

**The Asian International School**  
**Unit Backward Design**  
**History, Starter, 2017-2018**  
**Overview and Unit 1 Map of the Ancient World, Chapter 1**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <p>The following content is to be taught as part of an overview for the historical period. It is not intended to be taught in depth. Overview content identifies important features of the period, approximately 60 000 BC (BCE) – c.650 AD (CE), as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies; and to consolidate understanding through a review of the period.</p> <p>Use historical terms and concepts            Identify a range of questions about the past to inform a historical inquiry            Use a range of communication forms (oral, graphic, written) and digital technologies</p>	
<p><b>Understandings:</b>  <i>Student will understand that...</i></p> <ul style="list-style-type: none"> <li>• In order to understand the present we have to look back and study the past (History).</li> <li>• We are in the modern era, but before this period a lot of changes and discoveries and invention happened in the past. And to understand these changes they need to learn or step back to the beginning of human history.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is History?</li> <li>• What is a timeline</li> <li>• Why we are where we are?</li> <li>• Where did we come from?</li> <li>• What are the important development and discoveries that took place in the early history?</li> <li>• When and where these changes occurred?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• What History is</li> <li>• Vocabulary</li> <li>• Neanderthals, Homo Sapiens and prehistoric</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Explain what History is and its importance in our lives and to understand where we are now.</li> <li>• Identify the important developments or discoveries that happened in the early history that actually lead to the development of ancient society.</li> <li>• Use historical terms and concepts</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Group Task ( Early history timeline)</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Individual Task</li> </ul>

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|--|---|
| <ul style="list-style-type: none"><li>• The student will be given a worksheet ( from Nelsonnet.com.au)</li><li>• They are going to use the timeline from the worksheet to find the dates of the events and will put them in the table in the correct order. And from the timeline they have made they are going to choose at of what they think important events or development that happen in the early history.</li><li>• Criteria for evaluating performance task</li><li>• Correct sequence of events and dates</li><li>• Well presented argument</li><li>• Cooperation of the members</li></ul> | <ul style="list-style-type: none"><li>• (Written Assessment)</li><li>• What is History and explain why it is important to study? ( 4 pts)</li><li>• Label the time line of the World History. (6 pts)</li><li>• Games:</li><li>• Quiz Bee Review: Before the start of the next unit, the teacher can hold a short quiz bee to review the lesson and this can be used as motivation as well.</li></ul> |
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**Stage 3 - Learning Plan**

Day 1

- (Introduction to the course)
- Use K-W-L to assess the students background of what History is and its importance in our daily lives.
- Ask the students what period of History we are in now. Introduce what timeline is then present the timeline of the world history to find out what period we are in now.
- Inform the student that in their first year(starter) they are going to explore beginning of the world history
- Ask the students stimulating questions such as who are the early people? How did they spread all over the world? How cities developed? etc
- These questions will lead them to the concept of Prehistoric and Ancient History
- Give the homework: Find the meaning of vocabularies such as evolve, ancestors, settlement, trade, migration prehistoric etc.
- These vocabularies are important to understand the concept in the timeline

Day 2

- Unlocked some vocabularies given as a homework
- Give a background information of prehistoric period (early humans)
- Ask stimulating questions like in the early history, who developed writing, when and where first cities were built, where and when farming and trade developed.
- Introduce and discuss the timeline of the early history (book)
- (Suggested activity: Materials - Big World Map and cut out pictures of the events
- Give the students the cut out pictures of the events
- As the teacher discuss the timeline asks the students to stick the picture on the right place on the map for each event)

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**History, Starter, 2017-2018**  
**Unit 2 Early Human Societies and Early Migration, Chapter 1**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <p><b>The theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia</b></p> <p>Sequence historical events, developments and periods            Use historical terms and concepts            Identify a range of questions about the past to inform a historical inquiry            Identify and locate relevant sources, using ICT and other methods            Identify and describe points of view, attitudes and values in primary and secondary sources            Use a range of communication forms (oral, graphic, written) and digital technologies</p>	
<p><b>Understandings:</b>  <i>Student will understand that...</i></p> <ul style="list-style-type: none"> <li>• We are able to know the past through the works of experts in History and they have made theories to explain how humans evolved and spread in other parts of the world.</li> <li>• These experts used fossils as evidence</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How did we know about the past?</li> <li>• Where did we come from?</li> <li>• Who are the early humans and how did they spread to other parts of the world?</li> <li>• What evidence/source experts used to study the prehistoric period/people?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Experts who study the past(Prehistoric): Paleontologist, Paleoanthropologist, Archaeologist</li> <li>• Out of Africa Theory</li> <li>• Evolution of human</li> <li>• Early migration</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Distinguish the work of the experts who studies the prehistoric period.</li> <li>• Explain/Discuss the Out of Africa Theory and</li> <li>• The evolution of human (additional info)</li> <li>• Illustrate the early migration</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Role Playing/Skit</li> <li>• The class will be divided into 3 groups:</li> <li>• Group 1: Role play the job of the experts</li> <li>• Group 2 : Role play the evolution of human (Out of Africa Theory)</li> <li>• Group 3 : Role play the early migration</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Written assessment</li> </ul>

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- \*see the rubric below

**Stage 3 - Learning Plan**

Day 1

- How did we know about the prehistoric period?
- Get to know the experts.
- Before explaining to the students, show some photos and let the students guess what they do.
- ( Paleontologist, Paleoanthropologist, Archaeologist)
- What do they use to study the prehistoric time? - fossils
- Show the picture of the oldest evidence of human and ask the students where it was found? - Africa
- Explain Out of Africa Theory
- Paleontologist believe that we developed from Hominids to Homo Sapiens
- (Show the simple illustration of the evolution of human) Hominid-Homo Habilis-Homo Erectus- Homo Neanderthals- Homo Sapiens
- Let the students describe each of them

Day 2

- Review concepts: ( Let the students explain)
- We know about the prehistoric period through the works of the experts like Paleontologist, Paleoanthropologist, Archaeologist
- Early Humans evolved in Africa and from there they move to other parts of the world (Out of Africa theory)
- Paleontologist believe that we developed from Hominids to Homo Sapiens (Human Evolution)
- New Lesson
- Early Migration
- Following the information from the book, students will create a visual timeline of the early human migrations
- Discussion

Day 3

- Group Activity (Performance Task)

