WORLD HISTORY
PATTERNS OF INTERACTION

Tennessee Lesson Plans
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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.

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.

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

TENNESSEE PLANNER

Process Standards
P1, P2, P6, P8, P10, P11, P20, P22, P26, P32, P33, P36, P37

Learning Expectations
1.1, 1.2, 2.2, 3.1, 3.2, 5.1, 5.2, 5.3, 5.5, 5.8, 5.10, 5.9, 6.2

Performance Indicators
1.1.1.a., 1.1.3.a., 1.2.1.a., 1.2.2.a., 1.2.3.a., 2.2.1.a., 3.1.2.a., 3.1.3.a., 3.2.1.a., 3.2.2.a., 3.2.3.a., 5.1.1.a., 5.1.1.b, 5.2.1.a., 5.2.2.a., 5.2.3.a., 5.3.1.a., 5.5.1.a., 5.5.2.a., 5.8.1.a., 5.9.1.a., 5.9.3.a., 5.10.1.b, 6.2.1.a., 6.2.2.a.
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**Reading Study Guide**

| ❑ Section 1, p. 5 | ❑ Connections to Science: Dating Fossils, *TE p. 7* | ❑ Literature: from *The Clan of the Cave Bear*, p. 12 | ❑ Section 1, p. 5 |
| ❑ RSG Audio CD | ❑ Primary Sources: from Lucy, p. 8 | ❑ from “Window on the Stone Age,” p. 11 | ❑ RSG Audio CD |

**All Students**


**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*

**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

**ASSESS**

| ❑ Reteaching Activity, Unit 1 IDR, p. 18 |

**RETEACH**
Humans Try to Control Nature

SECTION CONTENT OBJECTIVES

Students will
- List technological and artistic achievements of the Paleolithic Age.
- Describe the Neolithic Revolution.
- Explain the growth of villages.

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

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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
- Building Vocabulary, p. 4
- Reteaching Activity, p. 20

On-level
- IDR Unit 1
- Guided Reading, p. 3

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
- IDR 5
- Guided Reading, p. 13
- RSG (Spanish)
- Section 3, p. 9
- RSG Audio CD
- Modified Lesson Plans for English Learners
- Multi-Language Glossary

THE PEOPLING OF THE WORLD 5
## 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
- Power Presentations: Lecture Notes, Section 3
- EasyPlanner Plus CD-ROM
- Electronic Library of Primary Sources

### Analyzing Key Concepts
- Civilization, *PE p. 21*

### Cross-Curricular Connections
- Geography Transparencies: GT1, Cities of the Ancient Middle East
- World Art and Cultures Transparencies: AT2, Upper Sumerian Artifacts

## ASSESS
### Content Assessment
- Section Assessment, *PE, p. 23*
- Section Quiz, *FA, p. 7*
- Test Generator CD-ROM
- Integrated Assessment

### Test-Taking Practice
- Test Practice Transparencies, TT3
- Strategies for Test Preparation Book
- Online Test Practice: [classzone.com](http://classzone.com)

### Struggling Readers
- Test Form A, *FA pp. 8–11*

### On-level
- Test Form B, *FA pp. 12–15*

### Above-level
- Test Form C, *FA pp. 16–19*

### 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*
CHAPTER 2
Section 1

City-States in Mesopotamia

INTRODUCE THE CHAPTER

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

❑ Previewsing 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.

TENNESSEE PLANNER

Process Standards
P1, P2, P7, P8, P10, P11, P12, P20, P22, P26, P32, P33, P37

Learning Expectations
1.1, 1.3, 3.1, 3.3, 5.1, 5.2, 5.3, 5.5, 5.8, 5.10, 6.1, 6.2

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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

### Struggling Readers
- Understanding Environmental Problems, *TE* p. 31

### IDR Unit 1
- Guided Reading, p. 21
- Building Vocabulary, p. 25
- Reteaching Activity, p. 40

### Reading Study Guide
- Section 1, p. 13
- RSG Audio CD

### On-level
- Connections Across Time and Cultures: Irrigation Methods, *TE* p. 30

### IDR Unit 1
- Guided Reading, p. 21
- Skillbuilder Practice: Interpreting Maps, p. 5
- History Makers: Mary Leakey, p. 15

