ○ Beginning of the Sumer civilization ○ Relationship between Sparta and Athens ○ The first Olympics

GRADE 5**UNIT VIII: Ancient America (Mesoamerica)**

STANDARDS OF LEARNING: This unit will emphasize the following objectives:

Note: Power Standards below are indicated in **bold**.

APS 5.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- h) analyzing and interpreting artifacts and primary and secondary sources to understand events in ancient history;
- b) analyzing and interpreting geographic information to determine patterns and trends in ancient history;
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in ancient history;
- d) using evidence to draw conclusions and make generalizations;
- e) comparing and contrasting historical, cultural, and political perspectives in ancient history;
- f) determining relationships with multiple causes or effects in ancient history;
- g) explaining connections across time and place;
- h) using a decision-making model to identify the costs and benefits of a specific choice made;
- i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and
- j) investigating and researching to develop products orally and in writing.

APS 5.2 Geography

- **Mesoamerican civilizations flourished in Central and South America.**

APS 5.3 History

- **Advances & examples in the seven systems of government (which one is missing from Aztec, Maya, Inca and why are they still considered a civilization?), religion, writing, arts, technology, social structure, and stable food supply helped this civilization develop and thrive from 200 B.C.E. to 1500 C.E.**
- **Mayas had a writing system and building techniques adapted from the earlier Olmecs, and empire consisted of over forty complex, stone city-states and covered much of Central America.**
- **Aztecs rose from a band of nomads to masters of a great empire with its capital Tenochtitlán, an impressive city with huge stone temples, canals, and a population greater than any European city of the time.**
- **Inca created a huge empire that extended almost the length of the Andes.**

APS 5.4 Economics

The student will define the economic systems of Mesoamerica.

APS 5.5 Civics

The student will identify the political systems of Mesoamerica.

GRADE 5

ENDURING UNDERSTANDING: Students will understand that geography impacts the advancements that civilizations make.

CONCEPTUAL UNIT QUESTION (Essential Question): Mesoamerican cultures were advanced for their time. Do you agree or disagree?

PREVIEW ACTIVITY: Reenact a market place, reflective of any of the Mesoamerican cultures at most any time (including Olmecs, 2000-300 B.C.; Mayas 250 B.C.-900 A.D.; Aztecs 1150-1521 A.D.; Incas). The class can do this in small groups or sequentially as a whole.

Prepare these sections of the room:

- The baskets of corn and beans to be sold in the market have fallen and gotten mixed. Use dried beans and popcorn, spread on the floor. The market children must separate them into separate containers.
- Market children have found a hard rubber ball from the ball court. They sit on the floor with feet touching and as they roll it, calling out their birthday, which in Mesoamerica, decides your name.
- Jaguar and Eagle Warriors are working on shields (brown paper), decorating them with real or paper feathers for Eagles or Jaguar paper teeth for Jaguars.
- Children eat popcorn and chocolate squares. While they eat, they make a list of all of the foods they can think of that can be made of corn and/or chocolate.

Divide students into four groups and assign each group to an activity area. Allow groups to work for about eight minutes, then rotate. Then reassemble the whole class. Present a map of Mesoamerica. Explain that all the Mesoamerican cultures would have had activities like this, from 1000B.C. to the time of the Spanish. Some of those cultures were called Olmec, Mayan, Aztec and Inca. Ask: What do we know about the Mesoamerican people from this market? (Augment this discussion with the following information. They had a balanced diet of corn, beans, peppers and squash. They had warriors in two groups, the Eagles and the Jaguars. They used the sap of certain trees to make rubber balls for a game played without the use of hands. They ate popcorn. They used cacao beans to make a chocolate drink. They had an elaborate calendar. They had a religion with many gods related to their natural world. They tried to please these gods in different ways including human sacrifice.) Have students write a dialogue between two children at the market.

