North Carolina Lesson Plans
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CHAPTER 1 Section 1

Human Origins in Africa

INTRODUCE THE CHAPTER

CHAPTER OBJECTIVE: Explain the origins, development, and achievements of early human beings.

❑ Previewing Main Ideas, PE/TE p. 2
❑ Time Line Discussion, TE p. 2
❑ Interpreting the Map, TE p. 3

SECTION CONTENT OBJECTIVES

Students will

• Describe key scientific findings about human origins.
• List human achievements during the Stone Age.
• Trace emergence of modern humans.
• State discoveries about early humans.

FOCUS AND MOTIVATE

❑ Voices from the Past Audio CD: The Ice Man
❑ Interact with History, PE/TE p. 4
❑ Discuss MAIN IDEA: Fossil evidence shows that the earliest humans originated in Africa and spread across the globe.
❑ Discuss WHY IT MATTERS NOW: The study of early human remains and artifacts helps in understanding our place in human history.
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- IDR Unit 1
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- TAKING NOTES: Categorizing, PE p. 5
- More About Hominid Brains, TE p. 8; Neanderthals, TE p. 9
- History Through Art: Cave Paintings, PE/TE pp. 12–13
- World Art and Cultures Transparency: AT1 French Cave Sculpture

### REVIEW AND ENRICH

#### Integrate Technology
- Power Presentations: Lecture Notes, Section 1
- EasyPlanner Plus CD-ROM
- Electronic Library of Primary Sources

#### Analyzing Key Concepts
- Culture, PE p. 6

#### Cross-Curricular Connections
- Connections to Science, TE p. 7

### ASSESS

#### Content Assessment
- Section Assessment, PE, p. 11
- Section Quiz, FA, p. 5
- Test Generator CD-ROM

#### Test-Taking Practice
- Test Practice Transparencies, TT1
- Strategies for Test Preparation Book
- Online Test Practice: classzone.com

### RETEACH
- Reteaching Activity, Unit 1 IDR, p. 18
Focus and Motivate

- Discuss MAIN IDEA: The development of agriculture caused an increase in population and the growth of a settled way of life.
- Discuss WHY IT MATTERS NOW: New methods for obtaining food and the development of technology laid the foundations for modern civilizations.

Differentiating Instruction

Struggling Readers
- Identifying Main Ideas and Supporting Details, TE p. 15
- IDR Unit 1
- Guided Reading, p. 2
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- AT1, French cave sculpture

Above-level
- Analyzing Motives, TE p. 16
- ELPS
- from “Iceman”

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Multi-Language Glossary
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- TAKING NOTES: Outlining, PE p. 14
- More About Robert Braidwood, Early Agriculture, *TE* p. 16; Catal Huyuk, *TE* p. 18
- History Makers: The Ice Man, *Unit 1 IDR*, p. 16
- Critical Thinking Transparency CT1, Patterns of Living: Paleolithic Period to the Neolithic Revolution

### REVIEW AND ENRICH

#### Integrate Technology
- Power Presentations: Lecture Notes, Section 2
- EasyPlanner Plus CD-ROM
- Electronic Library of Primary Sources

#### Cross-Curricular Connections
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### ASSESS

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- Test Generator CD-ROM
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#### Test-Taking Practice
- Test Practice Transparencies, TT2
- Strategies for Test Preparation Book
- Online Test Practice: classzone.com

### RETEACH
- Reteaching Activity, *Unit 1 IDR*, p. 19
Civilization Case Study: Ur in Sumer

SECTION CONTENT OBJECTIVES

Students will

• Explain how villages grew into cities.
• List the characteristics of civilization.
• Describe how the city of Ur exemplifies early civilizations.

FOCUS AND MOTIVATE

☐ Discuss MAIN IDEA: Prosperous farming villages, food surpluses, and new technology led to the rise of civilizations.

☐ Discuss WHY IT MATTERS NOW: Contemporary civilizations share the same characteristics typical of ancient civilizations.

DIFFERENTIATING INSTRUCTION

Struggling Readers

☐ Eliciting Prior Knowledge, *TE p. 20*

IDR Unit 1

☐ Guided Reading, *p. 3*

Reading Study Guide

☐ Section 3, *p. 9*

☐ RSG Audio CD

On-level

IDR Unit 1

Geography Transparencies

☐ GT1, Cities of the Ancient Middle East

Above-level

☐ Sumerian Poetry, *TE p. 21*

IDR Unit 1

Connections Across Time and Cultures, *p. 17*

ELPS

☐ from “The Royal Cemetery at Ur”

English Learners

☐ Understanding Civilization in Ur, *TE p. 22*

IDRS

☐ Guided Reading, *p. 13*

RSG (Spanish)

☐ Section 3, *p. 9*

☐ RSG Audio CD

Modified Lesson Plans for English Learners

Multi-Language Glossary

PE = Pupil’s Edition

IDR = In-Depth Resources

ELPS = Electronic Library of Primary Sources

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### All Students
- TAKING NOTES: Summarizing, *PE* p. 19
- Critical Thinking Transparencies: CT37, Chapter 1 Visual Summary
- World Art and Cultures Transparencies: AT2, Upper Sumerian Artifacts

### REVIEW AND ENRICH

**Integrate Technology**
- Visual Summary Transparency, CT37
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- EasyPlanner Plus CD-ROM
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- Civilization, *PE* p. 21

**Cross-Curricular Connections**
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- World Art and Cultures Transparencies: AT2, Upper Sumerian Artifacts

### ASSESS

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- Online Test Practice: [classzone.com](http://classzone.com)

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### English Learners
- Test Form A, *FA* pp. 8–11
- Form A (Spanish), [classzone.com](http://classzone.com)

### RETEACH
- Reteaching Activity, *Unit 1 IDR*, p. 20
**City-States in Mesopotamia**

**INTRODUCE THE CHAPTER**

**CHAPTER OBJECTIVE:** Analyze the process by which early peoples organized their societies and built advanced civilizations.

- Previewing Main Ideas, PE/TE p. 26
- Time Line Discussion, TE p. 26
- Interpreting the Map, TE p. 27

**SECTION CONTENT OBJECTIVES**

Students will
- Summarize how geography affected culture in the Fertile Crescent.
- Describe city-states and how other cultures learned about them.
- Describe Sumerian religious beliefs, social structure, and technology.
- Explain the influence of Sumer on later civilizations.

