Curriculum Map for SMMUSD 6th Grade Social Studies
(The Ancient World, the TCI textbook, divides 37 chapters into 6 units.
The teacher lesson guide books (2) indicate transparencies, placards, audio tracks, and necessary materials for each chapter.)

<table>
<thead>
<tr>
<th>Standard</th>
<th>History and Social Science Analysis Skills*</th>
<th>Estimated Instructional Time</th>
<th>TCI Instruction Materials and Pages</th>
<th>Possible External Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</td>
<td>CST: 2- construct time line</td>
<td>Unit 1 Chapters 1-3:</td>
<td>Videos/DVDs: National Geographic: <a href="http://shopngvideos.com">http://shopngvideos.com</a> Mysteries of Mankind - origins of the human race video; Discovery Channel: <a href="http://shopping.discovery.com">http://shopping.discovery.com</a> Walking with Cavemen - evolution of man; History Channel: <a href="http://store.aetv.com">http://store.aetv.com</a> Ape to Man Evolution DVD Set; Darwin info.</td>
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<tr>
<td>REP: 5-determine different historical points of view</td>
<td>REP:</td>
<td>17-19 class periods or 3-4 weeks</td>
<td>TCI Simulations (not part of the adoption): Early Humans: Activity 1.1 “Experiencing the Challenge of Interpreting the Past”; Activity 1.3 “Investigating the Past: Assembling an Archeological Team”; Activity 2.2 “What Do We Know About Human Ancestors?”; Activity 3.1 “From Paleolithic to Neolithic: Identifying Changes in Daily Life”</td>
<td></td>
</tr>
<tr>
<td>HI: 5-interpretations change with new info</td>
<td>HI:</td>
<td></td>
<td>Non-TCI Simulation: This can be purchased at <a href="http://www.Highsmith.com">www.Highsmith.com</a> (choose Interact on right hand menu): Bones and Stones</td>
<td></td>
</tr>
</tbody>
</table>
| **Analysis Skills Toolkit**: pgs. 7, 8, 9, 10, 11, 13, 15, 16, 17, 18 | **Analysis Skills Toolkit**: pgs. 7, 8, 9, 10, 11, 13, 15, 16, 17, 18 | | TCI Online Resources: [www.teachtei.com/historyalive/](http://www.teachtei.com/historyalive/)
  - Investigating Biographies: The life of Archeologist Kathleen Kenyon
  - Internet Connections: Early Humans and the Rise of Civilization
  - Enrichment Essay: What is History?
  - Enrichment Essay: Tips on Using Your Library or Media Center
  - Enrichment Essay: Piecing Together the Story of Early Hominids
  - Enrichment Essay: Neolithic Societies Around the World |
| **Holt Content area Reader: The Ancient World**: “The Permafrost Crumbles”; “Mary Leakey 1913-1996”; “What the Art May Tell” (This is the history companion series to the Holt Literature adoption.) | **Holt Content area Reader: The Ancient World**: “The Permafrost Crumbles”; “Mary Leakey 1913-1996”; “What the Art May Tell” (This is the history companion series to the Holt Literature adoption.) | | Websites: See all websites for early humans suggested by TCI at: [http://www.historyalive.com/resources/ha/AWH/connections/AWHU1N et.aspx](http://www.historyalive.com/resources/ha/AWH/connections/AWHU1N et.aspx) |

*CST: Chronological/Spatial Thinking  REP: Research, Evidence, and Point of View  HI: Historical Interpretation
6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

### Power Standards:
- **6.2.1** Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.
- **6.2.3** Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.
- **6.2.5** Discuss the main features of Egyptian art and architecture.

### CST:
- 2-construct time line periods or 6-7 weeks
- 3-relevant from irrelevant information
- 4-assess credible primary and secondary sources

### REP:
- 2-distinguish fact vs. opinion
- 3-relevant from irrelevant information
- 4-assess credible primary and secondary sources

### HI:
- 1-explain central issues & problems
- 2-understand and distinguish cause & effect
- 3-explain new patterns in history