**Task Description:**

**Roleplay/Skit**

Criteria	weight	Exceptional	Admirable	Acceptable	Attempted
<b>Understanding of Topic</b>	40%	<input type="checkbox"/> Factual information is accurate <input type="checkbox"/> Indicates a clear understanding of topic	<input type="checkbox"/> Factual information is mostly accurate <input type="checkbox"/> Good understanding of topic	<input type="checkbox"/> Factual information is somewhat accurate <input type="checkbox"/> Fair understanding of topic	<input type="checkbox"/> Information is inaccurate <input type="checkbox"/> Presentation is off topic

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<b>Cooperation</b>	30%	<input type="checkbox"/> Accepts ideas of others; able to compromise <input type="checkbox"/> All members contribute	<input type="checkbox"/> Accepts most ideas without negative comments; able to compromise <input type="checkbox"/> Some members contribute	<input type="checkbox"/> Unwilling to compromise <input type="checkbox"/> Few members contribute	<input type="checkbox"/> Group does not work together <input type="checkbox"/> One person does all the work
<b>Presentation</b>	30%	<input type="checkbox"/> Shows confidence <input type="checkbox"/> Informative <input type="checkbox"/> Entertaining; engages audience <input type="checkbox"/> Speaks loudly and clearly <input type="checkbox"/> Appropriate use of body language	<input type="checkbox"/> Shows some confidence <input type="checkbox"/> Presents some information <input type="checkbox"/> Engages audience <input type="checkbox"/> Can be heard <input type="checkbox"/> Some use of body language	<input type="checkbox"/> Unsure of responsibility <input type="checkbox"/> Somewhat informative <input type="checkbox"/> Engages audience intermittently <input type="checkbox"/> Hard to hear <input type="checkbox"/> Some movement	<input type="checkbox"/> Portrayal stalls <input type="checkbox"/> Lacks information <input type="checkbox"/> Audience bored <input type="checkbox"/> Mumbles <input type="checkbox"/> Body language is lacking; inappropriate

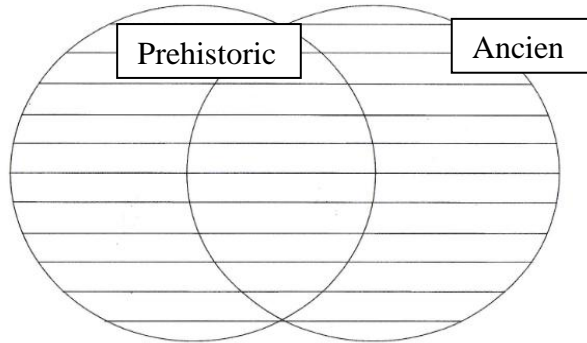
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**History, Starter, 2017-2018**  
**Unit 3 Ancient Societies, Chapter 1**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <p>The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)</p> <p>Key features of ancient societies (farming, trade, social classes, religion, rule of law)</p> <p>Sequence historical events, developments and periods</p> <p>Use historical terms and concepts</p> <p>Identify a range of questions about the past to inform a historical inquiry</p> <p>Identify and locate relevant sources, using ICT and other methods</p> <p>Locate, compare, select and use information from a range of sources as evidence</p> <p>Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged</p> <p>Use a range of communication forms (oral, graphic, written) and digital technologies</p>	
<p><b>Understandings:</b>  <i>Student will understand that...</i></p> <ul style="list-style-type: none"> <li>● Ancient History begun when people used writing for the first time</li> <li>● Farming changed the way early humans lived</li> <li>● Early societies developed in different parts of the world and they have something in common. (Key features of early society)</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● When did prehistoric end and Ancient History begin?</li> <li>● How did the early human (homo sapiens) become human who built towns, cities and empires?</li> <li>● Where were the early society/civilization emerged?</li> <li>● What are the key features of early societies?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Prehistoric ended and Ancient History begun when people used writing for the first time.</li> <li>● Farming was one of the most important developments in human history. Farming and other inventions led to the development of early society.</li> <li>● Early societies have in common; they have developed farming, trade,</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Compare and contrast prehistoric and ancient society.</li> <li>● Recognize and locate the early societies in the ancient world map</li> <li>● Identify the events/ discoveries that lead to the development of early society.</li> <li>● Describe they key features of early societies.</li> <li>● Apply Diagram/Mind Map to summarize information</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	

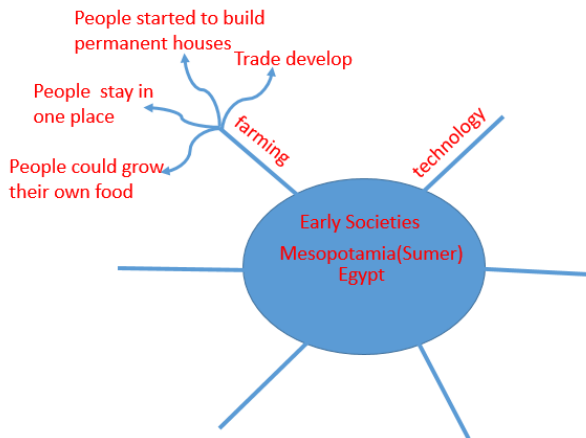
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**Performance Tasks:**

- Pair Task 1
- Complete the diagram
- List the difference between Prehistoric and Ancient Society



- Pair Task 2
- Mind Mapping (Key Features of Ancient Societies)



\* see the rubric below

**Other Evidence:**

- Oral recitation
- Homework
- Reflection Question:
- Why did people who lived so far away from each other develop similar ways of life?

**Stage 3 - Learning Plan**

Day 1:

- Identification of early society and it's place in the map; Development of farming
- Key questions as a guide to class discussion:
- When did prehistoric times end and ancient history begin?
- Where could we find the early societies? ( Let the students locate them using the ancient world map)
- How did homo sapiens, who traveled around the world, became humans who built cities, societies and

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empires?

- (From hunter gatherer- farming)
- How farming developed and what's the importance of this development in human history?
- People could grow their own food, people stored food and traded what they don't need, people begun to live in one place and built permanent houses and towns developed.

Day 2

- Trade (fast fact: Catal Huyuk), Cities, Technology
- Key questions as a guide to class discussion:
- Why trade had developed?
- What's the most important trading town?
- Which early society built first cities? Where and how did it happen?
- Where did pottery-making first developed, and why?
- Timeline leading to the discovery of iron which was used to make weapons and built empire


Day 3

- Writing, Government
- Why did writing develop?
- What was the earliest evidence of written law
- Why leadership was needed?
- What was the role of men and women in the society?

