<table>
<thead>
<tr>
<th>Essential Question</th>
<th>Essential Vocabulary:</th>
<th>Introduction to the Topic</th>
</tr>
</thead>
</table>
| What defines a civilization? | 1. record  
2. artisan  
3. civilization  
4. specialization  
5. settle/settlement  
6. plentiful | Brainstorm activity about how the early humans lived |

*Words in italics indicate tier 2 words*

<table>
<thead>
<tr>
<th>Suggested Culminating Project</th>
<th>Create an infographic to describe early civilizations and their contributing/impacting factors</th>
</tr>
</thead>
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<thead>
<tr>
<th>Suggested Culminating Project Activities</th>
<th>Read &amp; RESEARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAUNCH:</td>
<td>Identify culminating project product &amp; whether students will work individually or in groups (if in groups, assign roles and tasks so that each student contributes &amp; demonstrates skills learned)</td>
</tr>
<tr>
<td></td>
<td>Learn &amp; practice vocabulary for this week’s lessons</td>
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<tr>
<td></td>
<td>Do close reading of texts to improve comprehension and students’ opportunity to analyze content and structure through multiple interactions</td>
</tr>
</tbody>
</table>

| Progress Checkpoint | Student has identified project & has collected some information to include in project |

<table>
<thead>
<tr>
<th>Reading Texts</th>
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</thead>
<tbody>
<tr>
<td>● Pre-History: When Did Pre-History End? (<a href="http://www.readworks.org/passages/pre-history-when-did-pre-history-end">http://www.readworks.org/passages/pre-history-when-did-pre-history-end</a>)</td>
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<tr>
<td>● Eight Features of a Civilization</td>
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<tr>
<td>● Six-Way Paragraphs in the Content Areas (Introductory)</td>
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<tr>
<td>○ Passage 4 - History: What It Is, What It Means</td>
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<tr>
<td>○ Passage 15 - The Caves of Lascaux</td>
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<tr>
<td>○ Passage 30 - The Fertile Crescent</td>
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<tr>
<td>● (ALTERNATIVE) The Cave Paintings of the Lascaux Cave (<a href="http://www.bradshawfoundation.com/lascaux/">http://www.bradshawfoundation.com/lascaux/</a>)</td>
<td></td>
</tr>
<tr>
<td>● (ALTERNATIVE) France Replicates Prehistoric Paintings from Disputed Cave (<a href="https://newsela.com/articles/cave-recreation/id/8622/">https://newsela.com/articles/cave-recreation/id/8622/</a>)</td>
<td></td>
</tr>
<tr>
<td>Learning Targets</td>
<td>Focus</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Reading/Benchmarks</strong></td>
<td>Understand the concept of main idea and identify it in texts. Identify details or events that support the main idea.</td>
</tr>
<tr>
<td>2 - main idea &amp; supporting details</td>
<td></td>
</tr>
<tr>
<td>3 - explain events in a text</td>
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</tr>
<tr>
<td><strong>Language</strong></td>
<td>Understand what makes a complete sentence and how to use capital letters correctly. Understand that every sentence needs a subject and verb. Recognize incorrect sentence (i.e. fragments and run-ons).</td>
</tr>
<tr>
<td>● CCRS Anchor 1K (complete sentences)</td>
<td></td>
</tr>
<tr>
<td>● CCRS Anchor 2a; 2h (capital letters &amp; spelling)</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>The brainstorm activity that introduces this unit could be paired with the Caves of Lascaux reading to help students understand how the earliest humans lived. It is useful to have some understanding of how early humans were nomadic hunters/gatherers and civilizations began when humans started living together in cities and farming and learning trades.</td>
</tr>
</tbody>
</table>
## Essential Question
What are the “push/pull” factors that influence human migration?