### Analysis Skills Toolkit:
- pgs. 7, 8, 9, 10, 11, 13, 14, 15, 17, 18, 19, 20, 21

### Units 1 & 2
- **Chapters 4-10:**
  - SE: 32-99
  - ISN: 27-76
  - LG1: 54-167

### Videos/DVDs:
- Schlessinger Videos: Mesopotamia and Ancient Egypt; Discovery Channel: [http://shopping.discovery.com](http://shopping.discovery.com) Mesopotamia-Lost Civilizations DVD Set; National Geographic: [http://shop.nationalgeographic.com](http://shop.nationalgeographic.com) King Tut’s Final Secrets DVD; Into the Great Pyramid DVD; Treasures of Egypt 2 DVD Set; Egypt Eternal: Quest for Lost Tombs DVD; Egypt: Secrets of the Pharaohs DVD; Egypt: Quest for Eternity DVD; Mysteries of Egypt Video; History Channel: [http://store.aetv.com](http://store.aetv.com) Ultimate Ancient Civilizations DVD Set; additional 24 titles on Egypt including: Ramses; Cleopatra; Nefertiti; and Ramses II

### TCI Simulations **(not part of the adoption)**:

### Non-TCI Simulations:
- These can be purchased at [www.Highsmith.com](http://www.Highsmith.com) (choose Interact on right hand menu): Egypt; Empires; Ancient Mesopotamia; Using Primary Sources and the Internet

### TCI Online Resources:
- www.teachtci.com/historyalive/
  - Internet Connections: Early Humans and the Rise of Civilization
  - Investigating Literature: The Hero of Sumer: King Gilgamesh of Uruk
  - Internet Project: Early Humans and the Rise of Civilization
  - Internet Connections: Ancient Egypt and the Near East
  - Enrichment Essay: Egyptian Trade
  - Investigating Literature: The Satire of the Trades
  - Investigating Primary Sources: Daily Life of Children and Slaves in Ancient Egypt
  - Internet Project: Ancient Egypt and the Near East
  - Enrichment Essay: The Decline of Ancient Egypt
  - Investigating Primary Sources: Through the Eyes of a Historian: Herodotus Write About Kush

### Websites:
- [www.thebanmappingproject.com](http://www.thebanmappingproject.com) This site allows you to view current digs in Thebes; [http://www.pbs.org/empires/egypt/](http://www.pbs.org/empires/egypt/) This is an

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* CST: Chronological/Spatial Thinking  
REP: Research, Evidence, and Point of View  
HI: Historical Interpretation
interactive website as well with time lines, hieroglyphics, and resources; See all websites for ancient Egypt and the Near East suggested by TCI at: http://www.historyalive.com/resources/ha/AWH/connections/AWHU2Net.aspx

**Art Connection:** How to Draw Like an Egyptian; Read Aloud Egyptian Plays (Scholastic)

**Holt Content area Reader: The Ancient World:**
6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

**Power Standards:**

6.3.1 Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.

6.3.2 Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.

<table>
<thead>
<tr>
<th>CST:</th>
<th>REP:</th>
<th>HI:</th>
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</thead>
<tbody>
<tr>
<td>2-construct timelines</td>
<td>Research, Evidence, and Point of View</td>
<td>Historical Interpretation</td>
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<tr>
<td>3-identify migration patterns</td>
<td>9-10 class periods or 2 weeks</td>
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**Unit 2:**

Chapters 11-12:
- **SE:** 100-119
- **ISBN:** 77-87
- **LG1:** 168-196

**Analysis Skills Toolkit:** pgs. 7, 8, 9, 10, 11, 13, 15, 16, 17, 18, 19

**Videos/DVDs:** Schlessinger Video: *What is Judaism?*; Discovery Channel [http://shopping.discovery.com](http://shopping.discovery.com) Ancient Voices DVD Set; National Geographic [http://shop.nationalgeographic.com](http://shop.nationalgeographic.com) *Jerusalem: Within These Walls* Video

**TCI Simulations (not part of the adoption):** Ancient Egypt and the Near East: Activity 4.1 “Origins of Judaism: The History of the Ancient Israelites”; Activity 4.2 “Responding to Challenges Faced by the Ancient Israelites”; Activity 5.2 “The Modern Synagogue: A Reflection of Jewish Traditions”

**Non-TCI Simulation:** This can be purchased at [www.Highsmith.com](http://www.Highsmith.com) (choose Interact on right hand menu): *Empires*

**TCI Online Resources:** [www.teachteci.com/historyalive/](http://www.teachteci.com/historyalive/)

- Internet Connections: Ancient Egypt and the Near East
- Internet Project: Ancient Egypt and the Near East
- Investigating Primary Sources: The Historical Migration of the Jews: Psalm 37