Day 4

- Pair Activity (Performance Task)

\* <http://www.rcampus.com/rubricshowc.cfm?sp=true&code=Y569BC>

Inspiration Mind Map Rubric <span style="float: right; font-size: small;">Powered by </span>			
	Poor 3 pts	Fair 6 pts	Good 10 pts
<b>Content knowledge</b>	Poor  Mind Map shows little to no understanding of knowledge about how to identify themes of historical periods	Fair  Mind Map shows some understanding of knowledge about how to identify themes of historical periods	Good  Mind Map shows complete understanding of knowledge about how to identify themes of historical periods
<b>Organization/Layout</b>	Poor  Mind Map has poor design/layout. Map may be cluttered or shows no real thought in the design	Fair  Mind Map has decent design/layout. Map may be somewhat cluttered or shows some thought in the design	Good  Mind Map has excellent design/layout. Map is not cluttered and shows much planning and thought in the design
<b>Creativity</b>	Poor  Mind Map is not creative, does not use pictures or interesting design	Fair  Mind Map is somewhat creative, uses some pictures or somewhat interesting design	Good  Mind Map is very creative, uses many pictures or has a very interesting design



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**Unit 4 What Evidence do we have about Ancient Societies, Chapter 1**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <p><b>Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya)</b></p> <p>Use historical terms and concepts            Identify a range of questions about the past to inform a historical inquiry            Identify the origin and purpose of primary and secondary sources            Locate, compare, select and use information from a range of sources as evidence            Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged</p>	
<p><b>Understandings:</b>  <i>Student will understand that...</i></p> <ul style="list-style-type: none"> <li>• Ancient societies have left legacies, important technologies and records that experts now used as evidence of the past.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What evidence do we have about ancient societies?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The evidences that the ancient society left behind.</li> <li>• The ancient societies legacies and contributions to human history</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Use and analyze or interpret sources</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Analysis and use of sources</li> <li>• Make a heading in your workbook for each of the societies described in this unit.</li> <li>• For each society:</li> <li>• Look carefully at the sources for that society</li> <li>• Write down all the things that both sources tell you about the society.</li> <li>• List any things that you need to find out to help you examine the sources. (For</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Review Quiz</li> </ul>

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- example, do you know what an oracle bone was?
- Share what you have written with a partner. Add to your list anything else that your partner has included.

**Stage 3 - Learning Plan**

**Learning Activities:**

- Video Presentation and Discussion
- Student Activity
- Table Completion

Day 1

- Sumer, Egypt

Sumer
Location:
Evidence:
Sources:

Egypt
Location:
Evidence:
Sources:

Day 2

- Indus Valley Crete,

/Indus Valley
Location:
Evidence:
Sources:

Crete
Location:
Evidence:
Sources:

Day 3

- China, Central America

China
Location:
Evidence:
Sources:

Central America
Location:
Evidence:
Sources:

- Homework:
- Performance Task

Day 4

- Discussion of Homework

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**Unit 1 How do Archaeologists and Historians find out about the past, Chapter 2**

**Stage 1 – Desired Outcome**

**Established Goals:**

Students build on and consolidate their understanding of historical inquiry from previous years in depth, using a range of sources for the study of the ancient past.  
 How historians and archaeologists investigate history, including excavation and archival research  
 Use historical terms and concepts  
 Identify a range of questions about the past to inform a historical inquiry  
 Identify the origin and purpose of primary and secondary sources  
 Locate, compare, select and use information from a range of sources as evidence  
 Draw conclusions about the usefulness of sources  
 Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged  
 Use a range of communication forms (oral, graphic, written) and digital technologies

**Understandings:**

*Student will understand that...*

- How Primary Sources are different from Secondary Sources and Artifact
- The difference between history and archaeology.

**Essential Questions:**

- What is a Primary Source?
- What is a Secondary Source?
- What is an Artifact?
- What is a Site?
- What is History?
- What is Archaeology?

**Knowledge:**

*Students will know...*

- What a Primary Source is.
- What a Secondary Source is
- What an Artifact is.
- What a Site is.
- What History is.
- What is Archaeology is.
- Vocab
- CE

**Skills:**

*Students will be able to...*

- Present an old artifact to the class and discuss it based on the questions in the book

**Stage 2 - Assessment Evidence**

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**Performance Tasks:**

- Present an old artifact to the class and discuss it
- Use questions on Artifact Checklist worksheet to describe it.
- Use Oral Presentation Rubric to Mark it

**Oral Presentation Rubric**

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Topic: \_\_\_\_\_ Hour: \_\_\_\_\_

	5 pts	4pts	3pts	2pts	1pts	Total/Comments
Topic Mastery (Clarity)	Complete mastery of topic	A lot of mastery of topic	Good Mastery of topic	Little mastery of topic	No mastery of topic.	
Posture and tone	Excellent Posture and Tone	Very Good Posture and Tone	Good Posture and Tone	Posture and Tone could be better	Posture and Tone need to improve	
Creativity	Unique	Very Creative	Creative	Somewhat Creative	Needs to be more Creative.	
Organization	Excellent organization	Very Good organization	Good organization	Organization could be better	Organization needs improvement	
Behavior	Excellent behavior	Very Good behavior	Good behavior	Behavior could be better	Behavior needs improvement	

Total Points: \_\_\_\_\_

**Other Evidence:**

- Quiz knowledge of new vocabulary

**Stage 3 - Learning Plan**

**Learning Activities:**

Day 1

- Content Explaining Definitions using textbook, multimedia, worksheets and exercises

Day 2

- Reinforce Understanding of Definitions
- Explain Performance task
- Prepare Students to do Performance Task using self as example

Day 3

- Presentations Part 1

Day 4

- Presentations Part 2

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Unit 3 History Mystery Chapter 2**

<b>Stage 1 - Desired Outcome</b>	
<p><b>Established Goals:</b></p> <p>Methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains. Sequence historical events, developments and periods Use historical terms and concepts Identify a range of questions about the past to inform a historical inquiry Identify and locate relevant sources, using ICT and other methods Identify the origin and purpose of primary and secondary sources Locate, compare, select and use information from a range of sources as evidence Draw conclusions about the usefulness of sources Identify and describe points of view, attitudes and values in primary and secondary sources Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged Use a range of communication forms (oral, graphic, written) and digital technologies</p>	
<p><b>Understandings:</b> <i>Student will understand that...</i></p> <ul style="list-style-type: none"> <li>● Using various sources and multimedia tools they can explore a peculiar case study</li> <li>● Appreciate the need for forensics in historical and archaeological research.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What is a case study?</li> <li>● What is evidence?</li> <li>● What do we use evidence for?</li> <li>● What is a theory?</li> <li>● How can we prove something?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● That proving a theory is very difficult even if you are very smart.</li> <li>● That there are many different types of sources and artifacts that are all worth investigating</li> <li>● Vocab</li> <li>● Forensic, humidity, carbon 1 dating, DNA analysis, amulet</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Discuss and analyze sources</li> <li>● Look into contrasting theories and explanations</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>● Students will explain what each source and</li> </ul>	<p><b>Other Evidence:</b></p>

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evidence is based on source and artifact checklist found in unit 1 chapter 2

- Alternatively use the Otzi Grid Worksheet from Nelsonnet page 41
- Students will share thoughts on the different theories including secret voting on their opinion on which of the three theories is the most likely one.