### Above-level
- Analyzing Poetry, *TE* p. 32

### IDR Unit 1
- Primary Sources: Assyrian Letters, p. 29
- from *The Code of Hammurabi*, p. 30
- Literature: Proverbs, p. 33; *Gilgamesh*, p. 34

### English Learners
- Understanding Hammurabi’s Code, *TE* p. 33

### IDR
- Guided Reading, p. 17

### RSG (Spanish)
- Section 1, p. 13
- RSG Audio CD

### Modified Lesson Plans for English Learners

### Multi-Language Glossary

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### All Students
- TAKING NOTES: Identifying Problems and Solutions, *PE* p. 29
- More About Sumerian Building Materials, *TE* p. 30; The Ancient City of Ur, *TE* p. 31; Sumerian Gods and Goddesses, Cuneiform Tablets, *TE* p. 32; Sargon of Akkad, *TE* p. 33
- ELPS: from *The Code of Hammurabi*

### Review and Enrich

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

#### Analyzing Primary Sources
- Hammurabi’s Code of Laws, *PE* p. 33

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

### Assess

#### Content Assessment
- Section Assessment, *PE*, p. 34
- Section Quiz, *FA*, p. 20
- Test Generator CD-ROM

#### Test-Taking Practice
- Test Practice Transparencies, TT4
- Strategies for Test Preparation Book
- Online Test Practice: classzone.com

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

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.

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**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**

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All Students

- 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

ASSESS

Content Assessment

- Section Assessment, PE, p. 41
- Section Quiz, FA, p. 21
- Test Generator CD-ROM
- Integrated Assessment

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

Struggling Readers
❑ Indus Valley Cities, TE p. 46
IDR Unit 1
❑ Guided Reading, p. 23
❑ Building Vocabulary, p. 25
❑ Reteaching Activity, p. 42
Reading Study Guide
❑ Section 3, p. 17
❑ RSG Audio CD

On-level
IDR Unit 1
❑ Guided Reading, p. 23
❑ Science and Technology: Early Water Engineering, p. 39

Above-level
❑ River Civilizations, TE p. 48
IDR Unit 1
❑ Science and Technology: Early Water Engineering, p. 39
ELPS
❑ from “Indus Culture”

English Learners
❑ Understanding Specialized Vocabulary, TE p. 45
IDRS
❑ Guided Reading, p. 19
RSG (Spanish)
❑ Section 3, p. 17
❑ RSG Audio CD
Modified Lesson Plans for English Learners
Multi-Language Glossary
### 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

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

**Cross-Curricular Connections**
- Science and Technology: Early Water Engineering, *Unit 1 IDR*, p. 39

### ASSESS

**Content Assessment**
- Section Assessment, *PE*, p. 49
- Section Quiz, *FA*, p. 22
- Test Generator CD-ROM
- Integrated Assessment

**Test-Taking Practice**
- Test Practice Transparencies, TT6
- Strategies for Test Preparation Book
- Online Test Practice: [classzone.com](http://classzone.com)

### RETEACH

- Reteaching Activity, *Unit 1 IDR*, p. 42

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12 Chapter 2, Section 3
CHAPTER 2  
Section 4  

Lesson Plan

River Dynasties in China

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

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.

TENNESSEE PLANNER

Process Standards

P1, P2, P8, P10, P20, P26, P32, P33, P36, P37

Learning Expectations

1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 5.1, 5.2, 5.3, 5.5, 5.6, 5.8, 5.9, 5.10, 6.2

Performance Indicators

1.1.1.a., 1.1.3.a., 1.3.1.a., 1.3.2.a., 2.1.1.a., 2.1.2.a., 2.2.1.a., 3.1.1.a., 3.1.2.a., 3.1.3.a., 3.2.1.a., 3.2.2.a., 3.2.3.a., 3.3.1.a., 4.1.1.a., 4.1.2.a., 4.1.3.a., 5.1.1.a., 5.2.1.a., 5.2.2.a., 5.2.3.a., 5.3.1.a., 5.5.1.a., 5.5.2.a., 5.6.1.a., 5.8.1.a., 5.9.1.a., 5.9.3.a., 5.10.2.c, 5.10.3.a., 5.10.3.b, 6.2.1.a., 6.2.2.a.

