Week 1 (Launch; Read and Research)

Essential Question What defines a civilization?	**Essential Vocabulary**: 1. *record* 2. artisan 3. civilization 4. *specialization* 5. settle/settlement 6. *plentiful* *Words in italics indicate tier 2 words*	**Introduction to the Topic** Brainstorm activity about how the early humans lived

Suggested Culminating Project Create an infographic to describe early civilizations and their contributing/impacting factors

Suggested Culminating Project Activities
 LAUNCH:
 ● Watch the Video *The Earliest Humans* (http://www.history.com/shows/mankind-the-story-of-all-of-us/videos/mankind-the-story-of-all-of-us-the-earliest-humans) and brainstorm how early humans lived. Create a T-chart, Venn Diagram (or other graphic organizer) to compare how early humans lived vs how modern humans live (NOTE: return to this document throughout the project)
 ● Read *Pre-History: When Did Pre-History End?* aloud. Identify the main idea and supporting details. Write a summary of the text that paraphrases the main idea and supporting details.
 READ & RESEARCH
 ● Identify culminating project product & whether students will work individually or in groups (if in groups, assign roles and tasks so that each student contributes & demonstrates skills learned)
 ● Learn & practice vocabulary for this week's lessons
 ● Do close reading of texts to improve comprehension and students' opportunity to analyze content and structure through multiple interactions
 	
 Progress Checkpoint
 Student has identified project & has collected some information to include in project
	Reading Texts
	 ● Pre-History: When Did Pre-History End? (http://www.readworks.org/passages/pre-history-when-did-pre-history-end)
	 ● Eight Features of a Civilization
	 ● Six-Way Paragraphs in the Content Areas (Introductory)
	    ○ Passage 4 - *History: What It Is, What It Means*
	    ○ Passage 15 - *The Caves of Lascaux*
	    ○ Passage 30 - *The Fertile Crescent*
	 ● (ALTERNATIVE) The Cave Paintings of the Lascaux Cave (http://www.bradshawfoundation.com/lascaux/)
	 ● (ALTERNATIVE) France Replacates Prehistoric Paintings from Disputed Cave (https://newsela.com/articles/cave-recreation/id/8622/)

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Learning Targets	Focus	Suggested Activities to Support Skill & Knowledge Development	Assessment

Reading/Benchmarks
  2 - main idea & supporting details
  3 - explain events in a text
	Understand the concept of main idea and identify it in texts. Identify details or events that support the main idea.	● Read texts to build background knowledge (NOTE: Include fluency & comprehension activities)
		● Note content information (eg. draw pictures, complete graphic organizers, take notes, etc)
		● Write summaries and/or paraphrases of texts
		● Read model texts similar to culminating project expectations (analyze structure and components)
		● Read texts about how to gather information & complete culminating project (eg. how to do an interview, how to make an infographic, how to search the internet, etc)
			Write a summary of the texts read/watched about the Caves of Lascaux. Identify main idea and supporting details without plagiarizing.

Language ● CCRS Anchor 1K (complete sentences) ● CCRS Anchor 2a; 2h (capital letters & spelling)	Understand what makes a complete sentence and how to use capital letters correctly. Understand that every sentence needs a subject and verb. Recognize incorrect sentence (i.e. fragments and run-ons).	Students identify all subjects and verbs in a given section of text. Explain the difference between a clause, phrase and sentence. Resource for practicing parts of speech. http://www.englishforeveryone.org Take sentences from a paragraph in a suggested text and remove the end punctuation. Students recognize the complete ideas (i.e. sentences) and mark where a sentence should end. It might be useful to have students read out loud and put a mark where they would normally pause while reading. Take sentences from a suggested text and re-write as fragments and/or run-ons. Students identify fragments (F), run-ons (R), and complete sentences (C).	After reading the *Eight Features of a Civilization*, write a paragraph with 5-7 complete sentences that <u>defines</u> what a civilization is. Proofread text to identify and check that each sentence is complete.
Content		The brainstorm activity that introduces this unit could be paired with the Caves of Lascaux reading to help students understand how the earliest humans lived. It is useful to have some understanding of how early humans were nomadic hunters/gatherers and civilizations began when humans started living together in cities and farming and learning trades. The Eight Features of a Civilization chart could be used as a jigsaw. Each group orally presents on 1 or 2 features and students write the information in a provided blank chart. Later, students could be given the completed chart to check the accuracy of their notes.	

