

Ancient History Grade 7	
September	
Essential Questions <i>(What you teach)</i>	How did specializations develop during the New Stone Age? Describe a timeline and explain the difference between dates in BC and AD. Document development of important specializations and innovations.
Content <i>(Topics covered)</i>	The Stone Ages and Early Cultures
Skills/Standards <i>(Frameworks)</i>	History and Geography 7.1-7.6 Human Origins in Africa Through the Neolithic Age
Assessments <i>(How you assess)</i>	For MCAS preparation, all assessments will follow standardized test forms: a. Matching b. Multiple Choice c. Fill in the Blank d. Open Response Also included are graphs, charts, and maps
Activities <i>(Required)</i>	Diorama of Old or New Stone Age camp sites. Descriptive paragraph explaining how early people lived. Field Trip: NYC Museum of Natural History; Development of Human Civilization
Instructional Resources	
Interdisciplinary Connections	

Ancient History Grade 7	
	October
Essential Questions <i>(What you teach)</i>	How was irrigation important to the growth of Mesopotamian civilizations? How are the Code of Hammurabi and the Ten Commandments alike? How are they different? Which of the ancient Sumerian's technological achievements do you think has been most influential in history? Why?
Content <i>(Topics covered)</i>	Mesopotamia and the Fertile Crescent
Skills/Standards <i>(Frameworks)</i>	History and Geography 7.7-7.11 Mesopotamia: Site of Several Ancient River Civilizations, c.3500-1200 BC/BCE
Assessments <i>(How you assess)</i>	For MCAS preparation, all assessments will follow standardized test forms: <ul style="list-style-type: none"> e. Matching f. Multiple Choice g. Fill in the Blank h. Open Response Also included are graphs, charts, and maps
Activities <i>(Required)</i>	Using "School Agenda" (small group activity) Students will choose school rules they would like to modify. Students will create a new "code of laws". Students will do an individual evaluation for processing/changing laws.
Instructional Resources	
Interdisciplinary Connections	

Ancient History Grade 7

November	
<p>Essential Questions <i>(What you teach)</i></p>	<p>What effect did the Nile River have on the growth of ancient Egyptian civilization? (political, social, economic)</p> <p>Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and roles of different deities?</p> <p>Summarize the important achievements of Egyptian civilization including the agricultural system, the invention of a calendar, monumental architecture, hieroglyphic writing, and the invention of papyrus.</p>
<p>Content <i>(Topics covered)</i></p>	<p>Ancient Egypt</p>
<p>Skills/Standards <i>(Frameworks)</i></p>	<p>History and Geography</p> <p>7.12-7.16 Egypt: An Ancient River Civilization, c. 3000-1200 BC/BCE</p>
<p>Assessments <i>(How you assess)</i></p>	<p>For MCAS preparation, all assessments will follow standardized test forms:</p> <ul style="list-style-type: none"> a. Matching b. Multiple Choice c. Fill in the Blank d. Open Response <p>Also included are graphs, charts, and maps</p>
<p>Activities <i>(Required)</i></p>	<p>Paulette Morin: In-school presentation on Ancient Egypt “The Egypt Lady”</p> <p>Creating Egyptian Art: Enter the activity keyword and research the main features of Egyptian art and architecture. Then imagine you are an Egyptian artisan. Create a piece of art to place inside a pharaoh’s tomb. Include hieroglyphics telling the pharaoh about your art.</p>
<p>Instructional Resources</p>	
<p>Interdisciplinary Connections</p>	

Ancient History Grade 7

December	
Essential Questions <i>(What you teach)</i>	Describe the monotheistic religion of the Israelites including: <ul style="list-style-type: none">a. The belief that there is one Godb. The Ten Commandmentsc. The emphasis on individual worth and personal responsibilityd. The belief that all people must adhere to the same moral obligations, whether ruler or rulede. The Hebrew Bible (Old Testament) as part of the history of early Israel
Content <i>(Topics covered)</i>	Ancient Israel
Skills/Standards <i>(Frameworks)</i>	History and Geography 7.19-7.23 The Roots of Western Civilization: Ancient Israel, c. 2000 BC/BCE-70 AD/CE
Assessments <i>(How you assess)</i>	For MCAS preparation, all assessments will follow standardized test forms: <ul style="list-style-type: none">e. Matchingf. Multiple Choiceg. Fill in the Blankh. Open Response Also included are graphs, charts, and maps
Activities <i>(Required)</i>	Create a poster to compare/contrast the traditions and holy days of Judaism and Christianity. Create a poster to compare/contrast between Old and New Testaments.
Instructional Resources	
Interdisciplinary Connections	

Ancient History Grade 7	
	January
Essential Questions <i>(What you teach)</i>	Compare and contrast the city-states Athens and Sparta. Think about government, military, education, and the role of women.
Content <i>(Topics covered)</i>	Ancient Greece
Skills/Standards <i>(Frameworks)</i>	History and Geography #1-6 7.24 7.25 7.26 7.27 7.28 7.29 7.30
Assessments <i>(How you assess)</i>	For MCAS preparation, all assessments will follow standardized test forms: i. Matching j. Multiple Choice k. Fill in the Blank l. Open Response Also included are graphs, charts, and maps
Activities <i>(Required)</i>	Have students compare Sparta’s values with our own. Ask the class to make two columns and answer each of the following questions for “Sparta” and for “Our Country”, respectively. 1. Will a person most likely live or die at birth? 2. Where will boys or girls live? 3. What will they learn? 4. How will people eat, sleep, and exercise? Ask students to pretend they are a young person in either Sparta or Athens. Have them write a letter to a friend telling them how they spend their time.
Instructional Resources	
Interdisciplinary Connections	