TEXTBOOK ALIGNMENT: SEE FILES

PACING GUIDE:

UNIT	TIMEFRAME	DATES
I. Prehistory	4 weeks	September
II. Fertile Crescent	3 weeks	October
III. Ancient Egypt	4 weeks	November
IV. Ancient India	4 weeks	December
V. Ancient China	6 weeks	January/February
VI. Ancient Greece	3 weeks	March
VII. Ancient Rome	3 weeks	April/May
VIII. Ancient Americas	3 weeks	June

Extension Activity: The Middle Ages

LITERATURE AND OTHER RESOURCES:

GRADE 5**LITERATURE**

Life in Ancient Mesoamerica by Lynn Peppas—This book from Crabtree Publishing details everyday life of ancient Aztecs and Mayans including civilizations, architecture, religion, and their medical advances.

The Ancient Aztecs by Liz Sonneborn—People of the Ancient World series by Watts introduces the history and culture of the ancient Aztecs including how they built the city of Tenochtitlan and explains their social structure.

The Ancient Inca by Patricia Calvert—People of the Ancient World series by Watts introduces the history and culture of the ancient Incas including religion, art, architecture, and the rise and fall of their empire.

The Ancient Maya by Lila Perl—People of the Ancient World series by Watts introduces the history and culture of ancient Maya including their developments in math, science, and writing systems.

Secrets in Stone: All About Maya Hieroglyphs by Laurie Coulter—Describes the Maya and their language, and examines how the Mayan writing system was deciphered.

Technology in Times Past: Aztec, Inca, and Maya by Robert Snedden—This book provides an introduction to the technology of construction, clothing, tools, medicine, farming, transportation, weapons, and arts for the Aztec, Incan, and Mayan civilizations.

ADDITIONAL LITERATURE

Hands on Ancient History series from Heinemann Library—These books include history and hands-on activities such as recipes, crafts, physical activities, and art projects. Titles in this series include:

History and Activities of Ancient China

History and Activities of Ancient Egypt

History and Activities of Ancient Greece

History and Activities of the Aztecs

History and Activities of the Roman Empire

Seven Wonders of the Ancient World by Michael Woods—One book within the series Seven Ancient Wonders from Twenty-First Century Books. This book series looks at various wonders of the ancient world including the Hanging Gardens of Babylon, the Great Pyramid of Giza, Statue of Zeus at Olympia, and more. Titles within the series include:

Seven Wonders of Ancient Asia

Seven Wonders of Ancient Central and South America

Seven Wonders of Ancient Greece

Seven Wonders of the Ancient Middle East

Ancient Agriculture: From Foraging to Farming by Michael Woods and Mary B. Woods—Discusses agricultural technology in various cultures from the Stone Age to 476 A.D., including China, Egypt, Mesoamerica, and Greece.

GENERAL WEBSITES and DATABASES

GRADE 5

Culture Grams: <http://online.culturegrams.com/> Database explaining the geography and culture of the United States and countries around the world

Google Earth: Interactive map of the World with links to pictures, websites, and general information about places all over the globe.

Teaching with Primary Sources: <http://www.tpsnva.org/> Website containing Virginia teacher created lesson and unit plans with emphasis on primary sources. This website links directly to the Library of Congress’s website and to the America’s Story website with short, easily accessible information about the history of United States.

Digital Map Lists and Screenshots: <https://apsva.blackboard.com/webapps/login/> Through Organizations and in Social Studies Online, click on “Documents” to get to the instructions to add a digital map database to your school computer.

Online Reference Databases; <http://www.apsva.us/site/Default.aspx?PageID=1994> Accessible in school or remotely are several subscriptions to online encyclopedias. *Wikipedia* is another option, but take the time to vet out potential topics carefully as entries are not as thoroughly monitored at this time.

Social Studies Updated Book List Grades 3, 4, & 5: <https://apsva.blackboard.com/webapps/login/> Through Organizations and in Social Studies Online, click on “Documents” to get to this word document.

Kids Past: <http://kidspast.com/world-history/index.php> Website containing information regarding world history and ancient civilizations. Be sure to preview website prior to displaying content.

Becoming Human: <http://www.becominghuman.org/> Website containing information, videos, documentaries regarding human evolution.

SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and/or individuals students should know to successfully understand course content. Suggested Material from *History Alive: The Ancient World--* Chapters 22, 23, & 25

MAYAN/OLMEC	MAYAN/OLMEC	AZTEC/INCA	AZTEC/INCA	AZTECINC
astronomy	Maya	alliance	dike	Quetzalcoatl
atazahab	Mesoamerica	atole	eagle	telpochcalli
cacao beans	Olmec	aviary	Huitzilopochtli	Tenochtitlan
Coming-of-Age ceremony	pok-a-tok	axolotl	Inca	tlachtli
copal	quetzals	ayllus	Itzcoatl	Toltecs and Teotihuacans
corbal vault	rituals	Aztlan	suspension bridge	trephiration
dialect	sacrifice	calmecac	Lake Texcoco	Valley of Mexico
huipalas	slash-and-burn agriculture	calpulli/ward	mercenaries	
jaguar	steles	causeway	patolli	
Maize/corn, beans and squash	tamales and tortillas	chinampas	pochteca	

SAMPLE LESSONS: <https://drive.google.com/open?id=0BySi24GaKHVdZHJ6TEo1NGdUY0E>

APS ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: APS content for this unit can be found in Chapters 25-28 in the Grade 5 World History digital subscription.

GRADE 5

STANDARD APS 5.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a) analyzing and interpreting artifacts and primary and secondary sources to understand events in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:														
<p>Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.</p>	<ul style="list-style-type: none"> • Use an analysis tool to analyze and interpret artifacts and primary and secondary sources. <p>Sample Analysis Tool</p> <table border="1" data-bbox="632 529 1713 1146"> <thead> <tr> <th colspan="2" data-bbox="632 529 1713 594">Title of Informational Source:</th> </tr> <tr> <th data-bbox="632 594 1247 659">Key Elements</th> <th data-bbox="1247 594 1713 659">Evidence</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 659 1247 724">Observation: What do you see?</td> <td data-bbox="1247 659 1713 724"></td> </tr> <tr> <td data-bbox="632 724 1247 805">Source: Who created the source?</td> <td data-bbox="1247 724 1713 805"></td> </tr> <tr> <td data-bbox="632 805 1247 902">Context: Where is the source located in terms of time and place?</td> <td data-bbox="1247 805 1713 902"></td> </tr> <tr> <td data-bbox="632 902 1247 1008">Historical Perspective: Whose point of view does the source represent?</td> <td data-bbox="1247 902 1713 1008"></td> </tr> <tr> <td data-bbox="632 1008 1247 1146">Analysis: What is the source's impact on history?</td> <td data-bbox="1247 1008 1713 1146"></td> </tr> </tbody> </table>	Title of Informational Source:		Key Elements	Evidence	Observation: What do you see?		Source: Who created the source?		Context: Where is the source located in terms of time and place?		Historical Perspective: Whose point of view does the source represent?		Analysis: What is the source's impact on history?	
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GRADE 5

STANDARD APS 5.1b

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

i) **analyzing and interpreting geographic information to determine patterns and trends in ancient history;**

Essential Understandings	Experiences may include but are not limited to the following:
<p>Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>The knowledge of geography and the application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment in order to solve problems.</p> <p>The physical geography of a location had a direct impact on the lives of people in the ancient world and how they adapted to their environment.</p> <p>Geographic themes include</p> <ul style="list-style-type: none"> • location • place • regions • movement • human-environment interaction. 	<ul style="list-style-type: none"> • Acquire geographic information from a variety of sources, such as <ul style="list-style-type: none"> ○ GIS (Geographic Information Systems) ○ field work ○ satellite images ○ photographs ○ maps, globes ○ charts and graphs ○ databases ○ primary sources ○ diagrams. • Analyze the relationship between physical and human geography (e.g., life in Greece vs. life in Mali). • Analyze geographic information related to the movement of people, products, resources, ideas, and language to determine patterns and trends throughout ancient history. • Examine maps of a location before and after a major conflict to discuss how the conflict affected the social, political, and economic landscape of an area. • Use maps to explain how the location of resources influences the patterns, trends, and migration of populations. <p>Five themes of geography</p> <ul style="list-style-type: none"> • Location: Defined according to its position on the earth’s surface; where is it? • Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like? • Region: A unit on the earth’s surface that has unifying characteristics; how are places similar or different? • Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another? • Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