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Week 2 (Reading and Research; Writing and Research)

Essential Question What are the "push/pull" factors that influence human migration?	**Essential Vocabulary**: 1. migration 2. drought 3. famine 4. climate 5. technology (e.g. tools) 6. artifacts 7. route *Words in italics indicate tier 2 words*	**Introduction to the Topic** Show your own migration journey on a map

Suggested Culminating Project Activities

READ & RESEARCH (Continue activities from previous week as needed)
- Learn & practice vocabulary for this week's lessons
- Do close reading of texts to improve comprehension and students' opportunity to analyze content and structure through multiple interactions

WRITE & RESEARCH
- Model writing text similar to culminating project expectations (eg. Think-Aloud, etc)
- Read mentor texts that model the writing expected in the culminating project
- Small group work on text structure, etc as necessary (NOTE: focus primarily on producing ideas rather than grammar, mechanics & spelling at this point)
- Interactively write texts (summaries, paraphrases, and structures similar to culminating project text) as a group with teacher guiding discussion (to think of content as well as writing conventions)
- Scaffold writing for struggling writers: provide textual frames, work in small groups, work with teacher guidance (to recognize content as well as writing conventions)
- Read additional texts to gather more information as necessary

Progress Checkpoint

Student has collected enough information to create culminating project and has written the rough draft of the project

Reading Texts
- Council for Economic Education - Out of Africa: Early Humans Settle Around the World (http://msh.councilforeconed.org/documents/978-1-56183-758-8-activity-lesson-01.pdf)
- National Geographic - The Human Journey: Migration Routes (https://genographic.nationalgeographic.com/human-journey/)
- Wordly Wise, Book 5, Lesson 17 - *A Harvest of Sand*
- Six-Way Paragraphs, Passage 11 - *What is Geography?*

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Learning Targets	Focus	Suggested Activities to Support Skill & Knowledge Development	Assessment

Reading/Benchmarks
  2 - main idea
  7 - visual information (maps)
	Identify main idea of texts. Read and write information on maps.	● Read texts to build background knowledge (NOTE: Include fluency & comprehension activities)
		● Note content information (eg. draw pictures, complete graphic organizers, take notes, etc)
		● Write summaries and/or paraphrases of texts
		● Read mentor texts similar to culminating project expectations (analyze structure and components)
		● Read texts about how to gather information & complete culminating project (eg. how to do an interview, how to make an infographic, how to search the internet, etc)
			Students annotate a map of civilization movement as described in a text.
			
			Students annotate a map of their personal movement.

Language
  CCRS Anchor 1f; 1g (verb tenses to convey time and shifts in tense)
  CCRS Anchor 2h (spelling)
	Recognize how to express past time by using past verb forms	Identify the verbs in a text and what time clues they give us as readers.
		
		Look for patterns of formation with verbs.
		
		Change the verbs in a given section of text so that they express a different time (i.e. change the present verbs to past and the past verbs to present).
			Use the past tense to write your personal migration story. Try to include at least 1 "push" or "pull" factor. Proofread paragraph to identify and check for correct verb tense & subject-verb agreement.

Content		Teachers are encouraged to check out the resources available for educators through the National Geographic Genographic Project https://genographic.nationalgeographic.com/for-educators/ There are interactive maps showing human migration routes that allow students to learn more about this topic through web-based exploration https://genographic.nationalgeographic.com/human-journey/ Use a world map to have students identify various human migration routes as they read about them in class.	

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Week 3 (Write and Research & Revise and Edit)

Essential Question Where can we see evidence of the influence of ancient civilizations in today's world? (Ancient Greece)	**Essential Vocabulary**: 1. monarchy 2. oligarchy 3. democracy 4. tyrant 5. reform *Words in italics indicate tier 2 words*	**Introduction to the Topic** Brainstorm adjectives associated with class and democracy

Suggested Culminating Project Activities WRITE & RESEARCH (Continue activities from previous week as needed) ● Model writing text similar to culminating project expectations (eg. Think-Aloud, etc) ● Read mentor texts that model the writing expected in the culminating project ● Write text(s) for culminating project with appropriate scaffolds and support ● Read additional texts to gather more information as necessary REVISE & EDIT ● Model and explicitly teach revision and editing ● Provide specific feedback (from both teachers and peers). Use feedback forms and/or rubrics to guide feedback ● Use multiple passes: Focus on one aspect of the writing (eg topic sentence, supporting details, capital letters, punctuation, subject-verb agreement, etc) with each reading ● Teach digital editing and commenting tools for purposes of revision and editing ● In small groups, address specific areas of need based on students' writing **Progress Checkpoint** Student's rough draft of culminating project is complete; may have begun revising and editing	**Reading Texts** ● *Ancient Greece: The Ancient Greeks* (http://www.readworks.org/passages/ancient-greece-ancient-greeks) ● *Architecture: The Parthenon* (http://www.readworks.org/passages/architecture-parthenon) ● Wordly Wise, Book 5, Lesson 20 - *A Tale of Two Donkeys* ● Six-Way Paragraphs, Passage 86 - *The Beginnings of Democracy*

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Learning Targets	Focus	Suggested Activities to Support Skill & Knowledge Development	Assessment

Reading/Benchmarks
    2 - main idea
    4 - determine word meaning
    9 - use two texts
	Identify main idea in texts. Use context clues to determine word meaning. Gather information from two texts.	● Model writing text similar to culminating project expectations (eg. Think-Aloud, etc)
		● Read & analyze mentor texts that model the writing expected in the culminating project for comprehension and structure
		● Infer meaning from context: word parts & their meanings, provide or identify sentences that use the word and other sentences that explain/define the word & model and practice determining meaning
		● Note content information (eg. draw pictures, complete graphic organizers, take notes, etc)
			Write a paragraph to describe the development of the civilizations researched. Include main idea and supporting details. Be sure to explain how the supporting details support the main idea.

Language
    CCRS Anchor 1h; 2h (order adjectives & spelling)
    CCRS Anchor 3a; 4b (choose words for meaning & Greek/Latin affixes)
	Recognize adjectives in a piece of writing. Practice using strong descriptive adjectives in one's own writing. Begin to understand how the choice of descriptive words contributes to meaning in a text.	Identify the adjectives in a piece of text.
		
		Discuss how an author uses specific word choices to shape the meaning of a text. Introduce the difference between denotation and connotation related to word choice.
		
		Begin talking about common Greek and Latin roots and affixes. Activities included with the unit materials from http://www.englishworksheetsland.com/prefix.html To help students begin to understand and recognize some of these roots and affixes, they could look for them in the unit readings.
			Write a paragraph with 5-7 complete sentences that describes life in ancient Greece. Proofread to identify and check for correct adjectives and word forms.

Content		Begin to explore ways in which early civilizations have contributed to our modern world. For Greece, some suggested examples include helping to shape the modern concept of democracy; the Olympic games; mythology, and AESOP's fables. Discuss the class structures that were a part of many early civilizations and how ideas about race, gender and class still affect us today.	

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Week 4 (Revision and Editing; Presentation and Celebration)

Essential Question Where can we see evidence of the influence of ancient civilizations in today's world? (Ancient Rome)	**Essential Vocabulary**: 1. conquer 2. defeat 3. class 4. empire 5. honor (e.g. gods & rulers) 6. rival *Words in italics indicate tier 2 words*	**Introduction to the Topic** Think-Pair-Share activity Students discuss with a partner what it means to be conquered, and then share their ideas with the larger group. To add another dimension, half of the class could represent the view of the *conquered* and the other half the *conquerors*.

Culminating Project Activities

REVISE & EDIT (Continue activities from previous week as needed)
- Model and explicitly teach revision and editing
- Provide specific feedback (from both teachers and peers). Use feedback forms and/or rubrics to guide feedback
- Use multiple passes: Focus on one aspect of the writing (eg topic sentence, supporting details, capital letters, punctuation, subject-verb agreement, etc) with each reading
- Teach digital editing and commenting tools for purposes of revision and editing
- In small groups, address specific areas of need based on students' writing

PRESENT & CELEBRATE
- Consider having students present their projects in some way. This could be through an oral presentation or a "gallery walk" where half of the students position themselves and their work around the room and other half of the students take of tour of the work. The students who are touring can ask questions and give feedback on what they learn.

Progress Checkpoint:

Students have completed their revisions and edits to produce the final product that is ready for the intended audience; present final product and solicit feedback from intended audience

Reading Texts
- *Ancient Rome and Byzantium: The Birth of the Byzantine Empire* (http://www.readworks.org/passages/ancient-rome-and-byzantium-birth-byzantine-empire)
- *Ancient Rome and Byzantium: Living in Constantinople* (http://www.readworks.org/passages/ancient-rome-and-byzantium-living-constantinople)
- OPTIONAL TEXT: *Ancient Rome and Byzantium: Julius Caesar* (http://www.readworks.org/passages/ancient-rome-and-byzantium-julius-caesar)
- Six-Way Paragraphs, Passage 8 - *The Roman Army*

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Learning Targets	Focus	Suggested Activities to Support Skill & Knowledge Development	Assessment

Reading/Benchmarks
  2 - main idea
  4 - determine word meaning
  9 - use two texts
	Identify main idea in texts. Use context clues to determine word meaning. Gather information from two texts.	● Model writing text similar to culminating project expectations (eg. Think-Aloud, etc)
		● Read & analyze mentor texts that model the writing expected in the culminating project for comprehension and structure
		● Infer meaning from context: word parts & their meanings, provide or identify sentences that use the word and other sentences that explain/define the word & model and practice determining meaning
		● Note content information (eg. draw pictures, complete graphic organizers, take notes, etc)
			If students have created infographics for different civilizations, have them write a paragraph to compare two civilizations that they read about in their gallery walk.

Language
  CCRS Anchor 1i (prepositional phrases)
  CCRS Anchor 2d; 2h; 4b (commas in introductory phrases, spelling & Greek/Latin affixes)
	Recognize prepositions of time and place in a piece of writing. Understand what makes a prepositional phrase and comma use when a prepositional phrase is used as the introductory phrase in a sentence.	Identify prepositions of time and place in a piece of text.	Write a paragraph that analyzes the migration of two civilizations over time. Proofread to identify & check/correct the prepositions of time and place.

Content		Begin to explore ways in which early civilizations have contributed to our modern world. Continue working with Greek and Latin roots and affixes.	

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