**Websites:** See all websites suggested for ancient Israel suggested by TCI at: [http://www.historyalive.com/resources/ha/AWH/connections/AWHU2Net.aspx](http://www.historyalive.com/resources/ha/AWH/connections/AWHU2Net.aspx)

**Holt Content area Reader: The Ancient World:**

“Deborah”; “The Mystery of Qumran and the Dead Sea Scrolls”; “To Everything There Is a Season”
### 6.4 Students

**analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece.**

**Power Standards:**
- 6.4.2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles’ Funeral Oration).
- 6.4.3. State the key differences between Athenian, or direct, democracy and representative democracy.
- 6.4.8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

**CST:**
- 2-construct timelines
- 3-identify migration patterns

**REP:**
- 3-distinguish relevant from irrelevant information
- 4-credibility of primary and secondary sources

**HI:**
- 2-understand and distinguish cause & effect
- 6-interpret basic indicators of economic performance

<table>
<thead>
<tr>
<th>CST: Chronological/Spatial Thinking</th>
<th>REP: Research, Evidence, and Point of View</th>
<th>HI: Historical Interpretation</th>
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</thead>
<tbody>
<tr>
<td>28-30 class periods or 5-6 weeks</td>
<td><strong>Unit 5:</strong> Chapters 25-31:</td>
<td><strong>TCI Simulations (not part of the adoption):</strong> Ancient Greece: Activity 1.3 “Creating Dramatic Presentations of The Odyssey”; Activity 1.4 “Tracing the Development of Democracy”; Activity 2.1 “Understanding the Persian Wars Through Visual Metaphors”; Activity 2.2 “Touring Athens During the Golden Age”; Activity 2.3 “Greek Against Greek: Athens vs. Sparta”; Activity 3.2 “Creating Human Statues to Honor Significant Figures in Ancient Greece”; Activity 4.1 “Recognizing Ancient Greek Achievements in the Modern World”; Activity 4.2 “Discovering Reference to Greek Mythology in Popular Expressions”</td>
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<tr>
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<td>• SE: 246-305</td>
<td><strong>Non-TCI Simulations:</strong> These can be purchased at <a href="http://www.Highsmith.com">www.Highsmith.com</a> (choose Interact on right hand menu): Greeks; Using Primary Sources and the Internet</td>
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<td>• LG2: 502-667</td>
<td>• Internet Connections: Ancient Greece</td>
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<td>• Internet Project: Ancient Greece</td>
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<td>• Investigating Biographies: A Model Citizen? The Life of Socrates</td>
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<td>• Investigating Biographies: In Search of a Perfect World: The Life of Plato</td>
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<td>• Investigating Literature: Greek Literature in Our Lives Today: Aesop’s Fables</td>
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<td>• Investigating Literature: A World of Beauty: The Poetry of Sappho</td>
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<td>• Enrichment Essay: The Lasting Influence of Greek Literature</td>
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<td><strong>Analysis Skills Toolkit:</strong> pgs. 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22</td>
<td><strong>Videos/DVDs:</strong> Schlessinger Video: <a href="http://shop.nationalgeographic.com">Ancient Greece</a>; National Geographic DVD; <a href="http://shop.nationalgeographic.com">In Search of the Trojan War</a> DVD; Discovery Channel: <a href="http://shop.nationalgeographic.com">Secrets of Archaeology</a> DVD; <a href="http://shop.nationalgeographic.com">Ancient Civilizations DVD Set</a> DVD; <a href="http://shop.nationalgeographic.com">Lost Civilizations DVD Set</a> DVD; <a href="http://shop.nationalgeographic.com">Unsolved History</a> DVD; History <a href="http://store.aetv.com">http://store.aetv.com</a> Ultimate Ancient Civilizations DVD Set; additional 13 titles on Greece including: The First Olympics; Athens; Greek Gods; Marathon; Thermopylae</td>
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<td><strong>Websites:</strong> <a href="http://www.pbs.org/empires/thegreeks/">http://www.pbs.org/empires/thegreeks/</a> This is an interactive website with a time line, info. on rulers, and more. See all sites for ancient Greece suggested by TCI at: <a href="http://www.historyalive.com/resources/ha/AWH/connections/AWHU5Net.aspx">http://www.historyalive.com/resources/ha/AWH/connections/AWHU5Net.aspx</a></td>
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<td><strong>Art Connection:</strong> Greek City-States; Read Aloud Greek Plays (Scholastic); Greek scratch art</td>
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*Note: CST: Chronological/Spatial Thinking*
6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