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

IDR Unit 1

✓ Guided Reading, p. 24

✓ Building Vocabulary,  
  p. 25

✓ Reteaching Activity,  
  p. 43

Reading Study Guide

✓ Section 4, p. 19

✓ RSG Audio CD

On-level

✓ Connections Across Time and Cultures:  
  Manifest Destiny and the Mandate of Heaven,  
  TE p. 54

IDR Unit 1

✓ Guided Reading, p. 24

Above-level

✓ Chinese Language Groups,  
  TE p. 53

IDR Unit 1

✓ Connections Across Time and Cultures:  
  River Civilizations in the Ancient World,  
  p. 38

ELPS

✓ “Building a Town,”  
  from Shih ching

English Learners

✓ Comparing Cultures,  
  TE p. 52

IDRS

✓ Guided Reading, p. 20

RSG (Spanish)

✓ Section 4, p. 19

✓ RSG Audio CD

Modified Lesson Plans for English Learners

Multi-Language Glossary

TENNESSEE PLANNER

Early River Valley Civilizations 13
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

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

RETEACH

- Reteaching Activity, Unit 1 IDR, p. 43
CHAPTER 3 Section 1

The Indo-Europeans

INTRODUCE THE CHAPTER

CHAPTER OBJECTIVE: Understand how migration and trade spread goods and cultural ideas throughout the ancient world.

- Previewing Main Ideas, PE/TE p. 58
- Time Line Discussion, TE p. 58
- Interpreting the Map, TE p. 59

SECTION CONTENT OBJECTIVES

Students will

- Describe the spread of Indo-Europeans and their language.
- Identify the Hittite empire and effects of its technology on other societies.
- Summarize the Aryan invasion of India and the culture that arose as a result.

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

### 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

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

### IDR Unit 1
- Guided Reading, p. 24

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

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

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

### 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

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

### Multi-Language Glossary

### Review and Enrich

### 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

### Reteach
- Reteaching Activity, Unit 1 IDR, p. 62
# Hinduism and Buddhism Develop

**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.

## Section Content Objectives

**Students will**

- Describe the origins, beliefs, and development of Hinduism.
- Explain the origins, beliefs, and practices of Buddhism.

## Differentiating Instruction

### Struggling Readers

- Understanding the Eightfold Path, *TE p. 69*

### On-level

- Cooperative Learning: Geography and the Spread of Buddhism, *TE p. 70*

### Above-level

- Reading and Restating a Primary Source, *TE p. 67*

### English Learners

- Buddha's Life in Pictures, *TE p. 68*

## Tennessee Planner

- **Process Standards**
  - P1, P2, P10, P14, P20, P26, P32, P37
- **Learning Expectations**
  - 1.1, 2.1, 5.1, 5.3, 5.4, 5.5, 5.6, 5.8, 5.10, 6.1, 6.2
- **Performance Indicators**
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### 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](http://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

World Art and Cultures Transparencies
- AT7 The Palace of Knossos

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

English Learners
- Creating a Board Game, TE p. 75
- IDR
- Guided Reading, p. 26

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

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

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### 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.

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

Reading Study Guide
❑ Section 4, p. 29

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

ELPS
❑ from Genesis and Exodus, King James Bible

English Learners
❑ King Solomon’s Temple, TE p. 81

IDRS
❑ Guided Reading, p. 27
❑ Geography Application, p. 29

RSG (Spanish)
❑ Section 4, p. 29
❑ RSG Audio CD
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 Generator CD-ROM
- 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

RETEACH

- Reteaching Activity, Unit 1 IDR, p. 65
The Egyptian and Nubian Empires

INTRODUCE THE CHAPTER

CHAPTER OBJECTIVE: Analyze the development of the first large empires in Africa and Asia between 1570 B.C. and 200 B.C.