### Essential Vocabulary:
1. migration
2. drought
3. famine
4. climate
5. technology (e.g. tools)
6. artifacts
7. route

*Words in italics indicate tier 2 words*

### Introduction to the Topic
Show your own migration journey on a map

### Suggested Culminating Project Activities

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

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

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

### Reading Texts
- Council for Economic Education - Out of Africa: Early Humans Settle Around the World
- National Geographic - The Human Journey: Migration Routes
- Wordly Wise, Book 5, Lesson 17 - A Harvest of Sand
- Six-Way Paragraphs, Passage 11 - What is Geography?
<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Focus</th>
<th>Suggested Activities to Support Skill &amp; Knowledge Development</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading/Benchmarks</strong>&lt;br&gt;2 - main idea&lt;br&gt;7 - visual information (maps)</td>
<td>Identify main idea of texts. Read and write information on maps.</td>
<td>● Read texts to build background knowledge (NOTE: Include fluency &amp; comprehension activities)&lt;br&gt;● Note content information (eg. draw pictures, complete graphic organizers, take notes, etc)&lt;br&gt;● Write summaries and/or paraphrases of texts&lt;br&gt;● Read mentor texts similar to culminating project expectations (analyze structure and components)&lt;br&gt;● Read texts about how to gather information &amp; complete culminating project (eg. how to do an interview, how to make an infographic, how to search the internet, etc)</td>
<td>Students annotate a map of civilization movement as described in a text.&lt;br&gt;Students annotate a map of their personal movement.</td>
</tr>
<tr>
<td><strong>Language</strong>&lt;br&gt;CCRS Anchor 1f; 1g (verb tenses to convey time and shifts in tense)&lt;br&gt;CCRS Anchor 2h (spelling)</td>
<td>Recognize how to express past time by using past verb forms</td>
<td>Identify the verbs in a text and what time clues they give us as readers.&lt;br&gt;Look for patterns of formation with verbs.&lt;br&gt;Change the verbs in a given section of text so that they express a different time (i.e. change the present verbs to past and the past verbs to present).</td>
<td>Use the past tense to write your personal migration story. Try to include at least 1 “push” or “pull” factor. Proofread paragraph to identify and check for correct verb tense &amp; subject-verb agreement.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td>Teachers are encouraged to check out the resources available for educators through the National Geographic Genographic Project&lt;br&gt;&lt;a href=&quot;https://genographic.nationalgeographic.com/for-educators/&quot;&gt;<a href="https://genographic.nationalgeographic.com/for-educators/">https://genographic.nationalgeographic.com/for-educators/</a>&lt;/a&gt;&lt;br&gt;There are interactive maps showing human migration routes that allow students to learn more about this topic through web-based exploration&lt;br&gt;&lt;a href=&quot;https://genographic.nationalgeographic.com/human-journey/&quot;&gt;<a href="https://genographic.nationalgeographic.com/human-journey/">https://genographic.nationalgeographic.com/human-journey/</a>&lt;/a&gt;&lt;br&gt;Use a world map to have students identify various human migration routes as they read about them in class.</td>
<td></td>
</tr>
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### Essential Question
Where can we see evidence of the influence of ancient civilizations in today’s world? (Ancient Greece)

### Essential Vocabulary:
1. monarchy  
2. oligarchy  
3. democracy  
4. tyrant  
5. reform

*Words in italics indicate tier 2 words

### Introduction to the Topic
Brainstorm adjectives associated with class and democracy

### Suggested Culminating Project Activities
**WRITE & RESEARCH** (Continue activities from previous week as needed)
- Model writing text similar to culminating project expectations (eg. Think-Aloud, etc)
- Read mentor texts that model the writing expected in the culminating project
- Write text(s) for culminating project with appropriate scaffolds and support
- Read additional texts to gather more information as necessary

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

### Reading Texts
- **Architecture: The Parthenon** ([http://www.readworks.org/passages/architecture-parthenon](http://www.readworks.org/passages/architecture-parthenon))
- Wordly Wise, Book 5, Lesson 20 - A Tale of Two Donkeys
- Six-Way Paragraphs, Passage 86 - The Beginnings of Democracy

