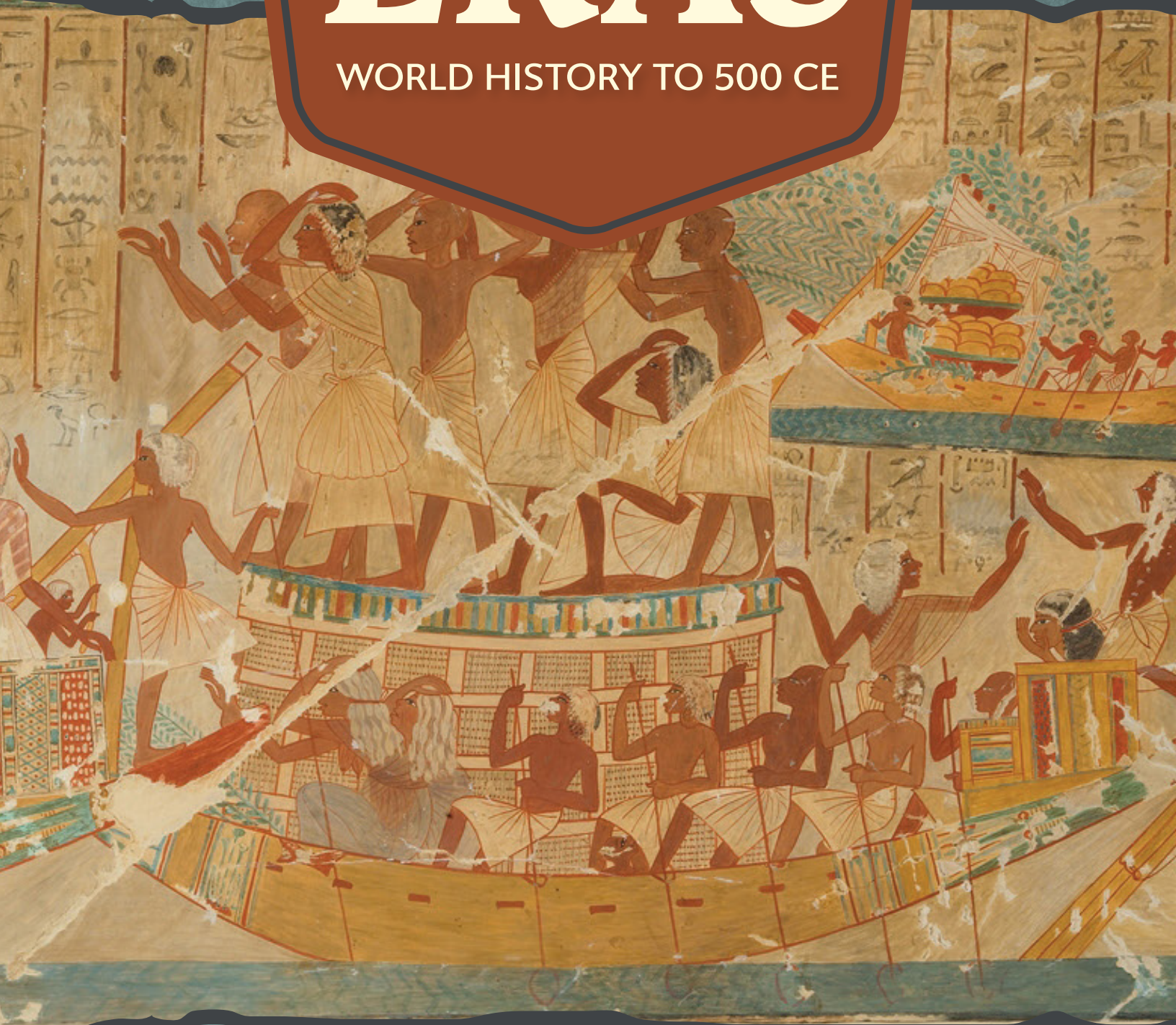


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WORLD HISTORY TO 500 CE



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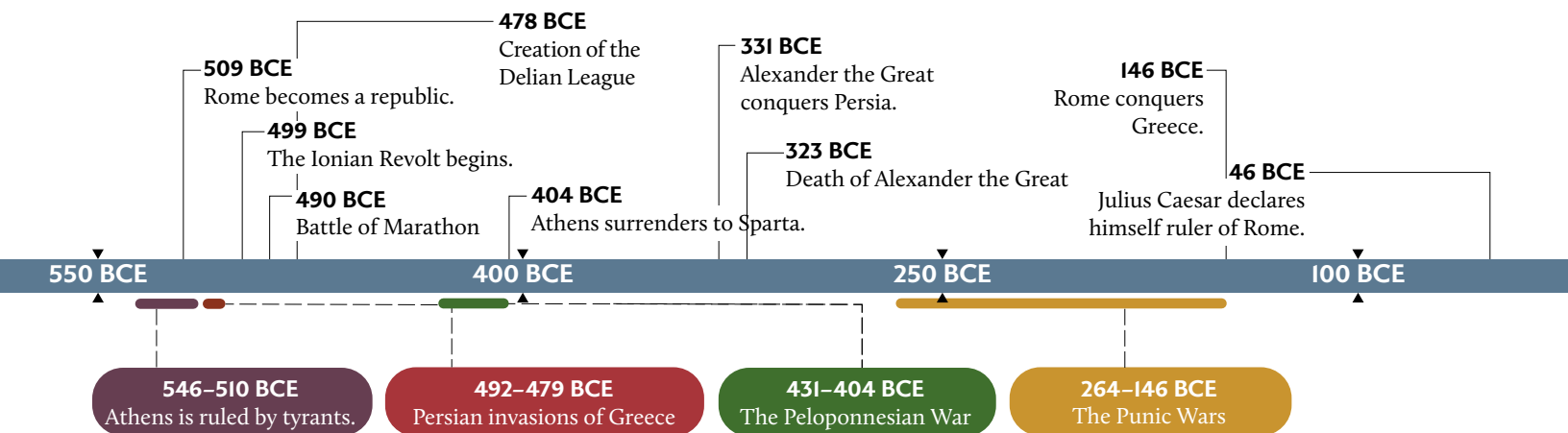
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The Greco-Roman World



Essential Question?

How did Greek and Roman culture shape life in the Mediterranean world?

Lesson 1

City-States
Form in Greece

Lesson 2

The Spread of
Greek Culture

Lesson 3

Early Rome

Lesson 4

The Roman Empire

The Roman Forum, located in the heart of ancient Rome, used to look like this. What shapes and features do you notice in the architecture and design of these buildings?



27 BCE
Caesar Augustus is named first emperor of Rome.

117 CE
The Roman Empire reaches its height.

192 CE
Roman Emperor Commodus is assassinated.

313 CE
The Edict of Milan legalizes Christianity in the Roman Empire.

330 CE
Constantinople is founded as Rome's eastern capital.

395 CE
The Roman Empire is divided into eastern and western empires for the final time.

79 CE
Mt. Vesuvius erupts, destroying the city of Pompeii.

27 BCE–180 CE
The Pax Romana

306 CE
Constantine becomes emperor of Rome.

476 CE
The Western Roman Empire falls.

The Spread of Greek Culture



Summarize the Text

Sometimes an audience will want a summary to be short and to the point. They want to know the most important elements of the text, but not necessarily the smaller details.

As you read this lesson, take notes on the main idea and important points. Then imagine you are on an elevator with a partner. While the elevator travels to the top floor, you have one minute to verbally summarize the lesson. What details will you mention? What details will you leave out?



This mosaic of Alexander the Great was found in the Roman city of Pompeii, which was destroyed by a volcanic eruption in 79 CE. The conquests of Alexander the Great spread Greek culture across Southwest Asia.

North of Greece, the Macedonians noticed how weak the Greek city-states had become following the Peloponnesian War. For a long time, farming villages dotted the rugged countryside of Macedonia. Similar to the city-states of Greece, the Macedonians were not a united nation. However, in 357 BCE, King Philip II united all of Macedonia into one strong civilization. Once he had conquered the regions neighboring Macedonia, he planned to expand his control eastward toward Persia. Yet it was his son, Alexander, who conquered the Persian Empire and spread Greek culture throughout Southwest Asia and as far east as northern India.

Learning Goals

- I can analyze the rise of Macedonia.
- I can explain how Alexander the Great conquered Anatolia, Egypt, and Southwest Asia.
- I can describe the art and architecture of the Hellenistic world.
- I can identify ways that Greek ideas influenced civilizations during the Hellenistic era and today.

Key Terms

assassinate
circumference
corrupt
hostage
logic
philosophy
Stoicism

The Rise of Macedonia

Philip II was furious that the Persians had invaded Macedonia on their way to Greece. He also greatly respected Greek culture, and he wanted to restore the city-states to their former glory under his rule. After securing areas north of Greece, Philip began invading Greek cities. Some fought back, but others quickly surrendered to Philip's army. His plan was to use the Greek army to invade Persia. However, he was **assassinated** at his daughter's wedding before he could carry out this plan.

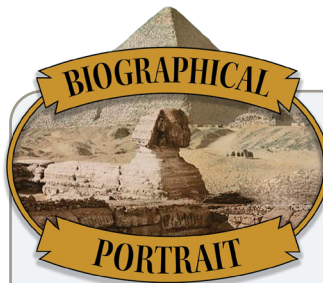
Alexander the Great

After his death, Philip's son, Alexander, became king of Macedonia. He was only 20 years old when he became king, but he already had experience leading some of his father's military campaigns. Like his father, he wanted to make Greece a strong power once again. He also wanted to create a new empire that extended across Southwest Asia.

Alexander had been a student of the Athenian philosopher Aristotle. He was familiar with **philosophy**, science, and literature. Philosophy is the study of truth, knowledge, and the meaning of life. As a student, Alexander studied history, learning about great rulers of the past. When he became a ruler, he modeled his behavior after these famous rulers, including Cyrus the Great of Persia.

Alexander was also a great military leader. He commanded armies when he was just a teenager, helping his father win many battles. In fact, in his whole life, Alexander never lost a battle. Because of his military achievements and his reputation as a good leader, Alexander came to be known as "Alexander the Great."

The Expansion of Macedonia Under Philip II



Aristotle

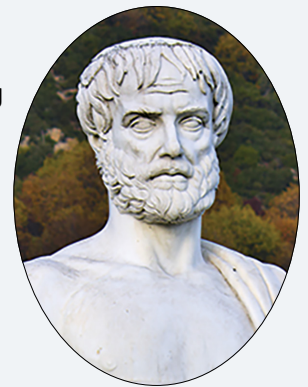
382–322 BCE

Aristotle was a Greek scientist and philosopher. He studied under the famous Greek thinker Plato.

Aristotle created a library in Athens at a school called the Lyceum. He was so respected he even served as the personal tutor of Alexander the Great.

Aristotle studied many different subjects, including biology, chemistry, history, politics, and writing. Historians believe Aristotle wrote more than 200 works, although only 31 survive today. One of his most famous works was about **logic**, which is a reasonable way of thinking. Aristotle wrote that if two statements are true, then the conclusion of those statements must also be true. This system of logic would be used for thousands of years.

Aristotle studied and wrote on almost every scientific and educational field that existed during his lifetime. His work inspired many students who later passed on his teachings. His ideas were so respected that they were studied years later. During the European Middle Ages, most teachers and professors used Aristotle's work to teach their students.



Conquests of Alexander the Great, 336–323 BCE



Alexander the Great's Conquests

As Alexander's army began claiming city-states in Greece, some cities resisted. The Greek city-state of Thebes, north of Athens, refused to surrender, so Alexander ordered his army to destroy the city. Only the Theban temples and the poet Pindar's house were spared. When other city-states saw what happened to Thebes, they quickly chose to join Alexander. Then many Greek soldiers joined the Macedonian army to attack Persia.

Marching Into Anatolia

Alexander led his army into Anatolia. His forces included about 30,000 foot soldiers and 5,000 cavalry riders. He first met the Persian army at the Granicus River in northwestern Anatolia.

After defeating the Persians at the Battle of Granicus, Alexander and his army marched south and then continued east. They claimed cities throughout Anatolia, many of which surrendered without a fight.

Under the leadership of King Darius III, the Persians prepared to challenge Alexander's army in battle again. This time, the two armies faced each other on a plain in southeast Anatolia, called Issus. Alexander's cavalry successfully defeated the larger Persian army. Darius fled the battle, but Alexander took Darius's mother, wife, and children **hostage**.

Following the Battle of Issus, Alexander led his men south along the Mediterranean coast. Some cities, like Sidon, welcomed him. Others, like Tyre and Gaza, did not. Alexander and his army ruthlessly conquered the places that resisted him, destroying the cities, killing the men, and selling the women and children into slavery.

Conquering Egypt

Alexander and his army continued their march along the coast until they arrived in Egypt. Tired of Persian rule, the Egyptians welcomed Alexander into their land and crowned him pharaoh. While he was there, Alexander founded the famous city of Alexandria, which he named after himself.



Alexander the Great's men carried long spears called sarissas. Because these spears were longer than those used by other civilizations, Alexander's army was often very successful in battle.

Overtaking Persia

As Alexander claimed more land, Darius III hoped to prevent his army from marching deeper into Persia. He offered Alexander money, which he refused. Determined to defend his empire, Darius led his troops to the Plain of Gaugamela. The Persian army had more soldiers and used scythed chariots, which had sharp blades on the wheels. Despite these challenges, Alexander defeated the Persians again.

After winning the Battle of Gaugamela, Alexander had conquered Persia. The cities of Babylon and Susa surrendered, but the forces guarding the capital of Persepolis resisted. Alexander and his army took Persepolis by force and burned it to the ground in revenge for the burning of Athens during the Persian Wars.

Fighting in India

Alexander then led his army toward India, hoping to claim lands farther east of the former Persian Empire. Marching north, Alexander and his soldiers defeated the Scythians on their southern border and founded new cities near the Hindu Kush mountain range. Some of his men chose to settle in this region, mixing with the local people who were allowed to stay.

Leading his army into India, Alexander and his men were welcomed by some rulers but resisted by others. In 326 BCE, he faced King Porus at the Battle of Hydaspes. The Indian troops used war elephants, which Alexander's men were not used to fighting. Alexander ordered his archers on horseback to attack the elephants. Spooked by the arrows, the elephants refused to charge, and Alexander's army was able to surround the Indian troops and win the battle. Under his command, Alexander allowed King Porus to continue his rule of northern India.

Returning to Babylon

Alexander wanted to continue expanding his empire, but his soldiers did not. The jungles of India were a very different environment for them. The air was hot and humid, and the region had diseases not found in Greece. Because of this, Alexander's soldiers refused to continue.

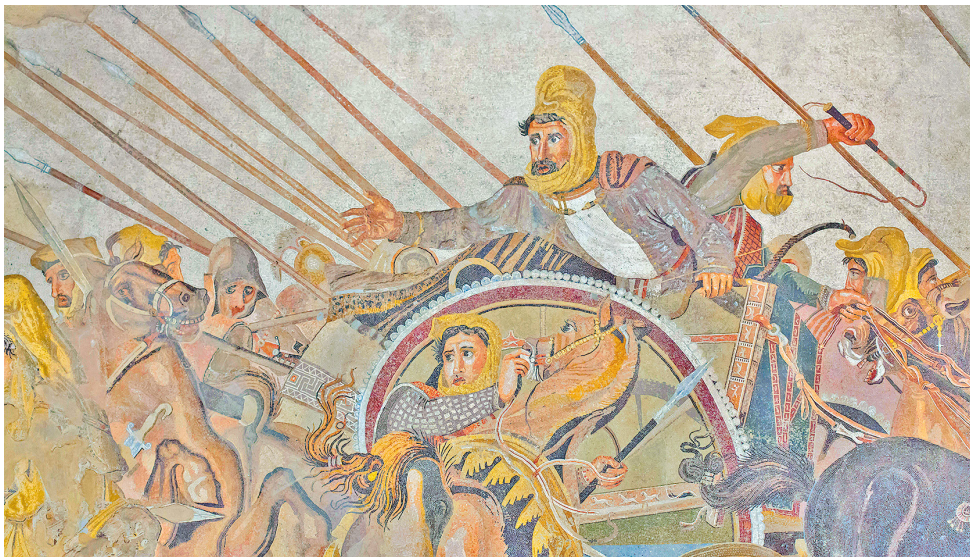
Alexander and his army turned back. While most of his men returned to Greece and Macedonia, Alexander stayed in Babylon to rule as king. He had come to appreciate Persian culture. However, soon after his arrival, Alexander became sick. In 323 BCE, he died at age 33.

Porus was taken prisoner ... when Alexander asked him how he would be treated, he said: "like a king." ... Accordingly, Alexander not only permitted him to govern his former kingdom, giving him the title of satrap, but also added to it the territory of the independent peoples whom he conquered.

—Athenian historian Plutarch writing about Alexander the Great's treatment of King Porus

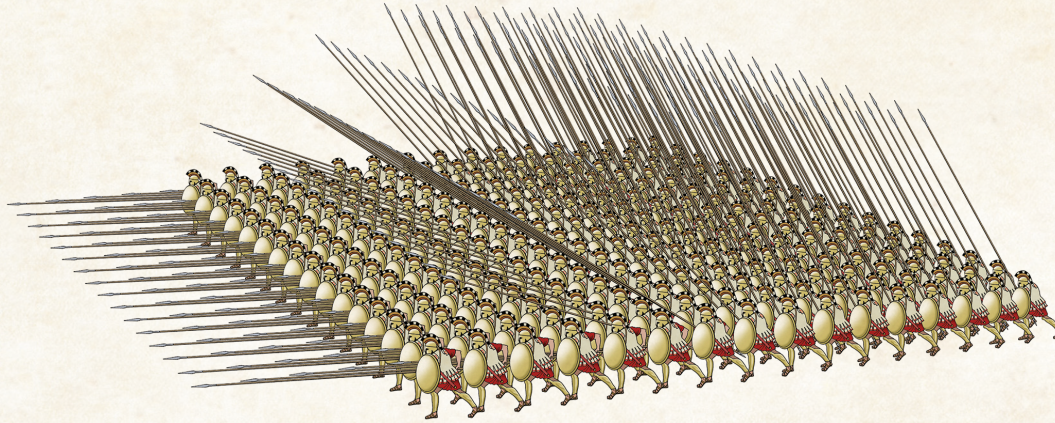
What Do YOU Think?

Similar to Cyrus the Great, Alexander the Great allowed conquered people to keep their own customs. Why do you think he chose to do this?



This mosaic of Darius III fighting in the Battle of Issus was found on the floor of a Roman house in Pompeii. It is part of the same mosaic as the one of Alexander the Great on page 198. Based on this image, what do you think battles must have been like for soldiers in the ancient world?

ALEXANDER THE GREAT'S MILITARY STRATEGIES



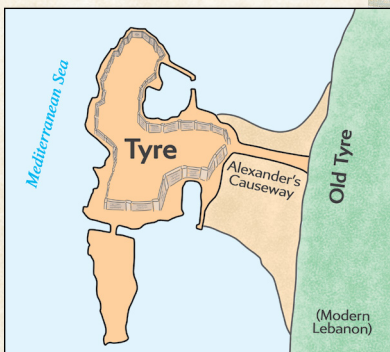
Alexander the Great's army often used the phalanx formation in battle. Soldiers stood close to each other in tight rows, and if one soldier fell, the man behind him would step into his place.

Alexander the Great was famous for his victories. One of the reasons he is remembered as a great general is because he adapted his strategies to fit each situation. Sometimes, it took weeks of hard work for his soldiers to carry out his plan of attack.

The Siege of Tyre

The Phoenician city of Tyre was on an island near the coast of what is now Lebanon. When Alexander asked to enter the city, the Tyrians refused. Alexander decided to take the city by force. He ordered his men to build a land bridge across the channel, using logs, rocks, and sand. The work was challenging, and the water grew deeper as they inched closer to the city. Tyrian soldiers fired arrows at Alexander's army as they worked, making the task even harder.

At the end of the long causeway, Alexander's men built tall siege towers to attack the city walls from the outside. With support from the Greek navy, Alexander's forces were also able to blockade Tyre's ports, attack their ships, and finally take the city.



The causeway Alexander's army built to reach Tyre was about half a mile long and 200 yards wide. Why do you think he used this strategy to take the city?



The Siege of Gaza

After defeating the city of Tyre, Alexander's army traveled south to the city of Gaza. Like the Tyrians, the people of Gaza chose not to surrender to Alexander. Determined to take the city, Alexander ordered his men to build siege mounds on the sides of the city that led up to the city walls.

Because they were close to the coast, Alexander's men brought sand from the beach to pile outside the walls of Gaza. Once the mounds were high enough, they brought siege towers and catapults close to the walls to attack the city. Although the people of Gaza put up a strong fight, they eventually surrendered to Alexander.

Battle Strategies

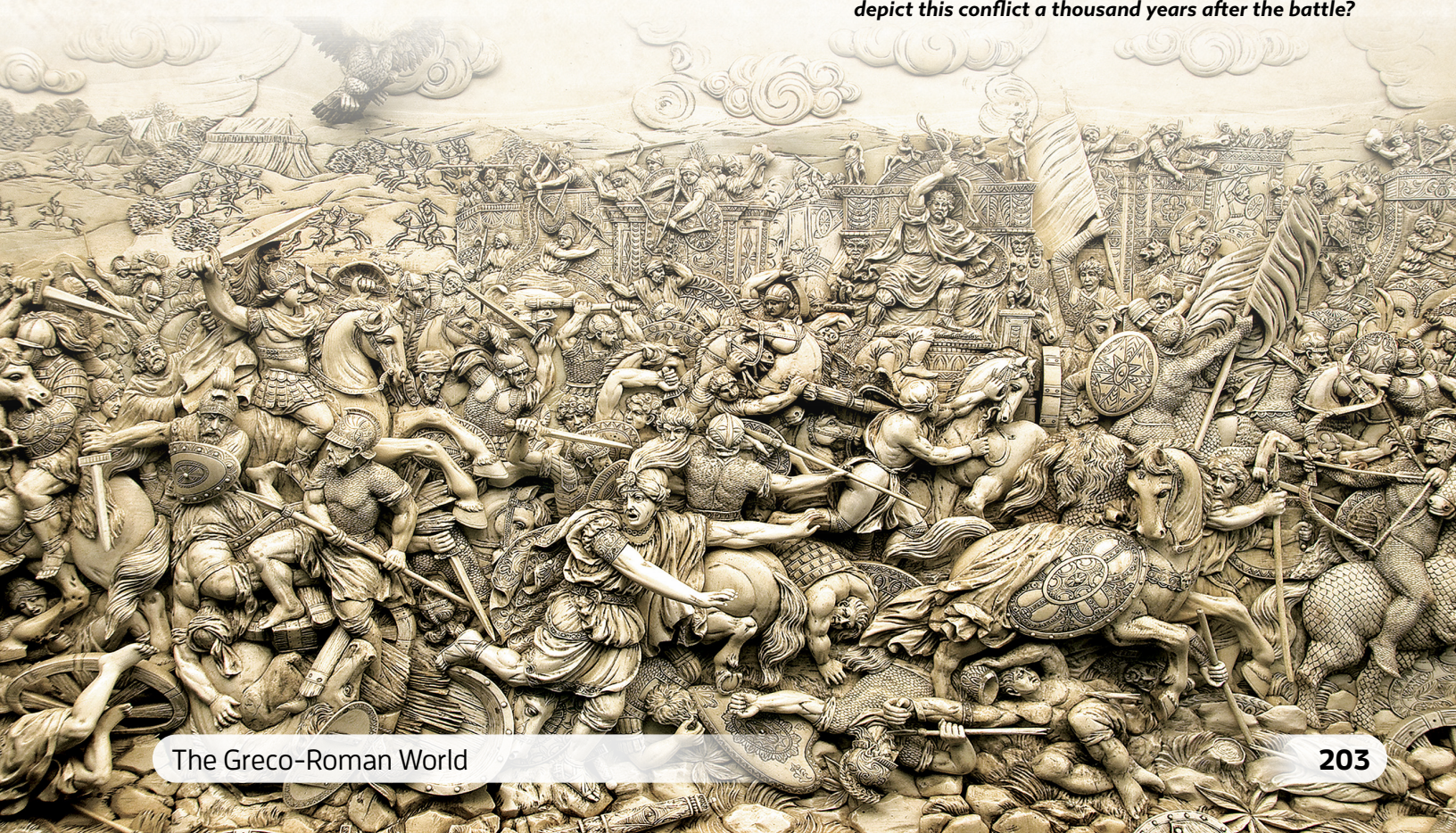
Alexander's army often used the phalanx formation to face opposing armies in battle. Each soldier held a shield for defense and a very long spear, called a sarissa. These Macedonian spears were twice as long as Greek spears, which made them more effective in battle.

In some situations, it was difficult to use the traditional phalanx formation. When crossing strong rivers or when fighting elephants, Alexander had to adjust his battle strategies quickly. When crossing rivers, he depended more on his cavalry than his foot soldiers. He also deployed his cavalry against King Porus's war elephants, which were difficult for his foot soldiers to fight.



Alexander's men pushed siege towers up sand ramps to attack Gaza.

This relief carving, made in 1700s CE, features the Battle of Gaugamela. Why do you think the artist chose to depict this conflict a thousand years after the battle?



Division of Alexander's Empire, c. 301 BCE



Dividing the Empire

After Alexander's death, his large empire was split among his generals. Ptolemy took Egypt; Seleucus claimed Southwest Asia; Lysimachus took lands in Anatolia and Europe; and Cassander claimed Macedonia and Greece.

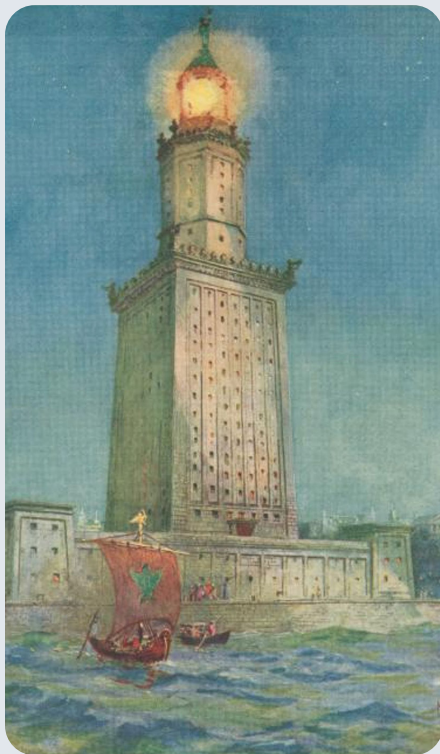
Alexander's Legacy

Although his empire was divided, Alexander's legacy remained. Greek culture spread, greatly influencing other societies. During his brief reign, he expanded trade between Greece, Southwest Asia, and Egypt by founding cities along his military routes. Many of these cities were named Alexandria. In each city, Alexander left some soldiers behind. Often, these were older soldiers who went on to marry local women. The cultures in these cities were often a mix of Greek and local cultures.

