

GRADE 7

ERA 1 The Beginnings of Human Society

Essential Questions:

- What do we know about early humans?
- In what ways did humans develop tools to help control their environment?
- How do geography, climate, and other natural factors affect human life?
- How might the availability or scarcity of different resources affect cultural development?
- What can we learn from studying early human society that helps us to understand events/issues today?

Content Standards	Performance Standards	Benchmarks	Instructional Strategies	Resources	Evidence of Learning
<p><u>History Standard 1</u> The biological and cultural processes that gave rise to the earliest human communities.</p> <p>1A The student understands how human communities populated the major regions of the world and adapted to a variety of environments.</p> <p><u>Geography Standard 1</u> The student understands the characteristics, distribution and migration of human populations on earth’s surface.</p> <p><u>History Standard 2</u> The processes that led to the emergence of agricultural societies around the world.</p> <p>2A History Standard The student understands how and why humans established settled communities and experimented with agriculture.</p>	<p>Evaluate major debates among historians</p> <p>Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.</p> <p>Analyze cause and effect relationships.</p> <p>Identify the causes and effects of migration streams out of Africa and into Eurasia</p> <p>Analyze cause and effect relationships</p> <p>Draw upon visual sources</p>	<p>Analyze theories regarding the emergence of modern human beings and the process by which they migrated to other major world regions.</p> <p>Compare the way of life of hunter-gatherer communities in Africa, the Americas, and western Eurasia and explain how such communities in different parts of the world responded creatively to local environments.</p> <p>Analyze possible links between environmental conditions associated with the last ice age and changes in the economy, culture, and organization of human communities.</p> <p>Explain migration streams over time.</p> <p>Identify areas in SW Asia and the Nile Valley where farming probably began and analyze the environmental and technological factors that made farming possible.</p>	<p>Teacher instructs and models:</p> <p>Historical Inquiry: What happened? When did happen? Where did it happen? Why was it significant? What changed over time as a result? How were people’s lives changed?</p> <p>Employing the habits of mind of an historian: Summarizing Drawing inferences Comparing and contrasting Drawing upon visual sources Determining fact from theory Extracting data from maps and charts Determining which are important details</p>	<p>Textbooks as available</p> <p>Maps as appropriate</p> <p>World History Time Line</p> <p>Cave paintings</p> <p>Hieroglyphics</p> <p>Cuneiform writing</p> <p>Drawings and photos of pyramids and ziggurats</p> <p>Excerpts from <i>Epic of Gilgamesh</i></p>	<p>Scaffolding Activities: Timeline tracing the physical development of human population. Create a map demonstrating how physical features, climate, and resources determine where people settled. Daily entries in Social Studies Notebook which might include: Daily reflection using choice of stems such as “I think,” “I wonder,” “I am reminded of...” <i>What made a particular geographic location advantageous for different groups of peoples? (hunter-gatherers, pastoral, agrarian, urban, etc.)</i> <i>What are the challenges and benefits of urbanization?</i> <i>What is happening today in the lands studied?</i> Culture Study: <i>What was the culture of earliest men? What were their values? What do we learn from their art?</i> <i>What contributions to art, architecture and technology did the early civilizations make?</i> <i>What evidence do we have to characterize different peoples and their values?</i></p> <p>Activities and Projects: Role-play: <i>Pretend you are a member of a hunter-gather society. Choose a role and list their activities.</i> Paleolithic Tool Kit <i>List/draw what might be a Paleolithic tool kit and explain the possible uses of</i></p>