**FOCUS AND MOTIVATE**

- Voices from the Past Audio CD: Decoding the Rosetta Stone
- Interact with History, PE/TE p. 28
- Discuss MAIN IDEA: The earliest civilization in Asia arose in Mesopotamia and organized into city-states.
- Discuss WHY IT MATTERS NOW: The development of this civilization reflects a settlement pattern that has occurred repeatedly throughout history.
### Differentiating Instruction

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- Hammurabi’s Code of Laws, *PE* p. 33

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- Geography Transparencies: GT2, Fertile Crescent Civilizations
- Literature: Proverbs, *Unit 1 IDR*, p. 33; *Gilgamesh*, p. 34

#### Assess

**Content Assessment**
- Section Assessment, *PE*, p. 34
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**Test-Taking Practice**
- Test Practice Transparencies, TT4
- Strategies for Test Preparation Book
- Online Test Practice: [classzone.com](http://classzone.com)

**Reteach**
- Reteaching Activity, *Unit 1 IDR*, p. 40
Pyramids on the Nile

SECTION CONTENT OBJECTIVES

Students will

- Summarize the effect of geography on the development of Egyptian culture.
- Explain how Egypt united into a kingdom.
- Describe ancient Egyptian religion, social structure, and technology.
- Explain the decline of the Old Kingdom.

FOCUS AND MOTIVATE

- Discuss MAIN IDEA: Using mathematical knowledge and engineering skills, Egyptians built magnificent monuments to honor dead rulers.
- Discuss WHY IT MATTERS NOW: Many of the monuments built by the Egyptians stand as a testament to their ancient civilization.

DIFFERENTIATING INSTRUCTION

**Struggling Readers**

- Organizing Information, TE p. 40
- IDR Unit 1
  - Guided Reading, p. 22
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**On-level**

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**Above-level**

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**ELPS**

- from The Tomb of Tutankhamen

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- TAKING NOTES: Summarizing, PE p. 35
- Cooperative Learning: The Tomb of Tutankhamen, TE p. 36
- More About Herodotus, TE p. 38
- History Makers: Tutankhamen, Unit 1 IDR, p. 37
- World Art and Cultures Transparencies: AT3, Great Sphinx; AT4, Egyptian tomb painting

REVIEW AND ENRICH

Integrate Technology

- Power Presentations: Lecture Notes, Section 2
- EasyPlanner Plus CD-ROM
- Electronic Library of Primary Sources

Cross-Curricular Connections

- Geography Application, Unit 1 IDR, p. 27
- World Art and Cultures Transparencies: AT3, Great Sphinx; AT4, Egyptian tomb painting

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Test-Taking Practice

- Test Practice Transparencies, TT5
- Strategies for Test Preparation Book
- Online Test Practice: classzone.com

RETEACH

- Reteaching Activity, Unit 1 IDR, p. 41
Planned Cities on the Indus

SECTION CONTENT OBJECTIVES

Students will
- Describe the impact of geography on the Indus Valley culture.
- Describe Indus Valley cities and culture.
- List theories about the decline of the Indus Valley civilization.

FOCUS AND MOTIVATE

- Discuss MAIN IDEA: The first Indian civilization built well-planned cities on the banks of the Indus River.
- Discuss WHY IT MATTERS NOW: The culture of India today has its roots in the civilization of the early Indus cities.

DIFFERENTIATING INSTRUCTION

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- Indus Valley Cities, TE p. 46
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  - Guided Reading, p. 23
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- IDR
  - Guided Reading, p. 19
- RSG (Spanish)
  - Section 3, p. 17
  - RSG Audio CD
- Modified Lesson Plans for English Learners
  - Multi-Language Glossary

ELPS
- from “Indus Culture”
### All Students

- TAKING NOTES: Drawing Conclusions, *PE* p. 44
- More About The Ancient City of Harappa, *TE* p. 46; Plumbing Facts, *TE* p. 47
- Science and Technology: Early Water Engineering, *Unit 1 IDR*, p. 39

### REVIEW AND ENRICH

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### RETEACH

- Reteaching Activity, *Unit 1 IDR*, p. 42
River Dynasties in China

SECTION CONTENT OBJECTIVES

Students will
- Explain the effects of geography on cultural development in China.
- Describe the growth and structure of the Shang Dynasty.
- Describe Shang family structure, religion, and technology.
- Summarize the rise and fall of the Zhou Dynasty.

FOCUS AND MOTIVATE

- Discuss MAIN IDEA: The early rulers introduced ideas about government and society that shaped Chinese civilization.
- Discuss WHY IT MATTERS NOW: The culture that took root during ancient times still affects Chinese ways of life today.

DIFFERENTIATING INSTRUCTION

Struggling Readers
- Identifying Main Ideas and Details, TE p. 51
- Guided Reading, p. 24
- Building Vocabulary, p. 25
- Reteaching Activity, p. 43

On-level
- Connections Across Time and Cultures: Manifest Destiny and the Mandate of Heaven, TE p. 54
- Guided Reading, p. 24

Above-level
- Chinese Language Groups, TE p. 53
- Connections Across Time and Cultures: River Civilizations in the Ancient World, p. 38

English Learners
- Comparing Cultures, TE p. 52
- Guided Reading, p. 20
- RSG Audio CD
- “Building a Town,” from Shi ching

Modified Lesson Plans for English Learners
- Multi-Language Glossary

Facts and figures

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4/9/07 2:27:45 PM
## All Students
- TAKING NOTES: Following Chronological Order, *PE* p. 50
- Critical Thinking Transparencies: CT2, Environmental Factors Shape River Valley Civilizations
- World Art and Cultures Transparencies: AT5, Chinese bronze

### REVIEW AND ENRICH

#### Integrate Technology
- Visual Summary Transparency, *CT38*
- Power Presentations: Lecture Notes, Section 4
- EasyPlanner Plus CD-ROM
- Electronic Library of Primary Sources

#### Cross-Curricular Connections
- World Art and Cultures Transparencies: AT5, Chinese bronze

### ASSESS

#### Content Assessment
- Section Assessment, *PE*, p. 55
- Section Quiz, *FA*, p. 23
- Test Generator CD-ROM
- Integrated Assessment

#### Test-Taking Practice
- Test Practice Transparencies, TT7
- Strategies for Test Preparation Book
- Online Test Practice: [classzone.com](http://classzone.com)

#### Struggling Readers
- Test Form A, *FA* pp. 24–27

#### On-level
- Test Form B, *FA* pp. 28–31

#### Above-level
- Test Form C, *FA* pp. 32–35

#### English Learners
- Test Form A, *FA* pp. 24–27
- Form A (Spanish), [classzone.com](http://classzone.com)

### RETEACH
- Reteaching Activity, *Unit 1 IDR*, p. 43
FOCUS AND MOTIVATE

- Voices from the Past Audio CD
- Interact with History, PE/TE p. 60
- Discuss MAIN IDEA: Indo-Europeans migrated into Europe, India, and Southwest Asia and interacted with peoples living there.
- Discuss WHY IT MATTERS NOW: Half the people living today speak languages that stem from the original Indo-European languages.
### DIFFERENTIATING INSTRUCTION