### Progress Checkpoint
Student’s rough draft of culminating project is complete; may have begun revising and editing
<table>
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<tr>
<td><strong>Reading/Benchmarks</strong>&lt;br&gt;2 - main idea&lt;br&gt;4 - determine word meaning&lt;br&gt;9 - use two texts</td>
<td>Identify main idea in texts. Use context clues to determine word meaning. Gather information from two texts.</td>
<td>● Model writing text similar to culminating project expectations (eg. Think-Aloud, etc)● Read &amp; analyze mentor texts that model the writing expected in the culminating project for comprehension and structure● Infer meaning from context: word parts &amp; their meanings, provide or identify sentences that use the word and other sentences that explain/define the word &amp; model and practice determining meaning● Note content information (eg. draw pictures, complete graphic organizers, take notes, etc)</td>
<td>Write a paragraph to describe the development of the civilizations researched. Include main idea and supporting details. Be sure to explain how the supporting details support the main idea.</td>
</tr>
<tr>
<td><strong>Language</strong>&lt;br&gt;CCRS Anchor 1h; 2h (order adjectives &amp; spelling)&lt;br&gt;CCRS Anchor 3a; 4b (choose words for meaning &amp; Greek/Latin affixes)</td>
<td>Recognize adjectives in a piece of writing. Practice using strong descriptive adjectives in one’s own writing. Begin to understand how the choice of descriptive words contributes to meaning in a text.</td>
<td>Identify the adjectives in a piece of text. Discuss how an author uses specific word choices to shape the meaning of a text. Introduce the difference between denotation and connotation related to word choice. Begin talking about common Greek and Latin roots and affixes. Activities included with the unit materials from <a href="http://www.englishworksheetsland.com/prefix.html">http://www.englishworksheetsland.com/prefix.html</a>To help students begin to understand and recognize some of these roots and affixes, they could look for them in the unit readings.</td>
<td>Write a paragraph with 5-7 complete sentences that describes life in ancient Greece. Proofread to identify and check for correct adjectives and word forms.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td>Begin to explore ways in which early civilizations have contributed to our modern world. For Greece, some suggested examples include helping to shape the modern concept of democracy; the Olympic games; mythology, and AESOP’s fables. Discuss the class structures that were a part of many early civilizations and how ideas about race, gender and class still affect us today.</td>
<td></td>
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</tbody>
</table>
### Essential Question
Where can we see evidence of the influence of ancient civilizations in today’s world? (Ancient Rome)

### Essential Vocabulary:
1. conquer
2. defeat
3. class
4. empire
5. honor (e.g. gods & rulers)
6. rival

*Words in italics indicate tier 2 words*

### Introduction to the Topic
Think-Pair-Share activity
Students discuss with a partner what it means to be conquered, and then share their ideas with the larger group. To add another dimension, half of the class could represent the view of the *conquered* and the other half the *conquerors."

### Culminating Project Activities

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

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

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

### Reading Texts

- *Ancient Rome and Byzantium: The Birth of the Byzantine Empire* ([Link](http://www.readworks.org/passages/ancient-rome-and-byzantium-birth-byzantine-empire))
- *Ancient Rome and Byzantium: Living in Constantinople* ([Link](http://www.readworks.org/passages/ancient-rome-and-byzantium-living-constantinople))
- Optional Text: *Ancient Rome and Byzantium: Julius Caesar* ([Link](http://www.readworks.org/passages/ancient-rome-and-byzantium-julius-caesar))
- Six-Way Paragraphs, Passage 8 - The Roman Army
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| **Reading/Benchmarks**   | Identify main idea in texts. Use context clues to determine word meaning. Gather information from two texts. | - Model writing text similar to culminating project expectations (e.g., Think-Aloud, etc)  
- Read & analyze mentor texts that model the writing expected in the culminating project for comprehension and structure  
- Infer meaning from context: word parts & their meanings, provide or identify sentences that use the word and other sentences that explain/define the word & model and practice determining meaning  
- Note content information (e.g., draw pictures, complete graphic organizers, take notes, etc) | If students have created infographics for different civilizations, have them write a paragraph to compare two civilizations that they read about in their gallery walk. |
| **Language**             | Recognize prepositions of time and place in a piece of writing. Understand what makes a prepositional phrase and comma use when a prepositional phrase is used as the introductory phrase in a sentence. | Identify prepositions of time and place in a piece of text.                                                                 | Write a paragraph that analyzes the migration of two civilizations over time. Proofread to identify & check/correct the prepositions of time and place. |
| **Content**              | Begin to explore ways in which early civilizations have contributed to our modern world.  
Continue working with Greek and Latin roots and affixes. | | |