- Previewing Main Ideas, PE/TE p. 86
- Time Line Discussion, TE p. 86
- Interpreting the Map, TE p. 87

SECTION CONTENT OBJECTIVES

Students will

- Understand why the Hyksos were able to invade Egypt.
- Identify key events in the history and decline of Egypt's New Kingdom.
- Describe the Kushite conquest of Egypt.
- Summarize the achievements of Meroë.

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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<th>Above-level</th>
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### All Students

- TAKING NOTES: Following Chronological Order, *PE p. 89*
- 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*

### Assess

**Content Assessment**

- Section Assessment, *PE, p. 94*
- Section Quiz, *FA, p. 52*
- Test Generator CD-ROM
- Integrated Assessment

**Test-Taking Practice**

- Test Practice Transparencies, TT12
- Strategies for Test Preparation Book
- Online Test Practice: classzone.com

### Reteach

- Reteaching Activity, *Unit 1 IDR, p. 84*
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. 72
  - 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**
- IDR Unit 1
  - 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
- IDR
  - 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](http://classzone.com)

## RETEACH

- Reteaching Activity, *Unit 1 IDR, p. 85*
CHAPTER 4 Section 3 Lesson Plan

The Persian Empire

SECTION CONTENT OBJECTIVES

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

TENNESSEE PLANNER

Process Standards
P1, P2, P7, P10, P14, P20, P26, P32, P33, P37

Learning Expectations
1.1, 2.1, 3.1, 3.2, 5.1, 5.3, 5.5, 5.8, 5.10, 5.12, 6.2

Performance Indicators
1.1.1.a., 1.1.3.a., 2.1.1.a., 3.1.2.a., 3.2.1.a., 3.2.2.a., 3.2.3.a., 5.1.1.c., 5.3.1.a., 5.5.1.a., 5.5.2.a., 5.8.1.a., 5.12.1.a., 5.12.2.a., 6.2.1.a., 6.2.2.

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
- IDR
- Guided Reading, p. 33
- RSG (Spanish)
- Section 3, p. 37
- RSG Audio CD

Modified Lesson Plans for English Learners
- Multi-Language Glossary
### All Students
- 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
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

Struggling Readers
❑ Understanding the Analects, TE p. 105

IDR Unit 1
❑ Guided Reading, p. 69
❑ Building Vocabulary, p. 70
❑ Reteaching Activity, p. 20

Reading Study Guide
❑ Section 4, p. 39
❑ RSG Audio CD

On-level
❑ Skillbuilder Practice: Analyzing Causes and Recognizing Effects TE p. 107

IDR Unit 1
❑ Guided Reading, p. 69

Geography Transparencies
❑ GT4, Empires of the World, 1570–202 B.C.

Above-level
❑ IDR Unit 1
❑ Primary Sources: from Intrigues of the Warring States, p. 76
❑ from the Analects by Confucius, p. 77

English Learners
❑ Comparing Large-Scale Projects, IDR p. 108

IDRS
❑ Guided Reading, p. 34
❑ Skillbuilder Practice: Analyzing Causes and Recognizing Effects, p. 35

RSG (Spanish)
❑ Section 4, p. 39
❑ RSG Audio CD
### 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 Generator CD-ROM
- Integrated Assessment

#### Test-Taking Practice
- Test Practice Transparencies, TT15
- Strategies for Test Preparation Book
- Online Test Practice: [classzone.com](http://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](http://classzone.com)

### RETEACH
- Reteaching Activity, *Unit 1 IDR*, p. 87
CHAPTER 5 Section 1

**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.
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<td>❑ More About The Trojan War, <em>TE</em> p. 125; The Legacy of Homer, <em>TE</em> p. 126</td>
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</table>
Warring City-States

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.