**Stage 3 - Learning Plan**

**Learning Activities:**

Day 1

- Examine sources
- Learn new vocab
- Interact with multimedia resource

Day 2

- Do Otzi Grid Worksheet Exercise.
- Explain notion of cause and effect
- Examine and explore contrasting theories on Otzis death

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History, Starter, 2017-2018  
Overview and Timeline Chapter 3**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <p>To discuss an overview and timeline of Ancient Egypt. Sequence historical events, developments and periods Use historical terms and concepts Identify a range of questions about the past to inform a historical inquiry Use a range of communication forms (oral, graphic, written) and digital technologies</p>	
<p><b>Understandings:</b> <i>Student will understand that...</i></p> <ul style="list-style-type: none"> <li>• What a timeline is.</li> <li>• What a dynasty is</li> <li>• How timelines work</li> <li>• Study web links as an introduction to Ancient Egypt</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is a timeline?</li> <li>• What?</li> <li>• When?</li> <li>• Who?</li> <li>• Which?</li> <li>• Where?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• What a timeline is</li> <li>• How timelines work.</li> <li>• What information goes into a timeline</li> <li>• What a dynasty is.</li> <li>• The differences between the three Kingdoms in Ancient Egypt and the two Intermediate Periods</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Make a timeline.</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Copy timeline</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Quiz based on the timeline</li> <li>• Worksheet on timeline on Ancient Egypt page 52</li> </ul>
<b>Stage 3 - Learning Plan</b>	

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**Learning Activities:**

Day 1

- Introductory multimedia presentations on ancient Egypt
- Introduce Concepts of Dynasties and Kingdoms and Period
- Copy timeline
- Worksheet page 82

Day 2

- Reinforce previous lesson
- Run Quiz on timeline



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**Unit 1 The Physical Features of Ancient Egypt Chapter 3**

**Stage 1 – Desired Outcome**

**Established Goals:**

Physical features of ancient Egypt (such as the River Nile) and how they influenced the civilization that developed there

Use historical terms and concepts

Identify a range of questions about the past to inform a historical inquiry

Identify and locate relevant sources, using ICT and other methods

Identify the origin and purpose of primary and secondary sources

Locate, compare, select and use information from a range of sources as evidence

Draw conclusions about the usefulness of sources

Identify and describe points of view, attitudes and values in primary and secondary sources

Use a range of communication forms (oral, graphic, written) and digital technologies

**Understandings:**

*Student will understand that...*

- Egypt's Geography
- Herodotus and History

**Essential Questions:**

- What is Egypt's Geography like?
- How important was the Nile to Egypt?
- What is the difference between Upper and Lower Egypt?
- Who was Herodotus and how reliable is he?

**Knowledge:**

*Students will know...*

- Egypt's Geography
- What a Cross section is and what it is used for
- Who is Herodotus?
- About BOLTSS method of map reading.  
Border Orientation Legend Title Scale Source
- Vocab
- Delta, fertile and arable

**Skills:**

*Students will be able to...*

- Produce a cross section
- Describe maps
- Text and Source analysis

**Stage 2 - Assessment Evidence**

**Performance Tasks:**

- Copy cross section
- Analyze Sources
- Describe the different types of maps present

**Other Evidence:**

- Worksheet physical features of ancient Egypt page 57

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in book using BOLTSS method

**B**order : the outline or 'frame' surrounding the map  
**O**rientation : shows the direction of North  
**L**egend : (key) tells the person reading the map what all the symbols on the map mean  
**T**itle : explains the purpose of the map/ what the map is showing  
**S**cale : tells us how much smaller the map is than the actual area described  
**S**ource : where the information used to make the map came from

### Stage 3 - Learning Plan

#### Learning Activities:

##### Day 1

- Introductory multimedia on geography of ancient Egypt
- Read text and discuss maps
- Teach new vocab
- Teach about BOLTSS method for map reading

##### Day 2

- Discuss Herodotus perspective
- Analyze it
- Compare Arabic map with modern maps
- Use BOLTSS in the analysis'

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**Unit 2 Society Chapter 3**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <p><b>Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion</b></p> <p>Use historical terms and concepts            Identify a range of questions about the past to inform a historical inquiry            Identify and locate relevant sources, using ICT and other methods            Locate, compare, select and use information from a range of sources as evidence            Identify and describe points of view, attitudes and values in primary and secondary sources            Use a range of communication forms (oral, graphic, written) and digital technologies</p>	
<p><b>Understandings:</b>  <i>Student will understand that...</i></p> <ul style="list-style-type: none"> <li>• What a Social Hierarchy is.</li> <li>• How Ancient Egyptian Society was structured</li> <li>• What the woman’s role was in ancient Egyptian society</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is a social hierarchy?</li> <li>• What is a patriarchy?</li> <li>• What was the women’s role in ancient Egypt?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Social Hierarchy of Ancient Egypt</li> <li>• Women’s role in Ancient Egypt</li> <li>• Vocab</li> <li>• Hierarchy and patriarchy</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Construct a representation of a social hierarchy</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Worksheet on page 58 of Nelsonnet</li> <li>• Research one group on the social hierarchy</li> <li>• Source Analysis</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Text and source analysis</li> </ul>
<b>Stage 3 - Learning Plan</b>	

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**Learning Activities:**

Day 1

- Definitions
- PHARAOH PATRIARCHY HIERARCHY SCRIBE
- Source Analysis
- Textual Analysis

Day 2

- Reinforce previous content
- Worksheet on Social Hierarchy of Ancient Egypt.