GRADE 5

STANDARD APS 5.1c

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

j) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.</p> <p>Close examination and interpretation of various data and images are essential to making informed decisions.</p>	<ul style="list-style-type: none"> • Use historical maps to analyze changes in population over time. • Identify and sequence events that shaped the development of the ancient world. • Interpret and draw conclusions from primary sources related to ancient world development • Compare an illustration of a historical event to a written account of the event. • Gather information from a variety of sources to show the impact of settlement on a region • Interpret photographs of the various time periods in ancient history. Discuss the potential bias of the audience. • Use primary sources to interpret how technology changed life in the ancient world.

GRADE 5

STANDARD APS 5.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by

k) using evidence to draw conclusions and make generalizations;

Essential Understandings	Experiences may include but are not limited to the following:												
<p>Critical examination and evaluation of historical evidence is essential to understanding the past.</p> <p>Drawing conclusions and making generalizations involves</p> <ul style="list-style-type: none"> • observing and considering all the facts, arguments, and information • considering what is already known • determining the certainty of multiple answers based upon the information presented • predicting and adjusting predictions, questioning, restating main ideas, and summarizing supporting details. 	<ul style="list-style-type: none"> • Evaluate media and images as sources for drawing conclusions and making generalizations. • Draw conclusions about written artifacts used during a selected time period. • Make generalizations using visual media in order to explain historical events. • After reading about an historical event, use the chart below to draw conclusions or make generalizations about a point of view. <table border="1" data-bbox="634 657 1709 971"> <tr> <td colspan="4" data-bbox="634 657 1709 721">Event:</td> </tr> <tr> <td data-bbox="634 721 800 784">Somebody</td> <td data-bbox="800 721 1050 784">Wanted</td> <td data-bbox="1050 721 1287 784">But</td> <td data-bbox="1287 721 1709 784">So What?</td> </tr> <tr> <td data-bbox="634 784 800 971"></td> <td data-bbox="800 784 1050 971"></td> <td data-bbox="1050 784 1287 971"></td> <td data-bbox="1287 784 1709 971"></td> </tr> </table>	Event:				Somebody	Wanted	But	So What?				
Event:													
Somebody	Wanted	But	So What?										

GRADE 5

STANDARD APS 5.1e

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

l) comparing and contrasting historical, cultural, and political perspectives in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Examining the historical, cultural, and political perspectives of countries reveals the ideals, beliefs, values, and institutions of their people.</p> <p>Being able to compare and contrast helps us understand important similarities and differences between people, places, events, and times in ancient history.</p>	<ul style="list-style-type: none"> • Compare and contrast historical events, using media, images, or text, to gain understanding of historical, cultural, and political perspectives in ancient history. Examples of historical events include <ul style="list-style-type: none"> ○ Development of civilization ○ Emergence of different forms of government • Create a graphic organizer to analyze information about concepts or themes in multiple time periods. Examples of concepts or themes include <ul style="list-style-type: none"> ○ conflict ○ expansion ○ movement ○ interaction. • Create a graphic organizer to compare and contrast how people from different civilizations interacted with the environment. • Create a graphic organizer to compare and contrast the perspectives of two leaders in ancient history.

GRADE 5

STANDARD APS5.1f

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

m) determining relationships with multiple causes or effects in ancient history;