**Struggling Readers**
- Comparing and Contrasting, *TE p. 63*

**IDR Unit 1**
- Guided Reading, *p. 44*
- Building Vocabulary, *p. 48*
- Reteaching Activity, *p. 62*

**Reading Study Guide**
- Section 1, *p. 23*
- RSG Audio CD

**On-level**
- **IDR Unit 1**
  - Guided Reading, *p. 44*

**Above-level**
- Researching Indo-European Origins, *TE p. 62*

**IDR Unit 1**
- Primary Sources: from the *Rig Veda*, *p. 52*
- from the *Bhagavad-Gita*, *p. 53*

**ELPS**
- “Hymn 129” from the *Rig Veda*

**English Learners**
- The Aryan Caste System, *TE p. 64*

**IDRS**
- Guided Reading, *p. 24*

**RSG (Spanish)**
- Section 1, *p. 23*
- RSG Audio CD

**Modified Lesson Plans for English Learners**
- Multi-Language Glossary

**All Students**
- **TAKING NOTES**: Categorizing, *PE p. 61*
- More About Hittite War Chariots, *TE p. 63; The Mahabharata Wars, TE p. 64*

**REVIEW AND ENRICH**

**Integrate Technology**
- Power Presentations: Lecture Notes, Section 1
- EasyPlanner Plus CD-ROM
- Electronic Library of Primary Sources

**Analyzing Art**
- The Aryan Caste System, *PE p. 64*

**ASSESS**

**Content Assessment**
- Section Assessment, *PE p. 65*
- Section Quiz, *FA, p. 36*
- Test Generator CD-ROM
- Integrated Assessment

**Test-Taking Practice**
- Test Practice Transparencies, TT8
- Strategies for Test Preparation Book
- Online Test Practice: [classzone.com](http://classzone.com)

**RETEACH**
- Reteaching Activity, *Unit 1 IDR, p. 62*
CHAPTER 3

Section 2

Lesson Plan

Hinduism and Buddhism Develop

Name ___________________________________________ Date ______________________

PE = Pupil’s Edition
TE = Teacher’s Edition
IDR = In-Depth Resources
RSG = Reading Study Guide
ELPS = Electronic Library of Primary Sources

SECTION CONTENT OBJECTIVES

Students will
• Describe the origins, beliefs, and development of Hinduism.
• Explain the origins, beliefs, and practices of Buddhism.

FOCUS AND MOTIVATE

❑ Discuss MAIN IDEA: The beliefs of the Vedic Age developed into Hinduism and Buddhism.
❑ Discuss WHY IT MATTERS NOW: Almost one-fifth of the world’s people today practice one of these two religions.

DIFFERENTIATING INSTRUCTION

Struggling Readers
❑ Understanding the Eightfold Path, TE p. 69
IDR Unit 1
❑ Guided Reading, p. 45
❑ Building Vocabulary, p. 48
❑ Reteaching Activity, p. 63
Reading Study Guide
❑ Section 2, p. 25
❑ RSG Audio CD

On-level
❑ Cooperative Learning: Geography and the Spread of Buddhism, TE p. 70
IDR Unit 1
❑ Guided Reading, p. 45

Geography Transparencies
❑ GT3, Hindu India and Buddhist Sites

Above-level
❑ Reading and Restating a Primary Source, TE p. 67

ELPS
❑ from The Life of Gotama the Buddha

English Learners
❑ Buddha’s Life in Pictures, TE p. 68
IDRS
❑ Guided Reading, p. 25
RSG (Spanish)
❑ Section 2, p. 25
❑ RSG Audio CD

Modified Lesson Plans for English Learners
Multi-Language Glossary

PEOPLE AND IDEAS ON THE MOVE 17
All Students

❑ TAKING NOTES: Comparing and Contrasting, PE p. 66
❑ More About Brahma, Brahman, Brahmin, TE p. 67; Jains, TE p. 67; The Eightfold Path and How the Buddha Taught, TE p. 69; Buddhism and Caste, TE p. 70
❑ History Makers: Siddhartha Gautama, Unit 1 IDR, p. 59

REVIEW AND ENRICH

Integrate Technology

❑ Power Presentations: Lecture Notes, Section 2
❑ EasyPlanner Plus CD-ROM
❑ Electronic Library of Primary Sources

Cross-Curricular Connections

❑ Geography Transparency: GT3, Hindu India and Buddhist Sites
❑ World Art and Cultures Transparency: AT6, Indian Mother Goddess

ASSESS

Content Assessment

❑ Section Assessment, PE, p. 71
❑ Section Quiz, FA, p. 37
❑ Test Generator CD-ROM
❑ Integrated Assessment

Test-Taking Practice

❑ Test Practice Transparencies, TT9
❑ Strategies for Test Preparation Book
❑ Online Test Practice: classzone.com

RETEACH

❑ Reteaching Activity, Unit 1 IDR, p. 63
Seafaring Traders

SECTION CONTENT OBJECTIVES

Students will
• Describe Minoan civilization.
• Identify contributions of the Phoenicians.
• Summarize the extent and impact of ancient world trade.

FOCUS AND MOTIVATE

❑ Discuss MAIN IDEA: Trading societies extended the development of civilizations beyond the Fertile Crescent region.
❑ Discuss WHY IT MATTERS NOW: Traders spread knowledge of reading and writing, including an ancient form of the alphabet that we use today.

DIFFERENTIATING INSTRUCTION

Struggling Readers
❑ Understanding Causes, TE p. 73

IDR Unit 1
❑ Guided Reading, p. 46
❑ Building Vocabulary, p. 48
❑ Skillbuilder Practice: Forming and Supporting Opinions, p. 49
❑ Reteaching Activity, p. 64

Reading Study Guide
❑ Section 3, p. 27
❑ RSG Audio CD

On-level
IDR Unit 1
❑ Guided Reading, p. 46
❑ Skillbuilder Practice: Forming and Supporting Opinions, p. 6

Above-level
IDR Unit 1
❑ Primary Source: Dolphin Fresco from Knossos, p. 54

World Art and Cultures Transparencies
❑ AT7 The Palace of Knossos

English Learners
❑ Creating a Board Game, TE p. 75

IDRS
❑ Guided Reading, p. 26
❑ Skillbuilder Practice: Forming and Supporting Opinions, p. 15

RSG (Spanish)
❑ Section 3, p. 26
❑ RSG Audio CD

Modified Lesson Plans for English Learners

Multi-Language Glossary

NORTH CAROLINA PLANNER

EDC Competency Goals and Objectives
2.01, 2.02

Skills Competency Goals
1.06, 3.01, 4.06
## All Students

- Taking Notes: Comparing, *PE* p. 72
- History Makers: Herodotus, *Unit 1 IDR*, p. 60
- More About Byblos, Dyers of Phoenicia, *TE* p. 74; The Cedars of Lebanon, *TE* p. 75

## REVIEW AND ENRICH

### Integrate Technology

- Power Presentations: Lecture Notes, Section 3
- EasyPlanner Plus CD-ROM
- Electronic Library of Primary Sources

### Cross-Curricular Connections

- World Art and Cultures Transparency: AT7, The Palace of Knossos

## ASSESS

### Content Assessment

- Section Assessment, *PE*, p. 76
- Section Quiz, *FA*, p. 38
- Test Generator CD-ROM
- Integrated Assessment

### Test-Taking Practice

- Test Practice Transparencies, TT10
- Strategies for Test Preparation Book
- Online Test Practice: [classzone.com](http://classzone.com)

## RETEACH

- Reteaching Activity, *Unit 1 IDR*, p. 64
## The Origins of Judaism

**FOCUS AND MOTIVATE**

- Discuss MAIN IDEA: The Hebrews maintained monotheistic religious beliefs that were unique in the ancient world.
- Discuss WHY IT MATTERS NOW: From this tradition, Judaism, the religion of the Jews, evolved. Judaism is one of the world’s major religions.