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**Unit 4 Laws and Government Chapter 3**

**Stage 1 – Desired Outcome**

**Established Goals:**

Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion  
 Use historical terms and concepts  
 Identify a range of questions about the past to inform a historical inquiry  
 Identify and locate relevant sources, using ICT and other methods  
 Locate, compare, select and use information from a range of sources as evidence  
 Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged  
 Use a range of communication forms (oral, graphic, written) and digital technologies

**Understandings:**

*Student will understand that...*

- What laws and government is and for.
- Who the Pharaoh was and how he ruled Egypt.
- How he delegated his authority.
- How the legal system work

**Essential Questions:**

- Who is the Pharaoh and what does he do?
- How does he delegate his authority?
- Who does he delegate his authority to?
- What symbols does he wear?
- What does a scribe do?
- How important were scribes?
- How does the Ancient Egyptian legal system work?

**Knowledge:**

*Students will know...*

- Vocabulary
- Delegation of authority
- Importance and meaning of symbols
- How legal systems works
- Vocab
- Delegate, hieroglyphs, medjay, cartouche

**Skills:**

*Students will be able to...*

- Explain how power is delegated

**Stage 2 - Assessment Evidence**

**Performance Tasks:**

- Worksheet on legal system p 66 of Nelsonnet
- Compare and Contrast Modern Vietnam

**Other Evidence:**

- Text and Source analysis

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with Ancient Egypt (Change Australia to Vietnam in worksheet)

- Recreate court scene page 66 live action

**Stage 3 - Learning Plan**

**Learning Activities:**

Day 1

- Introduce Concepts of Law Government and Legal System
- New Vocab
- Text Analysis
- Explain Where needed
- Deconstruct Delegation
- Deconstruct Pharaoh symbolism

Day 2

- Reinforce previous lesson
- Worksheet on legal system 66
- Live Action play on courtroom scene

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Unit 6 Warfare Chapter 3**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <p>Significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs</p> <p>Use historical terms and concepts</p> <p>Identify a range of questions about the past to inform a historical inquiry</p> <p>Identify and locate relevant sources, using ICT and other methods</p> <p>Identify the origin and purpose of primary and secondary sources</p> <p>Locate, compare, select and use information from a range of sources as evidence</p> <p>Draw conclusions about the usefulness of sources</p> <p>Identify and describe points of view, attitudes and values in primary and secondary sources</p> <p>Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged</p> <p>Use a range of communication forms (oral, graphic, written) and digital technologies</p>	
<p><b>Understandings:</b> <i>Student will understand that...</i></p> <ul style="list-style-type: none"> <li>• How Egyptian armies were structured and for what reasons</li> <li>• What the units were like.</li> <li>• What army life was like.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How was the army structured?</li> <li>• What types of units were there?</li> <li>• What was army life like?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• How Egyptian armies were structured and for what reasons</li> <li>• What the units were like.</li> <li>• What army life was like.</li> <li>• Vocab</li> <li>• Plunder and conscription and afterlife</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Make representations of army units</li> <li>• Make narratives of the life the infantry</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Sketch units</li> <li>• Write a narrative describing day in the life of a soldier</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Source and Text analysis</li> </ul>

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**Stage 3 - Learning Plan**

**Learning Activities:**

Day 1

- Teach vocab
- Deconstruct text and information
- Deconstruct and analyze sources
- Follow web link on Egyptian warfare page 78 Nelsonnet

Day 2

- Reinforce previous lesson
- Sketch units
- Write short narratives on a day of the life of an Egyptian soldier.



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**Unit 7 Death and Funeral Customs Chapter 3**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <p>Significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs</p> <p>Use historical terms and concepts</p> <p>Identify a range of questions about the past to inform a historical inquiry</p> <p>Identify and locate relevant sources, using ICT and other methods</p> <p>Identify the origin and purpose of primary and secondary sources</p> <p>Locate, compare, select and use information from a range of sources as evidence</p> <p>Draw conclusions about the usefulness of sources</p> <p>Identify and describe points of view, attitudes and values in primary and secondary sources</p> <p>Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged</p> <p>Use a range of communication forms (oral, graphic, written) and digital technologies</p>	
<p><b>Understandings:</b>  <i>Student will understand that...</i></p> <ul style="list-style-type: none"> <li>• The Egyptian belief in the afterlife</li> <li>• The burial process</li> <li>• The mummification process</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What did the Egyptians believe about the afterlife?</li> <li>• How did they bury the dead?</li> <li>• How did the Egyptians mummify the dead?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• What the Egyptian Afterlife is</li> <li>• The Burial Process</li> <li>• The Mummification Process</li> <li>• Vocab</li> <li>• Afterlife, Embalm, Mummify, immortality, amulet, scarab beetle</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Break processes into steps</li> <li>• Text and source analysis</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Analyze burial process in steps</li> <li>• Analyze mummification process in steps.</li> <li>• Worksheet Burial practices in ancient Egypt page 80</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Create narrative of someone who works in the mummification or burial process</li> <li>• Text and source analysis</li> </ul>

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- Worksheet weighing of the heart page 79

**Stage 3 - Learning Plan**

**Learning Activities:**

Day 1

- Multimedia to introduce lesson topic?
- Introduce concepts
- New Vocab
- Analyze sources and text

Day 2

- Reinforce lesson
- Worksheet burial practices
- Worksheet burial of human heart
- Deconstruct burial process
- Deconstruct mummification process
- Narrative on mummifier

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History, Starter, 2017-2018  
Overview and Timeline Chapter 4**

<b>Stage 1 – Desired Outcomes</b>	
<p><b>Established Goals:</b></p> <p><b>Give an overview and timeline for ancient Greece</b>            Sequence historical events, developments and periods            Use historical terms and concepts            Identify a range of questions about the past to inform a historical inquiry            Use a range of communication forms (oral, graphic, written) and digital technologies</p>	
<p><b>Understandings:</b> <i>Student will understand that...</i></p> <ul style="list-style-type: none"> <li>• What a timeline is.</li> <li>• How timelines work</li> <li>• Use multimedia as an introduction to ancient Greece.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is a timeline?</li> <li>• What?</li> <li>• When?</li> <li>• Who?</li> <li>• Which?</li> <li>• Where?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• What a timeline is</li> <li>• How timelines work.</li> <li>• What information goes into a timeline</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• How to make a timeline.</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Copy timeline</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Quiz based on the timeline</li> </ul>
<b>Stage 3 - Learning Plan</b>	
<p><b>Learning Activities:</b></p> <p><u>Day 1</u></p> <ul style="list-style-type: none"> <li>• Introductory multimedia presentations on ancient Greece</li> <li>• Copy timeline</li> </ul> <p><u>Day 2</u></p> <ul style="list-style-type: none"> <li>• Reinforce previous lesson</li> </ul>	