Essential Understandings	Experiences may include but are not limited to the following:																														
<p>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.</p> <p>People respond to and resolve conflicts in a variety of ways, resulting in relationships that have many causes and differing outcomes.</p> <p>Diversity includes a variety of perspectives, contributions, and challenges.</p> <p>Certain events in ancient history have multiple causes and effects.</p> <p>Conflicts often have multiple causes and effects.</p>	<ul style="list-style-type: none"> • Create flow charts, storyboards, and timelines to explore multiple causes and effects. <table border="1" data-bbox="634 532 1801 846"> <tr> <td colspan="3" data-bbox="634 532 1801 594">Event:</td> </tr> <tr> <th data-bbox="634 594 1062 656">Cause(s)</th> <th data-bbox="1062 594 1396 656">Event</th> <th data-bbox="1396 594 1801 656">Effect(s)</th> </tr> <tr> <td data-bbox="634 656 1062 717"></td> <td data-bbox="1062 656 1396 717"></td> <td data-bbox="1396 656 1801 717"></td> </tr> <tr> <td data-bbox="634 717 1062 779"></td> <td data-bbox="1062 717 1396 779"></td> <td data-bbox="1396 717 1801 779"></td> </tr> <tr> <td data-bbox="634 779 1062 846"></td> <td data-bbox="1062 779 1396 846"></td> <td data-bbox="1396 779 1801 846"></td> </tr> </table> <ul style="list-style-type: none"> • Determine how the choices of selected individuals or groups ancient history. <table border="1" data-bbox="634 971 1801 1284"> <tr> <td colspan="3" data-bbox="634 971 1801 1032">Event:</td> </tr> <tr> <th data-bbox="634 1032 1062 1094">Cause(s)</th> <th data-bbox="1062 1032 1396 1094">Event</th> <th data-bbox="1396 1032 1801 1094">Effect(s)</th> </tr> <tr> <td data-bbox="634 1094 1062 1156"></td> <td data-bbox="1062 1094 1396 1156"></td> <td data-bbox="1396 1094 1801 1156"></td> </tr> <tr> <td data-bbox="634 1156 1062 1218"></td> <td data-bbox="1062 1156 1396 1218"></td> <td data-bbox="1396 1156 1801 1218"></td> </tr> <tr> <td data-bbox="634 1218 1062 1284"></td> <td data-bbox="1062 1218 1396 1284"></td> <td data-bbox="1396 1218 1801 1284"></td> </tr> </table>	Event:			Cause(s)	Event	Effect(s)										Event:			Cause(s)	Event	Effect(s)									
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GRADE 5

STANDARD APS 5.1g

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

n) explaining connections across time and place;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Making connections includes understanding that people, events, and developments have brought changes to the ancient world.</p> <p>Everyday life in the ancient world varied according to location.</p> <p>Explaining includes justifying thinking with supporting details.</p>	<ul style="list-style-type: none"> • Create a flowchart to show connections between the effects that new civilizations had and their impact on the land where they settled. • Create a graphic organizer to outline how life for people in early ancient history changed over time based on the human, natural, and capital resources available. • Create a timeline to show the political, social, and economic factors the growth of civilization. • Create a graphic organizer that compares the technology used by the early Hominids as opposed to the Romans and explain how that impacted their success.

GRADE 5

STANDARD APS 5.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

h) using a decision-making model to identify the costs and benefits of a specific choice made;

Essential Understandings	Experiences may include but are not limited to the following:																						
<p>The decision-making process involves seeing the problem from a variety of perspectives and considering the consequences.</p> <p>A cost is what you give up when you decide to do something.</p> <p>A benefit is what satisfies a want.</p> <p>People manage their lives by making choices. They choose the alternative that seems best to them because it involves the least cost and the greatest benefit.</p>	<ul style="list-style-type: none"> • Use a decision-making model to weigh the costs and benefits of making the follow choices: <ul style="list-style-type: none"> ○ Choosing a new form of government ○ Choosing a specific area to start a civilization • Choose a historical event. Determine the concern or issue. Use a decision-making model to develop and explain an alternative decision by weighing the costs and benefits of the event. <table border="1" data-bbox="636 594 1822 1365" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" data-bbox="636 594 1822 670">Historical event:</td> </tr> <tr> <td data-bbox="636 670 1215 747" style="text-align: center;">Costs</td> <td data-bbox="1215 670 1822 747" style="text-align: center;">Benefits</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td colspan="2" data-bbox="636 1211 1822 1287">Actual decision made:</td> </tr> <tr> <td colspan="2" data-bbox="636 1287 1822 1365">Alternative decision:</td> </tr> </table>	Historical event:		Costs	Benefits															Actual decision made:		Alternative decision:	
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Actual decision made:																							
Alternative decision:																							