### SECTION CONTENT OBJECTIVES

**Students will**

- Summarize the history and beliefs of the ancient Hebrews.
- Explain the historical and cultural importance of the Exodus.
- Describe Israel under Saul, David, and Solomon.
- Describe Israel’s destruction and the Hebrews’ exile in Babylon.

### DIFFERENTIATING INSTRUCTION

#### Struggling Readers

- Analyzing Covenants, *TE* p. 78
- IDR Unit 1
  - Guided Reading, p. 47
- Building Vocabulary, p. 48
- Geography Application, p. 50
- Reteaching Activity, p. 65

#### On-level

- Connections Across Time and Cultures: Ancient Roots of Modern Culture, *TE* p. 80
- IDR Unit 1
  - Guided Reading, p. 47
- Geography Application, p. 50

#### Above-level

- Different Perspectives, *PE* p. 83
- Influence of the Ten Commandments, *TE* p. 79
- IDR Unit 1
  - Primary Source, p. 55
  - Connections Across Time and Cultures, p. 61

#### English Learners

- King Solomon’s Temple, *TE* p. 81
- IDR
  - Guided Reading, p. 27
  - Geography Application, p. 29
- RSG (Spanish)
  - Section 4, p. 29
  - RSG Audio CD

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**PE = Pupil’s Edition  IDRS = IDR in Spanish  TE = Teacher’s Edition  RSG = Reading Study Guide  IDR = In-Depth Resources  ELPS = Electronic Library of Primary Sources**
### All Students
- TAKING NOTES: Following Chronological Order, *PE* p. 77
- Critical Thinking Transparencies: CT3, Time Machine: Major Religions

### REVIEW AND ENRICH

#### Integrate Technology
- Visual Summary Transparency, CT39
- Power Presentations: Lecture Notes, Section 4
- EasyPlanner Plus CD-ROM
- Electronic Library of Primary Sources

#### Analyzing Primary Sources
- The Ten Commandments, *PE* p. 79

#### Cross-Curricular Connections
- Geography Application: Early Eastern Mediterranean Civilizations, *Unit 1 IDR*, p. 50

### ASSESS

#### Content Assessment
- Section Assessment, *PE*, p. 82
- Section Quiz, *FA*, p. 39
- Test Quiz, *FA*, p. 39
- Integrated Assessment

#### Test-Taking Practice
- Test Practice Transparencies, TT11
- Strategies for Test Preparation Book
- Online Test Practice: classzone.com

### Struggling Readers
- Test Form A, *FA* pp. 40–43

### On-level
- Test Form B, *FA* pp. 44–47

### Above-level
- Test Form C, *FA* pp. 48–51

### English Learners
- Test Form A, *FA* pp. 40–43
  - Form A (Spanish), [classzone.com](http://classzone.com)

### RETEACH

- Reteaching Activity, *Unit 1 IDR*, p. 65
FOCUS AND MOTIVATE

- Voices from the Past Audio CD
- Interact with History, PE/TE p. 88
- Discuss MAIN IDEA: Two empires along the Nile, Egypt and Nubia, forged commercial, cultural, and political connections.
- Discuss WHY IT MATTERS NOW: Neighboring civilizations today participate in cultural exchange as well as conflict.
### Differentiating Instruction

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### All Students

- TAKING NOTES: Following Chronological Order, PE p. 89
- More About Ramses II, The Sea Peoples, TE p. 91; Nubian Transportation, TE p. 92; Royal Women in Nubia, TE p. 93; Mummies, TE p. 94
- History Through Art: Cave Paintings, PE/TE pp. 12–13

### Review and Enrich

#### Integrate Technology

- Power Presentations: Lecture Notes, Section 1
- EasyPlanner Plus CD-ROM
- Electronic Library of Primary Sources

#### Cross-Curricular Connections

- Literature: “Ozymandias,” Unit 1 IDR, p. 78
- Connections to Science: Dating Fossils, TE p. 7

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### Reteach

- Reteaching Activity, Unit 1 IDR, p. 84
# The Assyrian Empire

## SECTION CONTENT OBJECTIVES

Students will
- Analyze the sources of Assyrian military strength.
- Evaluate Assyrian achievements.
- Trace the Assyrian decline.

## FOCUS AND MOTIVATE

- Discuss MAIN IDEA: Assyria developed a military machine and established a well-organized administration.
- Discuss WHY IT MATTERS NOW: Some leaders still use military force to extend their rule, stamp out opposition, and gain wealth and power.

## DIFFERENTIATING INSTRUCTION

### Struggling Readers
- Negotiating with Assyria, _TE_ p. 96
- _IDR Unit 1_
  - Guided Reading, p. 67
  - Geography Application: Babylon, p. 70
  - History Makers: Sennacherib, p. 82
- _Reading Study Guide_
  - Section 2, p. 35
  - RSG Audio CD

### On-level
- _IDR Unit 1_
  - Guided Reading, p. 67
  - Geography Application: Babylon, p. 72
  - History Makers: Sennacherib, p. 82

### Above-level
- Primary Source: from Assyrian Capture of Jerusalem, p. 74
- Literature: “The Destruction of Sennacherib,” p. 79
- Connections Across Time and Cultures, p. 83
- _ELPS_
  - “An Assyrian Palace”

### English Learners
- Using Descriptive Words, _TE_ p. 97
- _IDRS_
  - Guided Reading, p. 32
  - Geography Application: Babylon, p. 36
- _RSG (Spanish)_
  - Section 2, p. 35
  - RSG Audio CD
- _Modified Lesson Plans for English Learners_
- _Multi-Language Glossary_
All Students

- TAKING NOTES: Analyzing Causes, PE p. 95
- More About The Duties of Assyrian Kings, TE p. 96; The Fall of Babylon, TE p. 98

REVIEW AND ENRICH

Integrate Technology

- Power Presentations: Lecture Notes, Section 2
- EasyPlanner Plus CD-ROM
- Electronic Library of Primary Sources

Cross-Curricular Connections

- Geography Application: Babylon, Unit 1 IDR, p. 72
- Literature: “The Destruction of Sennacherib,” Unit 1 IDR, p. 79

ASSESS

Content Assessment

- Section Assessment, PE, p. 98
- Section Quiz, FA, p. 53
- Test Generator CD-ROM
- Integrated Assessment

Test-Taking Practice

- Test Practice Transparencies, TT13
- Strategies for Test Preparation Book
- Online Test Practice: classzone.com

RETEACH

- Reteaching Activity, Unit 1 IDR, p. 85
The Persian Empire

SECTION CONTENT OBJECTIVES

Students will
• Explain the rise of the Persian Empire.
• List features of the Persian government.
• Describe Zoroastrianism.