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- Run Quiz on timeline

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**Unit 1 The Physical features of Ancient Greece Chapter 4**

**Stage 1 – Desired Outcome**

**Established Goals:**

Physical features of ancient Greece (such as its mountainous landscape) and how they influenced the civilization that developed there  
 Identify a range of questions about the past to inform a historical inquiry  
 Identify and locate relevant sources, using ICT and other methods  
 Identify the origin and purpose of primary and secondary sources  
 Locate, compare, select and use information from a range of sources as evidence  
 Draw conclusions about the usefulness of sources  
 Identify and describe points of view, attitudes and values in primary and secondary sources  
 Use a range of communication forms (oral, graphic, written) and digital technologies

**Understandings:**

*Student will understand that...*

- Where Ancient Greece is.
- What the terrain of Ancient Greece is like.
- What the Climate of Ancient Greece was like.
- The importance of the Mountains, Cities and Seas to Ancient Greece

**Essential Questions:**

- Where is Ancient Greece?
- What was the terrain like?
- What was the climate like?
- How did terrain affect culture?

**Knowledge:**

*Students will know...*

- The location of ancient Greece
- Information on Geography of Ancient Greece
- Learn about places in Greece

**Skills:**

*Students will be able to...*

- How to interpret the maps of Ancient Greece using BOLTSS

**B**order : the outline or 'frame' surrounding the map  
**O**rientation : shows the direction of North  
**L**egend : (key) tells the person reading the map what all the symbols on the map mean  
**T**itle : explains the purpose of the map/ what the map is showing  
**S**cale : tells us how much smaller the map is than the actual area described  
**S**ource : where the information used to make the map came from

**Stage 2 - Assessment Evidence**

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<b>Performance Tasks:</b> <ul style="list-style-type: none"><li>• Worksheet on why learn about ancient Greece.</li></ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"><li>• Teacher Generated Questions on content</li></ul>
<b>Stage 3 - Learning Plan</b>	
<b>Learning Activities:</b>  <u>Day 1</u> <ul style="list-style-type: none"><li>• Text study</li><li>• Assistance with vocabulary</li><li>• Text analysis</li><li>• Map Analysis using BOLTSS</li><li>• Worksheet page 102 of Nelsonnet</li></ul>	

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**Unit 2 Society Chapter 4**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <p>Roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves), including the influence of law and religion            Use historical terms and concepts            Identify a range of questions about the past to inform a historical inquiry            Identify and locate relevant sources, using ICT and other methods            Identify the origin and purpose of primary and secondary sources            Locate, compare, select and use information from a range of sources as evidence            Draw conclusions about the usefulness of sources            Identify and describe points of view, attitudes and values in primary and secondary sources            Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged            Use a range of communication forms (oral, graphic, written) and digital technologies</p>	
<p><b>Understandings:</b>  <i>Student will understand that...</i></p> <ul style="list-style-type: none"> <li>• The difference between Athenian and Spartan Society</li> <li>• The difference between the role of women in Sparta and Athens</li> <li>• How Athenian and Spartan Society were structured</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Who were the Athenians?</li> <li>• Who were the Spartans?</li> <li>• How was Athenian society structured?</li> <li>• How was Spartan Society structured?</li> <li>• What was the woman’s role in Athens?</li> <li>• What was the woman’s role in Sparta?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The difference between Athenian and Spartan Society</li> <li>• The difference between the role of women in Sparta and Athens</li> <li>• How Athenian and Spartan Society were structured</li> <li>• Vocab</li> <li>• Agoge, klerol, syssitia, helot</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Deconstruction the social hierarchies into hierarchical pyramids of Athens and Sparta.</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	

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<b>Performance Tasks:</b> <ul style="list-style-type: none"><li>• Analyze Sources and Text</li><li>• Create social Hierarchy pyramids</li></ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"><li>• Worksheet page 104 and 107 of Nelsonnet</li></ul>
<b>Stage 3 - Learning Plan</b>	
<b>Learning Activities:</b>  <u>Day 1</u> <ul style="list-style-type: none"><li>• Teach new vocab</li><li>• Teach new concepts</li><li>• Analyse Text</li><li>• Analyse Sources</li></ul> <u>Day 2</u> <ul style="list-style-type: none"><li>• Reinforce Last lesson</li><li>• Worksheets</li><li>• Make Societal Hierarchy Pyramids for Athenian and Spartan Societies separately</li></ul>	



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**Unit 3 Religion Chapter 4**

**Stage 1 – Desired Outcome**

**Established Goals:**

Significant beliefs, values and practices of the ancient Greeks, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs  
 Identify a range of questions about the past to inform a historical inquiry  
 Identify and locate relevant sources, using ICT and other methods  
 Identify the origin and purpose of primary and secondary sources  
 Locate, compare, select and use information from a range of sources as evidence  
 Draw conclusions about the usefulness of sources  
 Identify and describe points of view, attitudes and values in primary and secondary sources  
 Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged  
 Use a range of communication forms (oral, graphic, written) and digital technologies

**Understandings:**

*Student will understand ...*

- What the ancient Greeks believed in
- What festivals did they hold
- The names of different Greek Gods
- How did they worship their gods

**Essential Questions:**

- What did the Ancient Greeks believe in?
- What kinds of festivals did they hold?
- Who were their gods?
- How did they worship them?

**Knowledge:**

*Students will know...*

- What the ancient Greeks believed in
- What festivals did they hold
- The names of different Greek Gods
- How did they worship their gods

**Skills:**

*Students will be able to...*

- Analyze Text and Sources
- Investigate different Ancient Greek Gods

**Stages 2 - Assessment Evidence**

**Performance Tasks:**

- Make a leaflet advertising a religious festival in Ancient Greece based on research on that festival
- Draw a family tree of Ancient Greek Gods

**Other Evidence:**

- Answer comprehension questions on text and sources
- Worksheet Gods and Goddesses page 109

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**Stage 3 - Learning Plan**

**Learning Activities:**

Day 1

- Introduce concepts
- Explain difficult concepts
- Analyze Text
- Analyze Sources

Day 2

- Reinforce previous lesson
- Make a leaflet advertising an Ancient Greek Festival
- Make a family tree on ancient Greek Gods based on research
- Worksheets