GRADE 5

STANDARD APS 5.1i

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

viii) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and;

Essential Understandings	Experiences may include but are not limited to the following:
<p>The research process requires the use of a variety of resources to ensure validity.</p> <p>In order to avoid plagiarism, credit must be given when using another person’s idea, opinion, or theory.</p> <p>Sources should be authentic and valid.</p> <p>Responsible citizens demonstrate a respect for the rights of others.</p>	<ul style="list-style-type: none"> • Explore the ethical and legal issues related to the access and use of information by <ul style="list-style-type: none"> ○ properly citing authors and sources used in research ○ validating Web sites ○ reviewing written drafts so that the language and/or thoughts of others are given credit. • Exhibit the responsibilities of citizenship in the classroom by demonstrating <ul style="list-style-type: none"> ○ when it is appropriate to listen and when to speak ○ how to make necessary compromises ○ how to work together to accomplish goals ○ how to conduct oneself in a respectful manner.

GRADE 5

STANDARD APS 5.1j

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

j) investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences may include but are not limited to the following:
<p>People communicate through oral and written language.</p> <p>Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.</p> <p>Students present, listen critically, and provide evidence to support opinions by</p> <ul style="list-style-type: none"> • distinguishing between fact and opinion • comparing and contrasting viewpoints • presenting a convincing argument • paraphrasing and summarizing what is heard • using language and vocabulary appropriate to audience, topic, and purpose • organizing a presentation. 	<ul style="list-style-type: none"> • Investigate people, places, and events in ancient history to develop an understanding of historical, cultural, economic, political, and geographical relationships by <ul style="list-style-type: none"> ○ exploring decisions that led to the development of civilization ○ outlining and describing geographic factors that influenced settlement decisions ○ creating a digital map outlining the geographic and economic factors that influenced new civilizations • Create a chart outlining the costs and benefits of Rome vs. Greek civilization • Investigate an important event. Create the front page of a newspaper with headlines and articles detailing the event. The newspaper may include the following features: <ul style="list-style-type: none"> ○ Articles summarizing the event ○ Timeline detailing actions leading up to the event ○ Quotes from participants ○ Images of the event • Create a social media page or blog about an event from ancient history. Take a position on the topic, and use a variety of sources as evidence to support the stance. <ul style="list-style-type: none"> ○ Beginning of the Sumer civilization ○ Relationship between Sparta and Athens ○ The first Olympics

GRADE 5

TEXTBOOK ALIGNMENT CHART: HISTORY ALIVE! Grade 5 World History Digital		
TEXTBOOK VENDOR: Teachers' Curriculum Institute		
UNIT NUMBER & TITLE:	SOL/APS OBJECTIVE NUMBER	CORRELATION TO STUDENT EDITION TEACHER RESOURCE CORRELATIONS AS NOTED
Unit I Prehistory	APS 5.2-5.5	History Alive Grade 5 World History Digital Subscription Chapters 1-2
Unit II The Fertile Crescent	APS 5.2-5.5	History Alive Grade 5 World History Digital Subscription Chapters 3-4
Unit III Ancient Egypt	APS 5.2-5.5	History Alive Grade 5 World History Digital Subscription Chapters 6-8
Unit IV Ancient India	APS 5.2-5.5	History Alive Grade 5 World History Digital Subscription Chapters 9-11
Unit V Ancient China	APS 5.2-5.5	History Alive Grade 5 World History Digital Subscription Chapters 12-17
Unit VI Ancient Greece	APS 5.2-5.5	History Alive Grade 5 World History Digital Subscription Chapters 18-21
Unit VII Ancient Rome	APS 5.2-5.5	History Alive Grade 5 World History Digital Subscription Chapters 22-24
Unit VIII Ancient America	APS 5.2-5.5	History Alive Grade 5 World History Digital Subscription Chapters 25-28