FOCUS AND MOTIVATE

☑ Discuss MAIN IDEA: By governing with tolerance and wisdom, the Persians established a well-ordered empire that lasted for 200 years.
☑ Discuss WHY IT MATTERS NOW: Leaders today try to follow the Persian example of tolerance and wise government.

DIFFERENTIATING INSTRUCTION

Struggling Readers
☑ Comparing Means of Contact, TE p. 102
IDR Unit 1
☑ Guided Reading, p. 68
☑ Building Vocabulary, p. 70
☑ Reteaching Activity, p. 86
Reading Study Guide
☑ Section 3, p. 37
☑ RSG Audio CD

On-level
IDR Unit 1
☑ Guided Reading, p. 68
World Art and Cultures Transparencies
☑ AT8, Persian drinking horn

Above-level
☑ Comparing Herodotus and Xenophon, TE p. 101
IDR Unit 1
☑ Primary Source: “To the Fire,” from the Zend-Avesta, p. 75
☑ Literature: “Babylon,” p. 80
ELPS
☑ “Customs of the Persians”

English Learners
☑ Advertising Persia, TE p. 100
IDRS
☑ Guided Reading, p. 33
RSG (Spanish)
☑ Section 3, p. 37
☑ RSG Audio CD
Modified Lesson Plans for English Learners
Multi-Language Glossary
### All Students
- TAKING NOTES: Comparing and Contrasting, *PE p. 99*
- More About The Accession of Darius, *TE p. 100*
- World Art and Cultures Transparency: AT8, Persian drinking horn
- Critical Thinking Transparency CT4

### REVIEW AND ENRICH

#### Integrate Technology
- Patterns of Interaction Video: *The Rise of the Persians and the Inca*
- Power Presentations: Lecture Notes, Section 3
- EasyPlanner Plus CD-ROM
- Electronic Library of Primary Sources

#### Cross-Curricular Connections
- Literature: “To the Fire,” from the Zend-Avesta, *Unit 1 IDR, p. 75*
- World Art and Cultures Transparency: AT8, Persian drinking horn

### ASSESS

#### Content Assessment
- Section Assessment, *PE p. 103*
- Section Quiz, *FA p. 54*
- Test Generator CD-ROM
- Integrated Assessment

#### Test-Taking Practice
- Test Practice Transparencies, TT14
- Strategies for Test Preparation Book
- Online Test Practice: [classzone.com](http://classzone.com)

### RETEACH
- Reteaching Activity, *Unit 1 IDR, p. 86*
# The Unification of China

**SECTION CONTENT OBJECTIVES**

Students will
- Summarize Confucian ideas about the family and about society.
- Identify ethical systems of this period.
- Describe the rise and fall of the Qin Dynasty.

**FOCUS AND MOTIVATE**

- Discuss MAIN IDEA: The social disorder of the warring states contributed to the development of three Chinese ethical systems.
- Discuss WHY IT MATTERS NOW: The people, events, and ideas that shaped China’s early history continue to influence China’s role in today’s world.

**DIFFERENTIATING INSTRUCTION**

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**NORTH CAROLINA PLANNER**

EOC Competency Goals and Objectives
1.04, 2.01, 2.05, 2.07, 8.02

Skills Competency Goals
1.04, 1.06, 1.08
### All Students
- TAKING NOTES: Recognizing Effects, PE p. 104
- Critical Thinking Transparencies: CT40, Chapter 4 Visual Summary
- World Art and Cultures Transparencies: AT9, Chinese army figures

### REVIEW AND ENRICH

#### Integrate Technology
- Visual Summary Transparency, CT40
- Power Presentations: Lecture Notes, Section 4
- EasyPlanner Plus CD-ROM

#### Cross-Curricular Connections
- Geography Transparencies: GT4, Empires of the World, 1570–202 B.C.
- World Art and Cultures Transparencies: AT9, Chinese army figures

### ASSESS

#### Content Assessment
- Section Assessment, PE, p. 109
- Section Quiz, FA, p. 55
- Test Quiz, FA
- Integrated Assessment

#### Test-Taking Practice
- Test Practice Transparencies, TT15
- Strategies for Test Preparation Book
- Online Test Practice: classzone.com

### Struggling Readers
- Test Form A, FA pp. 56–60

### On-level
- Test Form B, FA pp. 61–65

### Above-level
- Test Form C, FA pp. 66–70

### English Learners
- Test Form A, FA pp. 56–60
- Form A (Spanish), classzone.com

### RETEACH
- Reteaching Activity, Unit 1 IDR, p. 87
INTRODUCE THE CHAPTER

CHAPTER OBJECTIVE: Study the history and culture of classical Greece and analyze its impact on the modern world.

- Previewing Main Ideas, PE/TE p. 120
- Time Line Discussion, TE p. 120
- Interpreting the Map, TE p. 121

SECTION CONTENT OBJECTIVES

Students will

• Identify the ways geography and climate shaped Greek life.
• Explain the rise and development of Mycenaean civilization.
• Describe how Homer and Greek myths contributed to early Greek culture.

FOCUS AND MOTIVATE

- Voices from the Past Audio CD: Alexander and Bucephalus
- Interact with History, PE/TE p. 122
- Discuss MAIN IDEA: The roots of Greek culture are based on interaction of the Mycenaean, Minoan, and Dorian cultures.
- Discuss WHY IT MATTERS NOW: The seeds of much of Western cultural heritage were planted during this time period.
### Differentiating Instruction

<table>
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### All Students
- TAKING NOTES: Categorizing, *PE* p. 123
- More About The Trojan War, *TE* p. 125; The Legacy of Homer, *TE* p. 126

### Review and Enrich

#### Integrate Technology
- Voices from the Past Audio CD: Alexander and Bucephalus
- Power Presentations: Lecture Notes, Section 1
- EasyPlanner Plus CD-ROM
- Electronic Library of Primary Sources

#### Cross-Curricular Connections
- Literature: from the *Odyssey* by Homer, *Unit 2 IDR*, p. 15

### Assess

#### Content Assessment
- Section Assessment, *PE*, p. 126
- Section Quiz, *FA*, p. 71
- Test Generator CD-ROM
- Integrated Assessment

#### Test-Taking Practice
- Test Practice Transparencies, TT16
- Strategies for Test Preparation Book
- Online Test Practice: classzone.com

### Reteach
- Reteaching Activity, *Unit 2 IDR*, p. 21
## Warring City-States

### SECTION CONTENT OBJECTIVES

**Students will**
- Identify the different political systems that developed in the Greek city-states.
- Describe the government of Athens.
- Explain how Athenian and Spartan governments differed.
- Summarize the battles and results of the Persian Wars.

