



# High School History Learning Plans

These plans are also available on our website:

[www.accomack.k12.va.us](http://www.accomack.k12.va.us)

*Please note: The online portion of these plans is optional.*

# High School Learning Plans

## World History I

### Activities to Support Instruction During Extended School Closures

The purpose of this document is to provide an overview of suggested activities available to ACPS students. These suggestions can be used by families to support the continuity of education. The learning experiences developed and provided will give students opportunities to go deeper into concepts, ideas, and skills independently. These activities do not require copies or additional supplies.

#### SKILLS

- understand the difference between primary and secondary sources;
- analyze critically historical sources;
- consider the advantages and disadvantages of using both primary and secondary sources

**Students will have weeks 3 and 4 of the school closure to complete both options for on-line and off-line activities.**

#### Online Activity #1

Students will use the [360 Museum Tour of the Egyptian Museum](#) to explore, investigate, and learn more about life in Ancient Egypt. This museum provides several primary source examples of daily life through the artifacts currently on display. Using the questions provided, students will complete a full tour of this fascinating museum. (See questions below)

#### Online Activity #2

Students will use the [Ancient Roman History Video](#) to go more in-depth into the creation and legacy of the Roman Empire. This visually stunning video fully explains the chronology and historical significance of this vastly important era in our Ancient World History. Using the questions provided as a guide, students will better understand the greater impact of the Roman Empire on the rest of the world. (See questions below.)

## Online Activity #1 Questions [360 Museum Tour of the Egyptian Museum](#)

### **Afterlife**

#### Early Dynastic Coffins

1. Why were Early Dynastic Coffins so small?

#### The Funerary Boat

1. What was the Purpose of the funerary Boat?
2. What is a pilgrimage?
3. What would the mourning wife be doing during the journey on the funerary boat?

#### Baboon Mummy

1. Why is the Baboon Mummy an anomaly?
2. What technology was used to determine the interesting fact above?

#### Apis Bull Mummy

1. That Apis bull was considered the spokesman of this deity?

### **Daily Life**

#### Brewery tomb

1. What was the purpose of having tomb models?

### **Rulers**

#### Standing Sekhmet

1. How many images did Pharaoh Amenhotep III order of the goddess Sekhmet?
2. Why did he choose her?
3. Where were the images later moved?
4. What are the two items Sekhmet holds in her hands?

#### Cleopatra VII (for questions 2 & 3, you will need to consult an outside source)

1. Why is this particular statue special?
2. What does archaizing mean?
3. What is a diadem?

### **Religion**

#### Akhnaton Prayer Relief Fragment

1. What year does this fragment date back to?
2. What is the depiction on the fragment?

#### Shabti of Men

1. Who was the son of Men?
2. Men was probably the chief sculptor on what project?
3. Who did Men primarily work for?

### Grape Cluster

1. Describe the homes and gardens of Amarna?

### Step Pyramid Replica

1. The first step pyramid built in Egypt was built for this king?
2. What is the name of the first architect known to history?
3. How did the ancient Egyptians honor this architect?
4. Where was Djoser actually buried?

### Falence Tiles

1. Where are these falence tiles from?
2. What time period do they date back to?
3. What is falence?
4. Where on the pyramid would you find these tiles?

### Beer Jar

1. Why would the bottom of the jars be rounded?
2. How would that lead to more profit (economic gain) for the suppliers?

### Sekhmet Statue

1. Sekhmet was the goddess of :
2. How was Sekhmet viewed in war?

### **Tomb**

1. In what room will you find some great examples of Hieroglyphics?

## **Part II- Explore the Museum website**

### Programs & Events

1. What is the goal of the junior archaeologist program?
2. Read the description for the Rosetta Stone workshop and **discuss** (in your own words) the discovery that allowed for the translation of the Ancient Egyptian hieroglyphics.
3. Choose one other workshop that sounds interesting to you and summarize what you would learn if you attended that workshop.

### Explore-Deities in Ancient Egypt

1. Read through some of the deities described on this page. Choose the two you find most interesting and give a brief overview (in your own words) of the characteristics and attributes of this deity.

**Online Activity #2 Questions [Ancient Roman History Video](#)**

1. What river did Rome begin on?
2. What are the three periods that Rome can be divided into?
3. According to legend, who was Rome's first king?
4. What year did Rome adopt a Republican system of government?
5. Who was Rome's first emperor?
6. Who was believed to be Rome's cruelest emperor?
7. Name the three groups of people that Rome conquered around the Mediterranean Sea.
8. What did the aqueducts help to increase?
9. How many miles of roads did the Roman's build?
10. The Roman roads were originally built for the military, but what did they help to facilitate?
11. What was a key to Rome's success and longevity?
12. What did Rome acquire from the area of Latium?
13. What were the three items adopted from the Etruscans?
14. Where do we see most of Ancient Greece's influence in the Roman culture?
15. What religion emerged during the Roman Empire?
16. Who was the first emperor to convert to Christianity?
17. During which century did the Roman Empire decline?
18. What were some of the factors that caused the decline of the empire?

## Offline Activity #1

Students will use prior knowledge from the Early Man and Ancient River Valleys unit to label a world map that includes drawing (in color and detail) the four Ancient River Valley Civilizations. See below for directions. Map will be in a separate document labeled ANCIENT RIVER VALLEYS DRAW.

# World History 1: Draw Ancient River Valleys

**Directions:** Using the textbook, create a map, label, draw and color in the four ancient rivers. The idea behind this activity is to create a “zoomed in” map of these important sites in Ancient World History.

- A) Label all oceans and continents on the world map.
- B) Draw and color the correct river valleys
- C) Make sure to include important landmarks like cities and all bodies of water (seas and rivers). Use the word banks provided.
- D) For resources and help, refer to our maps in your notebook or textbook.
- E) Take your time with this assignment, making sure your work is accurate and neat!

<b>World Map:</b>	<b>Nile River Valley:</b>	<b>Tigris and Euphrates</b>	<b>Indus River Valley</b>	<b>Yellow River Valley</b>
North America South America Europe Africa Australia Antarctica Pacific Ocean Arctic Ocean Indian Ocean Bering Strait Land Bridge	Egypt Nile River Nile River Delta Red Sea Med Sea Cataracts Nubia Upper Egypt Lower Egypt Great Pyramids	Mesopotamia Tigris River Euphrates River Babylon Persian Gulf Fertile Crescent Flow of the Rivers (arrow)	Indus River Harappa Mohenjo-Daro Hindu Kush Mts Arabian Sea Khyber Pass	Yellow River China Great Wall of China Korean Peninsula East China Sea

## Offline Activity #2:

### Learning Description

Students will demonstrate comprehension and knowledge of one of the following topics by creating a comic strip, with dialogue, containing essential knowledge covered in class. The scene created may compare-and-contrast, describe a time period, describe group of people, or showcase an understanding the impact of an event in the advancement of mankind. The comic strip should be 6 panels or more. In addition a two paragraph explanation should be included.

- the impact of geographic environment on hunter-gatherer societies
- characteristics of hunter-gatherer societies, including their use of tools and fire
- how technological and social developments gave rise to sedentary communities
- how archaeological discoveries are changing current understanding of early societies
- locating the civilizations of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews and Phoenicians in time and place and describing their major geographic features
- the development of social, political, and economic patterns, including slavery
- the development and interactions of religious traditions
- the origins, beliefs, traditions, customs, and spread of Judaism
- the development of language and writing

### Primary sources

Student notes

### Secondary sources (Online)

- [http://www.doe.virginia.gov/testing/sol/standards\\_docs/history\\_socialscience/](http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/)
- Google Classroom or Synergy Class Website (if applicable)
- <https://egyptianmuseum.org/360-museum-tour>
- <https://www.nationalgeographic.com.au/ancient-history/>