

High School World History Sub Plans, 2 Weeks

Two complete week binders of high school world history, grades 9 to 12: one topic a day, on paper. Every day has individual work and a team task, and every task has a "say this" script.

PREVIEW

What is included

- Week 1 binder (67 pages) and Week 2 binder (65 pages): 132 pages
- 26 front pages: binder cover, important information, note to the sub, the week plan filled in, schedule, set index, class list, how it went, Monday opener
- 20 solo blocks (10 world history sets, 10 calm blocks) and 10 team tasks for groups of four
- Every world history set lists the C3 Framework or Common Core standards it practices
- A "say this to the class" script for all 42 tasks: 2 or 3 sentences the sub reads out
- A core task and a ★ challenge in every world history set and team task
- 10 optional games, each on that day's lessons, a fun way to end the class
- Answer keys for everything; color and ink-saver B&W, US Letter and A4

How it works

1. Leave both binders out. Each has its own filled-in plan with page numbers.
2. The sub reads the "say this" box out, then runs the day's world history set in every period; students work on their own. Everyone does the core task, early finishers go on to the ★ challenge.
3. Calm block for any gap, team task for a block period or extra time, game for the last 15 minutes.
4. No prep and no tech: paper and pencil, print and go.

The 10 days: a world history set, a team task and a game each day

1. **Day 1:** River Valley Civilizations · Team: Built to Last **Whiteboard Quiz Game**
2. **Day 2:** Classical Empires · Team: The Museum Mix-Up **Paper Password**
3. **Day 3:** Belief Systems and Trade Routes · Team: Trade or Conquest **Class Feud**
4. **Day 4:** Empires, Exchange and Revolutions · Team: The Machinery Hall, 1851 **Classroom Millionaire**
5. **Day 5:** Industry, Empire and the World Wars · Team: The 1869 Front Page **Mystery Box**
6. **Day 6:** The Neolithic Revolution and the First Villages · Team: The Harvest Ledger **Whiteboard Quiz Game**
7. **Day 7:** Ancient Greece: Athens, Sparta and Democracy · Team: Drawn by Lot **Paper Password**
8. **Day 8:** Rome from Republic to Empire · Team: The Republic on Trial **Class Feud**
9. **Day 9:** Persia and the Empire of Alexander · Team: Plot the Campaign **Classroom Millionaire**
10. **Day 10:** Sources from the Ancient World · Team: Herodotus on Trial **Mystery Box**

What this preview shows: the note to the substitute, the Week 1 plan, more front pages, one page of every daily part, a full world history set with its answer key, a calm block, a team task, the game types and one ink-saver page. Product pages are watermarked. Full product: 132 pages.

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Note to the Substitute

Grades 9 to 12 · five days · every set runs from the printout alone

Thank you for covering my classes this week

Everything you need is in this binder. The weekly plan is filled in for you. I fill in the important information page and the class list before you arrive; if anything there is still blank, please fill in what you can. After the binder pages come the five days in order, Monday to Friday. Monday starts with a short opener (about 15 minutes), then each day has its work sets: **World History 1** is Monday's set, **World History 2** is Tuesday's, and so on to **World History 5** on Friday. Run the day's set in every period you teach that day. Each set is one period (45 to 55 minutes), stands alone, and has its own answer key at the back of the binder, so you never have to make anything up or know the subject. Every task starts with a short **Say this to the class** box under its title: read it out, and the class knows what to do and how to start.

Every world history and team page has a core task first, then a ☆ challenge. Every student does the core task. Students who finish early go on to the ☆ challenge; it fills a few extra minutes, and nobody has to finish it.

Each day's work set is followed by that day's calm block, team task and game. The **calm block** is always allowed: for time left at the end, a loud class, or anyone who finishes early. The **team task** fills a period on its own. The **game** is optional: a fun way to end the class, or something for extra time. Fifteen minutes, from the script; items marked (calm) or (team) can be skipped if the class did not do that part.

Every world history set lists the standards it practices on a small line under its title (for you, not the students): the grades 9 to 12 indicators of the C3 Framework for Social Studies State Standards, and for work that is mainly reading sources, the Common Core Literacy in History/Social Studies standards (RH.9-10 and RH.11-12). A sub plan set practices part of a standard; it is review and practice, not a full assessment of it.

Each day has

- One World History set (one period, core task + ☆ challenge on every page)
- A calm and quiet block: learn 8 terms from the day's topic, then a quiet self-test
- A team task for groups of four
- A paper game from the script

If the class is loud

- Set a voice level with a number, 0 to 3, and use it all week (the Day 1 opener explains it).
- Switch to the calm block. Nobody needs to move.
- If a set is not working, stop it and use the calm block or the team task. Every set starts cold.

At the end of each day

Please fill in that day's line on the "How it went" page. It takes two minutes and I read every word.

For the teacher who bought this kit: if it worked well for your class, leaving a review on TpT helps other teachers find it and gives you credits toward future purchases. Thank you!

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This Week's Plan

Filled in for you: run the day's set in every period you teach. Keep it as it is, or use the blank schedule on the next page for your own order.

WHEN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Start of class	**Meet Your Sub** p. 11 · 15 min, every period	Attendance, voice level	Attendance, voice level	Attendance, voice level	Attendance, voice level
Main work, every period	**World History 1** River Valley Civilizations p. 14	**World History 2** Classical Empires p. 23	**World History 3** Belief Systems and Trade Routes p. 32	**World History 4** Empires, Exchange and Revolutions p. 41	**World History 5** Industry, Empire and the World Wars p. 50
Early finishers or a loud moment	**Learn and Test: River Valley Terms** p. 17	**Learn and Test: Classical Era Terms** p. 26	**Learn and Test: Trade and Belief Terms** p. 35	**Learn and Test: Early Modern Era Terms** p. 44	**Learn and Test: Industry and War Terms** p. 54
Block period or extra time	**Built to Last** p. 19	**The Museum Mix-Up** p. 28	**Trade or Conquest** p. 37	**The Machinery Hall, 1851** p. 46	**The 1869 Front Page** p. 56
Last 15 minutes (optional): a fun way to end the class, or for extra time	**Whiteboard Quiz Game** p. 21	**Paper Password** p. 30	**Class Feud** p. 39	**Classroom Millionaire** p. 48	**Mystery Box** p. 58

How to use this plan

- Page numbers point to the first page of each set. Copy work sets and calm blocks one per student. Team tasks: one copy per group, plus any extra copies, cards or sheets the pages ask for. Copy any page that gets torn apart (role cards, game cards) one-sided, on its own sheet, so the page on its back stays whole. Game scripts are for you only (do not copy them). Game boards: copy the board page one-sided and tape up the copy, never the binder page (the page on its back is still needed).
- The calm block is always allowed: time left at the end, a loud class, or anyone who finishes early.
- On Monday the opener takes the first 15 minutes, so stop the set where the bell falls; finish page 3 as early-finisher work on Tuesday or leave it for another day.
- The game is optional: a fun way to end the class, or something for extra time.

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HS WORLD HISTORY SUB PLANS WEEK 1

High School World History, 5 Days of Print and Go Work

Teacher _____

Room _____

Grade and classes _____

Week of _____

Everything a sub needs for five days is in this binder: a filled-in weekly plan, a blank schedule, the class list, and for every day one World History set, a calm block, a team task and a paper game. Each set is one period, stands alone, and has its own answer key. Nothing needs subject knowledge, a login or a projector.



Important Information

The page the sub reads first. Fill it in once and keep it current.

People to call

Office _____

Teacher next door _____

Nurse _____

Principal / admin _____

Tech help _____

Emergency procedures

Fire: exit and meeting point _____

Lockdown _____

Severe weather _____

Medical _____

Where the first aid kit is _____

Helpful students

_____

_____

_____

Students who need extra support

_____

_____

_____

Where things are

Attendance / how to take it _____

Paper, pencils, supplies _____

Hall passes _____

Copier, if the sub may use it _____

Class routines

Start of class _____

Bathroom _____

Phones _____

End of class _____

Weekly Schedule (Blank)

Your own order: write the set for each period (Monday: World History 1, Tuesday: World History 2, and so on) and the class next to each period. Cross out or rename periods to match the school day.

PERIOD / CLASS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1 ____ – ____ Class: _____					
Period 2 ____ – ____ Class: _____					
Period 3 ____ – ____ Class: _____					
Period 4 ____ – ____ Class: _____					
Period 5 ____ – ____ Class: _____					
Period 6 ____ – ____ Class: _____					
Period 7 ____ – ____ Class: _____					

How to fill it in

- One set per period. Each set runs 45 to 55 minutes; if a period runs longer, the ☆ challenges fill a few minutes, or add that day's team task.
- Same subject all day? Write the day's set in every period you teach. Planning, lunch and duty periods: cross them out.
- On Monday the opener (15 minutes) comes first in every period, then the set.
- The game is optional: put it in the last 15 minutes of any period as a fun way to end the class, or use it for extra time. The calm block goes in any gap.

Set naming

Sets are named by subject and day: **World History 1** is Monday's set, **World History 2** is Tuesday's, and so on to **World History 5** on Friday. The set index lists every set with its minutes and page.

Set Index (1 of 3)

Every set in the binder with its length and page. Day = the weekday it is written for. Any world history set works on any day; each game reviews its own day's set.

DAY	SET	WHAT IT IS	MINUTES	PAGE
WORLD HISTORY, DAYS 1 TO 5				
1	**World History 1: River Valley Civilizations**	**Reviews:** Mesopotamia, Egypt, the Indus Valley and Shang China, how each river shaped its time and place, BCE date math, map skills on an invented valley. Mesopotamia, Egypt, the Indus and Shang China: a compare table, an achievements sort, BCE date math and an invented valley map. Key included.	50	p. 14
2	**World History 2: Classical Empires**	**Reviews:** Greece, Rome, Han China and India: government and legacy, BCE to CE timeline math and sourcing a journal. Greece, Rome, Han China and Maurya and Gupta India: a legacy sort, a BCE to CE timeline and a made-up Roman travel journal to source. Key included.	50	p. 23
3	**World History 3: Belief Systems and Trade Routes**	**Reviews:** origins, founders and core ideas of five religions and two Chinese philosophies, how beliefs spread, Silk Road trade math. Seven world religions and philosophies matched by origin, founder and core idea, then an invented Silk Road ledger to total. Key included.	50	p. 32
4	**World History 4: Empires, Exchange and Revolutions**	**Reviews:** the Renaissance, Reformation, Scientific Revolution and Enlightenment, the Columbian Exchange, and the causes and events of the French Revolution. 1300 to 1850: a Renaissance to Enlightenment ideas sort, a Columbian Exchange table, the French Revolution in order, a star challenge on every page. Key included.	50	p. 41
5	**World History 5: Industry, Empire and the World Wars**	**Reviews:** the Industrial Revolution, motives and tools of imperialism, the chain of causes into 1945, export data. Factories, empires and the road to 1945: a reading, a keyed motive sort, a cause and effect chain and an invented colony's export table. Key included.	50	p. 50
MONDAY OPENER				
1	**Meet Your Sub**	Fifteen minutes at the start of every period on Monday: sub sheet, three questions, the agreement and voice levels. Spare: a keyed BCE or CE?	15	p. 11

Class List and Dismissal

Names, what a sub must know, and how every student goes home. Copy one per class.

(B) bus (write the number) (W) walks (P) picked up (write who) (A) after-school program (O) other

☆ in the notes: a student who finds the core task easy may start with the challenge

#	STUDENT NAME	NOTES (ALLERGIES, NEEDS, HELPFUL, LEAVES EARLY)	HOME	BUS # / PICKED UP BY / PROGRAM
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
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24				
25				
26				
27				
28				
29				
30				

How It Went

For the substitute. One line per day, two minutes at the end of each day. Check the boxes and go.

Monday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Tuesday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Wednesday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Thursday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Friday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