### FOCUS AND MOTIVATE

- Discuss MAIN IDEA: The growth of city-states in Greece led to the development of several political systems, including democracy.
- Discuss WHY IT MATTERS NOW: Many political systems in today's world mirror the varied forms of government that evolved in Greece.

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### All Students
- TAKING NOTES: Following Chronological Order, *PE* p. 127

### REVIEW AND ENRICH
#### Integrate Technology
- Power Presentations: Lecture Notes, Section 2
- EasyPlanner Plus CD-ROM
- Electronic Library of Primary Sources

#### Analyzing Primary Sources
- A Husband’s Advice, *PE* p. 129

#### Cross-Curricular Connections
- Geography Transparencies: GT5, Greek View of the World, 494 B.C.

### ASSESS
#### Content Assessment
- Section Assessment, *PE*, p. 133
- Section Quiz, *FA*, p. 72
- Test Generator CD-ROM
- Integrated Assessment

#### Test-Taking Practice
- Test Practice Transparencies, TT17
- Strategies for Test Preparation Book
- Online Test Practice: classzone.com

### RETEACH
- Reteaching Activity, *Unit 2 IDR*, p. 22
Democracy and Greece’s Golden Age

SECTION CONTENT OBJECTIVES

Students will
• Identify three goals of Pericles.
• Describe Greek art and architecture.
• Summarize the work of Greek dramatists and historians.
• Explain the major conflicts in the Peloponnesian War.
• Identify Socrates, Plato, and Aristotle.

FOCUS AND MOTIVATE

☐ Discuss MAIN IDEA: Democratic principles and classical culture flourished during Greece’s golden age.
☐ Discuss WHY IT MATTERS NOW: At its height, Greece set lasting standards in art, politics, literature, and philosophy that are still influential today.

DIFFERENTIATING INSTRUCTION

Struggling Readers
☐ Learning About Greek Philosophers, TE p. 138
   IDR Unit 2
☐ Guided Reading, p. 3
☐ Building Vocabulary, p. 6
☐ Reteaching Activity, p. 23
Reading Study Guide
☐ Section 3, p. 47
☐ RSG Audio CD

On-level
☐ Skillbuilder Practice: Analyzing Motives, TE p. 137
   IDR Unit 2
☐ Guided Reading, p. 3
☐ Geography Application: The Peloponnesian War, p. 8

Above-level
☐ Greek Architectural Influence in the United States, TE p. 135
   IDR Unit 2
☐ Primary Sources: Plague in Athens, p. 11
☐ from Republic, p. 12
☐ from Politics, p. 14
☐ Connections Across Time and Cultures, p. 20

English Learners
☐ Exploring Themes in Greek Drama, TE p. 136
   IDR Unit 2
☐ Guided Reading, p. 40
☐ Skillbuilder Practice, p. 43
RSG (Spanish)
☐ Section 3, p. 47
☐ RSG Audio CD
Modified Lesson Plans for English Learners
Multi-Language Glossary

EOC Competency Goals and Objectives
2.02, 6.03, 6.06, 8.01, 8.06
Skills Competency Goals
1.03, 1.06, 1.07, 1.08, 2.01, 2.02, 3.02, 3.05
All Students

❑ TAKING NOTES: Recognizing Effects, PE p. 134
❑ More About Sophocles, Myth, and Psychiatry, TE p. 136; Socrates, TE p. 138; Nike of Samothrace, TE p. 141
❑ History Makers: Sophocles, Unit 2 IDR, p. 18

REVIEW AND ENRICH

Integrate Technology

❑ Power Presentations: Lecture Notes, Section 3
❑ EasyPlanner Plus CD-ROM
❑ Electronic Library of Primary Sources

Cross-Curricular Connections

❑ History Through Art: Greek Art and Architecture, TE p. 140
❑ World Art and Cultures Transparencies: AT10, Greek painted oil flask; AT11, Greek marble sculptures

ASSESS

Content Assessment

❑ Section Assessment, PE, p. 139
❑ Section Quiz, FA, p. 73
❑ Test Generator CD-ROM
❑ Integrated Assessment

Test-Taking Practice

❑ Test Practice Transparencies, TT18
❑ Strategies for Test Preparation Book
❑ Online Test Practice: classzone.com

RETEACH

❑ Reteaching Activity, Unit 2 IDR, p. 23
CHAPTER 5 Section 4 Lesson Plan

Alexander’s Empire

PE = Pupil’s Edition
TE = Teacher’s Edition
IDR = In-Depth Resources
RSG = Reading Study Guide
ELPS = Electronic Library of Primary Sources

SECTION CONTENT OBJECTIVES

Students will
• Describe Philip’s conquest of Greece.
• Explain how Alexander defeated the Persian Empire.
• Summarize Alexander’s conquests and their impact on future cultures.

FOCUS AND MOTIVATE

❑ Discuss MAIN IDEA: Alexander the Great conquered Persia and Egypt and extended his empire to the Indus River in northwest India.
❑ Discuss WHY IT MATTERS NOW: Alexander’s empire extended across an area that today consists of many nations and diverse cultures.

DIFFERENTIATING INSTRUCTION

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NORTH CAROLINA PLANNER

EOC Competency Goals and Objectives
2.02, 3.01, 8.04

Skills Competency Goals
1.04, 1.06, 1.08, 2.02, 3.01, 3.05
### All Students
- **TAKING NOTES:** Outlining, *PE p. 142*
- **More About Blending an Empire,** *TE p. 145*

### REVIEW AND ENRICH
#### Integrate Technology
- Power Presentations: Lecture Notes, Section 4
- EasyPlanner Plus CD-ROM
- Electronic Library of Primary Sources

#### Cross-Curricular Connections
- **Language Arts:** Building Vocabulary, *Unit 2 IDR, p. 6*

### ASSESS
#### Content Assessment
- **Section Assessment,** *PE, p. 145*
- **Section Quiz,** *FA, p. 74*
- **Test Generator CD-ROM**
- **Integrated Assessment**

#### Test-Taking Practice
- **Test Practice Transparencies, TT19**
- **Strategies for Test Preparation Book**
- **Online Test Practice:** [classzone.com](http://classzone.com)

### RETEACH
- **Reteaching Activity,** *Unit 2 IDR, p. 24*
CHAPTER 5 Section 5

The Spread of Hellenistic Culture

SECTION CONTENT OBJECTIVES

Students will
- Define Hellenistic culture.
- Identify the achievements of Hellenistic scholars.
- Summarize the major philosophies and artistic styles of the Hellenistic period.

FOCUS AND MOTIVATE

- Discuss MAIN IDEA: Hellenistic culture, a blend of Greek and other influences, flourished throughout Greece, Egypt, and Asia.
- Discuss WHY IT MATTERS NOW: Western civilization today continues to be influenced by diverse cultures.