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**Unit 5 Everyday life Chapter 4**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <p>Roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves), including the influence of law and religion            Significant beliefs, values and practices of the ancient Greeks, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs            Use historical terms and concepts            Identify a range of questions about the past to inform a historical inquiry            Identify and locate relevant sources, using ICT and other methods            Identify the origin and purpose of primary and secondary sources            Locate, compare, select and use information from a range of sources as evidence            Draw conclusions about the usefulness of sources            Identify and describe points of view, attitudes and values in primary and secondary sources            Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged            Use a range of communication forms (oral, graphic, written) and digital technologies</p>	
<p><b>Understandings:</b>  <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>• What life was like for boys and girls in Sparta and Athens.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What was life like for boys and girls</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• What life was like for Athenians and Spartans children</li> <li>• Vocab</li> <li>• Pedagogus, stylus and paidonomus</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Analyze Text and sources</li> <li>• Give an oral presentation based on a narrative that imagines their lives in Ancient Athens or Sparta based on who they are now.</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Give an oral presentation on whether they would prefer to be Athenians or Spartans               <ul style="list-style-type: none"> <li>○ Students must speak as women or men living in Sparta or Athens. Or in other words if you are a boy answer</li> </ul> </li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Worksheet page 117 of Nelsonnet</li> </ul>

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as a boy would if you are a girl answer as a girl would.

- If a student's hometown is outside Saigon their answer must reflect that fact and vice versa.
  - The answer will also vary depending on parents' jobs.
  - Use material from Unit 2 Society to assist in your research.
- Use Presentation Rubric

### Oral Presentation Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Topic: \_\_\_\_\_ Hour: \_\_\_\_\_

	5 pts	4pts	3pts	2pts	1pts	Total/Comments
Topic Mastery (Clarity)	Complete mastery of topic	A lot of mastery of topic	Good Mastery of topic	Little mastery of topic	No mastery of topic.	
Posture and tone	Excellent Posture and Tone	Very Good Posture and Tone	Good Posture and Tone	Posture and Tone could be better	Posture and Tone need to improve	
Creativity	Unique	Very Creative	Creative	Somewhat Creative	Needs to be more Creative.	
Organization	Excellent organization	Very Good organization	Good organization	Organization could be better	Organization needs improvement	
Behavior	Excellent behavior	Very Good behavior	Good behavior	Behavior could be better	Behavior needs improvement	

Total Points: \_\_\_\_\_

## Stage 3 - Learning Plan

### Learning Activities:

#### Day 1

Introduce concepts and vocabulary  
Analyze text and sources  
Use multimedia to support

#### Day 2

Reinforce previous lesson  
Introduce Presentation task  
Give self as example. Reminder to make it relevant. Push for originality.

#### Day 3

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Presentation day 1

Day 4

Presentation day 2

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**Unit 7 Warfare Chapter 4**

**Stage 1 - Desired Outcome**

**Established Goals:**

Significant beliefs, values and practices of the ancient Greeks, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs  
 Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, colonization and war (such as the Peloponnesian and Persian wars)  
 Use historical terms and concepts  
 Identify a range of questions about the past to inform a historical inquiry  
 Identify and locate relevant sources, using ICT and other methods  
 Locate, compare, select and use information from a range of sources as evidence  
 Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged  
 Use a range of communication forms (oral, graphic, written) and digital technologies

**Understandings:**

*Students will understand...*

- Vocab
- HOPLITE SIEGE PHALANX
- How ancient Greeks fought
- What were their battle tactics
- How did their soldiers dress for battle
- About the Greek Navy

**Essential Questions:**

- How did the Greeks fight?
- What did they wear into battle?
- What battle tactics did they use?
- What was their Navy like?

**Knowledge:**

*Students will know...*

- Vocab  
HOPLITE SIEGE PHALANX
- How ancient Greeks fought
- What were their battle tactics
- How did their soldiers dress for battle
- About the Greek Navy

**Skills:**

*Students will be able to...*

- Explain with sketches armor and weaponry
- Sketch a Trireme
- Research either the Trojan Wars or Peloponnesian Wars and Persian Wars

**Stage 2 - Assessment Evidence**

**Performance Tasks:**

- Worksheet on the phalanx page 124

**Other Evidence:**

- Research questions on the TROJAN WARS, PELOPONNESIAN WARS and PERSIAN WARS

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- Source and Text analysis
- Soldier Sketch

**Stage 3 - Learning Plan**

**Learning Activities:**

Day 1

- Teach new vocab and concepts
- Analyze text and sources
- Worksheet on Phalanx page 124 of Nelsonnet

Day 2

- Review previous lesson
- Sketch Armor and Weaponry
- Sketch Trireme
- Research Peloponnesian Wars, Trojan Wars or Persian Wars

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Overview and Timeline Chapter 6**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <p><b>Give an overview and timeline of Ancient China</b> Sequence historical events, developments and periods Use historical terms and concepts Identify a range of questions about the past to inform a historical inquiry Use a range of communication forms (oral, graphic, written) and digital technologies</p>	
<p><b>Understandings:</b> <i>Student will understand ...</i></p> <ul style="list-style-type: none"> <li>• What a timeline is.</li> <li>• How timelines work</li> <li>• Some basic info on ancient China.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is a timeline?</li> <li>• What?</li> <li>• When?</li> <li>• Who?</li> <li>• Which?</li> <li>• Where?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• What a timeline is</li> <li>• How timelines work.</li> <li>• What information goes into a timeline</li> <li>• What a Dynasty, Middle Kingdom, Qin and Han mean.</li> <li>• Some Basic info on Ancient China.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• How to make a timeline.</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Copy timeline</li> <li>• Answer Inquiry Questions</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Quiz based on the timeline</li> </ul>
<b>Stage 3 - Learning Plan</b>	



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**Learning Activities:**

Day 1

- Introductory multimedia presentations on ancient China
- Ask and answer inquiry questions
- Introduce vocab of DYNASTY, MIDDLE KINGDOM, QIN and HAN
- Copy timeline

Day 2

- Reinforce previous lesson
- Run Quiz on timeline

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**Unit 1 The Physical features of China Chapter 6**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <p>Physical features of China (such as the Yellow River) and how they influenced the civilization that developed there</p> <p>Identify a range of questions about the past to inform a historical inquiry</p> <p>Identify and locate relevant sources, using ICT and other methods</p> <p>Identify the origin and purpose of primary and secondary sources</p> <p>Locate, compare, select and use information from a range of sources as evidence</p> <p>Draw conclusions about the usefulness of sources</p> <p>Identify and describe points of view, attitudes and values in primary and secondary sources</p> <p>Use a range of communication forms (oral, graphic, written) and digital technologies</p>	
<p><b>Understandings:</b>  <i>Student will understand ...</i></p> <ul style="list-style-type: none"> <li>• Where China is.</li> <li>• What is China’s Geography is like.</li> <li>• How the Chinese consider China.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Where is China?</li> <li>• What is China’s geography like?</li> <li>• How do the Chinese consider China to be?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Where China is.</li> <li>• What China’s geography is like.</li> <li>• How the Chinese consider China.</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Perform a Worksheet on a map of China using BOLTSS.</li> <li>• Border, Orientation Legend, Title, Scale, Source</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Worksheet</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Text Analysis</li> </ul>
<b>Stage 3 - Learning Plan</b>	
<p><b>Learning Activities:</b></p> <p><u>Day 1</u></p> <ul style="list-style-type: none"> <li>• Multimedia introduction</li> <li>• Web link</li> </ul>	

