**Monday:** The Big Picture: The World and the Six Ancient Civilizations

**Major Objective:** Students will be able to: 1.) identify and describe the six ancient civilizations that will be studied this year, and 2.) identify and locate each of these civilizations on a world map.

**Activities:** Whole group discussion/lecture on the six ancient civilizations, small group/individual mapping of the six ancient civilizations.

**Text/Materials:** Lecture notes on the six ancient civilizations, world map handouts, student texts with maps of the six ancient civilizations.

**Assessment:** Monitoring students’ class work and participation.

**Homework:** Finishing mapping the six ancient civilizations activity.

**Tuesday:** Dating and Evaluating Information

**Major Objective:** Students will be able to: 1.) describe how the archaeological record is formed, 2.) describe the difference between cultural and scientific dating, 3.) identify and describe the four main methods of scientific dating, and 4.) apply the appropriate dating method to different types of artifacts and fossils.

**Activities:** Whole group discussion/lecture about the formation of the archaeological record, cultural vs. scientific dating, and the four main methods of scientific dating; small group/individual activities on applying the correct dating method to different sources.

**Text/Materials:** Lecture notes for the formation of the archaeological record, cultural vs. scientific dating, and the four main types of scientific dating, and cultural vs. scientific dating worksheets.

**Assessment:** Monitoring of students’ class work and participation.

**Homework:** Finish cultural vs. scientific dating worksheets.

**Wednesday:** New vs. Old Archaeology

**Major Objectives:** Students will be able to: 1.) compare and contrast the goals of classical and modern archaeology, 2.) describe the economic motivations behind the goals of archaeology, and 3.) interpret archaeological evidence.

**Activities:** Whole group discussion/lecture about classical (old) and modern (new) archaeology; small group/individual activities comparing/contrasting classical and modern archaeology, and interpreting archaeological evidence.

**Texts/Materials:** Classical vs. Modern archaeological lecture notes, classical vs. modern archaeology graphic organizer.

**Assessment:** Monitoring of students’ class work and participation.

**Homework:** Students will write a brief newspaper story about the archaeological dig at the Cahokia Mounds site in Illinois

**Thursday/Friday:** Reading Like a Historian: The Curse of King Tut’s Tomb

**Major Objective:** Students will be able to: 1.) evaluate and analyze a variety of primary and secondary sources, and 2.) use a variety of sources of information to corroborate a conclusion about the curse of King Tut’s tomb.

**Activities:** Whole group discussion/lecture/modeling of Reading Like a Historian, individual/small group analysis of a variety of primary/secondary sources, individual corroboration of a conclusion of the myth or reality of King Tut’s Curse.
Text/Materials: Reading Like a Historian Note Sheet, Primary Sources on King Tut’s Curse (Written Document, Sound Recording, Motion Picture, Artifacts, Pictures, Maps), Secondary Source (Documentary), Source Analysis Worksheets, Corroborating The Curse of King Tut’s Tomb Essay.

Assessment: Monitoring of students’ classwork and participation.

Homework: Corroborating the Curse of King Tut’s Tomb Essay.