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<p><u>Geography Standard 2</u> The student understands the processes, patterns, and functions of human settlement.</p> <p>2B History Standard The student understands how agricultural societies developed around the world.</p> <p><u>Geography Standard 3</u> The student understands how human actions modify the physical environment</p>	<p>Identify and describe settlement patterns and the factors involved in the development of cities. Also analyze the ways in which both the landscape and society would change as a consequence of concentrated settlements</p> <p>Compare and contrast differing behaviors and Institutions</p> <p>Analyze the environmental consequences of people changing the physical environment. Evaluate the ways in which technology influences human capacity to modify the physical environment.</p>	<p>Infer from the archaeological evidence what people’s life was like. (technology and social organization).</p> <p>Identify areas in Southwest Asia and Nile valley where early farming communities probably appeared and analyze the environmental and technological factors that made possible experiments with farming in these regions</p> <p>List and define major urban and agriculture settlements. Describe the kinds of settlements that existed before cities emerged. Explain the geographic regions for the world’s first cities. List and explain the reasons why people would choose to change from a dispersed rural settlement to a concentrated urban settlement. Describe and explain how changes in the landscape would occur with urban growth.</p> <p>Analyze differences between hunter-gather and agrarian communities in economy, social organization and quality of living.</p>		<p>Suggested Books for <u>History Circles</u>:</p> <p><b><i>Stone Age Sentinel</i></b> Ferus Fleming</p> <p><b><i>Dar and the Spear Thrower</i></b> Marjorie Cowley</p> <p><b><i>Boy of the Painted Cave</i></b> Justin Denzel</p> <p><b><i>Stone Age News</i></b> Fiona MacDonald</p> <p><b><i>Cleopatra, Daughter of the Nile</i></b> Kristiana Gregory</p> <p><b><i>The Golden Goblet</i></b> Eliose McGraw</p> <p><b><i>Tutankhamun</i></b> Robert Green</p>	<p><i>each implement.</i></p> <p>Using ARTIFACTS/pictures: <i>Imagine what materials you might need to find to write symbols: cuneiform, hieroglyphic</i> Create a “T” chart and debate: <i>Which is the better area for a hunter-gatherer; Asia or Africa?</i> <i>Which is it better to be: a farmer or a hunter – gatherer?</i></p> <p>History Circles: Students discuss their independent reading books on early human society and what they are learning. Students share within their groups.</p> <p>Outline of an Argument: <i>Using historical evidence in drawings and writing, describe the ways in which hunter-gatherers lived together in communities? What do we know about their lifestyle? How reliably do we know it?</i></p> <p>Assessments: Writing on Demand: (in-class essay simulating State Writing Assignment): <i>Write an informative essay on what you consider the three most serious obstacles which early man had to overcome in order to survive. Be sure to include how they met what you considered their most basic needs. Use all your techniques for good writing.</i></p>

GRADE 7

ERA 2 Early Civilizations and Emergence of Pastoral Peoples 4000-1000 BCE

Essential Questions:

- How did geography influence the location and development of city-states?
- What is the legacy to us today from each of the civilizations studied and what helps us understand events/issues today?
- How is trade important to the development of civilization?
- What unforeseen effects may arise from the development of new technologies?
- What have we learned from studying this period of history?

Content Standards	Performance Standards	Benchmarks	Instructional Strategies	Resources	Evidence of Learning
<p><u>History Standard 1</u> The major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt, and the Indus Valley.</p> <p>1A The student understands how Mesopotamia, Egypt, and the Indus valley became centers of dense population, urbanization, and cultural innovation in the fourth and third millennia BCE</p> <p><u>Geography Standard 1</u> The student understands how to use mental maps to organize information about people, places, and environments in a spatial context.</p> <p><u>History Standard 2</u> How agrarian societies spread and new states emerged in the third and second millennia BCE.</p>	<p>The student can compare and contrast differing sets of ideas, values, and institutions.</p> <p>Identify the locations of certain physical and human features and events on maps and globes and answer related geographic questions.</p>	<p>List and describe the environmental effects of agriculture. Identify, list and evaluate the significance of major technological innovations that have been used to modify the physical environment (fire, plow, work animals).</p> <p>Identify the locations of culture hearths.</p> <p>Analyze and explain how the natural environments of the Tigris, Euphrates, Nile and Indus shaped the early development of civilization.</p> <p>Compare Mesopotamia, Indus Valley and Egyptian social hierarchies, occupational specialization and gender roles in their urban development.</p> <p>Compare writing forms in the three civilizations and how they shaped political, legal, religious, and cultural life.</p> <p>Compare religious and ethical belief systems and how they legitimized political and social order.</p>	<p>Historical Inquiry: What happened? When did it happen? Where did it happen? Why was it significant? What changed over time as a result? How were people’s lives changed? Where are we ‘now’ in history? Where have we “been”?</p> <p>Teacher instructs and models: Distinguishing between past and present Establishing chronology Understanding cause and effect Analyzing the role and importance of myths in cultures Comparing and contrasting differing sets of ideas</p>	<p>Textbooks Atlases Political and Physical Maps World History Time Lines Primary Source Documents; Ten Commandments Code of Hammurabi History Circles: <i>Growing up in Ancient China</i> Ken Teague <i>The Great Wall</i> Leonard Fisher The Ch’lin Purse Linda Fang <i>The Terra Cotta Army of Emperor Q’in</i> Caroline Lazo <i>Empress of China Wu Ze Tian</i> Ching-an <i>Growing Up in Ancient Greece</i> Chip Chelepi</p>	<p><i>Using pictures and historical resources consider how the invention such as the following would change people’s lives in the early civilizations: plow, work animals, weaving loom, pottery kiln.</i></p> <p><i>What contributions to art, architecture and technology did the early civilizations make?</i></p> <p><i>What evidence do we have to characterize different peoples and their values?</i></p> <p>Graphic Organizers: Venn Diagram for comparing and contrasting T-Chart for developing evidence Challenges and benefits of urbanization</p> <p>Culminating Project: Investigations Page (Egyptian way of life): Each student picks one item of interest about ancient Egypt: religion, farming, cloth making, government, costuming, wig-making and make-up, jewelry, rites for the dead, mummification process, pyramids, etc. Each student then researches and creates a “page” (two 8 ½ by 11 sheets), which features art, information, graphs, charts, textboxes, etc.</p>