DIFFERENTIATING INSTRUCTION

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### All Students

- TAKING NOTES: Categorizing, *PE* p. 146
- Critical Thinking Transparencies: CT41, Chapter 5 Visual Summary

### REVIEW AND ENRICH

#### Integrate Technology
- Visual Summary Transparency, CT41
- Power Presentations: Lecture Notes, Section 5
- EasyPlanner Plus CD-ROM
- Electronic Library of Primary Sources

#### Cross-Curricular Connections
- Language Arts: Building Vocabulary, *Unit 2 IDR*, p. 6

### ASSESS

#### Content Assessment
- Section Assessment, *PE*, p. 149
- Section Quiz, *FA*, p. 75
- Test Generator CD-ROM
- Integrated Assessment

#### Test-Taking Practice
- Test Practice Transparencies, TT20
- Strategies for Test Preparation Book
- Online Test Practice: [classzone.com](http://classzone.com)

### Struggling Readers

- Test Form A, *FA* pp. 76–79

### On-level

- Test Form B, *FA* pp. 80–83

### Above-level

- Test Form C, *FA* pp. 84–87

### English Learners

- Test Form A, *FA* pp. 76–79
- Form A (Spanish), [classzone.com](http://classzone.com)

### RETEACH

- Reteaching Activity, *Unit 2 IDR*, p. 25
The Roman Republic

INTRODUCE THE CHAPTER

CHAPTER OBJECTIVE: Trace the rise and fall of the Roman Empire, and analyze its impact on culture, government, and religion.

- Previewing Main Ideas, PE/TE p. 152
- Time Line Discussion, TE p. 152
- Interpreting the Map, TE p. 153

SECTION CONTENT OBJECTIVES

Students will
- Describe how geography influenced Rome’s development.
- Explain the main institutions of the Roman Republic.
- Describe how the Punic Wars helped increase Roman power.

FOCUS AND MOTIVATE

- Voices from the Past Audio CD: Cleopatra, A Captivating Queen
- Interact with History, PE/TE p. 154
- Discuss MAIN IDEA: The early Romans established a republic, which grew powerful and spread its influence.
- Discuss WHY IT MATTERS NOW: Some of the most fundamental values and institutions of Western civilization began in the Roman Republic.
# DIFFERENTIATING INSTRUCTION

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## Reading Study Guide

- ❑ Section 1, p. 55
- ❑ RSG Audio CD

## All Students

- ❑ TAKING NOTES: Outlining, *PE* p. 155
- ❑ More About The Forum, *TE* p. 156; The Roman Senate, *TE* p. 157
- ❑ World Art and Cultures Transparency: AT12, The Forum

## REVIEW AND ENRICH

### Integrate Technology

- ❑ Power Presentations: Lecture Notes, Section 1
- ❑ EasyPlanner Plus CD-ROM
- ❑ Electronic Library of Primary Sources

### Cross-Curricular Connections

- ❑ World Art and Cultures Transparency: AT12, The Forum

## ASSESS

### Content Assessment

- ❑ Section Assessment, *PE*, p. 159
- ❑ Section Quiz, *FA*, p. 88
- ❑ Test Generator CD-ROM
- ❑ Integrated Assessment

### Test-Taking Practice

- ❑ Test Practice Transparencies, TT21
- ❑ Strategies for Test Preparation Book
- ❑ Online Test Practice: [classzone.com](http://classzone.com)

## RETEACH

- ❑ Reteaching Activity, *Unit 2 IDR*, p. 46
The Roman Empire

SECTION CONTENT OBJECTIVES

Students will
- Analyze problems facing the Republic.
- Summarize events leading to creation of the Roman Empire.
- Describe the empire's economy and government.

FOCUS AND MOTIVATE

- Discuss MAIN IDEA: The creation of the Roman Empire transformed Roman government, society, economy, and culture.
- Discuss WHY IT MATTERS NOW: The Roman Empire has served throughout history as a model of political organization and control.

DIFFERENTIATING INSTRUCTION

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- Understanding Julius Caesar, TE p. 162
- IDR Unit 2
  - Guided Reading, p. 27
  - Building Vocabulary, p. 31
  - Reteaching Activity, p. 47
- Reading Study Guide
  - Section 2, p. 57
  - RSG Audio CD
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- Cooperative Learning: Debating Historical Motives, TE p. 161
- IDR Unit 2
  - Guided Reading, p. 27
  - Geography Application: The Roads of the Roman Empire, p. 33
- Geography Transparencies
  - GT6, Expansion of the Roman Empire
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- Drafting a Short Story, TE p. 164
- IDR Unit 2
  - Primary Source: from The Gallic War, p. 35
  - Literature: from Julius Caesar, p. 39
- ELPS
  - “How Cleopatra Charmed Antony”
  - “Wall Inscriptions from Pompeii”
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- Qualities of Roman Life, TE p. 163
- IDR
  - Guided Reading, p. 47
  - Geography Application, p. 52
- RSG (Spanish)
  - Section 2, p. 57
  - RSG Audio CD
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ANCIENT ROME AND EARLY CHRISTIANITY 43
## All Students
- TAKING NOTES: Clarifying, PE p. 160
- More About Rich and Poor Romans, TE p. 164; Pompeii and Mount Vesuvius, TE p. 167
- History Makers: Cleopatra, Unit 2 IDR, p. 42; Julius Caesar, p. 43

## REVIEW AND ENRICH

### Integrate Technology
- Power Presentations: Lecture Notes, Section 2
- EasyPlanner Plus CD-ROM
- Electronic Library of Primary Sources

### Social History
- Life in a Roman Villa, PE p. 166

### Cross-Curricular Connections
- Geography Application: Unit 2 IDR, p. 33
- Geography Transparency: GT6, Expansion of the Roman Empire

## ASSESS

### Content Assessment
- Section Assessment, PE, p. 165
- Section Quiz, FA, p. 89
- Test Generator CD-ROM
- Integrated Assessment

### Test-Taking Practice
- Test Practice Transparencies, TT22
- Strategies for Test Preparation Book
- Online Test Practice: classzone.com

## RETEACH
- Reteaching Activity, Unit 2 IDR, p. 47
SECTION CONTENT OBJECTIVES

Students will
- Summarize the life of Jesus.
- Trace the spread of Christianity in the Roman Empire.
- Analyze Christianity’s appeal.

FOCUS AND MOTIVATE

- Discuss MAIN IDEA: Christianity arose in Roman-occupied Judea and spread throughout the Roman Empire.
- Discuss WHY IT MATTERS NOW: Christianity has spread throughout the world and today has more than a billion followers.