Connect It: Culture

The Wonders of Alexandria

Alexandria, Egypt, served as a center of classical learning. The city was home to the largest library in the ancient world. Not only did it hold a vast number of Greek scrolls and Egyptian papyrus, but it also had gardens and huge meeting rooms. The library collection demonstrated how those in other regions, such as Egypt, valued Greek culture. However, the library was destroyed when Roman soldiers set fire to the city in 48 BCE. Many historians consider the burning of the library at Alexandria to be one of the biggest losses to learning in history.



On the island of Pharos, in the city's harbor, a lighthouse guided ships to port. Finished in 280 BCE, the lighthouse of Alexandria was over 350 feet high. It was built in three levels with a furnace at the top that burned at night, similar to the design of modern lighthouses. The structure was so impressive that it was added to the Seven Wonders of the World, a list started by Greek historian Herodotus. In the early 1300s CE, the lighthouse collapsed in an earthquake.

Life in the Hellenistic World

The period after the death of Alexander the Great is known as the Hellenistic era. "Hellenistic" comes from the word *Hellas*, which is what the Greeks called Greece.

During the Hellenistic era, Greek culture spread throughout northeast Africa and Southwest Asia. Greek rulers founded new cities, which were each designed to look like the Greek polis. They had similar city plans and architecture. Each of these cities featured large outdoor theaters, where Greek plays were often performed.

Although the Greek language spread, many people continued to speak their native languages and follow their own customs. Often, there was a blend of cultures as Greek religious ideas, political systems, and cultural practices were introduced to new regions.



The three most common types of column designs in Hellenistic architecture were the Doric, Ionic, and Corinthian orders. How is each style unique? Why do you think some regions preferred one style over another?

Hellenistic Architecture

Hellenistic cities featured Greek architecture, which is known for its beauty, balance, and elegance. Architects carefully drew the designs for temples, theaters, and other buildings. One of the most common features of Greek architecture was the column, which had been used by Greek architects for hundreds of years. They used three styles of columns in their architecture: Doric, Ionic, and Corinthian.

The Doric style was most popular in mainland Greece. It was later used by the Romans because of its formal and simple design. The Ionic style was more popular in Anatolia and the Aegean islands due to its decoration. Finally, the Corinthian design was the most elaborate of them all.

Hellenistic Art

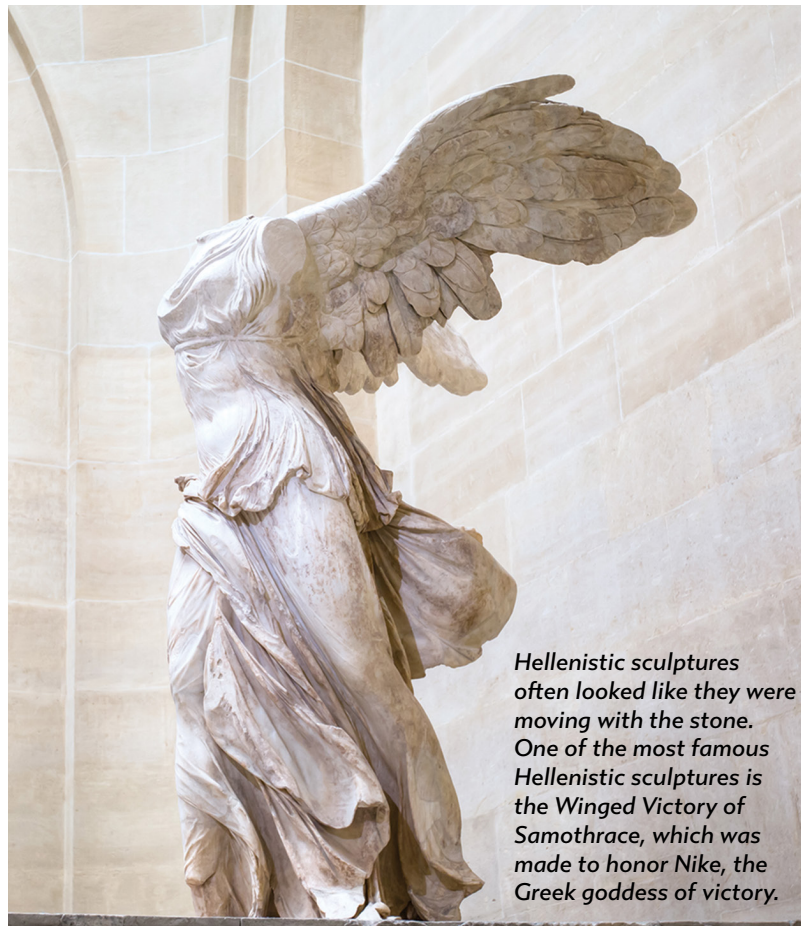
The Hellenistic Greeks were famous for their art, especially sculpture. Before this time, artists tended to depict perfect figures in their art. However, in the Hellenistic era, artists began to include more realistic details.

Sculptures of ordinary citizens, children, and animals became more common. These sculptures were meant to be admired from every angle, so they were very complex. Wealthy people could afford to purchase sculptures for their homes and private gardens.

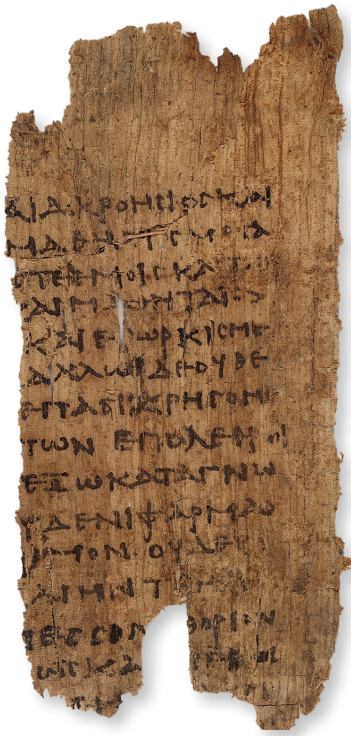
LINKING THE PAST TO THE PRESENT



Many government buildings in the United States today were designed using Greek and Roman architectural styles. For example, Corinthian columns stand at the entrance to the Supreme Court building in Washington, DC. They support a triangular pediment with sculptures, which is similar to the design of the Parthenon in Athens. Why do you think the people who founded the United States wanted to design state buildings to look like Greek and Roman temples?



Hellenistic sculptures often looked like they were moving with the stone. One of the most famous Hellenistic sculptures is the Winged Victory of Samothrace, which was made to honor Nike, the Greek goddess of victory.



This fragment of the Hippocratic Oath dates to about 275 BCE. Many physicians still swear by this oath today, promising not to harm their patients. **Why do you think it is important for doctors to follow moral principles?**

Advancements in Math

During the Hellenistic era, many new discoveries were made in the fields of math and science. Greek scholars shared their own ideas and built on the ideas of other civilizations, especially those of Egypt and Babylon.

Known for his groundbreaking work in geometry, a mathematician named Euclid wrote a collection of works called the *Elements*. In it, he wrote a series of proofs that helped form the basis for modern mathematics, including that there are an infinite number of prime numbers. Many of the ideas in the *Elements* built on the work of the Egyptians and the Mesopotamians.

Another Greek scholar, Eratosthenes (ĔR-ŭ-TĀS-thŭ-nēz), was the first to calculate the **circumference**, or distance around, Earth. He was able to do this by measuring the angles of shadows made by the movement of the sun. Like many Greek mathematicians, both Euclid and Eratosthenes lived in Alexandria, Egypt.

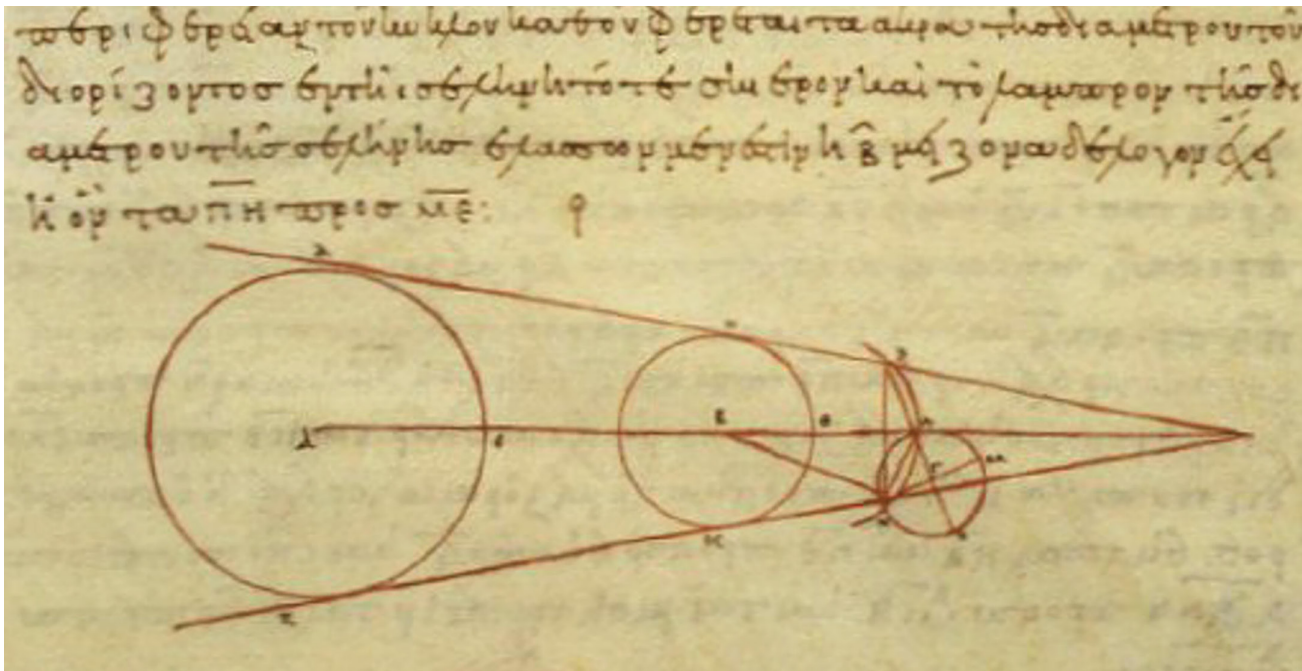
The Study of Medicine

Other Greek thinkers made progress in medicine, building on the discoveries made by Egyptians. Greek doctors began to study human bodies to learn about the circulatory and nervous systems.

A famous Greek doctor named Hippocrates (hĭ-PĀ-krŭ-tēz) wrote essays that described symptoms of diseases and information about how to treat them. He is considered the father of modern medicine because he identified common diseases and recorded the effects of his treatment on patients. Hippocrates is credited with writing the Hippocratic Oath, which is a moral code for doctors.

Greek Philosophy

During the Hellenistic era, Greek philosophers developed new ideas to explain their views of the world and human behavior. They also spread the knowledge of great thinkers who came before them, like Socrates, Plato, and Aristotle.



A Greek astronomer named Aristarchus determined that our solar system is heliocentric, with the sun positioned at the center and the planets revolving around it. His ideas were not accepted at the time because people thought Earth was at the center of our solar system, not the sun. However, later scientists proved his theory correct. This copy of Aristarchus's original diagram of the sun, Earth, and the moon dates to the 900s CE.

Socrates was a famous philosopher from Athens. He encouraged his students to think critically by asking them questions, which was later called the Socratic method. He was sentenced to death because Athenian leaders said he was **corrupting** young people and disrespecting the gods of Athens.

Plato

Socrates's most famous student, Plato, recorded some of his teacher's ideas and developed his own ideas about morality, virtue, and government. About 387 BCE, Plato founded a school in Athens called the Academy. Many students traveled from cities across the Hellenistic world to study at the Academy. They helped spread the ideas they learned from their studies, and many of them developed ideas of their own.

Aristotle

Aristotle was Plato's most famous student. He studied at the Academy for 20 years, and he then founded his own school in Athens, called the Lyceum. Like Plato's Academy, many students came to Athens to study at the Lyceum. Aristotle's ideas spread quickly. For centuries, his ideas about logic, reasoning, nature, government, and society would shape European thought and education.

New Schools of Thought

Over time, Greek thinkers developed different schools of thought. Many of these ideas were taught at the Academy and the Lyceum in Athens. One famous system of thought was called **Stoicism**. It taught that emotions were dangerous and often came from mistakes, so people should be careful with their feelings. Another idea, created by a man named Epicurus, claimed the greatest good was being happy. He said that people should avoid anything that makes them unhappy, especially pain.

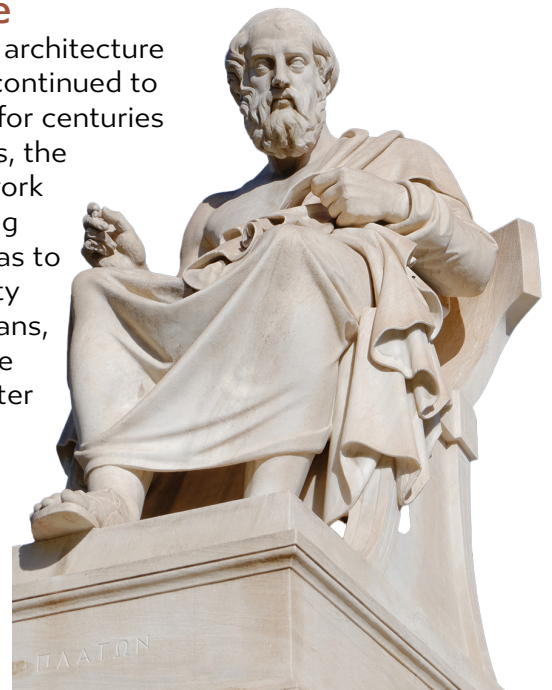
Greek Influence

The ideas, art, and architecture of the Hellenistic era continued to influence civilizations for centuries to come. In many ways, the Romans built on the work of the Greeks, adopting and adapting their ideas to create their own mighty empire. After the Romans, many Greek ideas were preserved and used later in European literature, art, architecture, and philosophy. Some of these ideas and art styles are still noticeable in many cultures today.

The unexamined life is not worth living.

—Socrates at his trial, documented by Plato

Plato remains one of the most influential philosophers in history.



LESSON 2 Check It!



Dig

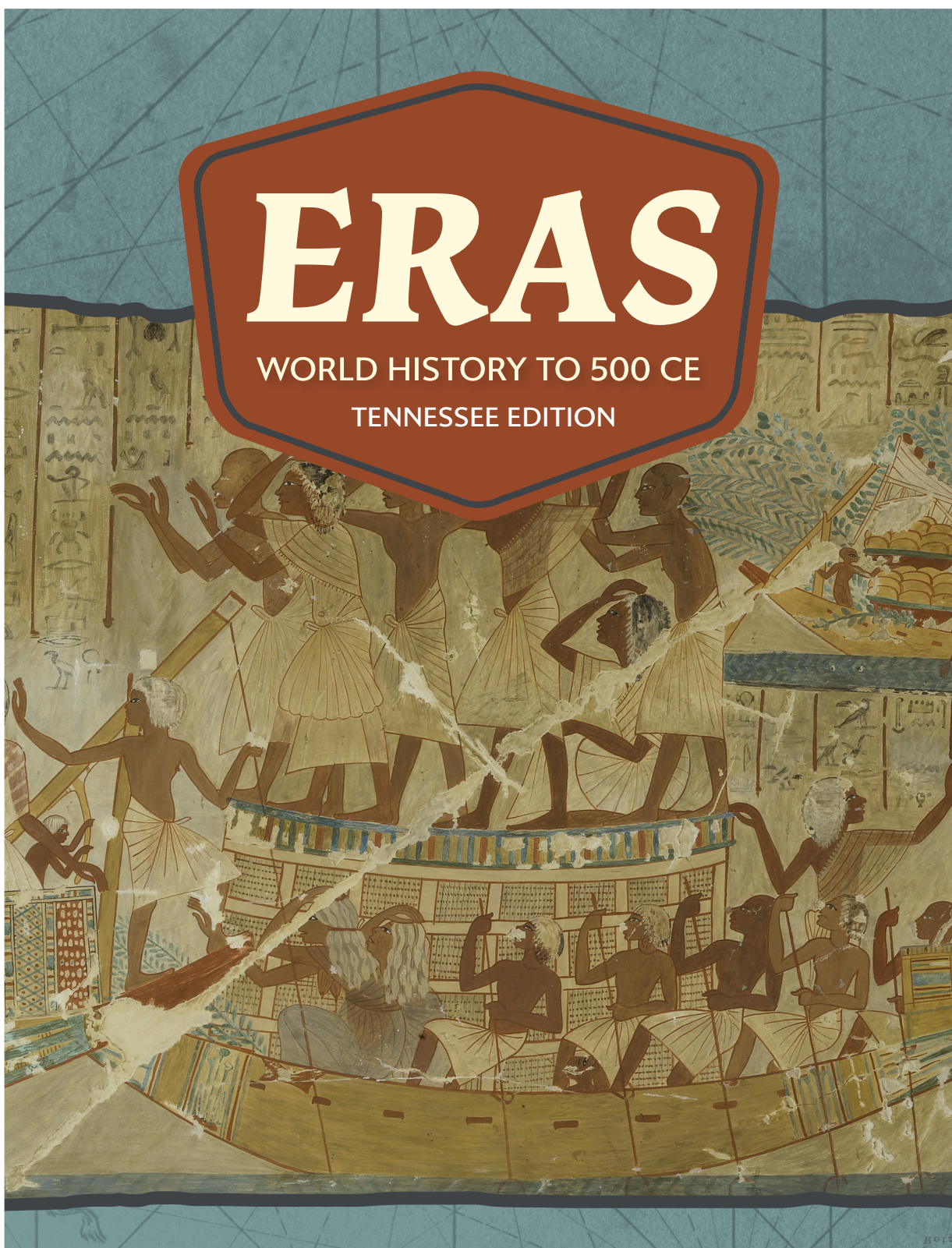
1. What military strategies helped make Alexander the Great successful?
2. How did Greek culture spread in the Hellenistic world?
3. What architectural styles were commonly used to design Hellenistic buildings?

Dig Deeper

4. Do you think that Alexander the Great deserves to be remembered as "great"? Why or why not?
5. Why do you think the achievements of the Greeks had a lasting impact on history?

ERAS

WORLD HISTORY TO 500 CE
TENNESSEE EDITION



TEACHER GUIDE

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Teacher Guide

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The Gibbs Smith Education Commitment

At Gibbs Smith Education, we are driven by our mission: to create products that accurately and effectively tell the stories of our collective past in ways that engage, inspire, and motivate students and their teachers. We strive to provide authentic learning experiences in which students not only focus on events but also on building and refining the necessary skills to effectively understand the past and its consequences in our modern world. Our goal is to provide teachers with the classroom tools they need to guide students toward accurate historical understanding and how the past affects our world today.

Crafting high-quality instructional materials is a responsibility and a privilege. The following chart shows how the *Eras: World History to 500 CE, Tennessee Edition* resources align with the American Institute for Research's recommendations for selecting high-quality social studies instructional materials.

High-Quality Instructional Materials (HQIM) Criterion

Criterion 1: Standards Alignment

Materials are aligned to state social studies standards.

- Gibbs Smith Education uses social studies state standards to drive the development of all the curriculum that is created. Each activity is purposefully crafted to support student mastery of standards-based content and skills. To find which standards each activity aligns to, you can check out the Correlation Guide or the table of contents of each chapter's Teacher Guide.

Criterion 2: Social Studies Practices

Materials emphasize social studies practices and skills students apply when engaging in social studies content.

- The activities developed in this Teacher Guide give students an opportunity to learn and practically apply social studies skills. Each chapter feature and lesson activity provides student an opportunity to think like a historian by getting them to practice source analysis, periodization, continuity and change, and/or contextualization.

Criterion 3: Representation and Perspective

Materials provide content that is representative of a variety of perspectives and experiences.

- History is a collection of multiple voices coming together to create a story of our common past. The story told within this book includes background, examples, and sources from many different experiences. Gibbs Smith Education partners with diverse communities to develop and review our materials to ensure the content in the Student Edition and the Teacher Guide represent history accurately and equitably.

Criterion 4: Usability

Materials support educators' ability to effectively plan and use instructional materials and resources for instruction and develop their content and pedagogical knowledge to further student learning.

- Gibbs Smith Education's curriculum is intentionally crafted to promote best practices and current research-backed educational trends. Throughout this Teacher Guide, you will find detailed instructions and helpful tips on how to effectively implement these pedagogical strategies in your classroom.

Criterion 5: Instructional Supports

Materials provide a variety of instructional supports and strategies for scaffolding learning.

- Throughout this Teacher Guide, you will find guidance on how to differentiate activities to support Approaching Learners and enrichment opportunities for Advanced Learners. There are also suggestions on how to adapt activities to engage Multilingual Learners by connecting to cultural backgrounds, integrating English language development skills, and contextualizing essential academic vocabulary. The Student Support Guide provides accommodated versions of the Student Edition text. Consider utilizing these resources to support the Approaching or Multilingual Learners in your classroom.

Criterion 6: Assessment Practices

High-quality materials provide a balance of formative and summative assessments that clearly measure students' learning progress, inform social studies instruction, and provide feedback to students to improve their own learning.

- Opportunities to formatively assess your students can be found in the Check It! activity for each lesson. Additionally, formative questions at various depth of knowledge levels are available throughout the activities in this Teacher Guide. Summative assessments that measure student mastery of social studies state standards are available in the Chapter Assessments. Common Core standards-aligned rubrics are available in the Teacher Tools and can be used to assess student writing, projects, and discussions.



Gibbs Smith Education

Unit Overview & Planning Guide

The overview and planning guide is your primary tool to determine what content to teach and when. The overview will show you the standards alignment within the unit to help you determine where you need to spend the bulk of your time. The planning guide offers a snapshot of each activity, such as whether it includes a discussion/debate element, a differentiation suggestion, or if the activity requires a rubric or evaluation. It also includes the approximate time the activity should take so that you can plan shorter and longer lessons as appropriate to your classroom needs.

Note: It is not necessary to teach every activity in every lesson and unit. Each standard is covered in a variety of activities, so you may pick and choose what you and your students are most interested in and still meet each target.

A wide variety of activity types anchored in student-facing content

Thorough standards-based alignment throughout each unit and activity

Fully customizable to fit the time, interests, and needs of your classroom. While each activity includes an approximate time frame, we know that each class moves at a different pace. Each activity is adaptable and generally offers a variety of options that may shorten or lengthen the time you spend. The times listed are an approximation of how long it may take an average class, with diverse learners, to complete the activity.

There are seven primary symbols used in the Teacher Guide:



Project-Based: activities featuring learning skills that take information from the text and apply it to hands-on exercises



Discussion/Debate: activities that promote speaking and listening skills, as well as forming and supporting opinions



Cross-Curricular: projects or activities that promote analysis through the lens of different disciplines (e.g., art, reading, math)



ML Integration: lessons include specific opportunities to support ML students



Differentiation: lessons include opportunities to differentiate your instruction for both advanced and approaching-level students



Remote Essentials: activities that are designed to be adaptable for blended or remote learning classrooms



Evaluate/Rubric: indicates that the activity requires a rubric and/or evaluation to assess student work and evidence that the student has met the Success Criteria

Unit Features

Use any or all of the following activities to best meet the needs of your classroom.

Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Spark It! SSP.05; 6.01; 6.04; 6.WTTP.3; 6.W.PDW.4	Introduce the Essential Question , explore the opening image, and examine the timeline.	14		35 Minutes
Career Corner SSP.01; 6.R.I.KI.7; 6.W.RBP.7; 6.W.RW.10	Paleoanthropologist: Investigate the career of a paleoanthropologist and examine fossils.	18		35 Minutes
Evaluate the Evidence SSP.01; SSP.02; SSP.03; SSP.04; 6.R.I.KI.7; 6.SL.CC.2; 6.W.RBP.9	Paleolithic Art: Compare sources: Altamira Bison cave art, the Lion Man sculpture, and a Paleolithic flute.	26		35 Minutes
Social Studies Savvy SSP.01; SSP.02; SSP.04; 6.R.I.KI.7; 6.SL.CC.2; 6.W.RBP.9	Analyze a Mesolithic Grave Site: Examine an example of a Stone Age burial to make inferences about the past.	46		25 Minutes
Inquiring Minds... SSP.02; 6.R.I.KI.1; 6.W.RBP.7; 6.W.RW.10	Question the Text: Practice writing and answering compelling and supporting questions.	46		25 Minutes
Today's History! SSP.01; 6.01; 6.03; 6.07; 6.08; 6.R.I.KI.2; 6.SL.PKI.5	Agriculture Timeline: Create a timeline of events and developments that led to the settlement of early humans.	47		35 Minutes
Tech Tie-In SSP.01; SSP.03; SSP.05; 6.01; 6.SL.PKI.4; 6.SL.PKI.5; 6.W.PDW.4; 6.W.RBP.7	Human Evolution Infographic: Design a digital infographic about the stages of human evolution.	47		40 Minutes
Prove It! SSP.02; SSP.03; SSP.05; 6.02; 6.03; 6.04; 6.R.I.CS.4; 6.R.I.KI.7; 6.R.I.RTC.10	Check for understanding through a summative assessment, reflection, and by answering the Essential Question . ★ Note: The Prove It! is found in the Unit Assessments .	UA 6		45 Minutes

Symbol Key



Project-Based



Discussion/Debate



Cross-Curricular



ML Integration



Differentiation



Remote Essentials



Evaluate/Rubric

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IB

Teacher Tip



The **Teacher Tools** section includes an assortment of customizable and reusable activity worksheets. Use your favorites to extend or support any activity!

Suggestions on teaching strategies, ML differentiation, remote learning tips, and great educator resources are available to take the guesswork out of your practice.

Teacher Resources & Unit Features

Teacher Resources

The Teacher Resources include the **Teacher Guide**, **Unit Assessments**, **Student Support Guide**, **Student Activities**, and **Teacher Tools**.