Power Standard: 6.5.5 Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>2-construct timelines</td>
<td>2-distinguish fact from opinion</td>
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<tr>
<td>3-identify migration patterns</td>
<td>3-relevant from irrelevant information</td>
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<tr>
<td>3-construct timelines</td>
<td>3-explain new patterns in history</td>
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<tr>
<td>3-identify migration patterns</td>
<td>4-recognize chance, oversight or error in history</td>
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<tr>
<td>3-interpret basic indicators of economic performance</td>
<td>6-interpreet basic indicators of economic performance</td>
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<td>18-20 class periods or 3-4 weeks</td>
<td>Unit 3: Chapters: 13-18</td>
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<td>• SE: 122-179</td>
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<td>• ISN: 90-125</td>
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<td>• LG1: 198-331</td>
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<tr>
<td>Analysis Skills Toolkit: pgs. 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 21</td>
<td>Videos/DVDs: Schlessinger Videos: What is Buddhism? What is Hinduism? What is Religion?; Discovery Channel: <a href="http://shopping.discovery.com">http://shopping.discovery.com</a> Ancient Voices DVD Set</td>
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<tr>
<td>TCI Simulations (not part of the adoption): Ancient India: Activity 1.1 “Predicting Areas of Early Settlement in India”; Activity 2.2 “Understanding Hindu Beliefs in the Ramayana”; Activity 2.3 “Discovering the Buddha’s Path to Enlightenment”; Activity 3.1 “Interpreting Ashoka’s Edicts”; Activity 3.2 “Experiencing the Struggle to Maintain Unity”; Activity 3.3 Writing a Journal to Commemorate Gupta Achievements”</td>
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<tr>
<td>Non-TCI Simulations: These can be purchased at <a href="http://www.Highsmith.com">www.Highsmith.com</a> (choose Interact on right hand menu): Using Primary Sources and the Internet; Ancient World History: India</td>
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<tr>
<td>TCI Online Resources: <a href="http://www.teachtci.com/historyalive/">www.teachtci.com/historyalive/</a></td>
<td>Websites: See all websites for ancient India suggested by TCI at: <a href="http://www.historyalive.com/resources/ha/AWH/connections/AWHU3Net.aspx">http://www.historyalive.com/resources/ha/AWH/connections/AWHU3Net.aspx</a></td>
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<tr>
<td>• Internet Connections: Ancient India</td>
<td>Art Connection: Create own Taj Mahal, Diamond Map of India</td>
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<tr>
<td>• Investigating Biographies: Another Important Religious Tradition in India: Jainism</td>
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<td>• Investigating Literature: The Ramayana</td>
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<td>• Enrichment Essay: The Impact of the Aryan Migrations to India</td>
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<td>• Investigating Primary Sources: Travels to India</td>
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<td>• Enrichment Essay: Duty and Devotion in the Bhagavad Gita</td>
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</table>

*CST: Chronological/Spatial Thinking     REP: Research, Evidence, and Point of View     HI: Historical Interpretation
<table>
<thead>
<tr>
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<th>HI: Historical Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</td>
<td>Power Standards: 6.6.3 Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.</td>
<td>6.6.6 Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.</td>
</tr>
<tr>
<td>CST: 2-construct timelines 3-identify migration patterns</td>
<td>REP: 5-determine different historical points of view</td>
<td>HI: 4-recognize role of change, oversight, error in history 5-interpretations of history change as new info. is uncovered 6-interpret basic indicators of economic performance</td>
</tr>
<tr>
<td>15 class periods or 3 weeks</td>
<td>Unit 4: Chapters: 19-24 6.6.3 Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism. 6.6.6 Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.</td>
<td>Analysis Skills Toolkit: pgs. 7, 8, 10, 11, 12, 13, 15, 16, 18, 19, 20, 21</td>
</tr>
<tr>
<td>TCI Online Resources: <a href="http://www.teachtci.com/historyalive/">www.teachtci.com/historyalive/</a></td>
<td>• Internet Connections: Ancient China • Investigating Primary Sources: Lessons for Women • Investigating Biographies: The Life of an Emperor During the Han Dynasty • Investigating Literature: Tales from the Common People: The Ballad of Mulan • Enrichment Essay: Exploring Daily Life During the Han Dynasty • Internet Project: Ancient China</td>
<td>Websites: See all websites for ancient China suggested by TCI at: <a href="http://www.historyalive.com/resources/ha/AWH/connections/AWHU4Net.aspx">http://www.historyalive.com/resources/ha/AWH/connections/AWHU4Net.aspx</a></td>
</tr>
</tbody>
</table>