Ancient History Grade 7	
	February
Essential Questions <i>(What you teach)</i>	What achievements from ancient Greece still influence the modern world? Include politics, architecture, philosophy, arts, and science?
Content <i>(Topics covered)</i>	Ancient Greece
Skills/Standards <i>(Frameworks)</i>	History and Geography 7.31 7.32 7.33 7.34
Assessments <i>(How you assess)</i>	For MCAS preparation, all assessments will follow standardized test forms: m. Matching n. Multiple Choice o. Fill in the Blank p. Open Response Also included are graphs, charts, and maps Research paper and project on one achievement from ancient Greece.
Activities <i>(Required)</i>	Trojan War Modern Olympics Greek plays and myths Any of these three ideas may be used to extend the curriculum with activities or research projects.
Instructional Resources	
Interdisciplinary Connections	

Ancient History Grade 7	
	March
Essential Questions <i>(What you teach)</i>	<p>Explain how the geographical location of Ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond.</p> <p>Explain the rise of the Roman Republic and the role of mythological and historical figures which include:</p> <ol style="list-style-type: none"> a. Romulus and Remus b. Hannibal and the Carthaginian War c. Cicero d. Julius Caesar and Augustus e. Hadrian
Content <i>(Topics covered)</i>	Ancient Rome
Skills/Standards <i>(Frameworks)</i>	History and Geography 7.35-7.40 The Roots of Western Civilization: Ancient Rome, c. 500 BC/BCE-500 AD/CE
Assessments <i>(How you assess)</i>	<p>For MCAS preparation, all assessments will follow standardized test forms:</p> <ol style="list-style-type: none"> q. Matching r. Multiple Choice s. Fill in the Blank t. Open Response <p>Also included are graphs, charts, and maps Research paper and project for Ancient Rome.</p>
Activities <i>(Required)</i>	<p>Have students work together to make a relief model of the Italian peninsula, using a large cutout of its shape and modeling clay. Be sure they show its high and low mountains, the Po Basin, and the western coastal plain.</p> <p>Imagine that you are Hannibal, the great Carthaginian general. You are trying to decide how to attack Rome. Draw a map of the area and then write a strategy that you will use in your attack. Draw the route of your attack on the map. Show alternate routes in a different color.</p>
Instructional Resources	
Interdisciplinary Connections	

Ancient History Grade 7	
	April
Essential Questions <i>(What you teach)</i>	Describe the origins of Christianity and its central features including monotheism, the belief in Jesus as the Messiah, the concept of salvation, and the relationship of early Christians to officials of the Roman Empire.
Content <i>(Topics covered)</i>	Ancient Rome
Skills/Standards <i>(Frameworks)</i>	History and Geography 7.41-7.44 The Roots of Western Civilization: Ancient Rome, c. 500 BC/BCE-500 AD/CE
Assessments <i>(How you assess)</i>	For MCAS preparation, all assessments will follow standardized test forms: <ul style="list-style-type: none"> u. Matching v. Multiple Choice w. Fill in the Blank x. Open Response Also included are graphs, charts, and maps
Activities <i>(Required)</i>	Have students make a timeline of the important events in the life of Jesus, from birth to his crucification. Have students choose something they believe as the greatest legacy from ancient Rome. Ask them to make a drawing to illustrate it and write a brief explanation of why they chose it.
Instructional Resources	
Interdisciplinary Connections	Art and Architecture: The architecture of many modern buildings, especially public buildings, shows a strong Roman influence. After looking at photographs of Roman buildings in books and reference materials, students may be able to identify Roman influence in courthouses, museums, stadiums, and government buildings.

Ancient History Grade 7	
	May
Essential Questions <i>(What you teach)</i>	Compare the geography of Greece and Rome that explains Greece mainly as a sea power and Rome primarily as a land power.
Content <i>(Topics covered)</i>	Ancient Greece/Ancient Rome
Skills/Standards <i>(Frameworks)</i>	History and Geography 7.24 7.26 7.35 7.38
Assessments <i>(How you assess)</i>	For MCAS preparation, all assessments will follow standardized test forms: y. Matching z. Multiple Choice aa. Fill in the Blank bb. Open Response Also included are graphs, charts, and maps
Activities <i>(Required)</i>	Cooperative Group Activity: As a group, make a list of several important ancient Greek or Romans to study. Divide into small groups and have each group research one person from the list. Decide what you would like to learn about each person. Then use encyclopedias, biographical dictionaries and biographies to gather information. One member can write a report. One member can present it to the class. Compile the reports to form a book titled "Who's Who in the Ancient World" for your classroom library.
Instructional Resources	
Interdisciplinary Connections	

Ancient History Grade 7

June

Essential Questions
(What you teach)

Content
(Topics covered)

Skills/Standards
(Frameworks)

Assessments
(How you assess)

Activities
(Required)

Instructional Resources

Interdisciplinary Connections