DIFFERENTIATING INSTRUCTION

Struggling Readers
- Creating an Organizational Chart, TE p. 171
- Guided Reading, p. 28
- Building Vocabulary, p. 31
- Reteaching Activity, p. 48

On-level
- IDR Unit 2
  - Guided Reading, p. 28
  - Building Vocabulary, p. 31

Above-level
- Exploring Primary Sources, TE p. 169
- IDR Unit 2
  - Primary Source: from Emperor Galerius’ Edict of Toleration, p. 36

English Learners
- Comparing Religions, TE p. 170
- IDR
  - Guided Reading, p. 48
- RSG (Spanish)
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- RSG Audio CD
- Modified Lesson Plans for English Learners
  - Multi-Language Glossary

NORTH CAROLINA PLANNER

EOC Competency Goals and Objectives
1.02, 1.04, 6.06, 8.02, 8.05
Skills Competency Goals
1.03, 1.05, 1.06
## All Students

- TAKING NOTES: Following Chronological Order, *PE* p. 168
- More About The Life of Jesus, *TE* p. 169; Constantine, *TE* p. 171; Augustine, *TE* p. 172

## REVIEW AND ENRICH

### Integrate Technology
- Power Presentations: Lecture Notes, Section 3
- EasyPlanner Plus CD-ROM
- Electronic Library of Primary Sources

### Cross-Curricular Connections
- Language Arts: Building Vocabulary, *Unit 2 IDR*, p. 31

## ASSESS

### Content Assessment
- Section Assessment, *PE*, p. 172
- Section Quiz, *FA*, p. 90
- Test Generator CD-ROM
- Integrated Assessment

### Test-Taking Practice
- Test Practice Transparencies, TT23
- Strategies for Test Preparation Book
- Online Test Practice: [classzone.com](http://classzone.com)

## RETEACH

- Reteaching Activity, *Unit 2 IDR*, p. 48
CHAPTER 6 Section 4 Lesson Plan

The Fall of the Roman Empire

Students will
• Summarize the decline of the Roman Empire.
• Describe the reforms of Diocletian and Constantine.
• Trace the fall of the Western Roman Empire.

Focus and Motivate
❑ Discuss MAIN IDEA: Internal problems and invasions spurred the division and decline of the Roman Empire.
❑ Discuss WHY IT MATTERS NOW: The decline and fall of great civilizations is a repeating pattern in world history.

Differentiating Instruction

Struggling Readers
IDR Unit 2
❑ Guided Reading, p. 29
❑ Building Vocabulary, p. 31
❑ Reteaching Activity, p. 49

Reading Study Guide
❑ Section 4, p. 61
❑ RSG Audio CD

On-Level
❑ Connections to Economics, TE p. 174
❑ Skillbuilder Practice: Clarifying; Summarizing, TE p. 175
IDR Unit 2
❑ Guided Reading, p. 29
❑ Skillbuilder Practice: Summarizing, p. 32

Above-Level
❑ Connections to Economics, TE p. 174
IDR Unit 2
❑ Primary Source: Dinner with Attila the Hun, p. 37

ELPS
❑ from Agricola; from the Satyricon

English Learners
IDRS
❑ Guided Reading, p. 49
❑ Skillbuilder Practice: Summarizing, p. 51

RSG (Spanish)
❑ Section 4, p. 61
❑ RSG Audio CD

Modified Lesson Plans for English Learners
Multi-Language Glossary
### All Students
- TAKING NOTES: Analyzing Causes and Recognizing Effects, *PE p. 173*
- More About The Germanic Tribes, *TE p. 176; Edward Gibbon, TE p. 177*

### REVIEW AND ENRICH

#### Integrate Technology
- Power Presentations: Lecture Notes, Section 4
- EasyPlanner Plus CD-ROM
- Electronic Library of Primary Sources

#### Different Perspectives
- The Fall of the Roman Empire, *PE p. 177*

#### Cross-Curricular Connections
- Language Arts: Skillbuilder Practice, *Unit 2 IDR, p. 32*

### ASSESS

#### Content Assessment
- Section Assessment, *PE, p. 176*
- Section Quiz, *FA, p. 91*
- Test Generator CD-ROM
- Integrated Assessment

#### Test-Taking Practice
- Test Practice Transparencies, TT24
- Strategies for Test Preparation Book
- Online Test Practice: [classzone.com](http://classzone.com)

### RETEACH
- Reteaching Activity, *Unit 2 IDR, p. 49*
### Rome and the Roots of Western Civilization

**SECTION CONTENT OBJECTIVES**

**Students will**
- Describe the legacy of the Greco-Roman civilization.
- Identify Roman achievements in the arts, sciences, and law.

**DIFFERENTIATING INSTRUCTION**

**Struggling Readers**
- Identifying Characteristics of Roman Culture, *PE p. 181*
- IDR Unit 2
- Guided Reading, p. 30
- Building Vocabulary, p. 31
- Reteaching Activity, p. 50

**Reading Study Guide**
- Section 5, p. 63
- RSG Audio CD

**On-level**
- Science & Technology: The Colosseum, *PE p. 182*
- IDR Unit 2
- Guided Reading, p. 30
- Critical Thinking Transparencies: CT6, Lasting Contributions of Roman Society
- CT42, Chapter 6 Visual Summary

**Above-level**
- Guided Tour of Roman Architecture, *TE p. 179*
- IDR Unit 2
- Primary Source: The Eruption of Vesuvius, p. 38
- Connections Across Time and Cultures: Hellenistic Culture and Roman Culture, p. 44
- Science & Technology: Roman Construction Technology, p. 45

**English Learners**
- IDR
- Guided Reading, p. 50

**RSG (Spanish)**
- Section 5, p. 63
- RSG Audio CD

**Modified Lesson Plans for English Learners**
- Multi-Language Glossary

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ANCIENT ROME AND EARLY CHRISTIANITY 49
## All Students

- TAKING NOTES: Summarizing, *PE* p. 178
- Critical Thinking Transparencies: CT6, Lasting Contributions of Roman Society  
  CT42, Chapter 6 Visual Summary
- World Art and Cultures Transparencies: AT13, Roman painting;  
  AT14, Trajan’s Column

## REVIEW AND ENRICH

### Integrate Technology

- Visual Summary Transparency, CT42
- Power Presentations: Lecture Notes, Section 5
- EasyPlanner Plus CD-ROM
- Electronic Library of Primary Sources

### Cross-Curricular Connections

- Science & Technology: Roman Construction Technology, *Unit 2 IDR*, p. 45
- World Art and Cultures Transparencies:  
  AT13 Roman painting
  AT14 Trajan’s Column

### Analyzing Key Concepts

- Western Civilization, *PE* p. 180

## ASSESS

### Content Assessment

- Section Assessment, *PE*, p. 183
- Section Quiz, *FA*, p. 92
- Test Generator CD-ROM
- Integrated Assessment

### Test-Taking Practice

- Test Practice Transparencies, TT25
- Strategies for Test Preparation Book
- Online Test Practice: [classzone.com](http://classzone.com)

### Struggling Readers

- Test Form A,  
  *FA* pp. 93–97

### On-level

- Test Form B,  
  *FA* pp. 98–102

### Above-level

- Test Form C,  
  *FA* pp. 103–107

### English Learners

- Test Form A,  
  *FA* pp. 93–97
- Form A (Spanish),  
  [classzone.com](http://classzone.com)

## RETEACH

- Reteaching Activity, *Unit 2 IDR*, p. 50