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- Text analysis
- Worksheet

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**Unit 2 Society and Everyday life Chapter 6**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <p>Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion            Use historical terms and concepts            Identify a range of questions about the past to inform a historical inquiry            Identify and locate relevant sources, using ICT and other methods            Identify the origin and purpose of primary and secondary sources            Locate, compare, select and use information from a range of sources as evidence            Draw conclusions about the usefulness of sources            Identify and describe points of view, attitudes and values in primary and secondary sources            Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged            Use a range of communication forms (oral, graphic, written) and digital technologies</p>	
<p><b>Understandings:</b>  <i>Student will understand ...</i></p> <ul style="list-style-type: none"> <li>● About the social hierarchy of ancient china and how each member lived</li> <li>● The role of women and the family in the social hierarchy in ancient China</li> <li>● Importance of Dragons in Chinese culture</li> <li>● Daily life in ancient China</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What is the social hierarchy of ancient China?</li> <li>● What was daily life like in ancient China?</li> <li>● How important were dragons in China?</li> <li>● What was the role of women and family in ancient China?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Vocab</li> <li>● Emperor, Mandate of Heaven, noble, shensi, peasant, Shang Dynasty, merchant, concubine, oracle bone</li> <li>● Social hierarchy of Ancient China.</li> <li>● The roles of each person</li> <li>● Importance of Dragons in Chinese Culture</li> <li>● Something about daily life in Ancient China</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Make a model paper dragon</li> <li>● Students use internet to research dragons</li> <li>● Text analysis</li> <li>● Learn Vocab</li> <li>● Build Social Hierarchies</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	

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<b>Performance Tasks:</b> <ul style="list-style-type: none"><li>• Worksheet daily life in Ancient China p 191</li><li>• Worksheet Social Hierarchy in Ancient China p 189</li><li>• Worksheet dragons p 187</li><li>• Worksheet create your own Dragon p 187</li></ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"><li>• Text Analysis</li><li>• Vocabulary</li><li>• Write a narrative for one of the characters in the Social Hierarchy</li><li>• Create an Avatar for your narrative</li></ul>
<b>Stage 3 - Learning Plan</b>	
<b>Learning Activities:</b>  <u>Day 1</u> <ul style="list-style-type: none"><li>• Multimedia Introduction</li><li>• Vocab</li><li>• New Concepts</li><li>• Text Analysis</li></ul> <u>Day 2</u> <ul style="list-style-type: none"><li>• Reinforce previous lesson</li><li>• Copy Social Hierarchy</li><li>• Daily Life Worksheet</li></ul> <u>Day 3</u> <ul style="list-style-type: none"><li>• Worksheet on Dragons</li><li>• Write a narrative for one of the characters in the social hierarchy</li><li>• Create an Avatar for your narrative</li></ul>	

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**Unit 3 Religion, Philosophy and Confucius Chapter 6**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <p>Significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs            The role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang            Use historical terms and concepts            Identify a range of questions about the past to inform a historical inquiry            Identify and locate relevant sources, using ICT and other methods</p>	
<p><b>Understandings:</b>  <i>Student will understand ...</i></p> <ul style="list-style-type: none"> <li>• What Confucianism is.</li> <li>• Who Confucius was.</li> <li>• What Daoism is.</li> <li>• What Legalism is.</li> <li>• What Buddhism is.</li> <li>• What Ancestor Worship is.</li> <li>• What Feng Shui is.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What were the ancient religions of China?</li> <li>• What were the Ancient philosophies of China?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Filial Piety and Benevolent</li> <li>• Confucianism, Confucius, Daoism, Legalism, Buddhism, Ancestor worship and spirits, Feng Shui</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Student shall be able to summarize 3 key points about the different religions and the philosophies</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Quiz on which point applies to which religion or philosophy.</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Text Analysis</li> <li>• New Vocabulary</li> </ul>
<b>Stage 3 - Learning Plan</b>	

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**Learning Activities:**

Day 1

- Multimedia introduction
- Vocab
- Text Analysis

Day 2

- Reinforce Previous lesson
- Quiz

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**Unit 5 Significant Individual Chapter 6**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <p>The role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang            Sequence historical events, developments and periods            Use historical terms and concepts            Identify a range of questions about the past to inform a historical inquiry            Identify and locate relevant sources, using ICT and other methods            Identify the origin and purpose of primary and secondary sources            Locate, compare, select and use information from a range of sources as evidence            Draw conclusions about the usefulness of sources            Identify and describe points of view, attitudes and values in primary and secondary sources            Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged            Use a range of communication forms (oral, graphic, written) and digital technologies</p>	
<p><b>Understandings:</b>  <i>Student will understand ...</i></p> <ul style="list-style-type: none"> <li>• Who Emperor Qin Shi Huangdi was.</li> <li>• What was the Qin Dynasty</li> <li>• What were his achievements</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Who was Emperor Qin Shi Huangdi?</li> <li>• What did he do?</li> <li>• What was his reputation?</li> <li>• Why is he important?</li> <li>• What was the Qin Dynasty?</li> <li>• What were his achievements?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Who Emperor Qin Shi Huangdi was.</li> <li>• What his dynasty was like.</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Text Analysis</li> <li>• Written and Pictorial Source Analysis</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Worksheet Burning of the Books</li> <li>• Worksheet Analyze the Qin Dynasty</li> <li>• Worksheet Qin Dynasty table</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Text and Source analysis</li> <li>• Explain Emperor Qin Shi Huangdi using a poster</li> </ul>



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**Stage 3 - Learning Plan**

**Learning Activities:**

Day 1

- Multimedia introduction
- Text and Source Note Taking
- Text and Source analysis

Day 2

- Reinforce Previous lessons
- Text and Source Analysis continued
- Worksheets

Day 3

- Make a Poster