DIFFERENTIATING INSTRUCTION

Struggling Readers
- Sparta’s Military State, TE p. 131

IDR Unit 2
- Guided Reading, p. 2
- Building Vocabulary, p. 6
- Reteaching Activity, p. 22

Reading Study Guide
- Section 2, p. 45
- RSG Audio CD

On-level
- Cooperative Learning: Daily Life in Sparta and Athens, TE p. 129

IDR Unit 2
- Guided Reading, p. 2

Geography Transparencies
- GT5, Greek View of the World, 494 B.C.

Above-level
- Judging a Dispute, TE p. 128

IDR Unit 2
- Primary Source: from The History of Herodotus, p. 10

ELPS
- “The Spartan Discipline for Youths”

English Learners
- Difficult Greek Words, TE p. 132

IDRS
- Guided Reading, p. 39

RSG (Spanish)
- Section 2, p. 45
- RSG Audio CD

Modified Lesson Plans for English Learners
Multi-Language Glossary
### ASSESS

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### REVIEW AND ENRICH

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<td>A Husband’s Advice, <em>PE</em> p. 129</td>
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<td>Cross-Curricular Connections</td>
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<td>Electronic Library of Primary Sources</td>
<td>Geography Transparencies: GT5, Greek View of the World, 494 B.C.</td>
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### RETEACH

| Reteaching Activity, *Unit 2 IDR*, p. 22 |                                          |

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**Unit 2**

34 Chapter 5, Section 2
Democracy and Greece’s Golden Age

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
- 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

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.

Tennessee Planner

Process Standards
- P1, P2, P3, P6, P7, P10, P15, P17, P18, P20, P21, P26, P28, P32, P33, P36, P37

Learning Expectations
- 1.1, 1.2, 3.1, 3.2, 3.3, 4.1, 5.1, 5.3, 5.5, 5.8, 5.10, 6.2

Performance Indicators
- 1.1.1.a., 1.1.3.a., 1.2.1.a., 1.2.2.a., 1.2.3.a., 3.1.1.a., 3.1.2.a., 3.1.3.a., 3.2.1.a., 3.2.2.a., 3.2.3.a., 3.3.2.a., 3.3.3.a., 4.1.1.a., 4.1.2.a., 4.1.3.a., 5.1.1.c, 5.1.1.a., 5.5.1.a., 5.5.2.a., 5.8.1.a., 6.2.1.a., 6.2.2.a.
### All Students

- TAKING NOTES: Recognizing Effects, *PE* p. 134
- 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](http://classzone.com)

### RETEACH

- Reteaching Activity, *Unit 2 IDR*, p. 23
# Alexander’s Empire

**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.

**DIFFERENTIATING INSTRUCTION**

<table>
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<th>Struggling Readers</th>
<th>On-level</th>
<th>Above-level</th>
<th>English Learners</th>
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<td>Researching the Life of Alexander the Great, <em>TE</em> p. 144</td>
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<td>Understanding Military Terminology, <em>TE</em> p. 143</td>
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**TEKS**

- P1, P2, P7, P10, P11, P20, P32, P33
- Section 4, p. 49
- RSG Audio CD
- RSG (Spanish)
- Section 4, p. 41
- RSG Audio CD
- Modified Lesson Plans for English Learners
- Multi-Language Glossary
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

RETEACH

❑ Reteaching Activity, Unit 2 IDR, p. 24
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

Struggling Readers
- Words with Multiple Meanings, TE p. 148
- IDR Unit 2
- Guided Reading, p. 5
- Building Vocabulary, p. 6
- Reteaching Activity, p. 25
- Reading Study Guide
- Section 5, p. 51
- RSG Audio CD

On-level
- IDR Unit 2
- Guided Reading, p. 5
- History Makers: Archimedes, p. 19
- Critical Thinking Transparencies
- CT5, Elements of Greek Culture
- CT41, Chapter 5 Visual Summary

Above-level
- Estimating the Earth’s Circumference, TE p. 147
- ELPS
- from “Archimedes’ Engines”

English Learners
- IDR
- Guided Reading, p. 42
- RSG (Spanish)
- Section 5, p. 51
- RSG Audio CD
- Modified Lesson Plans for English Learners
- Multi-Language Glossary

TENNESSEE PLANNER

Process Standards
P1, P2, P10, P20, P26, P32, P37

Learning Expectations
1.1, 1.3, 2.2, 5.1, 5.3, 5.5, 5.8, 5.9, 5.10, 6.2, 6.3

Performance Indicators
1.1.1.a, 1.1.3.a, 1.3.1.a, 1.3.2.a, 2.2.1.a, 5.3.1.a, 5.3.3.a,
5.5.1.a, 5.5.2.a, 5.8.1.a, 5.9.1.a, 5.9.3.a, 5.10.2.a, 6.2.1.a,
6.2.2.a, 6.3.1.a.
### 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.

- Previewsing 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.

### TENNESSEE PLANNER

<table>
<thead>
<tr>
<th>Process Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1, P2, P7, P14, P20, P25, P32, P33, P36, P37</td>
</tr>
</tbody>
</table>

### Learning Expectations

| 1.1, 2.1, 3.1, 3.2, 3.3, 5.1, 5.3, 5.5, 5.8, 5.10, 5.12, 6.1, 6.2 |

### Performance Indicators

| 1.1.a, 1.3.a, 2.1.a, 3.1.a, 3.1.b, 3.2.a, 3.2.b, 5.1.a, 5.3.a, 5.5.a, 5.5.b, 5.8.a, 6.2.a, 8.2.a, 8.2.b, 8.2.c, 8.3.a, 8.10.a, 8.10.b, 8.12.a, 8.12.b, 8.13.a, 8.13.b |

### 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

#### Struggling Readers
- 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

#### On-level
- 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

#### Above-level
- 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”

#### English Learners
- 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
### 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](http://classzone.com)

### RETEACH
- Reteaching Activity, *Unit 2 IDR, p. 47*
# The Rise of Christianity

**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
- IDR Unit 2
- 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)**
- Section 3, p. 59
- RSG Audio CD

**ELPS**
- from the Gospel According to Matthew in the Bible

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**TENNESSEE PLANNER**

**Process Standards**
- P1, P2, P7, P10, P20, P32, P33, P37

**Learning Expectations**
- 1.1, 3.1, 3.2, 5.1, 5.3, 5.4, 5.5, 5.8, 5.10, 5.12, 6.2

**Performance Indicators**
- 1.1.a., 1.1.3.a., 1.2.a., 3.1.2.a., 3.1.3.a., 3.2.1.a., 3.2.2.a., 3.2.3.a., 5.1.1.c, 5.1.1.d, 5.3.1.a., 5.4.1.a., 5.4.2.a, 5.5.1.a., 5.5.2.a., 5.8.1.a., 6.2.1.a., 6.2.2.a.
### 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

### REPEAT 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

SECTION CONTENT OBJECTIVES

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

Above-level
☐ Connections to Economics, TE p. 174

IDR Unit 2
☐ Guided Reading, p. 29
☐ Skillbuilder Practice: Summarizing, p. 32

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

TENNESSEE PLANNER

Process Standards
P1, P2, P3, P5, P7, P8, P10, P11, P12, P15, P16, P20, P32, P33, P37

Learning Expectations
1.3, 2.1, 3.1, 3.2, 5.1, 5.3, 5.5, 5.8, 5.10, 5.12, 6.2

Performance Indicators
1.3.1.a., 1.3.2.a., 2.1.1.a, 3.1.2.a., 3.1.3.a., 3.2.1.a., 3.2.2.a., 3.2.3.a., 3.1.1.d, 3.1.1.c, 3.1.1.b, 5.1.1.b, 5.1.2.a, 5.1.2.a., 5.2.1.a, 5.2.2.a., 5.8.1.a., 5.10.1.b, 5.12.1.a, 5.12.2.a., 6.2.1.a., 6.2.2.a.
### 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, TE 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

FOCUS AND MOTIVATE

- Discuss MAIN IDEA: The Romans developed many ideas and institutions that became fundamental to Western civilization.
- Discuss WHY IT MATTERS NOW: Evidence of Roman culture is found throughout Europe and North America and in Asia and Africa.
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

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

RETEACH

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