

Social Studies
Ancient and Medieval History
Unit 3: Phoenicians, Hebrews, and Arameans

Essential Understandings	<ul style="list-style-type: none">▪ Though relatively small and somewhat disadvantaged geographically, each group made key contributions.▪ Their geographic situation contributed to the shaping of their cultures.▪ Their success depended on the nature of relations with neighbors and their resourcefulness and adaptability.▪ Cultural diffusion is an important by-product of trade.
Essential Questions	<ul style="list-style-type: none">▪ What conditions were present and linked to each unique culture?▪ What lasting achievements did each group make?▪ What is the significance of the Old Testament?
Essential Knowledge	<ul style="list-style-type: none">▪ Ideas are shared and adopted as a result of contact between different cultures.▪ Certain contributions of each culture have taken on greater importance over time.▪ Important steps were made by each in the development of written language.
Vocabulary	<ul style="list-style-type: none">▪ <u>Terms:</u><ul style="list-style-type: none">○ Polaris, alphabet, Aramaic, standard weights and measures, Old Testament, ethical monotheism, Judaism, diaspora, Jerusalem
Essential Skills	<ul style="list-style-type: none">▪ Compare the Eastern Mediterranean geographic situation with major river valley civilizations.▪ Associate groups with their respective cultural contribution.▪ Describe the role of trade in spreading ideas between cultures.

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<p style="text-align: center;">Related Maine Learning Results</p>	<p><u>Social Studies</u> D. Geography D1.Geographic Knowledge, Concepts, Themes, and Patterns Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <ol style="list-style-type: none">a. Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels and helps people to better predict and evaluate consequences of geographic influences.b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools.c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.d. Evaluate the impact of change, including technological change, on the physical and cultural environment. <p>D2.Individual, Cultural, International, and Global Connections in Geography Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities.</p> <ol style="list-style-type: none">a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.
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<p style="text-align: center;">Related Maine Learning Results</p>	<p>E. History</p> <p>E1. Historical Knowledge, Concepts, Themes, and Patterns</p> <p>Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <ol style="list-style-type: none"> a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future. b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future. c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources. d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations. <p>E2. Individual, Cultural, International, and Global Connections in History</p> <p>Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p> <ol style="list-style-type: none"> a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects. b. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in the world.
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Vocabulary key concept matching exercise to definitions ▪ Chronological order exercises
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Unit quiz ▪ Class discussion and participation ▪ Student generated notes, outlines, essay responses, definitions
<p style="text-align: center;">Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>Ancient and Medieval Worlds</u>, chapter 4 -Howe and Howe