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ERA 2 Early Civilizations and Emergence of Pastoral Peoples 4000-1000 BCE

Content Standards	Performance Standards	Benchmarks	Instructional Strategies	Resources	Evidence of Learning
<p>2A The student understands how civilization emerged in the third and second millennia BCE.</p> <p>2B The student understands how new centers of agrarian society arose in the third and second millennia BCE.</p> <p><u>History Standard 3</u> The political, social, and cultural consequences of population movements and miniaturization in Eurasia in the second millennium BCE.</p> <p>3A The student understands how population movements from western and Central Asia affected peoples of India, Southwest Asia, and the Mediterranean region.</p> <p>3B The student understands the social and cultural effects that miniaturization and the emergence of new kingdoms had on peoples of Southwest Asia and Egypt in the second millennium BCE.</p>	<p>Analyze cause and effect relationships.</p> <p>Formulate historical questions</p> <p>Analyze cause and effect relationships.</p> <p>Draw on visual sources.</p> <p>Analyze multiple causation.</p> <p>Provide evidence of antecedent circumstance.</p> <p>Analyze multiple causation.</p>	<p>Assess the uses and significance of bronze tools, weapons and luxury goods.</p> <p>Infer from written and archaeological evidence what Chinese urban societies were like and compare them to those in Mesopotamia and the Indus Valley.</p> <p>Describe the relationship between the development of plow technology and the emergence of agrarian societies in Southwest Asia, the Mediterranean basin and temperate Europe.</p> <p>Infer from the evidence of stone building at megalithic sites such as Stonehenge, the emergence of complex agrarian societies in temperate Europe.</p> <p>Define pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.</p> <p>Analyze the origins of the Aittite people and their empire and assess their achievements.</p> <p>Describe the spread of Egyptian power and assess the factors that made it possible.</p>	<p>Drawing comparisons across regions and across eras</p> <p>Hypothesize influences of the past</p> <p>Reconstruct patterns of historical succession and duration</p> <p>Interpreting and creating time lines</p> <p>Analyzing different religions/philosophies and their value systems</p> <p>Summarizing key events or ideas</p> <p>Analyzing cause and effect</p> <p>Making connections</p> <p>Considering multiple perspectives</p> <p>Identifying problems and issues</p>	<p><i>Spend a Day in Ancient Greece</i> Linda Honan</p> <p>Teacher Resources: <i>National Standards for History: Basic Edition</i></p> <p>Bring History Alive? <i>A Sourcebook for Teaching World History</i> <i>Many Sides: Debate Across the Curriculum</i> Sinder et al, IDEA Books <i>The Social Studies Teacher's Book of Lists</i> Ronald Partin, Jossey-Bass Publishing</p> <p>McDougal Little CD-ROM: The Parthenon Athens: Golden Age Greeks: In Search of meaning History through Art and Architecture</p> <p><i>Ipegenia in Aulus</i> by Euripides as adapted by Albert Cullin in <i>Greek and Roman Plays for Intermediate Grades</i> Fearon Publishing</p>	<p>Scrapbook: Mesopotamia: Each student creates a scrapbook about ancient Mesopotamia. There should be a page for physical features, geographic location, historical background, religion, language, customs, important people and other aspects of culture.</p> <p>Oral Report: "A day in the life of...": Students report on the various daily lives and lifestyles, concerns and activities of the following people in Ancient Egypt such as: Priest, embalmer's assistant, pharaoh, farmer, wigmaker, pyramid builder/engineer, pyramid builder/slave, perfume maker, stone mason, household slave child, princess, weaver, funeral bargeman, scribe, jewelry maker, hieroglyph painter, musician</p> <p>Scaffolding Activities: Daily entries in Social Studies Notebook which might include: Stems for reading such as "I think," "I wonder," Connections to today <i>In what ways have these peoples made "progress" over earlier civilizations?</i></p> <p>On-going Historical Time Line</p> <p>Geography Study: What features of climate and geography do farmers need? Why were rivers vital to early civilization?</p>

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ERA 2 Early Civilizations and Emergence of Pastoral Peoples 4000-1000 BCE

Content Standards	Performance Standards	Benchmarks	Instructional Strategies	Resources	Evidence of Learning
<p>3C The student understands the development of new cultural patterns in northern India in the second millennium BCE</p> <p><u>History Standard 4</u> Major trends in Eurasia and Africa from 4000 to 1000 BCE.</p>	<p>Draw upon visuals sources.</p> <p>Hypothesize the influence of the past.</p> <p>Consider multiple perspectives.</p> <p>Draw comparisons across eras and regions.</p>	<p>Infer from archaeological and geographic source why Indo-Aryan-speaking groups moved from Central Asia into India beginning in the second millennium.</p> <p>Analyze possible causes for the declining and collapse of Indus Valley Civilization.</p> <p>Explain the various criteria that have been used to define civilization and the differences between civilizations and other forms of social organization (hunter-gatherers, Neolithic agricultural societies, and pastoral nomadic societies).</p>	<p>Making Connections</p> <ul style="list-style-type: none"> <li>Government (Era 2 &amp; 3)</li> <li>Economic</li> <li>Religious</li> <li>Military/defense</li> <li>Cultural</li> <li>Geographical</li> <li>Technological</li> <li>Architecture</li> <li>Communication</li> <li>Arts</li> <li>Education</li> <li>Leisure activities</li> <li>Links to present</li> </ul>	<p><i>The Classical Companion</i> by Charles and Rosalie Baker</p>	

GRADE 7

ERA 3 Classical Traditions, Major Religions, and Giant Empires 1000 BCE-300

Essential Questions:

China Grade 7 - Greece & Rome Grade 8

- What do epics in legends and myths tell us about the beliefs and values of a people?
- How do historians use myths and legends in describing ancient civilizations?
- What is a lost civilization?
- Why are early civilizations like the Indus, Etruscans or Minoans considered lost?
- How do the institutions of Classical civilization continue to influence our lives today?
- Why is religion a major unifying factor in ancient, as well as, present times?
- What aspect of ancient science, mathematics, and technologies do we still utilize today?
- How did the three major Asian religions help to shape Indian civilization?
- Why did the major religions spread?
- What effect did nomadic peoples have on established civilizations?
- Why were the barbarian hordes able to successfully have strong empires?

Content Standards	Performance Standards	Benchmarks	Instructional Strategies	Resources	Evidence of Learning
<p><u>History Standard 1</u> Innovation and change 1000-600 BCE: horses, ships, iron, and monotheistic faith</p> <p>1A The student understands the emergence of Judaism and the historical significance of the Hebrew kingdoms.</p> <p><u>History Standard 2</u> The emergence of Aegean civilization and how interrelations developed among peoples of the eastern Mediterranean and Southwest Asia, 600-200 BCE.</p> <p>2A The student understands the achievements and limitations of the democratic institutions that developed in Athens and other Aegean city-states.</p>	<p>Reconstruct patterns of historical succession and duration</p> <p>Compare and contrast differing sets of ideas, values, and institutions.</p> <p>Appreciate historical perspectives</p>	<p>Compare conditions in which civilizations developed in Southwest Asia, Nile Valley, India, China, and Eastern Mediterranean and analyze ways in which the emergence of civilization represented a decisive transformation in human history.</p> <p>Explain the development of the Jewish Kingdoms and analyze how the Jews maintained religious and cultural traditions despite the destruction of these kingdoms.</p> <p>Compare Athenian democracy with the military aristocracy of Sparta.</p> <p>Explain hierarchical relationships within Greek society and analyze the civic, economic, and social tasks that men and women of different classes performance.</p>	<p>Themes and Cognitive Focus</p> <p>Understanding the growth of empires: Rome, China, India</p> <p>Historical Inquiry: <i>What happened?</i> <i>When did it happen?</i> <i>Where did it happen?</i> <i>Why was it significant?</i> <i>What changed over time as a result?</i> <i>How were people's lives changed?</i></p>	<p>Textbooks &amp; Maps Primary Source Documents:</p> <p>Greek Myths Excerpts from doctrines of: Confucius Taoists Greek myths</p> <p>Suggested sources for Greek Myths: <b>The Greek Myths</b>, Mary Pope Osborne, Scholastic Publishing</p> <p>Legends of Rome: (Aeneid and Romulus and Remus)</p> <p>India: Legend of Savitri</p> <p>China: Legend of Mu Lan</p>	<p>Map Study: Physical maps of Greece, China, India, Middle East Map of the empire of Alexander the Great Map of where the Great Wall of China stood/identify the physical barriers?</p> <p>Culture Study: What features did the ancient cultures of India and China have? What part did religion play in forming those cultures? How did empires impact the spread of cultures? What are the characteristics of Hellenism?</p> <p>Time line showing all the events, inventions, dynasties, empires of this time</p>

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ERA 3 Classical Traditions, Major Religions, and Giant Empires 1000 BCE-300

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<p>2B The student understands the major cultural achievements of Greek civilization</p> <p><u>History Standard 3</u> The major religions and large scale empires arose in the Mediterranean basin, China, and India, 500 BCE-300 CE.</p>	<p>Reconstruct patterns of historical successions and duration.</p> <p>Analyze cause and effect relationships, etc.</p>	<p>Describe the changing political institutions of Athens in the 6<sup>th</sup> and 5<sup>th</sup> Centuries BCE and analyze the influence of political thought on public life.</p> <p>Analyze how Roman unity contributed to the growth of trade among the lands of the Mediterranean basin and assess the importance of Roman commercial connections by land or sea with Sub-Saharan Africa, India, and East Asia.</p>	<p>Wheel of Civilization Government Economic Religious Military/defense Cultural Geographical Technological Architecture Communication Arts Education Leisure activities Links to present day</p> <p>Principles of Learning Accountable talk Clear expectations Apprenticeship Critical thinking</p>	<p>Excerpts from <i>Four Noble Truths</i></p> <p>History Circles: Detectives in Togas Henry Winterfield</p> <p><b><i>Mystery of the Roman Ransom</i></b> Henry Winterfield</p> <p><b><i>Growing Up in Ancient Rome</i></b> Mike Corbishley</p> <p><i>The Roman Record</i> Paul Dowswell</p> <p><i>Roman News</i> Andrew Langley</p> <p>Teacher Resources: <b><i>City, David Macauley</i></b></p>	<p>Jigsaw the reading of various Greek myths (Phaeton and Helios, Minerva and Arachne, Echo and Narcissus, Ceres and Proserphina are some good suggestions). As a class chart the information gained about the Greek gods. <i>What are the gods like? What did the myths explain about natural phenomena?</i></p> <p>Summarizing Chart of Core Beliefs of Major Religions: Code of Hammurabi Ten Commandments Confucian teachings Buddhist teachings Taoist teachings</p> <p>Compare and contrast the kinds of writing, which were developing at this time. <i>How do they compare with those we have already studied?</i></p> <p>Create a “T” chart and/or debate: <i>Which is it better to be: a citizen of Athens or a citizen of Sparta?</i>”</p> <p>Create a 3-Column Chart and Debate: A modern school issue or problem from the point of view of a Confucianist, Taoist, Buddhist, or Legalist.</p> <p>Products: Writing on Demand: (In-class writing assignment modeled on the State Assessment): Myths and stories are an important part of cultures. Retell a myth or story from your family or culture that helps to show either values or explain something in nature and explain why it is one you would hand on to your own children.</p>
<p>3A The student understands the causes and consequences of the unification of the Mediterranean basin under Roman rule.</p>	<p>Interrogate historical data.</p> <p>Appreciate historical perspectives</p>	<p>Evaluate the major legal, artistic, architectural, technological and literary achievements of the Romans and the influence of Hellenistic cultural traditions on Roman Europe.</p> <p>Describe the lives of Jesus and Paul and explain the fundamental teachings of Christianity.</p> <p>Analyze how Christianity spread widely in the Roman Empire.</p>			
<p>3B The student understands the emergence of Christianity in the context of the Roman Empire.</p>	<p>Appreciate historical perspectives</p> <p>Analyze multiple causation.</p>				
<p>3C The student understands how China became unified under the early imperial dynasties.</p>	<p>Analyze historical perspectives</p> <p>Appreciate historical perspectives</p>	<p>Assess the significance of the development of early Chinese dynasties and their contributions. (such as the Mandate of Heaven, literary, artistic, technological, and political achievements).</p>			
<p>3D The student understands religious and cultural developments in India in the era of the Gangetic states and the Mauryan Empire.</p>	<p>Draw upon visual, literary and musical sources.</p> <p>Compare and contrast differing sets of ideas.</p> <p>Interrogate historical data.</p>	<p>Analyze the commercial and cultural significance of the trans-Eurasian silk roads in the periods of the Han and Roman Empires.</p> <p>Describe the life of Confucius and explain comparatively the fundamental teachings of Confucianism and Daoism</p>			

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Content Standards	Performance Standards	Benchmarks	Instructional Strategies	Resources	Evidence of Learning
<p><u>History Standard 4</u> The development of early agrarian civilizations in Mesoamerica.</p> <p><u>History Standard 5</u> Major global trends from 1000 BCE-300 CE.</p> <p>Geography Standards</p> <p>1 The student understands the processes, patterns, and functions of human settlement.</p> <p>2 The student understands how human actions modify the physical environment.</p> <p>3 The student understands how physical systems affect human systems.</p>	<p>Appreciate historical perspectives.</p> <p>Analyze cause and effect relationships.</p> <p>Analyze multiple causation.</p> <p>Analyze cause and effect relationships.</p> <p>Formulate historical questions.</p> <p>Interrogate historical data</p> <p>Analyze the importance of ideas.</p>	<p>Explain the major beliefs and practices of Brahmanism and how they eventually evolved into Hinduism; also describe the life and teachings of Buddhism.</p> <p>Analyze how Buddhism spread in India, Ceylon (Sri Lanka) and central Asia.</p> <p>Analyze the relationship between maize cultivation and the development of complex societies in Mesoamerica.</p> <p>Interpret archaeological evidence for the development of Olmec civilization in the second and first millennia BCE.</p> <p>Define the concepts of “classical civilizations” and assess the enduring importance of ideas, institutions, and art forms that emerged in the classical periods.</p> <p>Analyze the significance of military power, state bureaucracy, legal codes, belief systems, written languages, and communications and trade networks in the development of large Regional empires.</p> <p>Explain the significance of Greek or Hellenistic ideas and cultural styles in the history of the Mediterranean basin, Europe, Southwest Asia, and India.</p>			<p>Connections: Choose 2 of the following possible everyday experiences and respond to it as the teachings of one of the above religions/code of ethics/philosophies would suggest:</p> <p>You find money</p> <p>You catch a friend taking something from someone else’s locker/backpack</p> <p>You got a bad grade on a major test</p> <p>You are about to have a confrontation with someone</p> <p>Culminating Project:</p> <p>Time-Travel Log: With a series of partners, create a travelogue for a journey back in time to a specific time and place, one of the civilizations we have studied this era. Using posters, maps and any other visuals, explain to the class the ways in which the people lived and tell about what life was like. Focus on the many facets of the “Wheel of Civilizations.”</p> <p>A Suggested Activity to Extend Learning: Take parts in reading aloud the play <i>Iphigenia in Aulis</i> by Euripides as adapted by Albert Cullin in <i>Greek and Roman Plays for Intermediate Grades</i>, Fearon Publishing. <i>What does the play tell us about the Greeks and what is important to them?</i></p>