- The **Teacher Guide** features standards-aligned activities and instruction wrapped around **Student Edition** pages. A range of activities that spiral and scaffold skills and content promote higher level thinking for all students.
- The **Student Activities** include digital files of reproducible student worksheets for each lesson and unit.
- The **Student Support Guide** provides support tools for each lesson, such as a quick tour highlighting the main ideas and key takeaways from each lesson.
- The **Unit Assessments** contain a catalog of assessment questions for each unit and lesson, including traditional multiple-choice as well as document-based questions requiring a written response. Accommodated assessments are available for each unit, and all materials are organized by DOK level and pegged to standards.
- The **Teacher Tools** features an assortment of maps, graphic organizers, rubrics, extensions, and games. Some activities in the **Teacher Guide** will direct you to specific resources in **Teacher Tools**, but we encourage you to use them as you see fit to customize your curriculum to the needs of your class.

Spark It!

Each Spark It! activity is designed to kindle prior knowledge and ignite curiosity. Mix and match each component or use all of them to spark interest and engagement before reading. Each unit utilizes backwards design, starting with the Essential Question. Preview the Essential Question to gain an understanding of what your students already know and don't know about each topic. The beautiful artwork and photography on each unit spread make exceptional conversation points, and units that include a timeline have suggestions for analysis.

Evaluate the Evidence

The Evaluate the Evidence feature directs students to analyze primary source documents. These range from maps and letters to artifacts. These activities prompt students to move beyond surface-level questions and think critically about what they are studying. You can use each unit's PowerPoint to project the sources as well as the questions.

Social Studies Savvy

The Social Studies Savvy feature emphasizes the skills historians use to understand and interpret history. These skills include analysis, forming fact-based opinions, research, defending a position, and interpreting paintings and poems as primary sources.

Career Corner

The Career Corner feature highlights the wide variety of job opportunities available that utilize historical-thinking skills, and it details how students can apply these skills in future career fields. These activities prompt students to consider how historical thinking skills are relevant beyond a classroom.

Inquiring Minds...

Inquiry skills and processes are essential for engagement, understanding, retention, and fostering lifelong learning in students. These skills are cross-curricular and have real-world application. The Inquiring Minds... feature teaches students about the inquiry process, introduces them to supporting and compelling questions, and hones their skills to create their own questions and find credible sources to get answers. Question Formulation Technique resources are included to support students as they explore inquiry arcs.

Today's History!

Timelines are great visual tools to help students comprehend how events connect in chronological and sequential order. They are also an excellent comprehension support tool for English Language Learners. Today's History! incorporates timeline-based activities into each unit that allows students to preview the time period, recognize cause and effect, understand chronology, and make connections across time.

Tech Tie-In

An important component of a curriculum that aims to teach students the skills they need to not only be successful in school but in the world as well is the integration of technology. The Tech Tie-In feature offers opportunities for students to enhance their technological skills by utilizing a range of resources and creating a variety of products. These activities may take some extra planning, but they offer high rewards in engagement and skills. If technology on a one-to-one ratio is unavailable in your class, you can adapt each activity to group or class projects so that everyone can participate.

Prove It!

The Prove It! feature is a multilayered summative and self-assessment to check student understanding of the concepts and skills they have studied. These assessments are a tool to gauge student understanding of the unit as a whole and their ability to synthesize what they have learned by answering the Essential Question.

Lesson Features

Sneak Peek

Each lesson includes Learning Goals and Key Terms in the Student Edition that directly relate to the Essential Question. By phrasing Learning Goals in “I can...” language, students are able to take ownership of their learning and achievement. All Learning Goals align to the state standards and the Essential Question. The Key Terms enable students to gain and understand academic and domain-specific vocabulary.

Sharpen Your Skills!

The Sharpen Your Skills! feature encourages students to use skills like periodization, contextualization, analysis of continuities and changes, inquiry, compare and contrast, and more. Students will consider the ways in which these skills can be applied to multiple facets of their everyday lives.

Spotlight On...

The Spotlight On... feature goes into depth about important topics that are more succinct in the Student Edition by promoting kinesthetic and project-based learning. These activities allow students to not just study history but to connect to it and experience it as well.

Flex It!

It is critical for educators to be able to teach not just history but other disciplines as well. The Flex It! feature is designed to connect what your students study to other disciplines. Each lesson includes a unique cross-curricular content connection to science, art, health, drama, music, math, English, or reading.

ML Adaptations

We encourage you to accommodate your students in any way that makes sense for your classroom and their needs. Each activity is adaptable to students of varying needs and abilities. These resources are designed to be inclusive and accommodating. Utilize the ML options to offer an equally rich and engaging learning experience to all of your students. There may be ML activities that make sense for you to use in other areas of your curriculum, or even with your entire classroom.



Differentiation

Throughout the Teacher Guide, you will find opportunities to simplify and enhance various activities. Differentiation includes opportunities to increase and decrease difficulty, and options to extend an activity. Guidance is provided for teachers to support differentiated instruction by including appropriate alternatives and extra support for students who are approaching the targeted expectations, and additional activity prompts that are designed to engage students with high interest or who have advanced beyond the performance expectations to develop deeper understanding of the content.



Literacy POWER

Each lesson includes specific strategies to help students increase their reading aptitude. Strategies include standalone activities but are spiraled and scaffolded to a unit strategy as well as into other activities throughout lessons and units. Many of the activities in the unit ask students to use and reuse strategies they have experienced in previous sections of the text.

Connect It



Social studies is more than just teaching history. It is the job of educators to provide students with the knowledge, intellectual processes, and dispositions required to be active and engaged participants in public life. The Connect It features are designed to connect history lessons to the other social studies disciplines. Each unit includes unique content connections to economics, culture, geography, politics, and civics.

What Do YOU Think?

The What Do YOU Think? feature is anchored in student-facing content that encourages them to develop and share their opinions with each other and the class as a whole. The questions provided in the Teacher Guide build upon those introduced in the Student Edition. These open-ended questions encourage students to delve deeper into subjects, while allowing you the flexibility to gauge student understanding and extend the learning depending on the needs of your class.

Check It!

Each lesson includes a formative assessment for students to check their understanding of the concepts and content they have studied in the lesson. The assessment includes basic recall questions as well as critical thinking questions that spiraled and scaffolded to the Prove It! unit assessments. Additionally, each Check It! includes a self-assessment for students to gauge their own understanding of the Learning Goals.

Links and Thinks



The Links and Thinks links offer another technology-based way to take the text and curriculum to a new level. In the Teacher Guide, you will find URLs and descriptions of links found in the digital Student Edition, as well as extension activities. You determine which ones you want your students to explore depending on time and the needs of your class.

Extra! Extra!

Extra! Extra! indicates opportunities to extend an activity. These extensions are meant to take the activity a step further, engage students through another lens, or deepen understanding through additional critical thinking. Extra! Extra! can also serve as activities for advanced students who may complete the primary activity more quickly.

Unit 5: The Greco-Roman World

Essential Question: How did Greek and Roman culture shape life in the Mediterranean world?

STUDENT OUTCOME: Students will be able to describe Greek and Roman culture and the influences they had on life in the Mediterranean world by exploring a variety of sources and scaffolded activities.

Curriculum Overview

Sixth Grade Social Studies World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire

Standard	Student Edition
SSP.01 Collect data and information from a variety of primary and secondary sources, including: Printed materials, Graphic representations, Artifacts, Media and technology sources, Oral History	ETE, SSS
SSP.02 Critically examine a primary or secondary source in order to: Extract, summarize, and paraphrase significant ideas and relevant information; Distinguish the difference between fact and opinion; Recognize author's purpose and point of view, and potential bias; Draw logical inferences and conclusions; Assess the strengths and limitations of arguments	ETE, SSS
SSP.03 Synthesize data from multiple sources in order to: Recognize differences among multiple accounts, Establish validity by comparing and contrasting multiple sources, Frame appropriate questions for further investigation	ETE
SSP.04 Construct and communicate arguments by citing supporting evidence to: Demonstrate and defend an understanding of ideas, Compare and contrast viewpoints, Illustrate cause and effect, Predict likely outcomes, Devise new outcomes or solutions, Engage in appropriate civic discourse	ETE, SSS
SSP.05 Develop historical awareness by: Recognizing how and why historical accounts change over time; Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy vs. present mindedness; Evaluating how unique circumstances of time and place create context and contribute to action and reaction; Identifying patterns of continuity and change over time, making connections to the present	L1, L2, L3, L4, ETE, SSS
SSP.06 Develop geographic awareness by: Using the geographic perspective to determine relationships, patterns, and diffusion across space at multiple scales; Determining the use of diverse types of maps based on their origin, structure, context, and validity; Analyzing locations, conditions, and connections of places and use maps to investigate spatial relationships; Analyzing interaction between humans and the physical environment; Examining how geographic regions and perceptions of the regions are fluid across time and space	L1, L2, L3, L4
6.41 Identify and locate on a map geographical and political features of ancient Greece, including: Aegean Sea, Asia Minor, Athens, Macedonia, Mediterranean Sea, Peloponnesian peninsula, Sparta	L1
6.42 Analyze how the geographic features of ancient Greece, including its mountainous terrain and access to the Mediterranean Sea, contributed to its organization into city-states, role in maritime trade, and colonies in the Mediterranean.	L1
6.43 Examine the concept of the polis in Greek city-states, including the ideas of citizenship, civic participation, and the rule of law.	L1
6.44 Contrast the characteristics of the major Greek city-states of Athens and Sparta, including: Approaches to education, Geographic locations, Role of enslaved persons, Status of women, Styles of government (i.e., direct democracy and oligarchy)	L1
6.45 Analyze the causes and consequences of the Persian Wars, including the role of Athens and its cooperation with Sparta to defend the Greek city-states.	L1
6.46 Analyze the causes and consequences of the Peloponnesian Wars, including how the growing political conflict between Athens and Sparta led to war and weakened the city-states.	L1
6.47 Explain the polytheistic religion of ancient Greece, with respect to beliefs about the humanlike qualities of the deities, their importance in everyday life, and the emergence of the Olympic Games to honor Zeus.	L1

L1 = Lesson 1; L2 = Lesson 2; L3 = Lesson 3; L4 = Lesson 4; ETE = Evaluate the Evidence; SSS = Social Studies Savvy

Curriculum Overview (continued)

Sixth Grade Social Studies World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire

Standard	Student Edition
6.48 Examine the influence of major ancient Greek philosophers (i.e., Socrates, Plato, and Aristotle) and their impact on education and society in ancient Greece.	L2
6.49 Describe the purposes of major Greek architecture (e.g., columns), including the Parthenon and the Acropolis.	L1, L2
6.50 Explain the unification of the Greek city-states by Macedonia, and analyze the impact of Alexander the Great and the diffusion of Hellenistic culture.	L2
6.51 Identify and locate on a map the geographical and political features of ancient Rome, including: Constantinople, Italian Alps, Italian Peninsula, Mediterranean Sea, Rome, Tiber River	L3
6.52 Analyze how the geographical location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond.	L3
6.53 Describe the class system of ancient Rome, including the role of patricians, plebeians, and enslaved people in Roman society.	L3
6.54 Describe the government of the Roman Republic, including: Branches of government, Checks and balances, Civic participation, Representative democracy, The rule of law and the Twelve Tables	L3
6.55 Describe the characteristics of Julius Caesar's rule, including: Leadership in the military, Popularity amongst plebeians, Role as dictator for life, Assassination	L3
6.56 Analyze the influence of Augustus Caesar, including the establishment of the Roman Empire and its political, geographic, and economic expansion during the Pax Romana.	L4
6.57 Determine how the engineering and architectural achievements of Ancient Rome influenced daily life, including the role of: Aqueducts, Arches, Bridges, Domes, Roads, Sanitation, The Colosseum	L4
6.58 Explain the polytheistic religion of ancient Rome, with respect to beliefs about the humanlike qualities of the deities and their importance in everyday life.	L4
6.59 Describe the origins and central features of Christianity: Key Person(s) Jesus, Paul; Sacred Texts: The Bible; Basic Beliefs: monotheism, sin and forgiveness, eternal life, Jesus as the Messiah	L4
6.60 Explain the reasons for the expulsion of the Jews from their homeland by the Romans (i.e., the Jewish diaspora).	L4
6.61 Explain the division of the Roman Empire into East and West, and identify why Constantinople was established as the capital by Constantine.	L4
6.62 Analyze the fall of the Western Roman Empire, including difficulty governing its large territory, political corruption, economic instability, and attacks by Germanic tribes, and identify the continuation of the Eastern Roman Empire as the Byzantine Empire.	L4

L1 = Lesson 1; L2 = Lesson 2; L3 = Lesson 3; L4 = Lesson 4; ETE = Evaluate the Evidence; SSS = Social Studies Savvy

Unit Features

Use any or all of the following activities to best meet the needs of your classroom.



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Spark It! SSP.01; SSP.05; 6.57; 6.RI.KID.2; 6.SL.CC.1; 6.SL.CC.2; 6.W.RW.10	Introduce the Essential Question , explore the opening image, and examine the timeline.	180		30 Minutes
Career Corner SSP.03; SSP.05; 6.48; 6.SL.PKI.4; 6.SL.PKI.5; 6.SL.PKI.6; 6.W.RBP.7	Philosophy Professor: Investigate career choices by examining what a philosophy professor does.	206		55 Minutes
Evaluate the Evidence SSP.01; SSP.02; SSP.03; SSP.04; SSP.05; 6.RI.KID.1; 6.RI.IKI.7; 6.SL.CC.2; 6.W.RBP.9	Ancient Amusements: Compare sources: an excerpt from a Greek tragedy, a gladiator mosaic, and an illustration of a chariot race.	224		35 Minutes
Social Studies Savvy SSP.01; SSP.02; SSP.04; SSP.05; 6.RI.KID.1; 6.RI.CS.6; 6.RI.IKI.7; 6.W.RBP.9	Analyze a Firsthand Account: Use historical thinking skills to analyze a firsthand account of the eruption of Mount Vesuvius in 79 CE.	234		25 Minutes
Inquiring Minds... SSP.03; SSP.04; 6.48; 6.RI.KID.1; 6.RI.KID.3; 6.SL.CC.1; 6.SL.CC.3	Socratic Seminar: Develop questions and responses for a Socratic seminar.	234		40 Minutes
Today's History! SSP.01; SSP.04; SSP.05; 6.50; 6.RI.KID.2; 6.RI.IKI.7; 6.SL.PKI.4	A Great Timeline: Create a digital timeline of Alexander the Great's accomplishments.	235		35 Minutes
Tech Tie-In SSP.05; 6.49; 6.RI.KID.2; 6.RI.IKI.7; 6.SL.PKI.5; 6.W.RBP.7	Ancient Mosaic: Create a mosaic image using visuals that relate to the Greco-Roman world.	235		35 Minutes
Prove It! SSP.02; SSP.03; SSP.05; SSP.06; 6.43; 6.47; 6.49; 6.50; 6.58; 6.RI.CS.4; 6.RI.IKI.7; 6.RI.RRTC.10	Check for understanding through a summative assessment, reflection, and by answering the Essential Question . Note: The Prove It! is found in the Unit Assessments .	UA 62		45 Minutes

Symbol Key



Project-Based



Discussion/Debate



Cross-Curricular



ML Integration



Differentiation



Remote Essentials



Evaluate/Rubric



Lesson Features Lesson I: City-States Form in Greece

Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek 6.RI.CS.4	Make Connections: Preview the lesson, introduce Key Terms , and activate curiosity.	182	 	25 Minutes
Literacy Power 6.RI.KID.2; 6.RI.RRTC.10	Summarize the Text: Summarize sections of the text to gain a more thorough understanding of the main ideas.	183		25 Minutes
Sharpen Your Skills! SSP.06; 6.4I; 6.42; 6.SL.CC.1; 6.SL.PKI.5; 6.W.TP.2; 6.W.PDW.4; 6.W.PDW.6; 6.W.RW.10	Geography and Economy: Analyze how the geographical features of Greece had an impact on trade and develop a business plan.	185	 	55 Minutes
Connect It: Government SSP.01; SSP.02; 6.43; 6.RI.KID.1; 6.RI.KID.2; 6.RI.IKI.7; 6.SL.CC.1; 6.SL.CC.2; 6.SL.PKI.4; 6.W.RBPK.7	Types of Government: Determine the differences between types of government systems in ancient Greek city-states.	186	 	35 Minutes
Connect It: Civics SSP.01; SSP.02; 6.43; 6.RI.KID.1; 6.RI.KID.2; 6.RI.IKI.7; 6.SL.CC.1; 6.SL.CC.2; 6.SL.PKI.4; 6.W.RBPK.7	Jury Duty: Examine the civic responsibility of jury duty in the United States today and in ancient Athens.	188	 	30 Minutes
Spotlight On... SSP.05; 6.47; 6.SL.CC.1	The Olympic Games: Compare ancient Greek and modern Olympic Games and compete in classroom Olympic events.	191		60 Minutes
Connect It: Culture SSP.01; SSP.02; 6.43; 6.RI.KID.1; 6.RI.KID.2; 6.RI.IKI.7; 6.SL.CC.1; 6.SL.CC.2; 6.SL.PKI.4; 6.W.RBPK.7	Greek Literature: Analyze the significance of the <i>Iliad</i> and the <i>Odyssey</i> to Greek culture.	192	  	30 Minutes
Flex It! 6.47; 6.SL.CC.1; 6.SL.CC.2; 6.SL.PKI.4; 6.SL.PKI.5; 6.SL.PKI.6; 6.W.RW.10	Mythology Drama: Flex history into drama and act out a story from Greek mythology.	193	 	75 Minutes
What Do YOU Think? SSP.04; 6.43; 6.45; 6.SL.CC.1; 6.SL.PKI.6	Persian Rule: Discuss the differences between Persian and Greek city-state forms of government.	194		10 Minutes
Writing Workshop SSP.01; 6.W.TTP.1; 6.W.PDW.4; 6.W.PDW.5; 6.W.RBPK.7; 6.W.RBPK.9; 6.W.RW.10	Argumentative Writing: Collect Evidence: Research to collect evidence of different perspectives and claims of an argument.	195	 	30 Minutes
What Do YOU Think? SSP.04; 6.43; 6.45; 6.SL.CC.1; 6.SL.PKI.6	Persian Victory: Discuss how history would be different if the Persian Empire had conquered Greece.	196		15 Minutes
Check It! SSP.04; SSP.05; 6.43; 6.44; 6.45; 6.RI.KID.1; 6.RI.KID.3; 6.RI.CS.4; 6.RI.IKI.7; 6.RI.RRTC.10; 6.W.RBPK.9	Complete the formative lesson assessment and self-assessment to check for understanding.	197	 	25 Minutes

Lesson Features Lesson 2: The Spread of Greek Culture



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek 6.RI.CS.4	Make Connections: Preview the lesson, introduce Key Terms , and activate curiosity.	198	 	25 Minutes
Literacy Power 6.RI.KID.2; 6.RI.RRTC.10; 6.SL.CC.1	Elevator Pitch Summary: Practice verbally summarizing the text to gain a more thorough understanding of the main ideas.	199		25 Minutes
What Do YOU Think? SSP.04; 6.50; 6.SL.CC.1; 6.SL.PKI.6	Spreading Culture: Discuss Alexander the Great's leadership qualities and goals of spreading Greek culture.	201		10 Minutes
Sharpen Your Skills! SSP.02; SSP.04; 6.50; 6.RI.KID.1; 6.RI.IKI.7; 6.SL.CC.1	Alexander Analysis: Use evidence to determine which of Alexander the Great's military tactics was the most effective.	202	 	35 Minutes
Writing Workshop 6.W.TTP.1; 6.W.PDW.4; 6.W.PDW.5; 6.W.RBPK.7; 6.W.RBPK.9; 6.W.RW.10	Argumentative Writing: Make a Claim: Write a thesis statement for an argumentative essay.	203	 	25 Minutes
Connect It: Culture 6.50; 6.SL.CC.1; 6.SL.CC.2; 6.W.RW.10	The Library of Alexandria: Discuss the significance of the Library of Alexandria.	204	 	20 Minutes
Spotlight On... SSP.01; 6.49; 6.RI.KID.1; 6.SL.CC.1; 6.SL.CC.2; 6.SL.PKI.4; 6.SL.PKI.5	Hellenistic Designs: Examine details of Hellenistic architecture and design a Greek-inspired building.	205	 	55 Minutes
Flex It! SSP.05; 6.48; 6.SL.CC.1	Measuring Earth: Flex history into math to calculate the circumference of Earth like the Greek scholar Eratosthenes.	206	 	25 Minutes
Check It! SSP.04; SSP.05; 6.41; 6.49; 6.50; 6.RI.KID.1; 6.RI.KID.3; 6.RI.CS.4; 6.RI.IKI.7; 6.RI.RRTC.10; 6.W.RBPK.9	Complete the formative lesson assessment and self-assessment to check for understanding.	207	 	25 Minutes

Symbol Key



Project-Based



Discussion/Debate



Cross-Curricular



ML Integration



Differentiation



Remote Essentials



Evaluate/Rubric

Lesson Features Lesson 3: Early Rome



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek 6.RI.CS.4	Make Connections: Preview the lesson, introduce Key Terms , and activate curiosity.	208		25 Minutes
Literacy Power 6.RI.KID.2; 6.RI.RRTC.10	Annotate and Summarize: Annotate and summarize the text to gain a more thorough understanding of the main ideas.	209		25 Minutes
Sharpen Your Skills! SSP.05; 6.54; 6.SL.CC.1; 6.W.PDW.4; 6.W.RW.10	Roman Resume: Study the responsibilities of government leaders in the Roman Republic and create a resume to apply for a position.	210		40 Minutes
Connect It: Civics SSP.05; SSP.06; 6.52; 6.53; 6.55; 6.SL.CC.1; 6.SL.CC.2; 6.W.TP.2; 6.W.PDW.4; 6.W.RBPK.7; 6.W.RW.10	Protesting for Rights: Discuss standing up for rights through peaceful protests and create a flyer about a recent protest.	211		35 Minutes
Spotlight On... SSP.03; 6.RI.CS.4; 6.SL.CC.1; 6.SL.CC.2; 6.SL.PKI.4; 6.SL.PKI.5; 6.W.RBPK.7; 6.W.RW.10	Punic Wars Match: Create a poster to examine details of the Punic Wars.	212		55 Minutes
What Do YOU Think? SSP.04; SSP.05; 6.SL.CC.1; 6.SL.PKI.6	Destruction: Discuss the destruction of Carthage as an act of power and control by Rome.	213		10 Minutes
Connect It: Economics SSP.05; SSP.06; 6.52; 6.53; 6.55; 6.SL.CC.1; 6.SL.CC.2; 6.W.TP.2; 6.W.PDW.4; 6.W.RBPK.7; 6.W.RW.10	Pirates: Discuss the practice of piracy and its effect on ancient economies.	214		25 Minutes
Writing Workshop 6.W.TTP.1; 6.W.PDW.4; 6.W.PDW.5; 6.W.RBPK.7; 6.W.RBPK.9; 6.W.RW.10	Argumentative Writing: Develop an Outline: Use a graphic organizer to plan body paragraphs for an argumentative essay.	215		35 Minutes
Flex It! SSP.02; 6.55; 6.RI.KID.1; 6.RI.KID.3; 6.RI.CS.5; 6.W.TTP.3; 6.W.RW.10	The Character of Julius Caesar: Flex history into literature by examining a play excerpt and writing a scene about Julius Caesar.	216		60 Minutes
Connect It: Culture SSP.05; SSP.06; 6.52; 6.53; 6.55; 6.SL.CC.1; 6.SL.CC.2; 6.W.TP.2; 6.W.PDW.4; 6.W.RBPK.7; 6.W.RW.10	What's the Date?: Research how the modern calendar came to be and why the months were given their names.	216		20 Minutes
Check It! SSP.04; SSP.05; 6.51; 6.53; 6.54; 6.55; 6.RI.KID.1; 6.RI.KID.3; 6.RI.CS.4; 6.RI.IKI.7; 6.RI.RRTC.10; 6.W.RBPK.9	Complete the formative lesson assessment and self-assessment to check for understanding.	217		25 Minutes

Lesson Features Lesson 4: The Roman Empire



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek 6.RI.CS.4	Make Connections: Preview the lesson, introduce Key Terms , and activate curiosity.	218	 	25 Minutes
Literacy Power 6.RI.KID.2; 6.RI.RRTC.10	Summarize to Monitor Comprehension: Summarize the lesson as a whole to gain a more thorough understanding of the main ideas.	219		25 Minutes
Connect It: Culture SSP.01; SSP.02; 6.56; 6.RI.IKI.7; 6.SL.CC.1	The Aeneid: Examine themes and events from the <i>Aeneid</i> and discuss its influence on the Roman people.	221		25 Minutes
Sharpen Your Skills! SSP.05; 6.57; 6.59; 6.RI.IKI.7; 6.SL.CC.1; 6.SL.CC.3; 6.W.TP.2; 6.W.PDW.4; 6.W.RBPK.7; 6.W.RBPK.8; 6.W.RW.10	Architectural Innovations: Create an instructional guide of how to build an ancient Roman structure.	222	  	50 Minutes
Spotlight On... 6.58; 6.RI.IKI.7; 6.W.PDW.4; 6.W.RBPK.7; 6.W.RW.10	Breakfast of Gods: Design and create a cereal box featuring a Roman deity.	226	  	45 Minutes
What Do YOU Think? SSP.04; SSP.05; 6.58; 6.SL.CC.1; 6.SL.PKI.6	Bread and Circuses: Discuss aid offered to the poorer citizens of Rome and determine what aid the US government should provide citizens today.	227		15 Minutes
Flex It! SSP.05; SSP.06; 6.SL.CC.1; 6.SL.PKI.5	Mount Vesuvius Erupting: Flex history into science by exploring how volcanic eruptions happen, and how Pompeii was preserved by volcanic ash.	228	 	55 Minutes
Sharpen Your Skills! SSP.05; 6.57; 6.59; 6.RI.IKI.7; 6.SL.CC.1; 6.SL.CC.3; 6.W.TP.2; 6.W.PDW.4; 6.W.RBPK.7; 6.W.RBPK.8; 6.W.RW.10	Religions in Rome: Engage in a fishbowl discussion to compare Christianity and Judaism in ancient Rome.	230		25 Minutes
What Do YOU Think? SSP.04; SSP.05; 6.58; 6.SL.CC.1; 6.SL.PKI.6	Examine Patriotism: Discuss the idea of patriotism in Rome and in the United States.	231		15 Minutes
Writing Workshop 6.W.TTP.1; 6.W.PDW.4; 6.W.PDW.5; 6.W.RBPK.7; 6.W.RBPK.9; 6.W.RW.10	Argumentative Writing: Present an Argument: Write, edit, and revise an argumentative essay.	232	 	65 Minutes
Check It! SSP.04; SSP.05; 6.56; 6.57; 6.RI.KID.1; 6.RI.KID.3; 6.RI.CS.4; 6.RI.IKI.7; 6.RI. RRTC.10; 6.W.RBPK.9	Complete the formative lesson assessment and self-assessment to check for understanding.	233	 	25 Minutes

Symbol Key



Project-Based



Discussion/Debate



Cross-Curricular



ML Integration



Differentiation



Remote Essentials



Evaluate/Rubric



Online Resource Addresses

Links and Thinks	Description and Website	Page
Athenian Government	The Constitution of Athens video: https://www.youtube.com/watch?v=plgMTsQXg3Q&t=270s	186
★ Greek Gods and Heroes	Who Were the Ancient Greek Gods and Heroes?: https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgt7mp3	190
Greek Mythology Games	Online Greek Mythology Matching Game: https://www.quia.com/jg/110026.html	190
Greek Drama	An Introduction to Greek Theatre video: https://www.youtube.com/watch?v=aSRLK7SogvE	193
★ Aristotle and Friendship	Aristotle's Timeless Advice on What Real Friendship Is and Why It Matters video: https://www.youtube.com/watch?v=FI8kSA8OxqY	199
★ Etruscan Art	Etruscan Art exhibit: https://www.metmuseum.org/toah/hd/etru/hd_etru.htm	209
Ancient Rome	What Did Ancient Rome Look Like? Cinematic Animation video: https://www.youtube.com/watch?v=5XxA4CX_lp8	222
★ The Colosseum	The Colosseum video: https://smarthistory.org/the-colosseum-rome/	223
Types of Gladiators	Common Types of Gladiators in Ancient Rome: https://www.worldhistory.org/uploads/images/18163.png?v=1760486585-1756705970	225
Diaspora	Harvard University Diaspora Community: https://pluralism.org/diaspora-community	229

★ = Resources indicated with this symbol feature an additional optional activity.

Tips	Description and Website	Page
The Olympic Museum	The Olympic Games in Antiquity resource: https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/Documents/Document-Set-Teachers-The-Main-Olympic-Topics/The-Olympic-Games-in-Antiquity.pdf#_ga=1.138450483.105971277.1482485635	190
Prezi	Presentation program: https://prezi.com/	207

Notes

Online Resource Addresses



Features	Description and Website	Page
Spark It! Ignite Curiosity & Activate Prior Knowledge	Top 8 Ancient Roman Technologies History Countdown video: https://www.youtube.com/watch?v=0Llr_ZTg_5U	180
Sharpen Your Skills! Geography and Economy	Greek Geography video: https://www.youtube.com/watch?v=YhOO8jFE8Ts	185
Connect It: Civics Jury Duty	US Government Serving on a Jury: https://www.ducksters.com/history/us_government/serving_on_a_jury.php	188
Connect It: Culture Greek Literature	The Odyssey by Homer Summary & Analysis video: https://www.youtube.com/watch?v=z7i9AmmZE2o&list=PLz_ZtyOWL9BTT6cHpSFM3HnK9ongAYDBI&index=25 Course Hero playlist: https://www.youtube.com/playlist?list=PLz_ZtyOWL9BTT6cHpSFM3HnK9ongAYDB	192
Sharpen Your Skills! Alexander Analysis	5 Military Tactics That Made Alexander, the Great article: https://medium.com/lessons-from-history/5-military-tactics-that-made-alexander-the-great-b899f1c69234	202
Connect It: Culture The Library of Alexandria	What Really Happened to the Library of Alexandria video: https://www.ted.com/talks/elizabeth_cox_what_really_happened_to_the_library_of_alexandria?language=en	204
Spotlight On... Hellenistic Designs	Supreme Court Building image: https://www.supremecourt.gov/about/courtbuilding.aspx Greek Columns World History article: https://www.worldhistory.org/column/	205
Sharpen Your Skills! Roman Resume	Resume Genius: https://resumegenius.com/resume-samples/student-resume-examples	210
Connect It: Economics The Aeneid	The Roman Epic Poem The Aeneid: Introduction and Summary video: https://www.youtube.com/watch?v=d2dcqDjxl_c	221
Flex It! Mount Vesuvius Erupting	Volcanic Eruption Explained video: https://www.youtube.com/watch?v=LQwZwKS9RPs	228
Tech Tie-In Ancient Mosaic	Easy Moza: https://www.easymoza.com/	235
Today's History A Great Timeline	Prezi: https://prezi.com/presentation-template/history-lesson-timeline-light/	235

Notes

[illegible]

Spark It!

Learning Target: I can activate prior knowledge and ignite curiosity by previewing the **Essential Question**, opening image, and timeline.

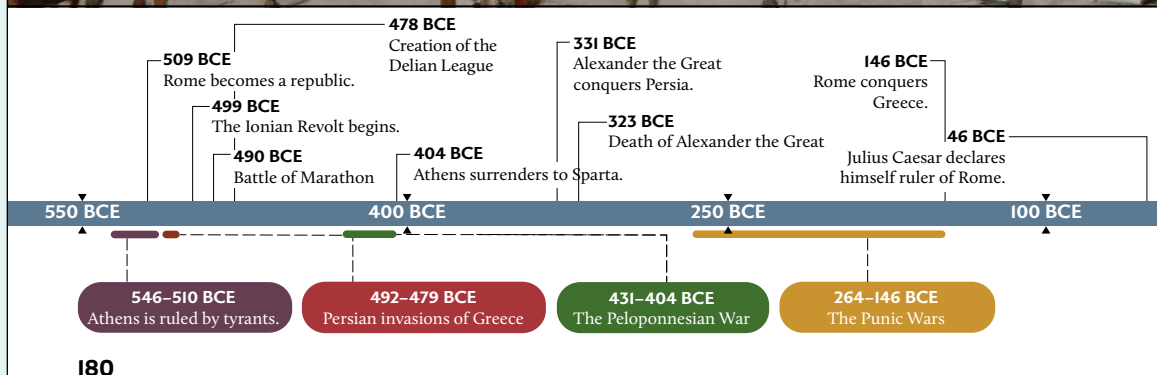
Ignite Curiosity & Activate Prior Knowledge

Discuss the **Essential Question**, opening image, and timeline to preview the unit.

- Display the **Essential Question:** *How did Greek and Roman culture shape life in the Mediterranean world?*
- Explain to students that the people of ancient Greece and the Roman Empire created many things that we still use or study today. These include architectural styles, the Olympics, theater, aqueducts, modern philosophy, medical tools and practices, and more.
- Show students the video [Top 8 Ancient Roman Technologies | History Countdown](#). Distribute the **Cornell Note-Taking Method** organizer on page 47 in the **Teacher Tools** and instruct students to take notes as they watch the video.
 - ▶ **Ask:** Which item on the list surprised you the most?
 - ▶ **Ask:** Which of the inventions do you think has had the biggest impact on the world? Why?
- With these inventions in mind, have students write a one-paragraph response to the following questions: How do you think Greeks and Romans had an impact on the ancient world? How do you think they have had an impact on the modern world?
- Once responses are completed, have students share what they wrote with a group and discuss their thoughts and ideas for what they will learn about in this unit.

UNIT 5

The Greco-Roman World



Put Yourself in the Picture

Direct students to examine the image on the opening spread.

- Explain to students that the Roman Forum served as a marketplace for the ancient Roman people.
- Have students discuss in partners and describe what the people in the image might be doing, seeing, smelling, and hearing.
 - ▶ **Ask:** What is the first thing in this image that drew your attention? Why?
 - ▶ **Ask:** How does this image compare to what a modern marketplace might look like today?



Essential Question?

How did Greek and Roman culture shape life in the Mediterranean world?

Lesson 1

City-States
Form in Greece

Lesson 2

The Spread of
Greek Culture

Lesson 3

Early Rome

Lesson 4

The Roman Empire

The Roman Forum, located in the heart of ancient Rome, used to look like this. What shapes and features do you notice in the architecture and design of these buildings?

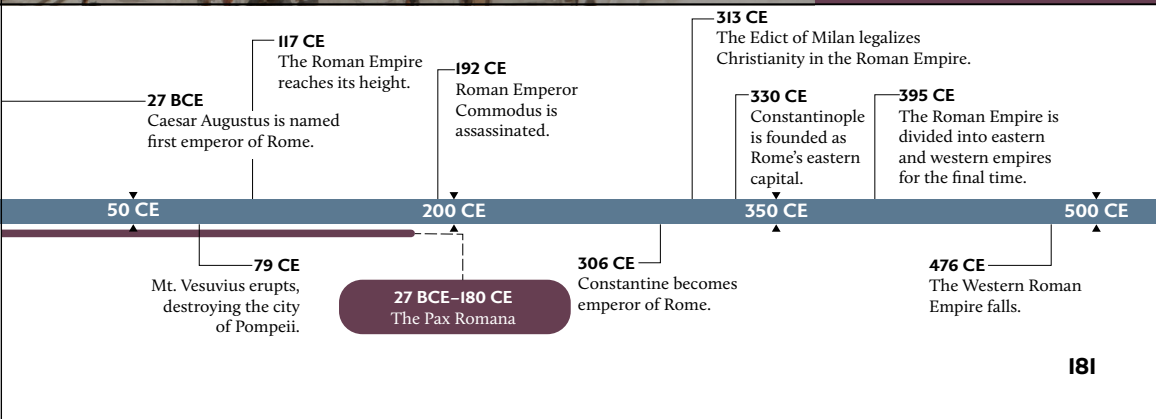
Learning Objectives

Skills Objectives

- Students will annotate and summarize the text to determine meaning in what they read.
- Students will use primary and secondary sources to analyze ancient forms of Greek and Roman entertainment.
- Students will use historical thinking skills to analyze a firsthand account of the eruption of Mount Vesuvius in 79 CE.
- Students will make and evaluate claims and apply logic and evidence to an argumentative essay to enhance their writing skills.

Content Objectives

- Students will describe the economies, governments, cultures, conflicts, and rise and fall of city-states in Greece.
- Students will explain the influence of Alexander the Great and Greek ideas before and during the Hellenistic Era.
- Students will identify influences of early Rome, and the structure and downfall of the Roman Republic.
- Students will describe religion and life in the Roman Empire, and what led its western half to fall.



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Examine the Timeline

As a class, examine the events on the timeline

- Individually, or in pairs, have students select three events on the timeline and try to predict how they might be related to each other.
 - **Ask:** Which of the events on the timeline do you think is the most important? Why?
 - **Ask:** What events are you the most curious about? Why?
- Encourage students to come up with questions they have based on the opening image and timeline that they want to find answers for as they read.

Sneak Peek

Learning Goals: Make Connections

- As a class, read the **Learning Goals** for this lesson. Discuss how each goal connects to the other **Learning Goals**.
- Have students discuss in pairs how each **Learning Goal** connects to the title of the lesson: **The Spread of Greek Culture**. Then have students individually write a one-sentence summary of the connections they made.
- At the end of the lesson, have students hold up fingers to indicate their level of understanding for the **Learning Goals**:
1—they do not get it
2—they kind of get it, but still need help
3—they definitely get it and are ready to move on
- Students will revisit the **Learning Goals** at the end of each lesson in the **Check It!** activities.

Key Terms

- assassinate** (verb): to murder by sudden attack
- circumference** (noun): the distance around a curved object
- corrupt** (adjective): wrong or dishonest
- hostage** (noun): someone who has been kidnapped and held captive
- logic** (noun): a reasonable way of thinking
- philosophy** (noun): the study of knowledge, truth, and the meaning of life; a system of ideas
- Stoicism** (noun): a Greek philosophy that said people should live life according to virtue and logic rather than pursuing wealth and pleasure

★ **Note:** The **Teacher Tools** contain many graphic organizers that can be used to aid Multilingual Learners and Approaching Learners in understanding the **Key Terms**.

LESSON 2

The Spread of Greek Culture



Summarize the Text

Sometimes an audience will want a summary to be short and to the point. They want to know the most important elements of the text, but not necessarily the smaller details.

As you read this lesson, take notes on the main idea and important points. Then imagine you are on an elevator with a partner. While the elevator travels to the top floor, you have one minute to verbally summarize the lesson. What details will you mention? What details will you leave out?



This mosaic of Alexander the Great was found in the Roman city of Pompeii, which was destroyed by a volcanic eruption in 79 CE. The conquests of Alexander the Great spread Greek culture across Southwest Asia.

North of Greece, the Macedonians noticed how weak the Greek city-states had become following the Peloponnesian War. For a long time, farming villages dotted the rugged countryside of Macedonia. Similar to the city-states of Greece, the Macedonians were not a united nation. However, in 357 BCE, King Philip II united all of Macedonia into one strong civilization. Once he had conquered the regions neighboring Macedonia, he planned to expand his control eastward toward Persia. Yet it was his son, Alexander, who conquered the Persian Empire and spread Greek culture throughout Southwest Asia and as far east as northern India.

Learning Goals

- I can analyze the rise of Macedonia.
- I can explain how Alexander the Great conquered Anatolia, Egypt, and Southwest Asia.
- I can describe the art and architecture of the Hellenistic world.
- I can identify ways that Greek ideas influenced civilizations during the Hellenistic era and today.

Key Terms

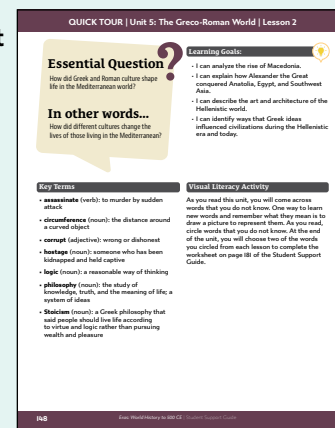
assassinate
circumference
corrupt
hostage
logic
philosophy
Stoicism

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Unit 5

ML Support: Sneak Peek

- Distribute a copy of the **Quick Tour** for the lesson found on pages I48–I57 in the **Student Support Guide**. Emphasize the images throughout the text. Pause periodically to check for understanding and allow students to discuss observations and questions.
- Consider having ML students review the **Check It!** questions for the lesson and discuss the answers before reading in the **Student Edition**. This will help develop any prior knowledge required to comprehend the topic, personalize the information, increase motivation for reading, and provide a clear focus for retention.



The Rise of Macedonia

Philip II was furious that the Persians had invaded Macedonia on their way to Greece. He also greatly respected Greek culture, and he wanted to restore the city-states to their former glory under his rule. After securing areas north of Greece, Philip began invading Greek cities. Some fought back, but others quickly surrendered to Philip's army. His plan was to use the Greek army to invade Persia. However, he was **assassinated** at his daughter's wedding before he could carry out this plan.

Alexander the Great

After his death, Philip's son, Alexander, became king of Macedonia. He was only 20 years old when he became king, but he already had experience leading some of his father's military campaigns. Like his father, he wanted to make Greece a strong power once again. He also wanted to create a new empire that extended across Southwest Asia.

Alexander had been a student of the Athenian philosopher Aristotle. He was familiar with **philosophy**, science, and literature. Philosophy is the study of truth, knowledge, and the meaning of life. As a student, Alexander studied history, learning about great rulers of the past. When he became a ruler, he modeled his behavior after these famous rulers, including Cyrus the Great of Persia.

Alexander was also a great military leader. He commanded armies when he was just a teenager, helping his father win many battles. In fact, in his whole life, Alexander never lost a battle. Because of his military achievements and his reputation as a good leader, Alexander came to be known as "Alexander the Great."

The Greco-Roman World



Aristotle

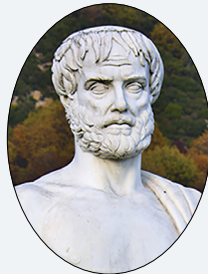
382–322 BCE

Aristotle was a Greek scientist and philosopher. He studied under the famous Greek thinker Plato.

Aristotle created a library in Athens at a school called the Lyceum. He was so respected he even served as the personal tutor of Alexander the Great.

Aristotle studied many different subjects, including biology, chemistry, history, politics, and writing. Historians believe Aristotle wrote more than 200 works, although only 31 survive today. One of his most famous works was about **logic**, which is a reasonable way of thinking. Aristotle wrote that if two statements are true, then the conclusion of those statements must also be true. This system of logic would be used for thousands of years.

Aristotle studied and wrote on almost every scientific and educational field that existed during his lifetime. His work inspired many students who later passed on his teachings. His ideas were so respected that they were studied years later. During the European Middle Ages, most teachers and professors used Aristotle's work to teach their students.



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Critical Thinking POWER

Success Criteria: Students will annotate and summarize the text to determine meaning in what they read.

Elevator Pitch Summary

- Explain to students that an elevator pitch is a term used for a short explanation of an idea. It is often used by business professionals who have a limited amount of time, such as the time span an elevator ride might take, to get their main points across to an audience.
- As students read this lesson, have them write down the main points and details that stand out to them that they could use in an elevator pitch summary.
- Put students in partners and assign them to be student one and student two. Have student one take one minute to summarize a section of the lesson aloud. Allow them to refer to their notes if they need to. Remind students that since they have a limited amount of time, they should focus on the most important points.
- After student one has completed their summary, have student two take one minute to summarize a different section of the lesson, referring to their notes when necessary.
- If time allows, complete the exercise again with students summarizing a section of the lesson in 30 to 45 seconds without using their notes.

Links and Thinks

Aristotle and Friendship

- Have students explore Aristotle's ideas on friendship by watching [Aristotle's Timeless Advice on What Real Friendship Is and Why It Matters](#). This video explains the types of friendships Aristotle outlined and how they are formed.
- After watching the full video, go back to 1:48 and have students reread Aristotle's quote about friendship. Then have them write a one-paragraph response to the question: What does friendship mean to you?
 - **Ask:** Why do you think Aristotle studied friendships and relationships?
 - **Ask:** How do you think friendships can help shape your life?



Alexander the Great's Conquests

As Alexander's army began claiming city-states in Greece, some cities resisted. The Greek city-state of Thebes, north of Athens, refused to surrender, so Alexander ordered his army to destroy the city. Only the Theban temples and the poet Pindar's house were spared. When other city-states saw what happened to Thebes, they quickly chose to join Alexander. Then many Greek soldiers joined the Macedonian army to attack Persia.

Marching Into Anatolia

Alexander led his army into Anatolia. His forces included about 30,000 foot soldiers and 5,000 cavalry riders. He first met the Persian army at the Granicus River in northwestern Anatolia.

After defeating the Persians at the Battle of Granicus, Alexander and his army marched south and then continued east. They claimed cities throughout Anatolia, many of which surrendered without a fight.

Under the leadership of King Darius III, the Persians prepared to challenge Alexander's army in battle again. This time, the two armies faced each other on a plain in southeast Anatolia, called Issus. Alexander's cavalry successfully defeated the larger Persian army. Darius fled the battle, but Alexander took Darius's mother, wife, and children **hostage**.

Following the Battle of Issus, Alexander led his men south along the Mediterranean coast. Some cities, like Sidon, welcomed him. Others, like Tyre and Gaza, did not. Alexander and his army ruthlessly conquered the places that resisted him, destroying the cities, killing the men, and selling the women and children into slavery.

Conquering Egypt

Alexander and his army continued their march along the coast until they arrived in Egypt. Tired of Persian rule, the Egyptians welcomed Alexander into their land and crowned him pharaoh. While he was there, Alexander founded the famous city of Alexandria, which he named after himself.



Alexander the Great's men carried long spears called sarissas. Because these spears were longer than those used by other civilizations, Alexander's army was often very successful in battle.

Remote Learning Tip



There are many technology tools to choose from for remote students to stay involved, such as phone and computer applications. Using too many tools in too short a time can be confusing and overwhelming. When deciding which tools to use, find what works best for your class and stick to using the same ones throughout the school year.

Overtaking Persia

As Alexander claimed more land, Darius III hoped to prevent his army from marching deeper into Persia. He offered Alexander money, which he refused. Determined to defend his empire, Darius led his troops to the Plain of Gaugamela. The Persian army had more soldiers and used scythed chariots, which had sharp blades on the wheels. Despite these challenges, Alexander defeated the Persians again.

After winning the Battle of Gaugamela, Alexander had conquered Persia. The cities of Babylon and Susa surrendered, but the forces guarding the capital of Persepolis resisted. Alexander and his army took Persepolis by force and burned it to the ground in revenge for the burning of Athens during the Persian Wars.

Fighting in India

Alexander then led his army toward India, hoping to claim lands farther east of the former Persian Empire. Marching north, Alexander and his soldiers defeated the Scythians on their southern border and founded new cities near the Hindu Kush mountain range. Some of his men chose to settle in this region, mixing with the local people who were allowed to stay.

Leading his army into India, Alexander and his men were welcomed by some rulers but resisted by others. In 326 BCE, he faced King Porus at the Battle of Hydaspes. The Indian troops used war elephants, which Alexander's men were not used to fighting. Alexander ordered his archers on horseback to attack the elephants. Spooked by the arrows, the elephants refused to charge, and Alexander's army was able to surround the Indian troops and win the battle. Under his command, Alexander allowed King Porus to continue his rule of northern India.

Returning to Babylon

Alexander wanted to continue expanding his empire, but his soldiers did not. The jungles of India were a very different environment for them. The air was hot and humid, and the region had diseases not found in Greece. Because of this, Alexander's soldiers refused to continue.

Alexander and his army turned back. While most of his men returned to Greece and Macedonia, Alexander stayed in Babylon to rule as king. He had come to appreciate Persian culture. However, soon after his arrival, Alexander became sick. In 323 BCE, he died at age 33.

Porus was taken prisoner ... when Alexander asked him how he would be treated, he said: "like a king." ... Accordingly, Alexander not only permitted him to govern his former kingdom, giving him the title of satrap, but also added to it the territory of the independent peoples whom he conquered.

—Athenian historian Plutarch writing about Alexander the Great's treatment of King Porus

What Do YOU Think?

Similar to Cyrus the Great, Alexander the Great allowed conquered people to keep their own customs. Why do you think he chose to do this?



This mosaic of Darius III fighting in the Battle of Issus was found on the floor of a Roman house in Pompeii. It is part of the same mosaic as the one of Alexander the Great on page 198. Based on this image, what do you think battles must have been like for soldiers in the ancient world?

What Do YOU Think?

Spreading Culture

- Explain to students that Alexander the Great did not conquer empires to suppress their cultures and practices. Instead, he worked to blend cultures together and introduce Greek culture. While many cities thrived with both Greek and local people, some Macedonians did not want cultures to be blended.

- **Ask:** Why do you think Alexander the Great wanted to spread Greek culture?
- **Ask:** Why do you think some people supported blending Greek culture with others while other people did not?
- **Ask:** How do you think blending cultures could have been beneficial? How could it have been harmful?

Notes

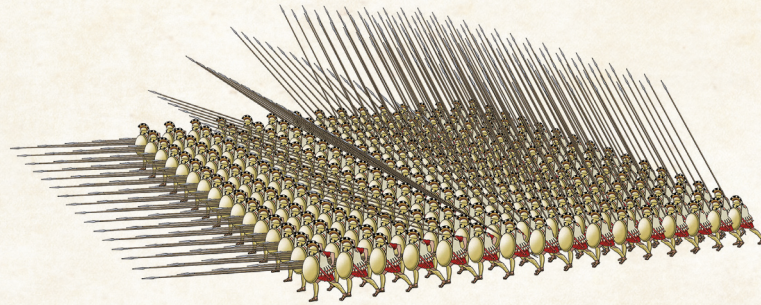
Sharpen Your Skills!

Success Criteria: Students will practice collaboration and evidence-based decision making skills to examine Alexander the Great's military strategies.

Alexander Analysis

- Explain to students that Alexander the Great conquered several cities, Persia, Egypt, and northern India in a short time due to his exceptional military strategies and patience. Although his empire only held together for 10 years after his death, the Hellenistic influences he spread continued across territories for 300 years.
- Assemble students into groups and print copies of [5 Military Tactics That Made Alexander, the Great](#). Before distributing the article to groups, cut up each section so the five tactics are separated.
- Instruct groups to take turns reading the tactics out loud. Disregarding the labeled numbers in the article, have students work together to put the tactics in order of what they think is the most effective to the least effective.
- Next, have one person from each group write their list on the board. As a class, discuss the similarities and differences in the list. Have group members contribute reasons why they placed one tactic over another, and allow debates about the order.
- After the discussion, have groups reconvene to determine if they still support the order they placed the tactics in. Then have students individually write a two-paragraph explanation about why each tactic is in the position it is.
 - **Ask:** What do you think would have been different about the ancient world if Alexander the Great had not been successful with his military strategies?

ALEXANDER THE GREAT'S MILITARY STRATEGIES



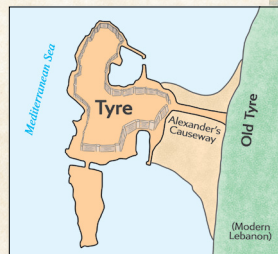
Alexander the Great's army often used the phalanx formation in battle. Soldiers stood close to each other in tight rows, and if one soldier fell, the man behind him would step into his place.

Alexander the Great was famous for his victories. One of the reasons he is remembered as a great general is because he adapted his strategies to fit each situation. Sometimes, it took weeks of hard work for his soldiers to carry out his plan of attack.

The Siege of Tyre

The Phoenician city of Tyre was on an island near the coast of what is now Lebanon. When Alexander asked to enter the city, the Tyrians refused. Alexander decided to take the city by force. He ordered his men to build a land bridge across the channel, using logs, rocks, and sand. The work was challenging, and the water grew deeper as they inched closer to the city. Tyrian soldiers fired arrows at Alexander's army as they worked, making the task even harder.

At the end of the long causeway, Alexander's men built tall siege towers to attack the city walls from the outside. With support from the Greek navy, Alexander's forces were also able to blockade Tyre's ports, attack their ships, and finally take the city.



The causeway Alexander's army built to reach Tyre was about half a mile long and 200 yards wide. Why do you think he used this strategy to take the city?



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Unit 5



Differentiation: Sharpen Your Skills!

Consider the following alternative approaches to this activity to meet the needs of your class.

- **Advanced Learners:** Have students individually select the tactic that they think was the most effective for Alexander the Great. Instruct them to conduct further research and gather evidence to use in a debate. Hold a class debate and have students state their cases. At the end of the activity, have students write one paragraph summarizing and explaining which tactic was the most effective and if the debate changed their mind.
- **Approaching Learners:** Separate the class into five groups and assign each group a tactic. Have them create a poster with text and visual elements to explain the tactic. Display the posters around the room to have students view them. Instruct them to write a one-sentence summary of each tactic, and encourage them to ask questions they may have while reading the posters.

The Siege of Gaza

After defeating the city of Tyre, Alexander's army traveled south to the city of Gaza. Like the Tyrians, the people of Gaza chose not to surrender to Alexander. Determined to take the city, Alexander ordered his men to build siege mounds on the sides of the city that led up to the city walls.

Because they were close to the coast, Alexander's men brought sand from the beach to pile outside the walls of Gaza. Once the mounds were high enough, they brought siege towers and catapults close to the walls to attack the city. Although the people of Gaza put up a strong fight, they eventually surrendered to Alexander.

Battle Strategies

Alexander's army often used the phalanx formation to face opposing armies in battle. Each soldier held a shield for defense and a very long spear, called a sarissa. These Macedonian spears were twice as long as Greek spears, which made them more effective in battle.

In some situations, it was difficult to use the traditional phalanx formation. When crossing strong rivers or when fighting elephants, Alexander had to adjust his battle strategies quickly. When crossing rivers, he depended more on his cavalry than his foot soldiers. He also deployed his cavalry against King Porus's war elephants, which were difficult for his foot soldiers to fight.



Alexander's men pushed siege towers up sand ramps to attack Gaza.

This relief carving, made in 1700s CE, features the Battle of Gaugamela. Why do you think the artist chose to depict this conflict a thousand years after the battle?



The Greco-Roman World

Writing Workshop

Success Criteria: Students will make and evaluate claims and apply logic and evidence to an argumentative essay to enhance their writing skills.

Argumentative Writing: Make a Claim

- Explain to students that the next step in writing an argumentative essay is to make a claim about a topic that can be argued. This claim or argument is a thesis statement, and it should do the following:
 - » address a specific subject in a broad topic
 - » take a stance on the subject
 - » explain why the subject is important
- Have students complete the **Create a Thesis Statement** worksheet on page 24 in the **Student Activities** using the topic they researched in the previous **Writing Workshop** activity. Explain that asking questions about the topic will help them come up with a thesis statement that meets the above criteria.
- Once students have their thesis statements, they can test them by considering arguments against them and using evidence to determine which statement is stronger.

ML Adaptation: Writing Workshop

Consider the following alternative approaches to this activity to meet the needs of your class.

- **Accommodated Option:** Model creating a thesis statement before having students create their own. Project the worksheet for the class and use an example topic to complete it. Explain your thought process to the class as you answer each question.
- **Cooperative Option:** Strategically pair ML students with non-ML students to strengthen language acquisition and promote peer reliability while completing their worksheets. Have each student take turns answering questions, then have pairs discuss and explain their answers.

Form titled "Writing Workshop | Create a Thesis Statement | Unit 5: Lesson 2". It includes a "Name:" field, a "Date:" field, and a "Prompt:" section. The prompt asks students to choose a topic they learned about in their reading, fill in the spaces below to create a thesis statement on that topic, and then use evidence to decide which argument is stronger. The form includes sections for "Interpret Area/Topic:", "Subject:", "Who?", "What?", "Where?", "When?", "Why?", "Why does it matter?", and "Final Thesis Statement:". At the bottom, there is a "Test It!" section with two columns: "Opposing Argument" and "Which is stronger? Why?".

Connect It: Culture



Success Criteria: Students will use an interdisciplinary learning lens to connect history to culture.

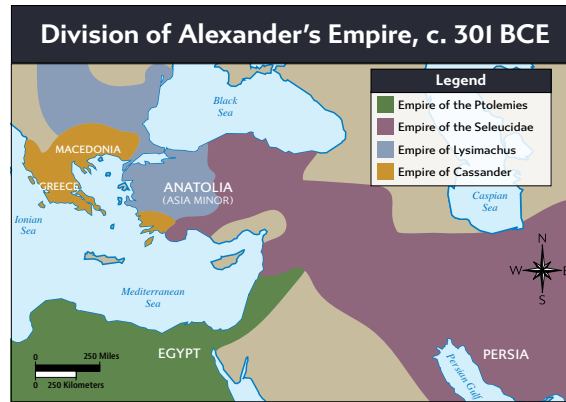
The Library of Alexandria

- Explain to students that the Library of Alexandria was significant because it contained such a large collection of written works from different cultures. Historians believe that the architecture of the building was also a blend of Hellenistic and Egyptian styles, showing the two cultures coming together.
 - ▶ **Ask:** The idea for the Library of Alexandria came from Alexander the Great. Why do you think he wanted to prioritize knowledge with a large library?
 - ▶ **Ask:** How does the Library of Alexandria compare to the Library of Ashurbanipal that you read about in **Unit 4**? What are the similarities between the two? What are the differences?
- Inform students that some works survived the fire set by the Romans. However, as control over Alexandria shifted, rulers began to view the knowledge it contained as a threat.
 - ▶ **Ask:** How do you think knowledge could be viewed as a threat to different leaders and rulers?
 - ▶ **Ask:** Why might the destruction of the Library of Alexandria be considered a major loss to learning in history?

ML Adaptation: Connect It: Culture

Consider the following alternative approaches to this activity to meet the needs of your class.

- **Accommodated Option:** Write the discussion questions on the board and show students the video: [What Really Happened to the Library of Alexandria](#). Have students write responses to the questions, then discuss their thoughts as a class.
- **Cooperative Option:** Assemble students into small groups with a mix of ML and non-ML students. Allow them to discuss the questions as group rather than with the pressure of the entire class.

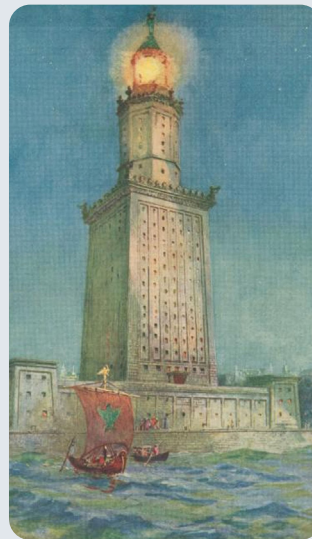


Connect It: Culture



The Wonders of Alexandria

Alexandria, Egypt, served as a center of classical learning. The city was home to the largest library in the ancient world. Not only did it hold a vast number of Greek scrolls and Egyptian papyrus, but it also had gardens and huge meeting rooms. The library collection demonstrated how those in other regions, such as Egypt, valued Greek culture. However, the library was destroyed when Roman soldiers set fire to the city in 48 BCE. Many historians consider the burning of the library at Alexandria to be one of the biggest losses to learning in history.



On the island of Pharos, in the city's harbor, a lighthouse guided ships to port. Finished in 280 BCE, the lighthouse of Alexandria was over 350 feet high. It was built in three levels with a furnace at the top that burned at night, similar to the design of modern lighthouses. The structure was so impressive that it was added to the Seven Wonders of the World, a list started by Greek historian Herodotus. In the early 1300s CE, the lighthouse collapsed in an earthquake.

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Dividing the Empire

After Alexander's death, his large empire was split among his generals. Ptolemy took Egypt; Seleucus claimed Southwest Asia; Lysimachus took lands in Anatolia and Europe; and Cassander claimed Macedonia and Greece.

Alexander's Legacy

Although his empire was divided, Alexander's legacy remained. Greek culture spread, greatly influencing other societies. During his brief reign, he expanded trade between Greece, Southwest Asia, and Egypt by founding cities along his military routes. Many of these cities were named Alexandria. In each city, Alexander left some soldiers behind. Often, these were older soldiers who went on to marry local women. The cultures in these cities were often a mix of Greek and local cultures.

Life in the Hellenistic World

The period after the death of Alexander the Great is known as the Hellenistic era. "Hellenistic" comes from the word *Hellas*, which is what the Greeks called Greece.

During the Hellenistic era, Greek culture spread throughout northeast Africa and Southwest Asia. Greek rulers founded new cities, which were each designed to look like the Greek polis. They had similar city plans and architecture. Each of these cities featured large outdoor theaters, where Greek plays were often performed.

Although the Greek language spread, many people continued to speak their native languages and follow their own customs. Often, there was a blend of cultures as Greek religious ideas, political systems, and cultural practices were introduced to new regions.

Unit 5

ML Tip



When giving verbal instructions, avoid too many clauses in one sentence. Say the same thing in more than one way, and pause often so students have a chance to process the instructions. Students may also benefit from a written version of the instructions, whether it be in the form of a handout or on the board.



The three most common types of column designs in Hellenistic architecture were the Doric, Ionic, and Corinthian orders. How is each style unique? Why do you think some regions preferred one style over another?

Hellenistic Architecture

Hellenistic cities featured Greek architecture, which is known for its beauty, balance, and elegance. Architects carefully drew the designs for temples, theaters, and other buildings. One of the most common features of Greek architecture was the column, which had been used by Greek architects for hundreds of years. They used three styles of columns in their architecture: Doric, Ionic, and Corinthian.

The Doric style was most popular in mainland Greece. It was later used by the Romans because of its formal and simple design. The Ionic style was more popular in Anatolia and the Aegean islands due to its decoration. Finally, the Corinthian design was the most elaborate of them all.

Hellenistic Art

The Hellenistic Greeks were famous for their art, especially sculpture. Before this time, artists tended to depict perfect figures in their art. However, in the Hellenistic era, artists began to include more realistic details.

Sculptures of ordinary citizens, children, and animals became more common. These sculptures were meant to be admired from every angle, so they were very complex. Wealthy people could afford to purchase sculptures for their homes and private gardens.

The Greco-Roman World

LINKING THE PAST TO THE PRESENT

Many government buildings in the United States today were designed using Greek and Roman architectural styles. For example, Corinthian columns stand at the entrance to the Supreme Court building in Washington, DC. They support a triangular pediment with sculptures, which is similar to the design of the Parthenon in Athens. Why do you think the people who founded the United States wanted to design state buildings to look like Greek and Roman temples?



Hellenistic sculptures often looked like they were moving with the stone. One of the most famous Hellenistic sculptures is the Winged Victory of Samothrace, which was made to honor Nike, the Greek goddess of victory.

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TALK ABOUT IT

How did Hellenistic art express and influence the social values of Greeks?

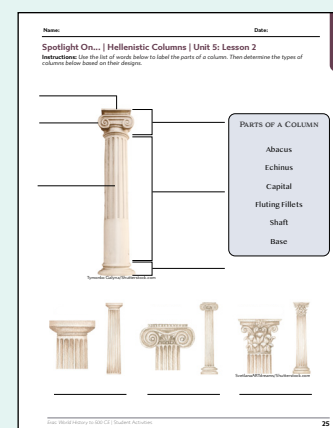
Spotlight On...



Success Criteria: Students will describe characteristics of Hellenistic architecture and design their own Hellenistic-inspired building.

Hellenistic Designs

- Display an image of the [Supreme Court Building](#) for students and explain that many buildings and designs throughout the world, both past and present, have been influenced by Greek architecture.
 - **Ask:** Do you think Greek style architecture is appealing? Why or why not? Why do you think it has influenced other designs for hundreds of years?
 - **Ask:** Why do you think architecture was important to the Greeks?
- Separate students into groups of three and have them read more about [Greek Columns](#). As they read the article, have them highlight the points that help them understand the function of columns in architecture.
- Distribute the **Hellenistic Columns** worksheet on page 25 in the **Student Activities** and have students label the columns.
- Next, assign each group member one of the common column designs of Doric, Ionic, and Corinthian. Instruct students to conduct research to find two images of buildings that feature the design. One image should be of an ancient Greek building, and the other should be of a building in the United States.
- Have students write down a list of five facts about both buildings and share them with their groups.
- Using their images as inspiration, have groups design their own building in a new style. Distribute drawing materials for students to use, then various available craft supplies for students to make a 3D model if time allows.
- Once finished, have groups present their designs to the class and explain the elements of Greek architecture they used as inspiration.

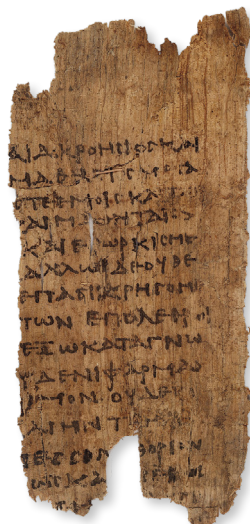


Career Corner

Philosophy Professor



- Explain to students that philosophy professors teach students about subjects related to philosophy. These include the study of theories, what is right and wrong, government, reality, limits of knowledge, and more. Some even specialize in ancient Greek philosophy. They encourage students to continuously ask and answer questions, to research, and to solve problems. Philosophy professors earn bachelor's and doctorate degrees to become a professor.
- Divide students into five groups and assign each group one of the following Greek philosophers:
 - » Socrates
 - » Plato
 - » Aristotle
 - » Thales of Miletus
 - » Pythagoras
- Have students conduct research to learn about the lives and teachings of their assigned philosopher. Instruct them to use their research to create a 10–15 minute lesson to teach the rest of the class about what they learned. Lessons may be slideshow presentations, posters, an activity, or worksheets, and should include discussion questions or a reflection response.
- Have students work as a team and divide up teaching different sections of their lesson to ensure that each student participates as a teacher.
- Once each group has taught their lesson, have a class discussion about the contributions of the Greek philosophers, and why philosophy might be an interesting subject to study.



This fragment of the Hippocratic Oath dates to about 275 BCE. Many physicians still swear by this oath today, promising not to harm their patients. Why do you think it is important for doctors to follow moral principles?

Advancements in Math

During the Hellenistic era, many new discoveries were made in the fields of math and science. Greek scholars shared their own ideas and built on the ideas of other civilizations, especially those of Egypt and Babylon.

Known for his groundbreaking work in geometry, a mathematician named Euclid wrote a collection of works called the *Elements*. In it, he wrote a series of proofs that helped form the basis for modern mathematics, including that there are an infinite number of prime numbers. Many of the ideas in the *Elements* built on the work of the Egyptians and the Mesopotamians.

Another Greek scholar, Eratosthenes (ĒR-ŭ-TĀS-thŭ-nēz), was the first to calculate the **circumference**, or distance around, Earth. He was able to do this by measuring the angles of shadows made by the movement of the sun. Like many Greek mathematicians, both Euclid and Eratosthenes lived in Alexandria, Egypt.

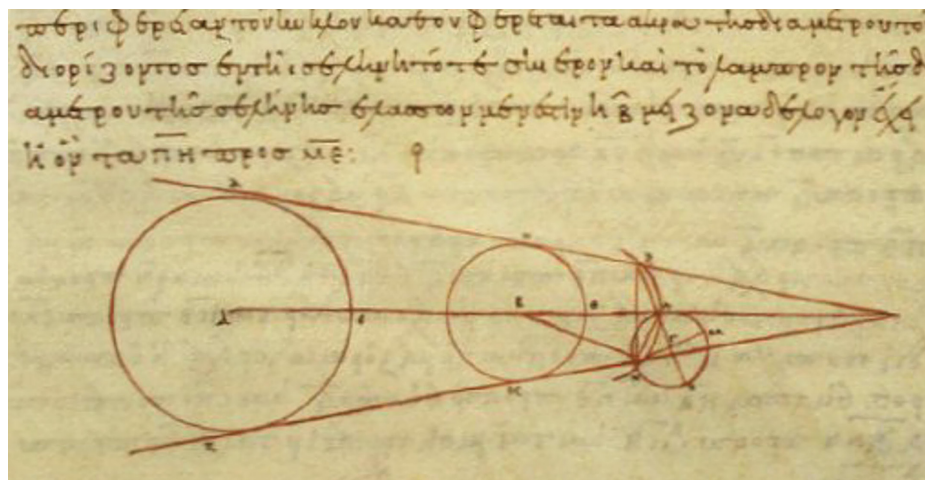
The Study of Medicine

Other Greek thinkers made progress in medicine, building on the discoveries made by Egyptians. Greek doctors began to study human bodies to learn about the circulatory and nervous systems.

A famous Greek doctor named Hippocrates (hĭ-PĀ-krŭ-tēz) wrote essays that described symptoms of diseases and information about how to treat them. He is considered the father of modern medicine because he identified common diseases and recorded the effects of his treatment on patients. Hippocrates is credited with writing the Hippocratic Oath, which is a moral code for doctors.

Greek Philosophy

During the Hellenistic era, Greek philosophers developed new ideas to explain their views of the world and human behavior. They also spread the knowledge of great thinkers who came before them, like Socrates, Plato, and Aristotle.



A Greek astronomer named Aristarchus determined that our solar system is heliocentric, with the sun positioned at the center and the planets revolving around it. His ideas were not accepted at the time because people thought Earth was at the center of our solar system, not the sun. However, later scientists proved his theory correct. This copy of Aristarchus's original diagram of the sun, Earth, and the moon dates to the 900s CE.

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Unit 5

Flex It!

Success Criteria: Students will use a cross-curricular learning lens to engage with history through math.

Measuring Earth

- Explain to students that circumference in geometry is the distance around the outside of a circle. The equation to calculate circumference uses the diameter (distance across a circle through the center) or the radius (distance from the center of the circle to the boundary). Draw a circle on the board and label the circumference, diameter, and radius.
- Inform students that pi is also used in the circumference equation. Pi is a constant number in math that is symbolized by the Greek letter π . It is the ratio of the circumference to the diameter of a circle and equals about 3.14159. This ratio is the same regardless of the size of the circle being measured. Write the equation Circumference of circle = π x diameter of circle or $C = \pi d$ on the board.
- Next, draw another circle on the board and label it Earth. Label the diameter of the circle as 12,756 km. Have students individually calculate the circumference of Earth using the equation and information given. Their equation should be $C = 3.14159(12,756)$, which equals 40,074.122 km. Do the math on the board as a class for students to check their answers.
 - **Ask:** Why do you think a mathematical advancement such as calculating the circumference of Earth would be important during the Hellenistic Era?

Socrates was a famous philosopher from Athens. He encouraged his students to think critically by asking them questions, which was later called the Socratic method. He was sentenced to death because Athenian leaders said he was **corrupting** young people and disrespecting the gods of Athens.

Plato

Socrates's most famous student, Plato, recorded some of his teacher's ideas and developed his own ideas about morality, virtue, and government. About 387 BCE, Plato founded a school in Athens called the Academy. Many students traveled from cities across the Hellenistic world to study at the Academy. They helped spread the ideas they learned from their studies, and many of them developed ideas of their own.

Aristotle

Aristotle was Plato's most famous student. He studied at the Academy for 20 years, and he then founded his own school in Athens, called the Lyceum. Like Plato's Academy, many students came to Athens to study at the Lyceum. Aristotle's ideas spread quickly. For centuries, his ideas about logic, reasoning, nature, government, and society would shape European thought and education.

New Schools of Thought

Over time, Greek thinkers developed different schools of thought. Many of these ideas were taught at the Academy and the Lyceum in Athens. One famous system of thought was called **Stoicism**. It taught that emotions were dangerous and often came from mistakes, so people should be careful with their feelings. Another idea, created by a man named Epicurus, claimed the greatest good was being happy. He said that people should avoid anything that makes them unhappy, especially pain.

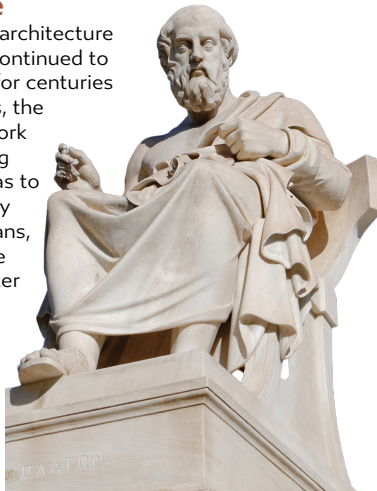
Greek Influence

The ideas, art, and architecture of the Hellenistic era continued to influence civilizations for centuries to come. In many ways, the Romans built on the work of the Greeks, adopting and adapting their ideas to create their own mighty empire. After the Romans, many Greek ideas were preserved and used later in European literature, art, architecture, and philosophy. Some of these ideas and art styles are still noticeable in many cultures today.

The unexamined life is not worth living.

—Socrates at his trial, documented by Plato

Plato remains one of the most influential philosophers in history.



LESSON 2 Check It! ✓

Dig

1. What military strategies helped make Alexander the Great successful?
2. How did Greek culture spread in the Hellenistic world?
3. What architectural styles were commonly used to design Hellenistic buildings?

Dig Deeper

4. Do you think that Alexander the Great deserves to be remembered as "great"? Why or why not?
5. Why do you think the achievements of the Greeks had a lasting impact on history?

The Greco-Roman World

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Resource Tip

Students can create unique presentations by using [Prezi.com](https://prezi.com). This website allows students to enhance their presentations via video, which can be beneficial for remote students.



Check It!



Check for Understanding

Use this formative assessment to check for understanding and ability to meet the **Learning Goals**, and reteach as necessary.

- After students finish the assessment, read the answers and have them grade their work. Discuss their ideas for Questions 4–5 as a class. Alternatively, students can answer the questions, discuss their ideas, and receive feedback using the **GSE Bookshelf+** digital platform.
- Distribute the **Ancient Greece Map** on page 11 in the **Teacher Tools** to have students identify and locate geographical features of ancient Greece.
- Have students complete the **Lesson 2 Check It!** self-assessment and reflection worksheet found on page 61 in the **Unit Assessments**.

Dig

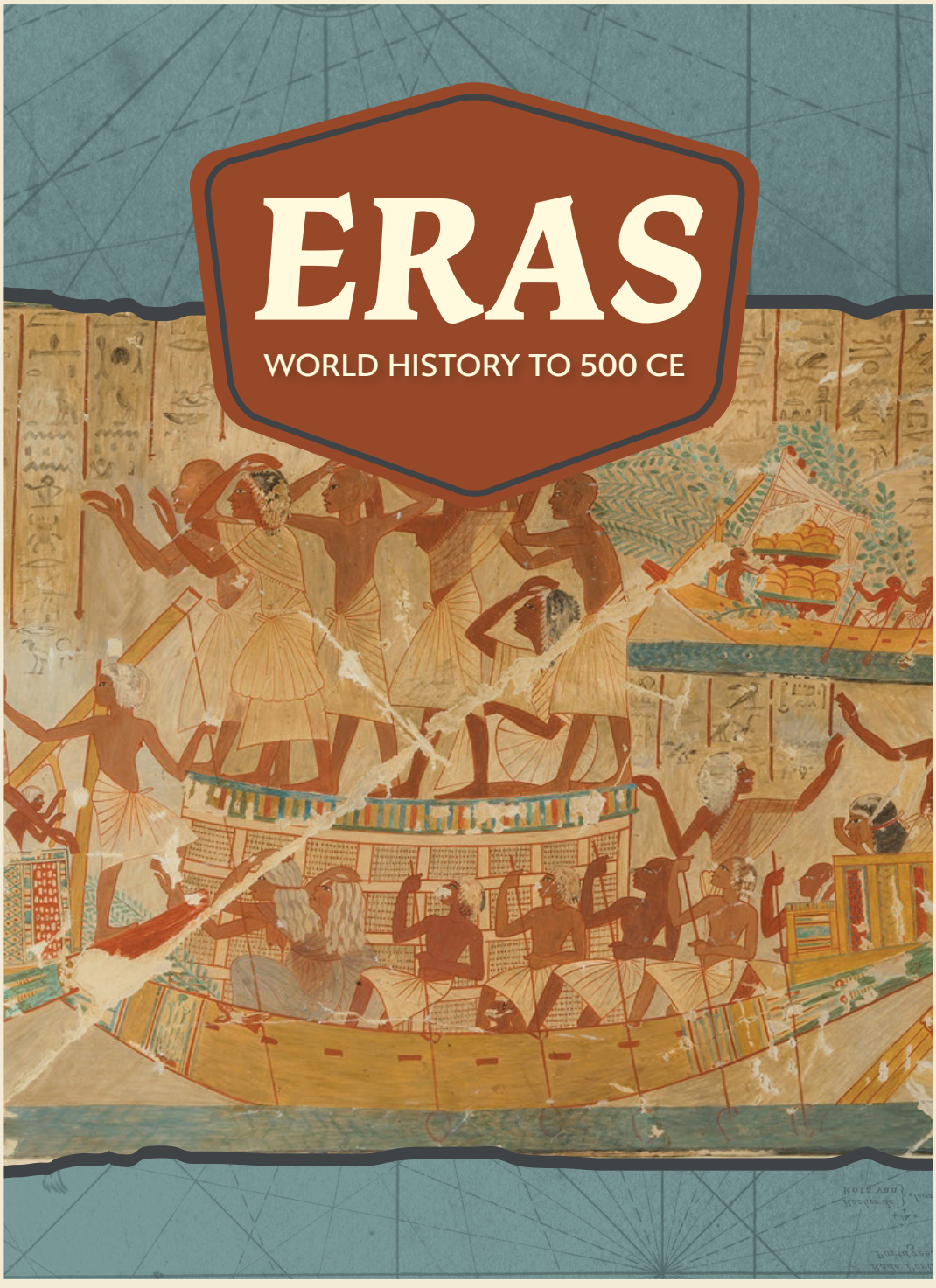
1. *Alexander the Great's soldiers used longer spears than other civilizations, which helped make his army more successful in battle. Although they often fought in the phalanx formation, Alexander's cavalry was useful in river crossings and against war elephants. Alexander's men built huge siege towers to scale the walls of cities that would not surrender.*
2. *The Greeks founded cities across Southwest Asia and the other regions they conquered. Many people in these regions began to speak Greek and adopt Greek customs.*
3. *Hellenistic architecture emphasized beauty, balance, and elegance. One of the most common features of Greek architecture was the column. They used three styles of columns: Doric, Ionic, and Corinthian.*

Dig Deeper

4. *Answers will vary, but students may point out his many military accomplishments as examples of greatness. They may also note that he destroyed cities, killing many people and enslaving others.*
5. *Answers will vary, but students may mention that people respect Greek ideas and find their art and architecture beautiful. Many of their ideas were adopted and used by other civilizations.*

ERAS

WORLD HISTORY TO 500 CE



STUDENT SUPPORT GUIDE

QUICK TOUR

Unit 5: The Greco-Roman World

UNIT OVERVIEW

Textbooks are full of new words and ideas. It can be hard to know what information is the most important. Read through the boxes below to explore the tools you are given to help you grow as a learner.

Essential Question



Each unit has an Essential Question. “Essential” means that something is important or needed. You should be able to answer the Essential Question once you are done reading a unit. To make sure you remember the question, you will read it at the beginning of each lesson.

Learning Goals



Learning goals are topics that you should be able to talk about at the end of each lesson. The learning goals change for each lesson, so you will read through them before you start to read the Quick Tour.

Sometimes it is hard to pick out ideas that relate to learning goals by yourself, so we have a page that focuses on ideas and events that relate to each lesson’s learning goals.

Key Terms

Key Terms are the new words that you will learn in each lesson. In the text, these new words are highlighted yellow. You will also see some other words that are bold. These words are not Key Terms, but they are words that will help you understand what you are reading. The definitions for these words will be written in the margins, or the space off to the side of the main text.

Check It!



Before you read the text, review the questions at the end of the lesson. By knowing what the questions are, you can look for the answers in the text. Sometimes it is hard to pick out ideas that relate to Check It! questions by yourself, so we have a page that focuses on ideas and events that relate to each lesson’s questions.



Essential Question?

How did Greek and Roman culture shape life in the Mediterranean world?

In other words...

How did different cultures change the lives of those living in the Mediterranean?

Learning Goals:

- I can analyze the rise of Macedonia.
- I can explain how Alexander the Great conquered Anatolia, Egypt, and Southwest Asia.
- I can describe the art and architecture of the Hellenistic world.
- I can identify ways that Greek ideas influenced civilizations during the Hellenistic era and today.

Key Terms

- **assassinate** (verb): to murder by sudden attack
- **circumference** (noun): the distance around a curved object
- **corrupt** (adjective): wrong or dishonest
- **hostage** (noun): someone who has been kidnapped and held captive
- **logic** (noun): a reasonable way of thinking
- **philosophy** (noun): the study of knowledge, truth, and the meaning of life; a system of ideas
- **Stoicism** (noun): a Greek philosophy that said people should live life according to virtue and logic rather than pursuing wealth and pleasure

Visual Literacy Activity

As you read this unit, you will come across words that you do not know. One way to learn new words and remember what they mean is to draw a picture to represent them. As you read, circle words that you do not know. At the end of the unit, you will choose two of the words you circled from each lesson to complete the worksheet on page 181 of the Student Support Guide.

The Rise of Macedonia

- Philip II was angry that the Persians had invaded Macedonia on their way to invade Greece.
💡
- He greatly respected Greek culture, and he wanted to restore the city-states to their old glory under his rule.
💡
- After securing areas north of Greece, Philip began invading cities in Greece.
💡
- Some city-states fought back, but others quickly surrendered to Philip's army.
💡
- His plan was to use the Greek army to invade Persia.
💡
- He was **assassinated** at his daughter's wedding before he could carry out this plan.
💡

Alexander the Great

- After his death, Philip's son, Alexander, became king of Macedonia. Alexander wanted to make Greece a strong power once again and extend the empire across Southwest Asia.
💡
- Alexander had been a student of the Athenian philosopher Aristotle, so he was very familiar with **philosophy**, science, and Greek literature. Philosophy is the study of knowledge, truth, and the meaning of life.
💡
- He modeled his behavior after famous rulers he studied, including Cyrus the Great of Persia.
💡
- Alexander was a great military leader. He commanded armies when he was just a teenager, helping his father win many battles. Alexander had never lost a battle.
💡
- Because of his military achievements and his reputation as a good leader, Alexander came to be known as "Alexander the Great."
💡



This mosaic of Alexander the Great was found in the Roman city of Pompeii, which was destroyed by a volcanic eruption in 79 CE. The conquests of Alexander the Great spread Greek culture across Southwest Asia.

Aristotle, 382–322 BCE

- Aristotle was a Greek scientist and philosopher. He studied under the famous Greek thinker Plato.



- Historians believe Aristotle wrote more than 200 works, although only 31 survive today. One of his most famous works was about **logic**, which is a reasonable way of thinking.



Alexander the Great's Conquests

- The Greek city-state of Thebes, north of Athens, refused to surrender to Alexander, so he ordered his army to destroy the city.



- Only the Theban temples and the Greek poet Pindar's house were spared destruction.



- When other Greek city-states saw what happened to Thebes, they quickly chose to join Alexander.



- The Greeks would join the Macedonian army in the conquest of Persia.



Marching Into Anatolia

- Alexander led his army of Macedonian and Greek soldiers into Anatolia. Together, his forces included about 30,000 foot soldiers and 5,000 cavalry riders.



- After defeating the Persians at the Battle of Granicus, Alexander and his army continued marching south and then east.



- They claimed cities throughout Anatolia, many of which surrendered without a fight.



- Under the leadership of King Darius III, the Persians prepared to challenge Alexander's army in battle again.



- Alexander's cavalry successfully defeated the larger Persian army.



- Darius fled the battle, but Alexander took Darius's mother, wife, and children **hostage**.



- Alexander led his men south along the Mediterranean coast. Some cities welcomed Alexander while others did not.



- Alexander and his army ruthlessly conquered the places that resisted him, destroying the cities, killing the men, and selling the women and children into slavery.



Alexander the Great's men carried long spears called sarissas. Because these spears were longer than those used by other civilizations, Alexander's army was often very successful in battle.

Conquering Egypt

- Alexander and his army continued their march along the Mediterranean coast until they arrived in Egypt. 
- The Egyptians were tired of being ruled by Persia; they had even rebelled against Persian rule. 
- When Alexander arrived, the Egyptians welcomed him and his army and made Alexander a pharaoh in a special ceremony. 

Overtaking Persia

- As Alexander claimed more land, Darius III hoped to prevent his army from marching deeper into Persia. He offered Alexander money, which he refused.  
- Determined to defend his empire, Darius led his troops to the Plain of Gaugamela.  
- The Persian army had more soldiers and used **scythed chariots**, which had sharp blades on the wheels.  

scythed chariots

small carriages used in war with sharp blades on the wheels

- After winning the Battle of Gaugamela, Alexander had conquered Persia.  
- The cities of Babylon and Susa surrendered to Alexander, but the people of Persepolis resisted.  
- Alexander took Persepolis by force, and his men burned it to the ground in revenge for the burning of Athens during the Persian Wars.  

Fighting in India

- Alexander then led his army toward India, hoping to claim lands even farther east than the former Persian Empire.  
- Marching north, Alexander and his men defeated the Scythians and then founded new cities near the Hindu Kush Mountains. Some of his men chose to settle in this region, mixing with local people who were allowed to stay.  
- Leading his army into India, Alexander and his men were welcomed by some rulers but resisted by others.  



This mosaic of Darius III fighting in the Battle of Issus was found on the floor of a Roman house in Pompeii. It is part of the same mosaic as the one of Alexander the Great on page 198. **Based on this image, what do you think battles must have been like for soldiers in the ancient world?**

- In 326 BCE, he faced King Porus at the Battle of Hydaspes.
💡 ✔️
- The Indian troops used war elephants, which Alexander's men were not used to fighting.
💡 ✔️
- Alexander ordered his archers on horseback to attack the elephants. Spooked by the arrows, the elephants refused to charge, and Alexander's army was able to surround the Indian troops and win the battle.
💡 ✔️
- Under his command, Alexander allowed King Porus to continue his rule of northern India.
💡 ✔️

Returning to Babylon

- Alexander wanted to continue expanding his empire, but his soldiers did not.
💡
- Alexander's generals and soldiers refused to continue and turned back.
💡

- Most of his men returned to Greece and Macedonia. Alexander stayed in Babylon to rule as king. He had come to appreciate Persian culture.
💡
- In 323 BCE, soon after his arrival, Alexander became very sick and died at age 33.
💡

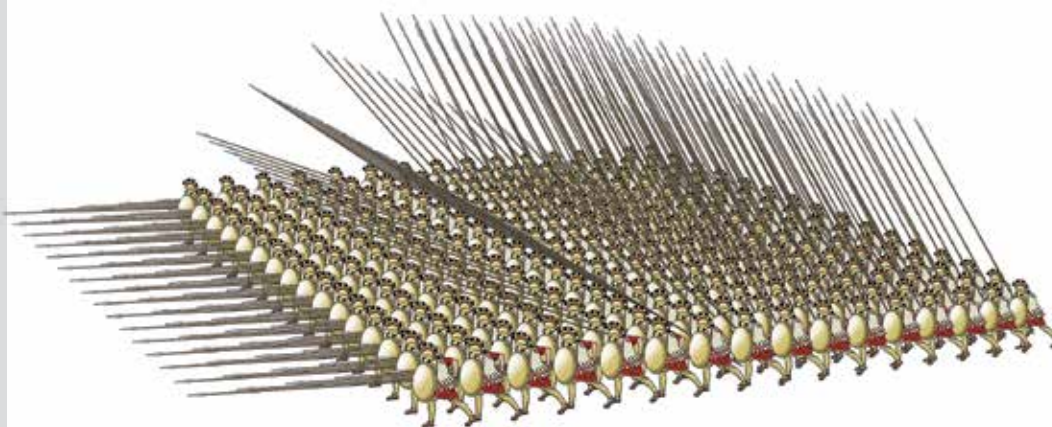
Alexander the Great's Military Strategies

- One of the reasons he is remembered as a great general is because he **adapted** his strategies to fit each situation.
✔️

The Siege of Tyre

- When Alexander asked to enter the city of Tyre, the Tyrians refused, so Alexander decided to take the city by force.
✔️
- He ordered his men to build a land bridge across the channel, using logs, rocks, and sand.
✔️
- Tyrian soldiers fired arrows at Alexander's army as they worked, making the task even harder.
✔️

adapted
changed



Alexander the Great's army often used the phalanx formation in battle. Soldiers stood close to each other in tight rows, and if one soldier fell, the man behind him would step into his place.

- At the end of the long causeway, Alexander's men built tall siege towers to attack the city walls. 

- With support from the Greek navy, Alexander's forces were also able to blockade Tyre's ports, attack their ships, and finally take the city. 

The Siege of Gaza

- After defeating the city of Tyre, Alexander's army traveled south to the city of Gaza. The people of Gaza chose not to surrender to Alexander. 

- Alexander ordered his men to build siege mounds on the sides of the city that led up to the city walls. Because they were close to the coast, Alexander's men brought sand from the beach to pile outside the walls of Gaza. 

- Once the mounds were high enough, they brought siege towers and catapults close to the walls to attack the city. 

- The people of Gaza put up a strong fight, but they eventually surrendered to Alexander. 

Battle Strategies

- Alexander's army often used the phalanx formation to face opposing armies in battle. 

- When crossing strong rivers or when fighting elephants, Alexander had to adjust his strategies. 

- When crossing rivers, he depended more on his cavalry than his foot soldiers. 

- He deployed his cavalry against King Porus's war elephants, which were more difficult for his foot soldiers to fight. 

Dividing the Empire

- After Alexander's death, many people wanted control of his large empire. 
- The land was split between his generals, but conflicts still arose between these rulers. 

Alexander's Legacy

- Although his empire was divided, Alexander's legacy remained. 
- Greek culture spread, greatly influencing other people groups. 
- During his brief reign, he had expanded trade between Greece, Southwest Asia, and Egypt by founding cities along his military routes. Many of these cities were named Alexandria, after him. 

- The most famous city of Alexandria was in Egypt. It became a famous center of education and Greek thought. 

Life in the Hellenistic World

- The period after the death of Alexander the Great is known as the Hellenistic era. “Hellenistic” comes from the word *Hellas*, which is what the Greeks called Greece.



- Greek rulers founded new cities, which were each designed to look like the Greek polis. They had similar city plans and architecture.



- Some cities, particularly those in Anatolia, had democratic governments.



- Greek became the most common language in the Hellenistic world, which aided communication across such a large area.



- Through cultural diffusion, religions, cultures, and political ideas blended over time.



Hellenistic Architecture

- Hellenistic cities featured Greek architecture, which is known for its beauty, balance, and elegance.



- One of the most common features of Greek architecture was the column. The Greeks used specific calculations to measure the perfect distance between columns.



- They used three styles of columns: Doric, Ionic, and Corinthian.



- The Doric style was most popular in mainland Greece.



- The Ionic style was more popular in Anatolia and the Aegean islands due to its decoration.



- The Corinthian design was the most detailed of them all.



Hellenistic Art

- The Hellenistic Greeks were famous for their art, especially sculpture.



- During the Hellenistic era, artists began to include more details of daily life. Sculptures of ordinary citizens, children, and animals became more common.



The three most common types of column designs in Hellenistic architecture were the Doric, Ionic, and Corinthian orders. How is each style unique? Why do you think some regions preferred one style over another?

- These sculptures were meant to be admired from every angle, so they were very complex.



- Wealthy people could afford to purchase sculptures for their homes and private gardens.



Advancements in Math

- During the Hellenistic era, many new discoveries were made in the fields of math and science.



- Greek scholars shared their own ideas as well as building upon the ideas of other civilizations, especially Egypt and Babylon.



- A mathematician named Euclid wrote a collection of works called the *Elements*.



- Many of the ideas in the *Elements* built upon the work of the Egyptians and the Mesopotamians.



- Another Greek scholar, Eratosthenes (ĀR-ŭ-TÖS-thŭ-nēz), was the first to calculate the **circumference**, or distance around, Earth. He was able to do this by measuring the angles of shadows made by the movement of the sun.



The Study of Medicine

- Other Greek thinkers made progress in medicine, building on the discoveries made by ancient Egyptians.



- Greek doctors began to study human bodies to learn about the circulatory and nervous systems.



- A famous Greek doctor named Hippocrates (hĭ-PŎ-krŭ-tēz) wrote essays that described symptoms of diseases and information about how to treat them.



- He is considered the father of modern medicine because he identified common diseases and recorded the effects of his treatment on patients.



- Hippocrates is credited with writing the Hippocratic Oath, which is a moral code for doctors.



Greek Philosophy

- During the Hellenistic era, Greek philosophers developed new ideas to explain their views of the world and human behavior.



- They spread the knowledge of great thinkers who came before them, like Socrates, Plato, and Aristotle.



- Socrates was a famous philosopher from Athens. He encouraged his students to think critically by asking them guided questions, which was later called the Socratic method.



- He was sentenced to death because Athenian leaders said he was **corrupting** young people and disrespecting the gods of Athens.



Plato

- Socrates's most famous student, Plato, recorded some of his teacher's ideas and also developed his own ideas about morality, virtue, and government.



- About 387 BCE, Plato founded a school in Athens called the Academy. Many students traveled from cities across the Hellenistic world to study at the Academy.



- They helped spread the ideas they learned, and many of them developed famous ideas of their own.



Aristotle

- Aristotle was Plato's most famous student. He studied at the Academy for 20 years, and then he founded his own school in Athens, called the Lyceum.



- Many students came to Athens to study at the Lyceum.



- For centuries, Aristotle's ideas about logic, reasoning, nature, government, and society would shape European thought and education.



New Schools of Thought

- Over time, Greek thinkers developed different schools of thought.



- Many of these ideas were taught at the Academy and the Lyceum in Athens.



- One famous system of thought was called **Stoicism**. It taught that emotions were dangerous and often came from mistakes, so people should be very careful with their feelings.



- Another idea, created by a man named Epicurus, claimed the greatest good was being happy. He said that people should avoid anything that makes them unhappy, especially pain.



Greek Influence

- The ideas, art, and architecture of the Hellenistic era would continue to influence civilizations for centuries to come.



- In 31 BCE, the Romans conquered most of Alexander the Great's former empire.



- The Romans built on the work of the Greeks, adopting and adapting their ideas to create their own mighty empire.



- Many Greek ideas were **preserved** and used later in European literature, art, architecture, and philosophy.



- Some of these ideas and art styles are still noticeable in many cultures today.



preserved

kept or protected

Plato remains one of the most influential philosophers in history.



Check It!

Dig

1. What military strategies helped make Alexander the Great successful?

2. How did Greek culture spread in the Hellenistic world?

3. What architectural styles were commonly used to design Hellenistic buildings?

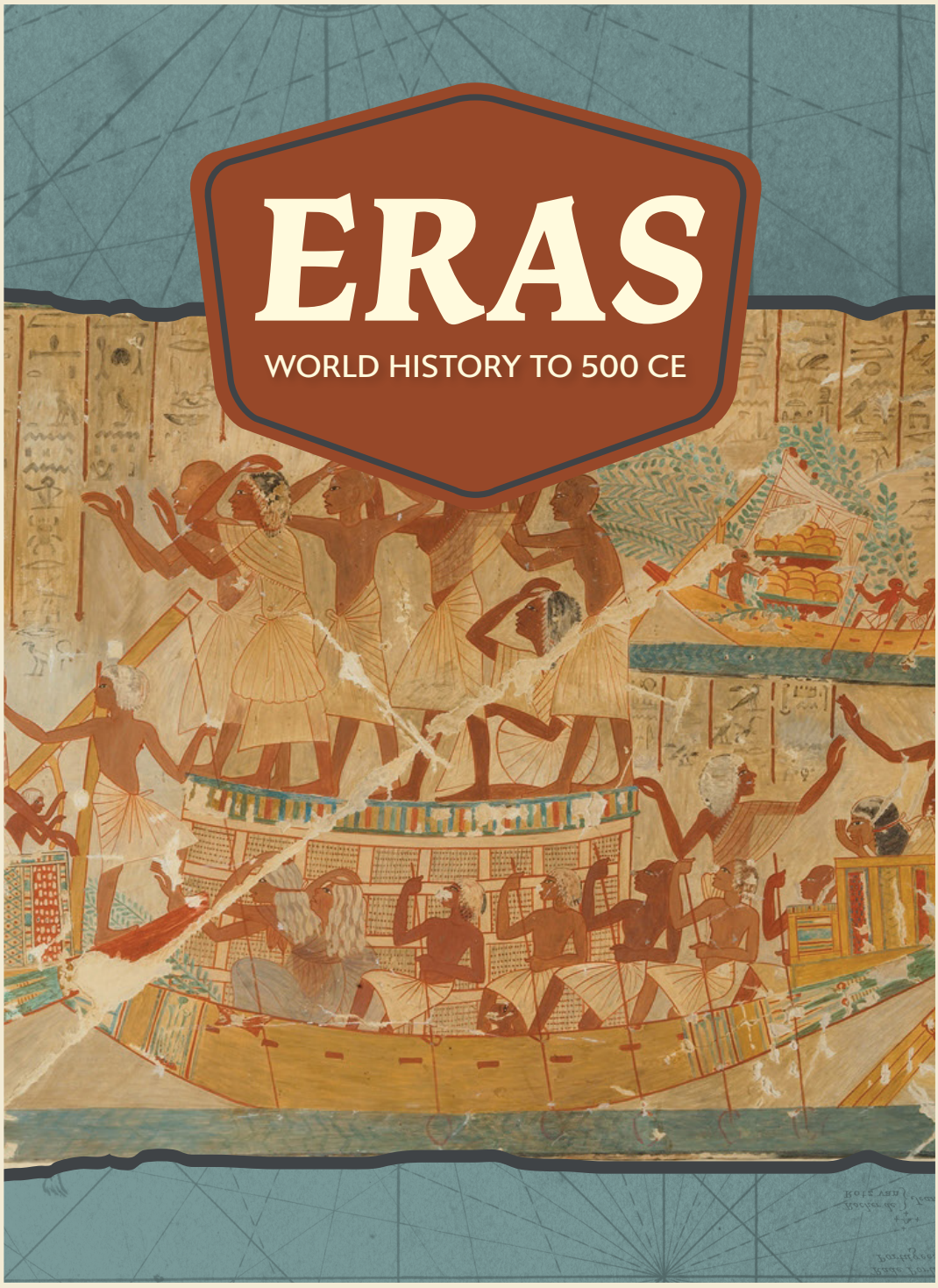
Dig Deeper

4. Do you think that Alexander the Great deserves to be remembered as "great"? Why or why not?

5. Why do you think the achievements of the Greeks had a lasting impact on history?

ERAS

WORLD HISTORY TO 500 CE



STUDENT ACTIVITIES

Name: _____

Date: _____

Writing Workshop | Create a Thesis Statement | Unit 5: Lesson 2

Instructions: Choose a topic you learned about in your reading. Fill in the answers below to create a thesis statement on that topic. Test your thesis statement in the table below with the opposing view. Use evidence to decide which argument is stronger.

Interest Area/Topic: _____

Subject: _____

Who? _____

What? _____

Where? _____

When? _____

Why? _____

Why does it matter? _____

Final Thesis Statement: _____

Test it!

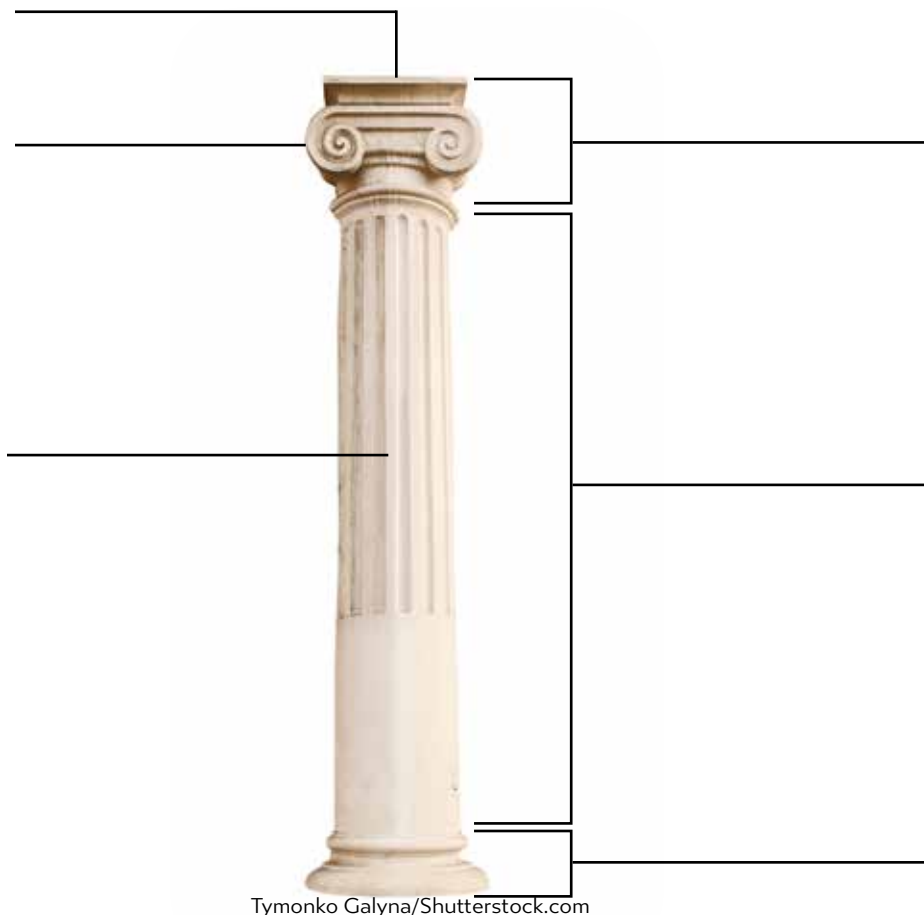
Opposing Argument	Which is stronger? Why?

Name: _____

Date: _____

Spotlight On... | Hellenistic Columns | Unit 5: Lesson 2

Instructions: Use the list of words below to label the parts of a column. Then determine the types of columns below based on their designs.



Tymonko Galyna/Shutterstock.com

PARTS OF A COLUMN

Abacus

Echinus

Capital

Fluting Fillets

Shaft

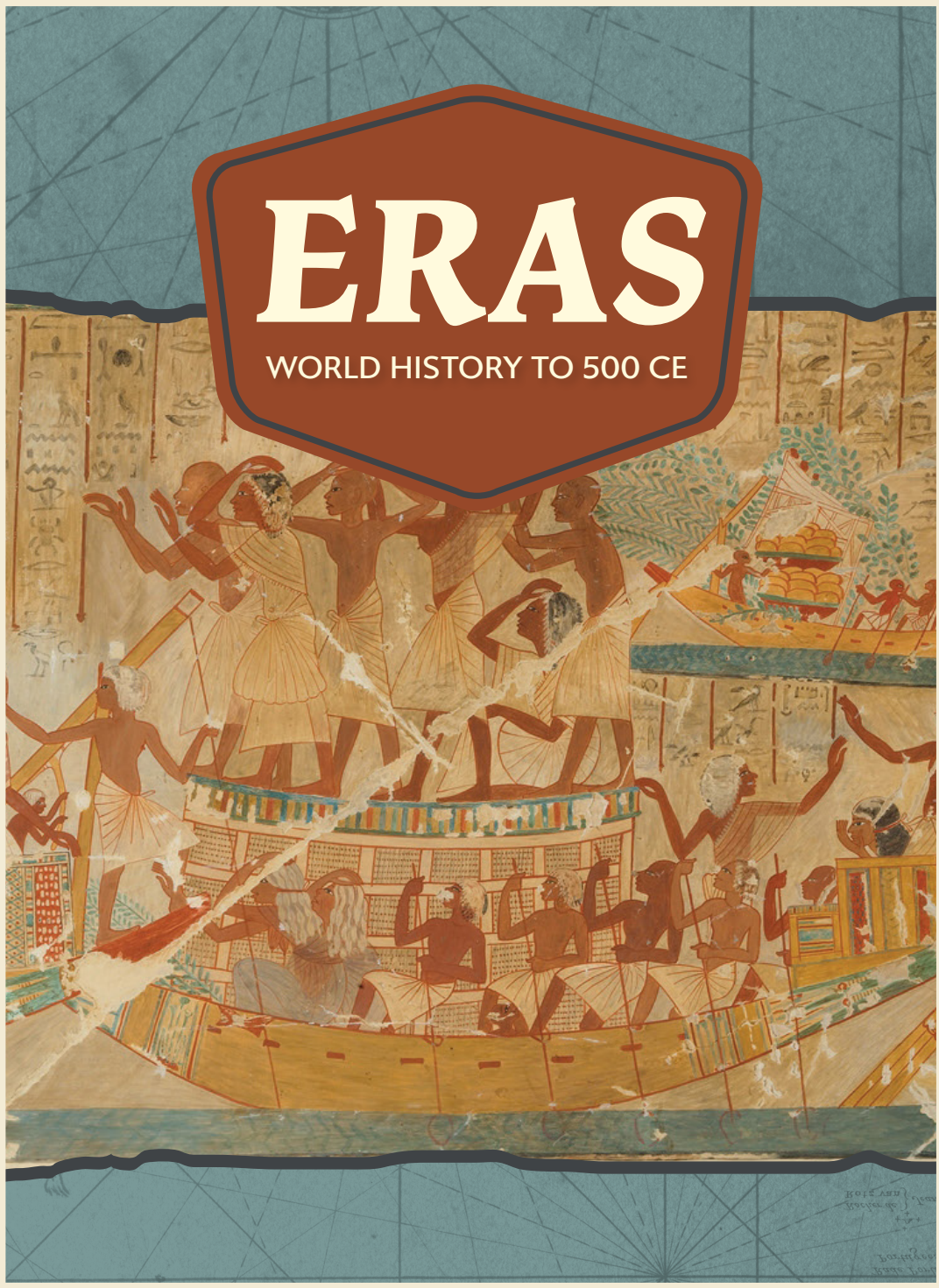
Base



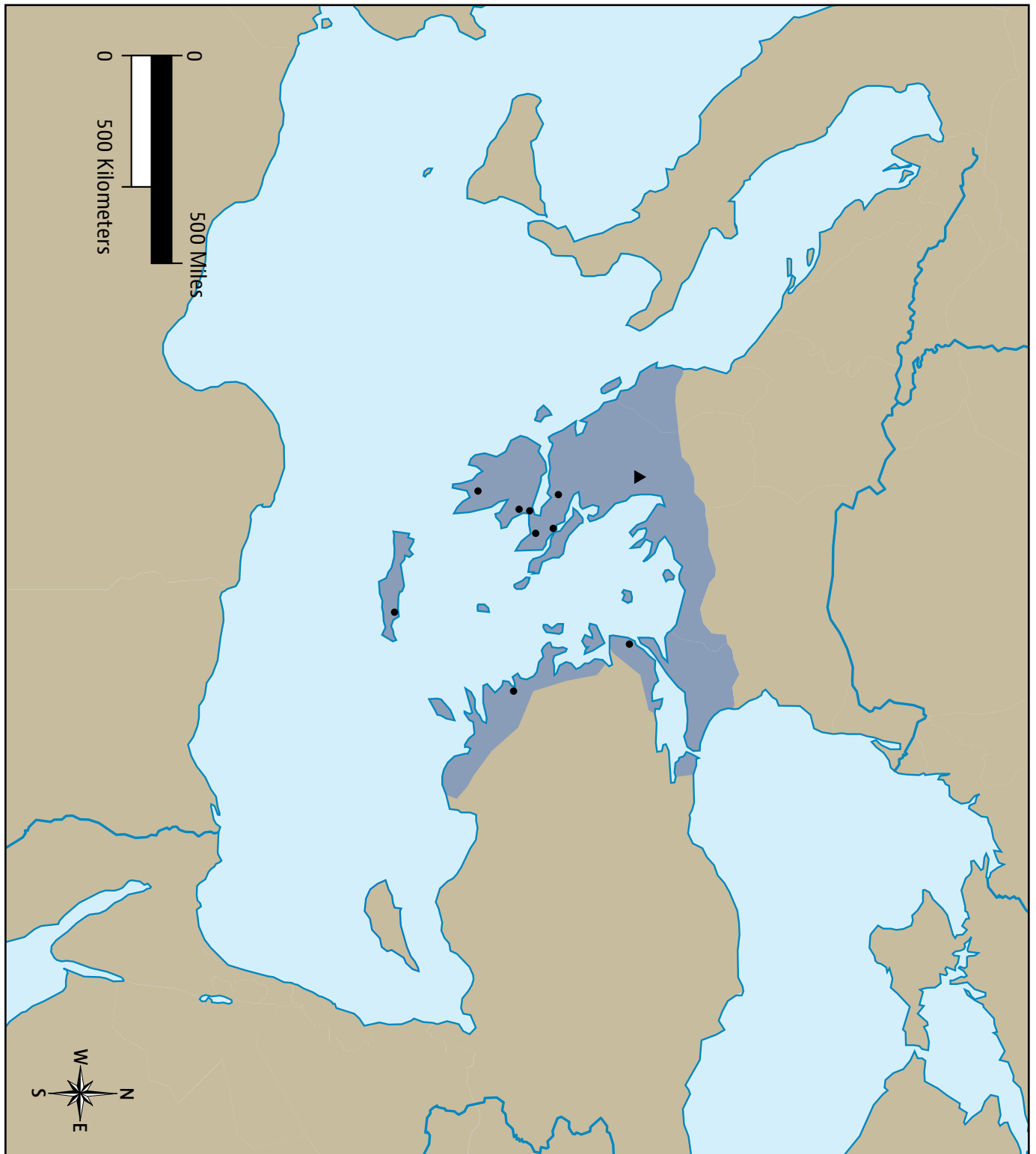
SvetlanaARTdreams/Shutterstock.com

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WORLD HISTORY TO 500 CE



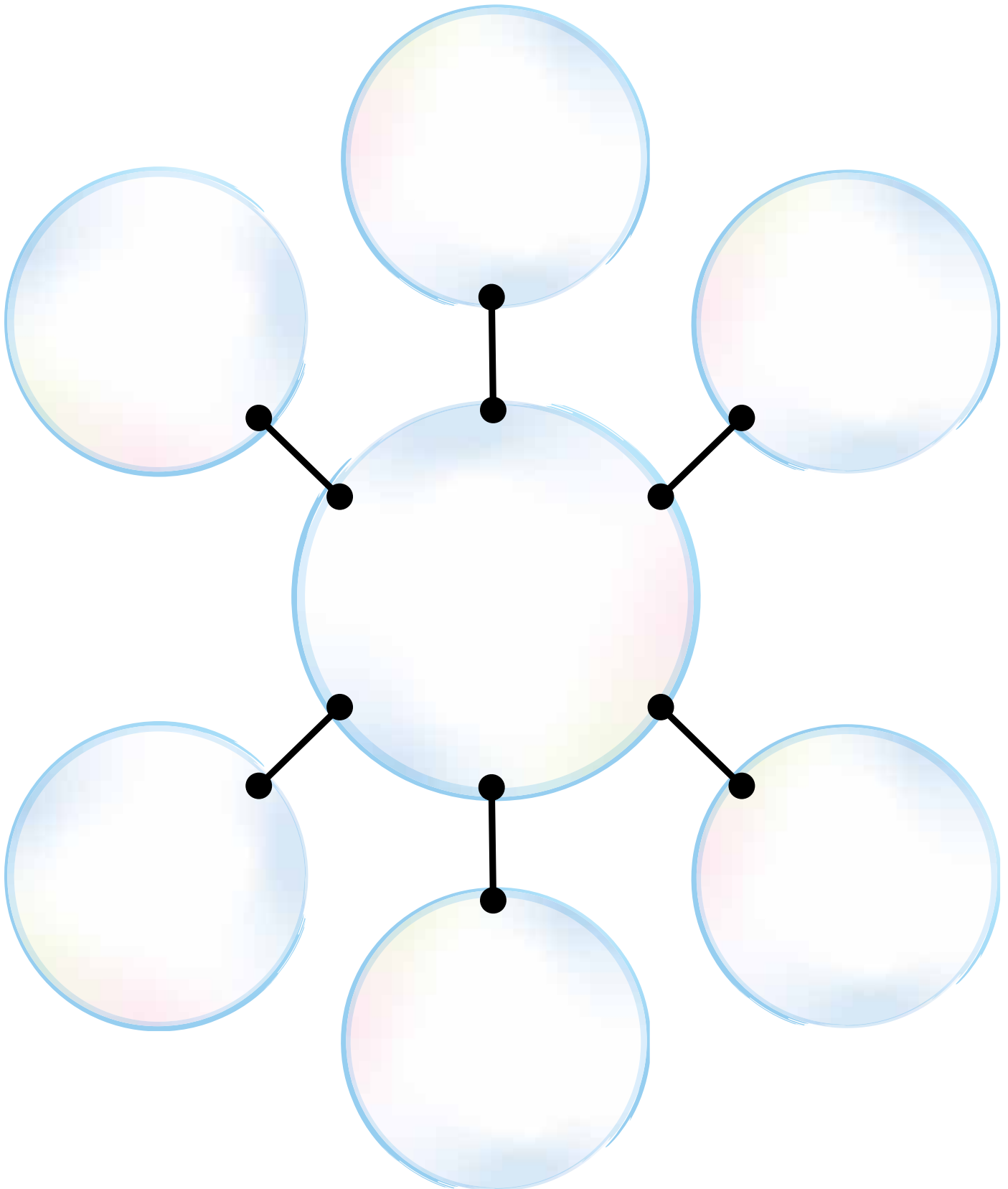
TEACHER TOOLS



Notice and Wonder

Notice	Wonder
1. _____ _____ _____	1. _____ _____ _____
2. _____ _____ _____	2. _____ _____ _____
3. _____ _____ _____	3. _____ _____ _____
4. _____ _____ _____	4. _____ _____ _____
5. _____ _____ _____	5. _____ _____ _____

Word Web



Cornell Note-Taking Method

Instructions: As you read, take notes in the left-hand column. After reading, revisit your notes to record more details, ideas, and questions in the right-hand column. Be sure your notes are in your own words. Notes do not need to be written in complete sentences.

Title	
Keywords	Main Notes
Summary	

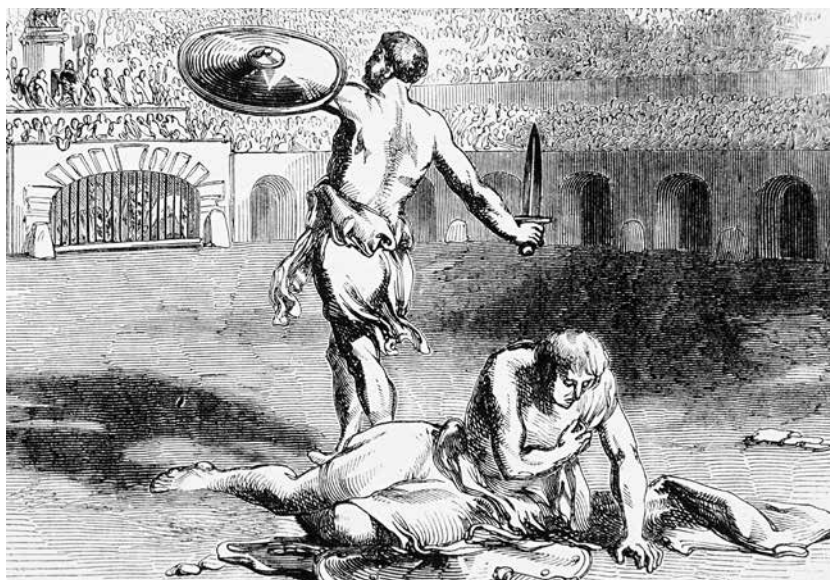
Annotated Guide Note Catcher

Instructions: As you read, practice marking certain ideas with symbols. Use stars for things that are exciting or stand out. Use circles to connect to other ideas that you know or have read about. Use question marks to note where you still have questions or are curious to learn more. Use the exclamation point for things that surprise you. Write at least three of each.

Unit 5: Extra Document-Based Questions

Instructions: Below is a depiction of gladiators fighting in the Colosseum in Rome. Gladiators were men who fought against each other or animals to the death for entertainment. Study the image and answer the questions.



World History Archive/Alamy Stock Photo

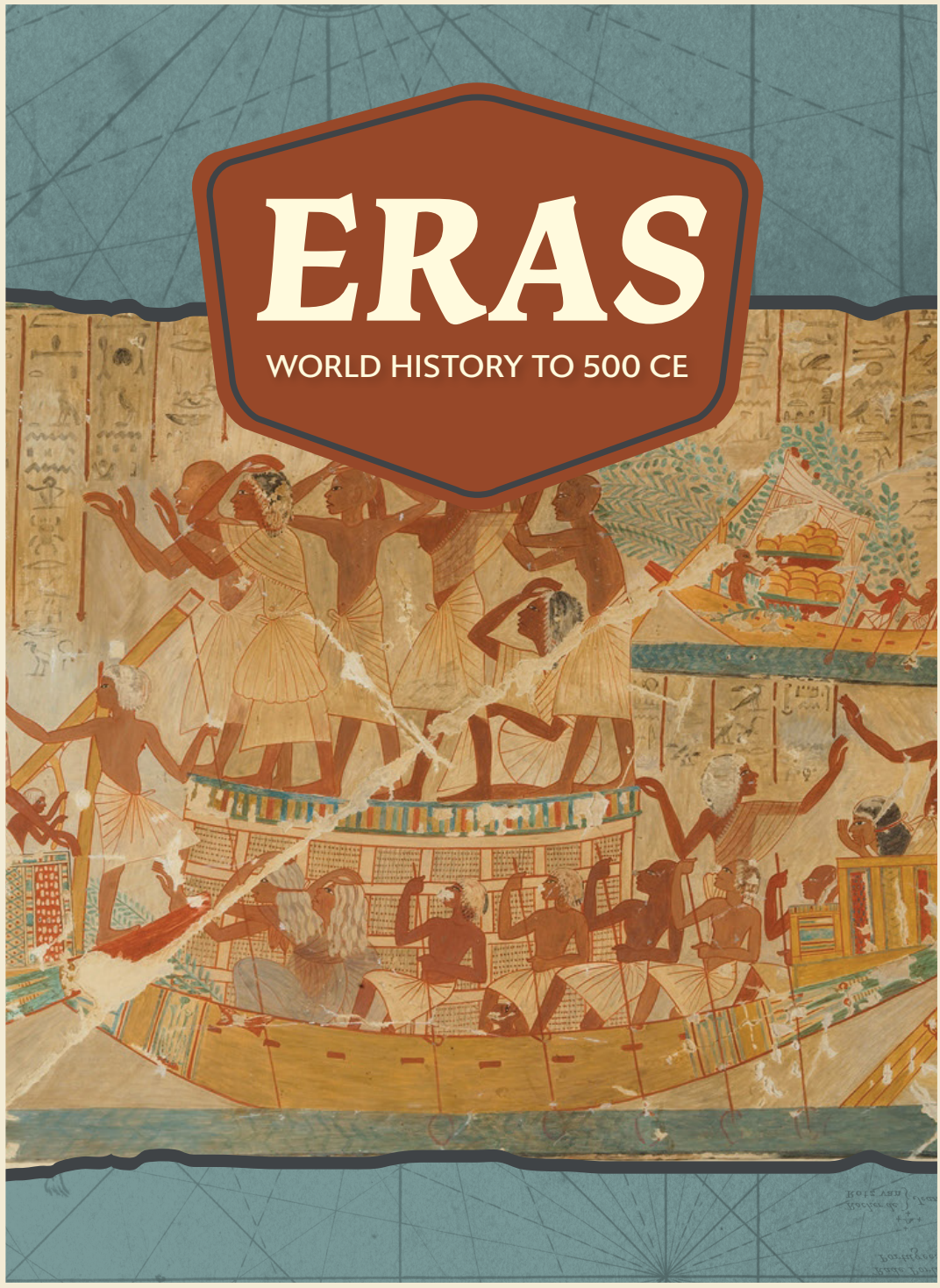
1. What stands out to you in this image? Why do you think so many people attended these events?

2. What social class do you think gladiators belonged to?

3. How has fighting for sport today changed or remained the same?

ERAS

WORLD HISTORY TO 500 CE



UNIT ASSESSMENTS

Name:

Date:

Check It! | Unit 5

Instructions: At the end of each lesson, circle the number of stars that most closely resembles your success in meeting the goal.



Did not meet goal

Somewhat met goal

Totally met goal

Lesson 1

- I can describe the economies, governments, and cultures of city-states in Greece. ★ ★ ★
- I can compare and contrast the city-states of Athens and Sparta. ★ ★ ★
- I can identify reasons why the Greeks won a series of wars against Persia. ★ ★ ★
- I can explain the rise and fall of Athens following the conflicts with Persia. ★ ★ ★

Why I think this best describes my learning: _____

What I still have questions about: _____

What I can do better next time: _____

Lesson 2

- I can analyze the rise of Macedonia. ★ ★ ★
- I can explain how Alexander the Great conquered Anatolia, Egypt, and Southwest Asia. ★ ★ ★
- I can describe the art and architecture of the Hellenistic world. ★ ★ ★
- I can identify ways that Greek ideas influenced civilizations during the Hellenistic era and today. ★ ★ ★

Why I think this best describes my learning: _____

What I still have questions about: _____

What I can do better next time: _____

Lesson 3

- I can identify ways that Etruscan culture influenced the early Romans in ancient Italy. ★ ★ ★
- I can describe the government structure of the Roman Republic. ★ ★ ★
- I can explain why the Romans were successful in the Punic Wars against Carthage. ★ ★ ★
- I can describe how the Roman Republic came to an end as military generals fought for power. ★ ★ ★

Why I think this best describes my learning: _____

What I still have questions about: _____

What I can do better next time: _____

Lesson 4

- I can describe what life was like for Romans during the Pax Romana. ★ ★ ★
- I can explain how Roman rule impacted the Jewish people living in Palestine. ★ ★ ★
- I can describe the origins of Christianity and its impact on the Roman Empire. ★ ★ ★
- I can identify reasons why the western half of the Roman Empire fell. ★ ★ ★

Why I think this best describes my learning: _____

What I still have questions about: _____

What I can do better next time: _____

Prove It! | Part I: Multiple Choice | Unit 5

Instructions: Choose the correct answer for each question.

1. The Greek economy was based on _____.

- A. farming
- B. trade
- C. military
- D. entertainment

2. What is an aristocracy?

- A. a type of government controlled by a small group of people
- B. a type of government controlled by the majority of people
- C. a class of high-ranking nobles that own land
- D. a ruler who seizes power illegally and retains complete control of the government

3. What determined a person's rights and privileges in Greek city-states?

- A. social class and citizenship
- B. wealth and talents
- C. family and citizenship
- D. social class and talents

4. Which city-state became famous for their navy?

- A. Elis
- B. Thebes
- C. Sparta
- D. Athens

5. Alexander the Great's army used a _____ formation.

- A. platoon
- B. brigade
- C. company
- D. phalanx

6. What are the most common column designs in Hellenistic architecture?

- A. Doric
- B. Ionic
- C. Corinthian
- D. all of the above



7. Look at the map. Which ancient people lived in Sicily?

- A. Greeks
- B. Carthaginians
- C. Early Romans
- D. Etruscans

8. The Punic Wars were fought between _____ and _____.

- A. Rome and Carthage
- B. Rome and Sicily
- C. Greece and Carthage
- D. Sicily and Greece

9. Which Roman deity had a similar description to the Greek deity Ares?

- A. Pluto
- B. Jupiter
- C. Mars
- D. Venus

Name:

Date:

Prove It! | Part 2: Key Terms and Connections | Unit 5

Key Terms: Choose **two** pairs of Key Terms. For each pair, write at least two sentences describing how the two words are connected.

oligarchy
democracy

philosophy
logic

patrician
plebeian

1. _____

2. _____

Name It!: Match the people, places, and events from the list on the left to their descriptions on the right.

- | | |
|----------------------------|---|
| 3. ___ Parthenon | A. the goddess of wisdom and heroes as well as the goddess of Athens |
| 4. ___ Draco | B. this person was famous for his military strategies and victories |
| 5. ___ Cleisthenes | C. this is the most famous building in Athens, Greece |
| 6. ___ Athena | D. a Greek scientist and philosopher who studied under Plato |
| 7. ___ Aristotle | E. three wars fought between Rome and Carthage |
| 8. ___ Alexander the Great | F. this ruler made a legal code that gave free Athenians equal status under law |
| 9. ___ Punic Wars | G. this person was ancient Rome's most famous historian |
| 10. ___ Pax Romana | H. this person was known as the "father of democracy" because of the government reforms he issued |
| 11. ___ Titus Livius | I. a time of stability for the Romans |

12. Choose any **two** terms from the list above and explain how they are connected to the **Essential Question:** How did Greek and Roman culture shape life in the Mediterranean world?

Prove It! | Part 3: Document-Based Questions | Unit 5

Instructions: The Alexander Sarcophagus was uncovered in the city of Sidon in modern-day Lebanon. The detailed marble carving is supposedly of the Battle of Issus in 333 BCE, and it shows Alexander the Great conquering Darius III of Persia. Examine the relief and structure of the sarcophagus below.



Patrickneil/Commons.wikimedia.org



Kingbjelica/Commons.wikimedia.org

1. What influences of Greek culture, including art and architecture, are present on the sarcophagus?

2. What immediate differences are there between Alexander the Great (the first figure on the left) and the soldier he is attacking? Identify at least two.

3. Though this is called the "Alexander Sarcophagus," historians believe it may contain the remains of a king of Sidon, not the remains of Alexander the Great. Why might the king choose to have this image on his sarcophagus?

Name: _____

Date: _____

Prove It! | Part 4: Self-Assessment and Reflection | Unit 5

Instructions: After completing the unit and the various activities, revisit the picture on the unit opener and answer the following questions.

What details have changed that you did not know or see at the start of the unit? What details can you add or be more specific about? Add at least two new details or specifics about previous details.

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____

Can you answer the questions you had at the start of the unit? If so, what are the answers?

1. _____
2. _____

Using complete sentences, answer the **Essential Question**.

Describe your favorite part of this unit and tell why it is your favorite. (It could be a person, event, activity, or idea that you studied.)

Prove It! | Accommodated Assessment | Unit 5

Instructions: Answer the following questions.

I. What does "satire" mean?

9. Why was Julius Caesar assassinated?

For questions 2–7, match the people, places, and events from the list to their descriptions below.

2. ____ Parthenon

3. ____ Athena

4. ____ Aristotle

5. ____ Punic Wars

6. ____ Pax Romana

7. ____ Titus Livius

A. three wars fought between Rome and Carthage

B. this is the most famous building in Athens, Greece

C. a time of stability for the Romans

D. a Greek scientist and philosopher who studied under Plato

E. the goddess of wisdom and heroes as well as the goddess of Athens

F. this person was ancient Rome's most famous historian

8. Describe what an orator is.

10. What was the Silk Roads network?

II. Using complete sentences, answer the **Essential Question**.

12. Describe your favorite part of this unit and tell why it is your favorite. (It could be a person, event, activity, or idea that you studied.)

Prove It! | Answer Key | Unit 5

Prove It! Standards Alignment: D2.Civ.2.6-8; D2.Civ.6.6-8; D2.Geo.2.6-8; D2.Geo.4.6-8; D2.Geo.5.6-8; D2.Geo.7.6-8; D2.His.1.6-8; D2.His.3.6-8; D2.His.6.6-8

Part 1: Multiple Choice

- | | |
|--------|--------|
| 1. (B) | 6. (D) |
| 2. (C) | 7. (B) |
| 3. (A) | 8. (A) |
| 4. (D) | 9. (C) |
| 5. (D) | |

Part 2: Key Terms and Connections

I. oligarchy and democracy: An oligarchy is a type of government that is controlled by a small group of people. A democracy is a type of government controlled by the majority of the people. These were just two of the types of governments in ancient Greece.

philosophy and logic: Philosophy is the study of knowledge, truth, and the meaning of life. Logic is a reasonable way of thinking. Aristotle was a Greek scientist and philosopher. One of his most famous works was about logic.

patrician and plebeian: A patrician is a member of the noble class in Roman society. A plebeian is a member of the merchant or peasant class in Roman society. These were the two classes that Rome was divided into.

2. See above.
3. (C)
4. (F)
5. (H)
6. (A)
7. (D)
8. (B)
9. (E)
10. (I)
11. (G)
12. Answers will vary.

Part 3: Document-Based Questions

1. Answers will vary.
2. Answers will vary.
3. Answers will vary, but students may recognize that the king of Sidon may have wanted to be associated with Alexander the Great. He may have wanted to be remembered for great deeds and great power.

Part 4: Self-Assessment and Reflection

Answers will vary but should reflect students' ability to accurately describe how Greek and Roman culture shaped life in the Mediterranean world.

Accommodated Assessment

1. Satire is using humor or exaggeration to make a point about society or government leadership.
2. (B)
3. (E)
4. (D)
5. (A)
6. (C)
7. (F)
8. An orator is someone who makes public speeches.
9. Julius Caesar was assassinated because some senators were worried that he had grown too powerful and might dissolve the Senate and rule as a king.
10. The Silk Roads were a trade network that stretched across Asia, connecting cities across China, India, and Southwest Asia.
11. Answers will vary but should demonstrate the ability to answer the **Essential Question**.
12. Answers will vary.

Rubric: Sharpen Your Skills! | Geography and Economy | Unit 5: Lesson 1

Social Studies Standards	D2.Eco.I.6-8; D2.Eco.IV.6-8; D2.Geo.4.6-8; D2.Geo.6.6-8; D2.Geo.7.6-8; D2.Geo.II.6-8; D2.His.I.6-8; D2.His.3.6-8; D4.4.6-8
English Language Arts Standards	CCSS.ELA-LITERACY.RH.6-8.7; CCSS.ELA-LITERACY.WHST.6-8.4; CCSS.ELA-LITERACY.WHST.6-8.10
Student Outcome	Students will practice writing and communication skills to develop a business plan.

Category	Level 4	Level 3	Level 2	Level 1
Skill	Student collaborated effectively to thoroughly create a business plan. Students demonstrated or exceeded in the following areas: - effective engagement with group and equal distribution of tasks - clear and coherent writing - organized information that is detailed and contains few or no mistakes in grammar, spelling, and punctuation - explanations of reasons and supporting details that apply to the topic	Student collaborated effectively to compare create a business plan. Most requirements were demonstrated, but may require attention in one more of the following areas: - effective engagement with group and equal distribution of tasks - clear and coherent writing - organized information that is detailed and contains few or no mistakes in grammar, spelling, and punctuation - explanations of reasons and supporting details that apply to the topic	Student collaborated to create a business plan, but did not demonstrate one or more of the following: - effective engagement with group and equal distribution of tasks - clear and coherent writing - organized information that is detailed and contains few or no mistakes in grammar, spelling, and punctuation - explanations of reasons and supporting details that apply to the topic	Student did not follow directions or made little to no effort to collaborate to create a business plan.
Product	Business plan contains all listed requirements, is detailed organized, and turned in as a typed document. Final plan includes the following: - one paragraph explanation of the business - one paragraph of information regarding the target audience and customers - one paragraph describing the proposed location of the business - one paragraph explanation of how the surrounding geography will have an impact on the business	Business plan contains most of the listed requirements but may need more detail and attention to organization in one or more of the following areas: - one paragraph explanation of the business - one paragraph of information regarding the target audience and customers - one paragraph describing the proposed location of the business - one paragraph explanation of how the surrounding geography will have an impact on the business	Business plan contains some of the listed requirements, but is missing one or more of the following: - one paragraph explanation of the business - one paragraph of information regarding the target audience and customers - one paragraph describing the proposed location of the business - one paragraph explanation of how the surrounding geography will have an impact on the business	Student did not follow directions or made little to no effort to complete the business plan.

Reflections and Progress	
What I think went well in this assignment was...	Things that could be improved are...

Rubric: Spotlight On... | Hellenistic Designs | Unit 5: Lesson 2

Social Studies Standards	D2.His.1.6-8; D2.His.2.6-8; D2.His.3.6-8
English Language Arts Standards	CCSS.ELA-LITERACY.WHST.6-8.7
Student Outcome	Students will describe characteristics of Hellenistic architecture and design their own Hellenistic-inspired building.

Category	Level 4	Level 3	Level 2	Level 1
Content	Student meets or exceeds expectations in levels 2 and 3 and extends the content by including functions of Hellenistic architecture and how it expressed social values and attitudes.	Student meets or exceeds expectations in level 2 and extends the content by including relevant, specific examples of Hellenistic architecture.	Student can recall details from the text with or without prompting and attempts to explain characteristics of Hellenistic architecture.	Student makes little to no effort to understand the content and is unable to recall accurate details.
Product	Project meets or exceeds all listed requirements and is detailed and organized. It includes the following: - one example of an ancient Greek building for each type of column - one example of a US building for each type of column - fact lists for each example - detailed drawing of building inspired by Hellenistic architecture 3D model of designed building	Project meets most of the listed requirements but may need more detail and attention to organization in one or more of the following areas: - one example of an ancient Greek building for each type of column - one example of a US building for each type of column - fact lists for each example - detailed drawing of building inspired by Hellenistic architecture 3D model of designed building	Project meets some of the listed requirements, but is missing two or more of the following: - one example of an ancient Greek building for each type of column - one example of a US building for each type of column - fact lists for each example - detailed drawing of building inspired by Hellenistic architecture 3D model of designed building	Student did not follow directions or made little to no effort to collaborate with group and design a building.
(Optional Criteria)				

Reflections and Progress	
What I think went well in this assignment was...	Things that could be improved are...

Consider the following rubric suggestions to meet the needs of your individual students.

Extend	Accommodate	Modify
Add a fifth column to this rubric for students to explain specifically how they go above and beyond the expectations of the level 4 category.	Provide students with scaffolds to meet the level 3 or level 4 criteria. This can include graphic organizers, sentence frames, examples, word banks, etc.	Adjust grading and expectations to focus on the level 2 and level 3 criteria for students with modified curriculum plans.

Rubric: Career Corner | Philosophy Professor | Unit 5: Lesson 2

Social Studies Standards	D2.Civ.14.6-8; D2.His.3.6-8; D2.His.16.6-8; D3.2.6-8
English Language Arts Standards	CCSS.ELA-LITERACY.RH.6-8.1; CCSS.ELA-LITERACY.RH.6-8.2; CCSS.ELA-LITERACY.RH.6-8.7; CCSS.ELA-LITERACY.WHST.6-8.2; CCSS.ELA-LITERACY.WHST.6-8.4; CCSS.ELA-LITERACY.WHST.6-8.6; CCSS.ELA-LITERACY.WHST.6-8.7; CCSS.ELA-LITERACY.WHST.6-8.8; CCSS.ELA-LITERACY.WHST.6-8.9; CCSS.ELA-LITERACY.WHST.6-8.10
Student Outcome	Students will examine the career of a philosophy professor by teaching the class about a Greek philosopher.

Category	Level 4	Level 3	Level 2	Level 1
Skill	Student meets or exceeds collaboration, speaking, and presentation skill requirements by thoroughly demonstrating all of the following in their work and presentation: - works and engages effectively with classmates - sequences ideas logically - includes facts and descriptive details to support the topic - uses the visual to enhance the topic and presentation - displays command of formal English, speaks clearly, and maintains eye contact	Student meets collaboration, speaking, and presentation skill requirements by demonstrating most of the following in their work and presentation: - works and engages effectively with classmates - sequences ideas logically - includes facts and descriptive details to support the topic - uses the visual to enhance the topic and presentation - displays command of formal English, speaks clearly, and maintains eye contact	Student develops collaboration, speaking, and presentation skills by demonstrating some of the following in their work and presentation: - works and engages effectively with classmates - sequences ideas logically - includes facts and descriptive details to support the topic - uses the visual to enhance the topic and presentation - displays command of formal English, speaks clearly, and maintains eye contact	Student makes little to no effort to develop collaboration, speaking, and presentation skills.
Product	Presentation thoroughly meets or exceeds all listed requirements and is detailed and organized. It includes the following: - a summary of the philosopher's early life - an explanation of the philosopher's most important teachings - a visual element such as a slideshow, poster, worksheet, etc. - discussion questions and a reflection prompt - equal division of elements presented among group 10 to 15 minute time limit	Presentation meets most of the listed requirements, but could have more depth in one of the following areas: - a summary of the philosopher's early life - an explanation of the philosopher's most important teachings - a visual element such as a slideshow, poster, worksheet, etc. - discussion questions and a reflection prompt - equal division of elements presented among group 10 to 15 minute time limit	Presentation meets some of the listed requirements, but is missing one or more of the following: - a summary of the philosopher's early life - an explanation of the philosopher's most important teachings - a visual element such as a slideshow, poster, worksheet, etc. - discussion questions and a reflection prompt - equal division of elements presented among group 10 to 15 minute time limit	Student did not follow directions or made little to no effort to complete the lesson and presentation.
(Optional Criteria)				

Reflections and Progress	
What I think went well in this assignment was...	Things that could be improved are...

Rubric: Connect It: Civics | Protesting for Rights | Unit 5: Lesson 3

Social Studies Standards	DI.1.6-8; DI.5.6-8; D2.Civ.1.6-8; D2.Civ.2.6-8; D2.Civ.3.6-8; D2.Civ.5.6-8; D2.Civ.6.6-8; D2.Civ.12.6-8; D2.Civ.13.6-8; D2.Civ.14.6-8; D2.His.1.6-8; D2.His.2.6-8; D2.His.3.6-8
English Language Arts Standards	CCSS.ELA-LITERACY.WHST.6-8.7
Student Outcome	Students will use an interdisciplinary learning lens to connect history to civics.

Category	Level 4	Level 3	Level 2	Level 1
Skill	Student meets or exceeds expectations of speaking and listening by expressing ideas clearly, using relevant details and evidence, and demonstrating the following: - follows rules for discussion and is respectful to classmates - poses questions and responds to specific questions with comments that contribute to the topic - demonstrates understanding of multiple perspectives - displays command of formal English and speaks clearly	Students meets expectations of speaking and listening by demonstrating most of the following: - follows rules for discussion and is respectful to classmates - poses questions and responds to specific questions with comments that contribute to the topic - demonstrates understanding of multiple perspectives - displays command of formal English and speaks clearly	Student develops grade level expectations in speaking and listening by demonstrating some of the following: - follows rules for discussion and is respectful to classmates - poses questions and responds to specific questions with comments that contribute to the topic - demonstrates understanding of multiple perspectives - displays command of formal English and speaks clearly	Student makes little to no attempt to participate in the collaborative discussion.
Product	Flier meets or exceeds expectations, is detailed, organized, and contains few or no mistakes in grammar, spelling, and punctuation. It includes the following: - explanation of protesters - explanation of issue being protested - summary of protesting event - logical organization of information - evidence of creativity and effort	Flier meets most of the listed requirements, but could have more depth in one of the following areas: - explanation of protesters - explanation of issue being protested - summary of protesting event - logical organization of information - evidence of creativity and effort	Flier meets some of the listed requirements, but is missing one or more of the following: - explanation of protesters - explanation of issue being protested - summary of protesting event - logical organization of information - evidence of creativity and effort	Student did not follow directions or made little to no effort to complete the flier.

Reflections and Progress	
What I think went well in this assignment was...	Things that could be improved are...

Consider the following rubric suggestions to meet the needs of your individual students.

Extend	Accommodate	Modify
Add a fifth column to this rubric for students to explain specifically how they go above and beyond the expectations of the level 4 category.	Provide students with scaffolds to meet the level 3 or level 4 criteria. This can include graphic organizers, sentence frames, examples, word banks, etc.	Adjust grading and expectations to focus on the level 2 and level 3 criteria for students with modified curriculum plans.

Rubric: Spotlight On... | Punic Wars Match | Unit 5: Lesson 3

Social Studies Standards	DI.1.6-8; DI.2.6-8; DI.3.6-8; D2.Geo.1.6-8; D2.His.3.6-8; D2.His.14.6-8; D3.I.6-8
English Language Arts Standards	CCSS.ELA-LITERACY.WHST.6-8.7; CCSS.ELA-LITERACY.WHST.6-8.8
Student Outcome	Students will examine the Punic Wars by creating and presenting a poster.

Category	Level 4	Level 3	Level 2	Level 1
Skill	Student meets or exceeds collaboration and presentation skill requirements by thoroughly demonstrating all of the following in their work and presentation: - works and engages effectively with partner - sequences ideas logically - includes facts and descriptive details to support the topic - uses the visual to enhance the topic and presentation - displays command of formal English, speaks clearly, and maintains eye contact	Student meets collaboration and presentation skill requirements by demonstrating most of the following in their work and presentation: - works and engages effectively with partner - sequences ideas logically - includes facts and descriptive details to support the topic - uses the visual to enhance the topic and presentation - displays command of formal English, speaks clearly, and maintains eye contact	Student develops collaboration and presentation skills by demonstrating some of the following in their work and presentation: - works and engages effectively with partner - sequences ideas logically - includes facts and descriptive details to support the topic - uses the visual to enhance the topic and presentation - displays command of formal English, speaks clearly, and maintains eye contact	Student makes little to no effort to develop collaboration and presentation skills.
Product	Poster thoroughly meets or exceeds all listed requirements, is detailed, organized, and contains few or no mistakes in grammar, spelling, and punctuation. It includes the following: - at least five facts about the topic - causes and effects if applicable to topic - at least one visual element - dates and a timeline if applicable to topic - logical organization of information - evidence of creativity and effort	Poster meets most of the listed requirements, but could have more depth in one of the following areas: - at least five facts about the topic - causes and effects if applicable to topic - at least one visual element - dates and a timeline if applicable to topic - logical organization of information - evidence of creativity and effort	Poster meets some of the listed requirements, but is missing two or more of the following: - at least five facts about the topic - causes and effects if applicable to topic - at least one visual element - dates and a timeline if applicable to topic - logical organization of information - evidence of creativity and effort	Student did not follow directions or made little to no effort to complete the poster.
(Optional Criteria)				

Reflections and Progress	
What I think went well in this assignment was...	Things that could be improved are...

Rubric: Sharpen Your Skills! | Architectural Innovations | Unit 5: Lesson 4

Social Studies Standards	D2.Geo.2.6-8; D2.Geo.6.6-8; D2.Geo.7.6-8; D2.Geo.8.6-8; D2.Geo.9.6-8; D2.Geo.10.6-8; D2.Geo.11.6-8; D2.His.1.6-8; D2.His.2.6-8; D4.3.6-8
English Language Arts Standards	CCSS.ELA-LITERACY.WHST.6-8.4; CCSS.ELA-LITERACY.WHST.6-8.7
Student Outcome	Students will practice research and instructive writing skills to create a guide.

Category	Level 4	Level 3	Level 2	Level 1
Content	Student meets or exceeds expectations in levels 2 and 3 and extends the content by including relevant facts, definitions, details, quotations, and other information and examples.	Student meets or exceeds expectations in level 2 and extends the content by including relevant, specific examples as evidence in their guide.	Student can recall details from their research with or without prompting and attempts to explain how engineering and architecture contributed to Roman expansion.	Student makes little to no effort to understand the content and is unable to recall accurate details.
Skill	Student meets or exceeds expectations of informative writing by thoroughly addressing all of the following in their writing project: • clear introduction of topic • logical organization of information and steps • relevant facts, definitions, and details • accurate explanations of architectural structures • domain-specific vocabulary, varied sentence structure, and cohesive transitions	Students meets expectations in informative writing by including most of the following in their writing project: • clear introduction of topic • logical organization of information and steps • relevant facts, definitions, and details • accurate explanations of architectural structures • domain-specific vocabulary, varied sentence structure, and cohesive transitions	Student develops grade level expectation in informative writing by including some of the following in their writing project: • clear introduction of topic • logical organization of information and steps • relevant facts, definitions, and details • accurate explanations of architectural structures • domain-specific vocabulary, varied sentence structure, and cohesive transitions	Student makes little to no attempt to develop informative writing skills.
Product	Guide meets or exceeds all listed requirements, is detailed, organized, and contains few or no mistakes in grammar, spelling, and punctuation. It includes the following: • a cover page • a list of ancient tools used to create the structure • step by step instructions of how the structure was built • an explanation of the use of the structure • at least two drawings or images of structure	Guide meets all of the listed requirements but may need more detail and attention to organization in one or more of the following areas: • a cover page • a list of ancient tools used to create the structure • step by step instructions of how the structure was built • an explanation of the use of the structure • at least two drawings or images of structure	Guide meets some of the listed requirements, but is missing one or more of the following: • a cover page • a list of ancient tools used to create the structure • step by step instructions of how the structure was built • an explanation of the use of the structure • at least two drawings or images of structure	Student did not follow directions or made little to no effort to complete the guide.

Reflections and Progress	
What I think went well in this assignment was...	Things that could be improved are...

Rubric: Spotlight On... | Breakfast of Gods | Unit 5: Lesson 4

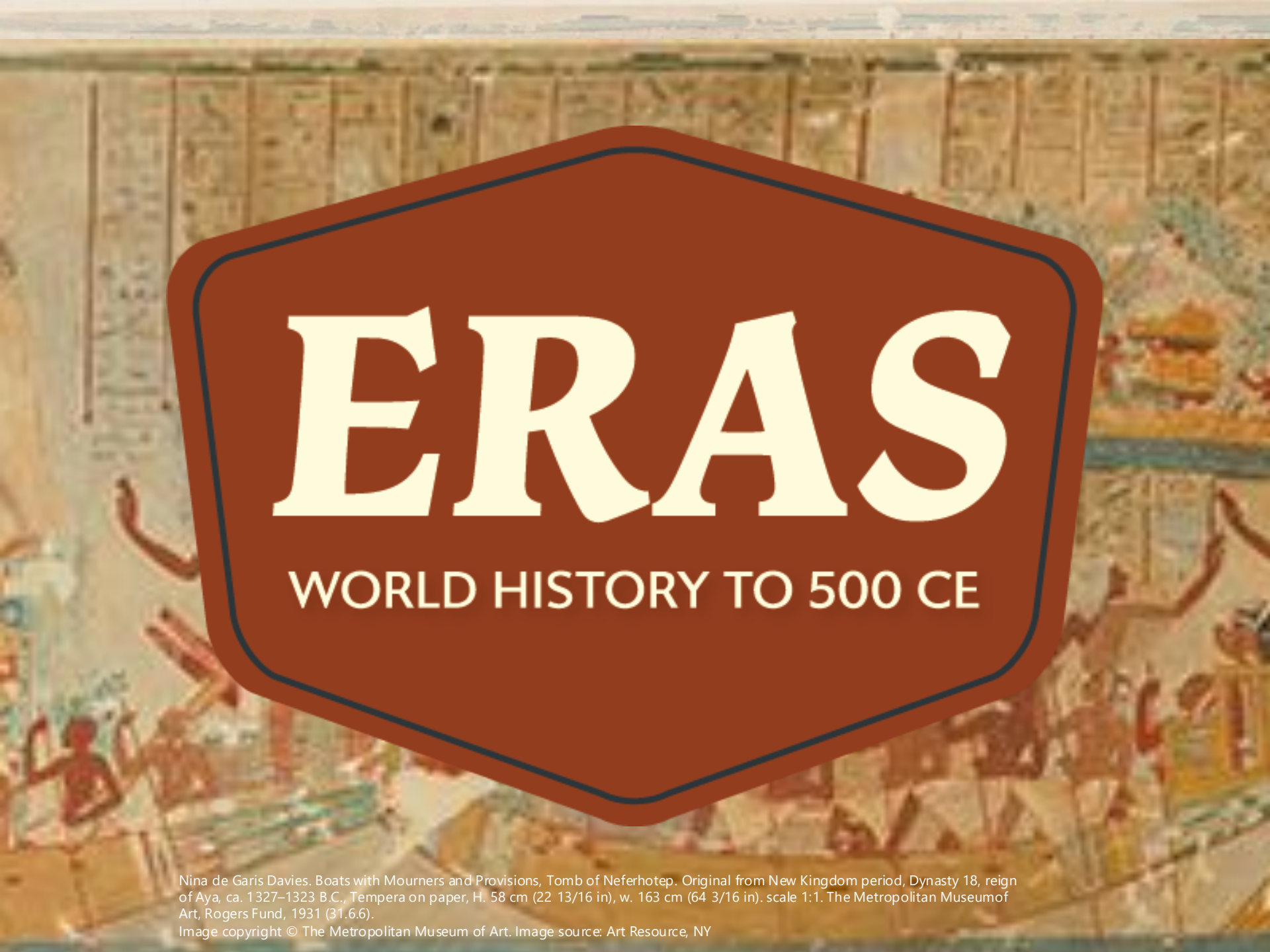
Social Studies Standards	D2.Geo.10.6-8; CCSS.ELA-LITERACY.RH.6-8.6
English Language Arts Standards	CCSS.ELA-LITERACY.WHST.6-8.7
Student Outcome	Students will explain qualities of Roman deities and their importance in ancient Roman life by creating a cereal box featuring a deity.

Category	Level 4	Level 3	Level 2	Level 1
Content	Student meets or exceeds expectations in levels 2 and 3 and extends the content by including relevant details, images, definitions, and other information to thoroughly explain the polytheistic religion of ancient Rome, qualities of deities, and the importance of deities in the everyday lives of ancient Romans.	Student meets or exceeds expectations in level 2 and extends the content by including some relevant, specific details in their work to explain qualities of Roman deities and the importance of deities in the everyday lives of ancient Romans.	Student can recall details from the text and their research with or without prompting and attempts to explain qualities of Roman deities.	Student makes little to no effort to understand the content and is unable to recall accurate details.
Product	Cereal box meets or exceeds all listed requirements, is detailed and organized, and contains few or no mistakes in grammar, spelling, and punctuation. It includes the following: • an image depiction of the deity • the deity's name and domains • a slogan representing the deity • at least five facts about the deity • a summary of a myth the deity is featured in • a game that relates to the deity • evidence of creativity and effort	Cereal box meets most of the listed requirements but may need more detail and attention to organization in one or more of the following areas: • an image depiction of the deity • the deity's name and domains • a slogan representing the deity • at least five facts about the deity • a summary of a myth the deity is featured in • a game that relates to the deity • evidence of creativity and effort	Cereal box meets some of the listed requirements, but is missing one or more of the following: • an image depiction of the deity • the deity's name and domains • a slogan representing the deity • at least five facts about the deity • a summary of a myth the deity is featured in • a game that relates to the deity • evidence of creativity and effort	Student did not follow directions or made little to no effort to complete the cereal box.

Reflections and Progress	
What I think went well in this assignment was...	Things that could be improved are...

Consider the following rubric suggestions to meet the needs of your individual students.

Extend	Accommodate	Modify
Add a fifth column to this rubric for students to explain specifically how they go above and beyond the expectations of the level 4 category.	Provide students with scaffolds to meet the level 3 or level 4 criteria. This can include graphic organizers, sentence frames, examples, word banks, etc.	Adjust grading and expectations to focus on the level 2 and level 3 criteria for students with modified curriculum plans.



ERAS

WORLD HISTORY TO 500 CE

Nina de Garis Davies. Boats with Mourners and Provisions, Tomb of Neferhotep. Original from New Kingdom period, Dynasty 18, reign of Aya, ca. 1327–1323 B.C., Tempera on paper, H. 58 cm (22 13/16 in), w. 163 cm (64 3/16 in), scale 1:1. The Metropolitan Museum of Art, Rogers Fund, 1931 (31.6.6).

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Lesson 2

The Spread of Greek Culture

I can analyze the rise of Macedonia.

I can explain how Alexander the Great conquered Anatolia, Egypt, and Southwest Asia.

I can describe the art and architecture of the Hellenistic world.

I can identify ways that Greek ideas influenced civilizations during the Hellenistic era and today.

The Essential Question

How did Greek and Roman culture shape life in the Mediterranean world?





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Social Studies Savvy

Ashes were already falling, not as yet very thickly. I looked round: a dense black cloud was coming up behind us, spreading over the earth like a flood. "Let us leave the road while we can still see," I said, "or we shall be knocked down and trampled underfoot in the dark by the crowd behind." We had scarcely sat down to rest when darkness fell, not the dark of a moonless or cloudy night, but as if the lamp had been put out in a closed room.

You could hear the shrieks of women, the wailing of infants, and the shouting of men; some were calling their parents, others their children or their wives, trying to recognize them by their voices. People bewailed their own fate or that of their relatives, and there were some who prayed for death in their terror of dying. Many besought the aid of the gods, but still more imagined there were no gods left, and that the universe was plunged into eternal darkness for evermore. There were people, too, who added to the real perils by inventing fictitious dangers: some reported that part of Misenum had collapsed or another part was on fire, and though their tales were false they found others to believe them.

A gleam of light returned, but we took this to be a warning of the approaching flames rather than daylight. However, the flames remained some distance off; then darkness came on once more and ashes began to fall again, this time in heavy showers. We rose from time to time and shook them off, otherwise we should have been buried and crushed beneath their weight. I could boast that not a groan or cry of fear escaped me in these perils, but I admit that I derived some poor consolation in my mortal lot from the belief that the whole world was dying and I with it.

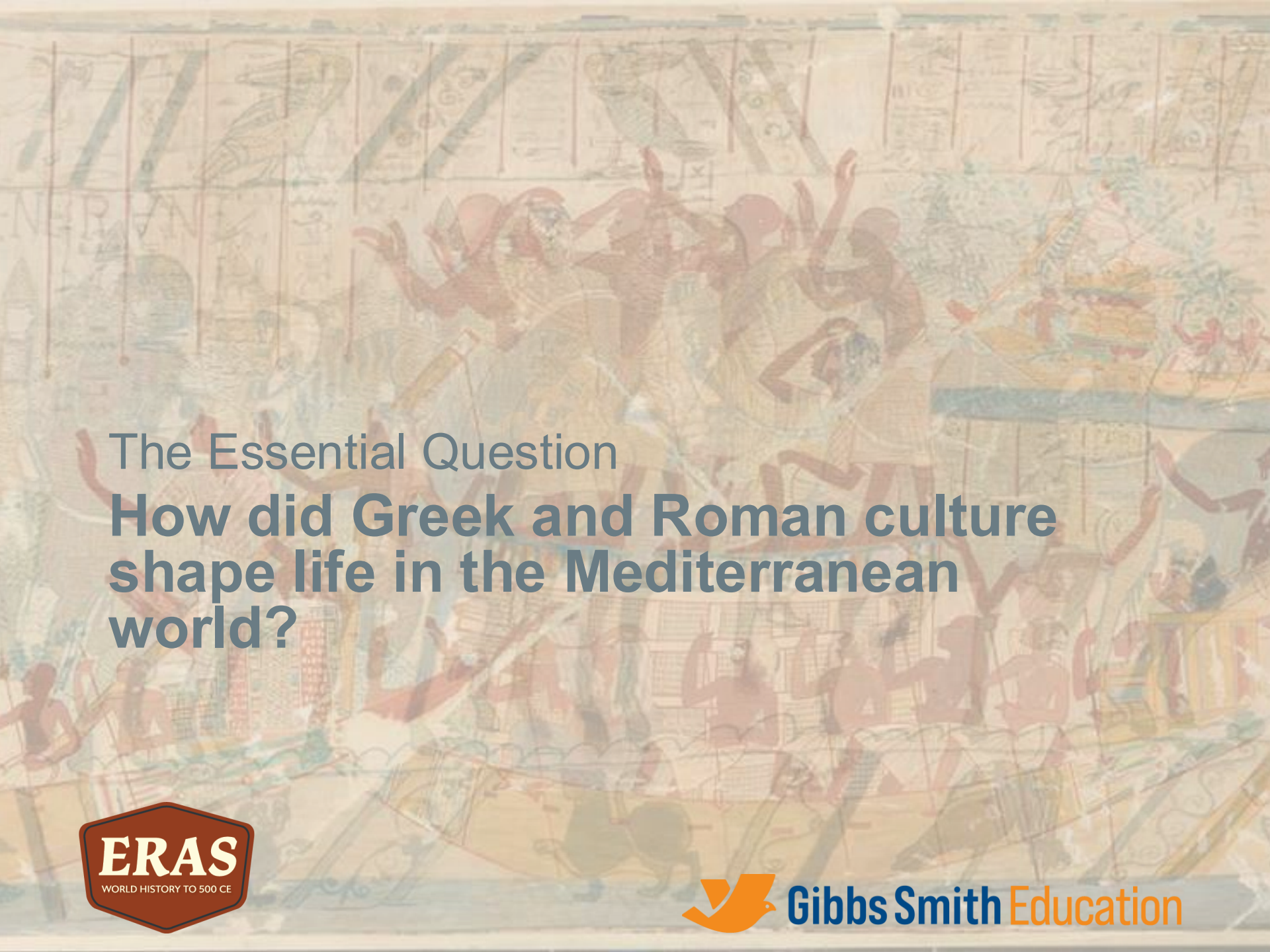
Lukasz Szwaj/Shutterstock.com



Social Studies Savvy

1. What words or descriptions stand out to you the most in this excerpt? Why?
2. According to Pliny, how did people add to the “real perils”? Why do you think he included this information in his account?
3. Describe five sensory details that Pliny depicts in his account.
4. Even though Pliny wrote the letters 25 years after the eruption occurred, are they still a reliable firsthand account of the event? Why or why not?
5. How do you think historians support Pliny's claims of what happened when his letters are the only existing eyewitness account of the 79 CE eruption of Mount Vesuvius?





The Essential Question

**How did Greek and Roman culture
shape life in the Mediterranean
world?**