* CST: Chronological/Spatial Thinking  
** REP: Research, Evidence, and Point of View  
*** HI: Historical Interpretation
### CST: Chronological/Spatial Thinking

- **6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.**

  **Power Standard:**
  - 6.7.2 Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).

  **6.7.6 Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).**

  **6.7.8 Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.**

### REP: Research, Evidence, and Point of View

- **Unit 6:** Chapters: 32-37
  - SE: 308-373
  - ISN: 218-253
  - LG2: 670-761

### HI: Historical Interpretation

- **Analysis Skills Toolkit:** pgs. 7,8,9,10, 11,13,15,16,17,19,20, 21.

### Videos/DVDs:

- Schlessinger Videos: *Ancient Rome; What is Christianity?*, National Geographic: [http://shop.nationalgeographic.com](http://shop.nationalgeographic.com)
- *In the Shadow of Vesuvius* Video; *Hannibal vs. Rome* DVD; Discovery Channel: [http://shopping.discovery.com](http://shopping.discovery.com) Secrets of Archaeology;
- *Pompeii: The Last Day*; *Ancient Civilizations* DVD set; *Unsolved History: The Roman Colosseum* DVD; *Lost Civilizations* DVD Set; *Colosseum: A Gladiators Story* DVD; *Building the Impossible: Roman Catapult* DVD; *Rome: Power & Glory* DVD Set; *Superweapons of the Ancient World: The RAM* DVD; History Channel: [http://store.aetv.com](http://store.aetv.com)
- *In the Shadow of Vesuvius* Video; *Hannibal vs. Rome* DVD;
- *Secrets of Archaeology* DVD; *Pompeii: The Last Day*;
- *Ancient Civilizations* DVD set; *Unsolved History: The Roman Colosseum* DVD; *Lost Civilizations* DVD Set; *Colosseum: A Gladiators Story* DVD; *Building the Impossible: Roman Catapult* DVD; *Rome: Power & Glory* DVD Set; *Superweapons of the Ancient World: The RAM* DVD; History Channel: [http://store.aetv.com](http://store.aetv.com)
- *In the Shadow of Vesuvius* Video; *Hannibal vs. Rome* DVD; Discovery Channel: [http://shopping.discovery.com](http://shopping.discovery.com) Secrets of Archaeology;
- *Pompeii: The Last Day*; *Ancient Civilizations* DVD set; *Unsolved History: The Roman Colosseum* DVD; *Lost Civilizations* DVD Set; *Colosseum: A Gladiators Story* DVD; *Building the Impossible: Roman Catapult* DVD; *Rome: Power & Glory* DVD Set; *Superweapons of the Ancient World: The RAM* DVD; History Channel: [http://store.aetv.com](http://store.aetv.com)

### TCI Simulations (not part of the adoption):


### Non-TCI Simulations:

- These can be purchased at [www.Highsmith.com](http://www.Highsmith.com) (choose Interact on right hand menu):
  - Romans; *Ancient World History: Rome; Using Primary Sources and the Internet*

### TCI Online Resources:

- [www.teachteci.com/historyalive/](http://www.teachteci.com/historyalive/)
  - Internet Connections: Ancient Rome
  - Investigating Biographies: Reform in the Roman Republic: The Lives of Tiberius and Gaius Gracchus
  - Investigating Primary Sources: Cicero and the Roman Republic
  - Enrichment Essay: Trade Routes and Currency Help Romans Build a Stronger Empire
  - Enrichment Essay: The Influence of Paul on Christian Beliefs
  - Internet Project: Ancient Rome

### Websites:

- [http://www.pbs.org/empires/romans](http://www.pbs.org/empires/romans) This is an interactive website with timelines, maps, info. on rulers, and more. See all websites for ancient Rome suggested by TCI at: [http://www.historyalive.com/resources/ha/AWH/connections/AWHU6Net.aspx](http://www.historyalive.com/resources/ha/AWH/connections/AWHU6Net.aspx)

### Art Connection:

- Ancient Rome Brochure; mosaics

### Holt Content area Reader: The Ancient World: