Monday:  
**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.

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**Tuesday:**  
**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, Bill Nye: Archaeology Video.

**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.

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**Wednesday:**  
**Our Ancient Ancestors: The Development of the Human Race**

**Thursday**

**Major Objective:** Students will be able to: 1.) identify and describe five of our earliest human ancestors, and the approximate time periods in which they lived, 2.) explain how the last Ice Age allowed our early human ancestors to colonize every continent except Antarctica, and 3.) explain how current events are negatively impacting the work of paleoanthropologists and archaeologists.

**Activities:** Whole group discussion/lecture about our earliest human ancestors; small group/individual activities researching each of the five earliest human ancestors.

**Text/Materials:** Lecture notes for our earliest human ancestors, early human ancestors graphic organizers, MCREL vocabulary graphic organizers, Skulls, photos, and pictures of each of the five early human ancestors, and textbook pages 84 – 98.

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

**Homework:** Early human ancestors writing assignment.

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**Friday:**  
**Ancient Ancestors Quick Reference Brochure Presentations**

**Major Objectives:** Students will be able to apply their knowledge of our five earliest human ancestors towards the creation of a brochure that shows the progression towards modern human beings.
<table>
<thead>
<tr>
<th>Activities:</th>
<th>Small group/individual creation of a brochure.</th>
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</thead>
<tbody>
<tr>
<td>Text/Materials:</td>
<td>Student notes on our five earliest human ancestors, paper, markers, color pencils, glue, and other art supplies need for creating colorful brochures.</td>
</tr>
<tr>
<td>Assessment:</td>
<td>Monitoring of students’ class work and participation.</td>
</tr>
<tr>
<td>Homework:</td>
<td>Complete Ancient Ancestors Quick Reference Brochure</td>
</tr>
</tbody>
</table>