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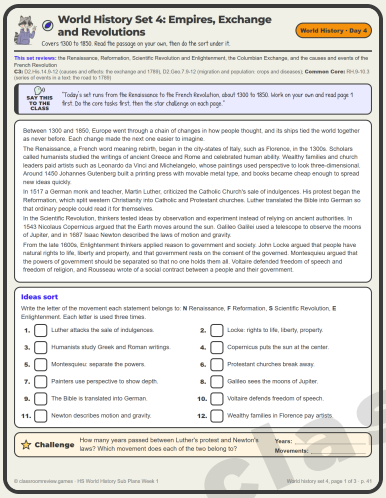
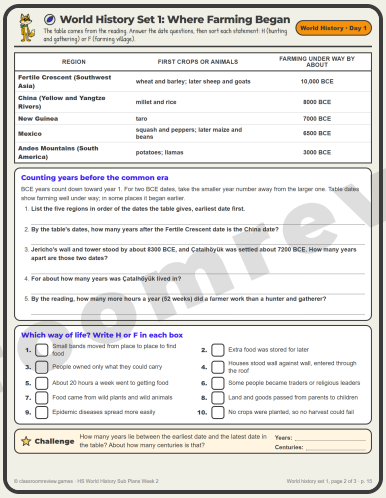
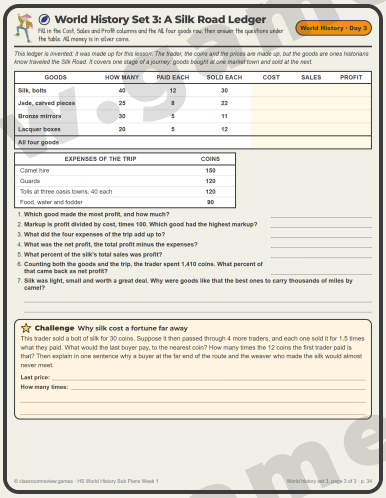
ONE PAGE OF EVERY DAILY PART



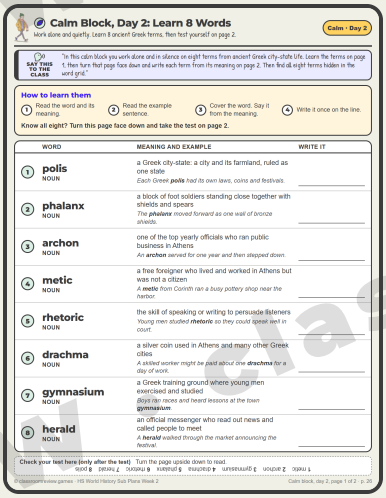
World history set: the lesson, Week 1 (solo)



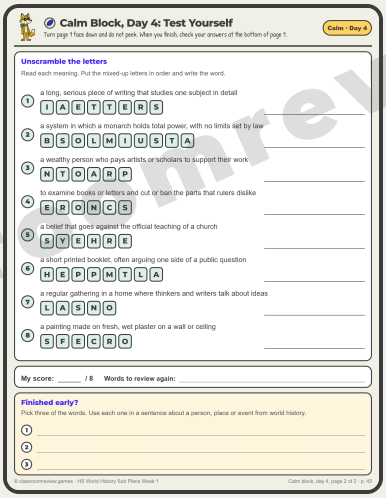
World history set: practice, Week 2 (solo)



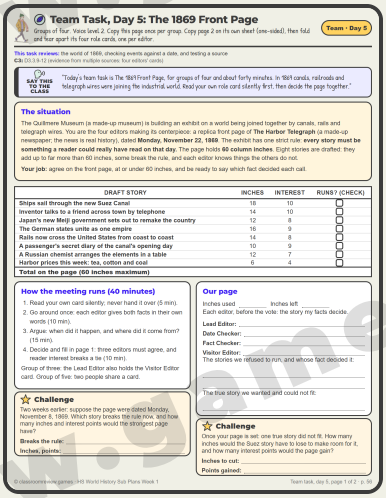
World history set: the third page (solo)



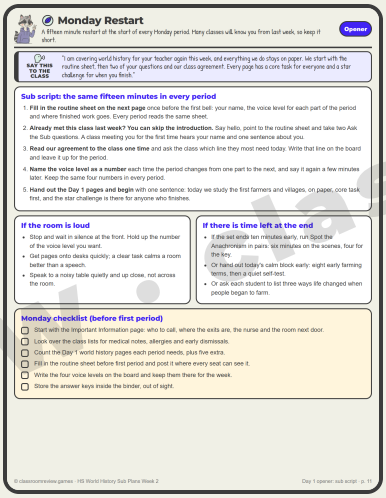
Calm block: learn 8 words (solo)



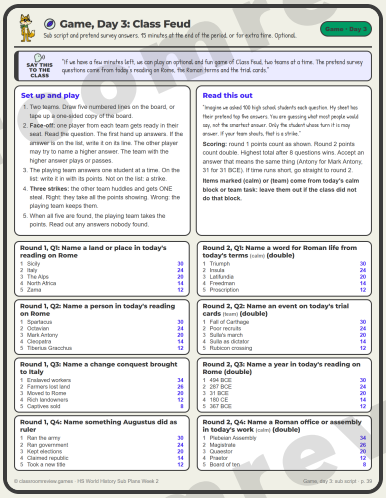
Calm block: test yourself (solo)



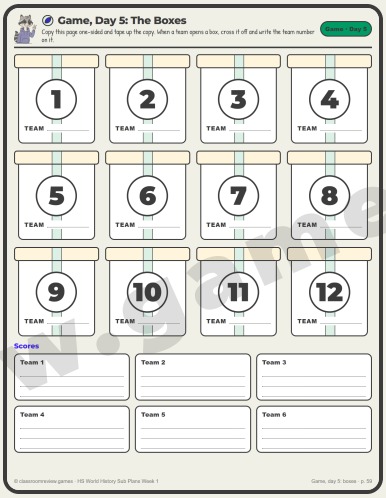
Team task (groups of four)



Monday opener (whole class)



Game: Class Feud (whole class)



Game: Mystery Box (whole class)



World History Set 1: The First Farmers

Read the passage on your own and answer the evidence questions. Pages 2 and 3 use the same reading.

World History · Day 1

This set reviews: The shift from hunting and gathering to farming, where farming began, the first villages, and how life changed over time
C3: D2.Geo.4.9-12 (human and physical systems: farming the land), D2.His.2.9-12 (change and continuity in eras: the shift to farming)

SAY THIS TO THE CLASS

"Today we study the Neolithic Revolution, when people first began to farm and to live in villages. Read the passage on page 1 before anything else, because pages 2 and 3 use it too. Finish the core task on a page before you try its star challenge."

For most of the human past, people lived by hunting animals and gathering wild plants. Small bands moved from place to place to find food and water, and they owned only what they could carry. About 12,000 years ago, or about 10,000 BCE, people in Southwest Asia began to plant and harvest wild grasses that became wheat and barley. Later they also tamed sheep and goats. Historians call this long shift to farming the Neolithic Revolution. Neolithic means New Stone Age, after its polished stone tools. It was a revolution in its results, not in its speed: the change took thousands of years.

Farming began first in the Fertile Crescent, a curve of good farmland that bends from the eastern shore of the Mediterranean Sea toward the Persian Gulf. People in several regions started farming on their own, with the plants and animals they had. Along the Yellow and Yangtze Rivers in China, farmers grew millet and rice by about 8000 BCE. In New Guinea, people grew taro by about 7000 BCE. In what is now Mexico, farmers grew squash and peppers by about 6500 BCE and later maize and beans. In the Andes Mountains of South America, people grew potatoes and kept llamas by about 3000 BCE.

Farming let people stay in one place. Jericho, in the Jordan River valley, was settled even earlier, and by about 8300 BCE its people had built a thick stone wall and a stone tower whose purpose is unclear. Çatalhöyük, in what is now Turkey, was lived in from about 7200 BCE to about 6000 BCE, and at its height as many as 6,000 people may have lived there. Its mud brick houses stood wall against wall with no streets between them, so people entered their homes through the roof.

Farming changed how people lived. A good harvest could leave a surplus, extra food stored for later, and a surplus could feed more people, so populations grew. Not everyone had to farm, so some people became traders, craft workers or religious leaders. Families who grew more could pass land and goods to their children, and the gap between rich and poor widened. Farming also brought new problems. Farmers often worked longer hours than hunters and gatherers did, about 30 or more hours a week compared with about 20. People who lived close together and near their animals caught epidemic diseases more easily, and a drought or a failed crop could mean hunger for a whole village.

Evidence from the reading: circle one letter

1. **Which words best show that farming did not start in only one place?**
   - (A) "the change took thousands of years"
   - (B) "People in several regions started farming on their own"
   - (C) "Its mud brick houses stood wall against wall"
   - (D) "a surplus could feed more people"
2. **Which words best show that farming brought costs as well as gains?**
   - (A) "they owned only what they could carry"
   - (B) "some people became traders, craft workers or religious leaders"
   - (C) "Farming let people stay in one place"
   - (D) "a drought or a failed crop could mean hunger for a whole village"

☆ Challenge

The change took thousands of years. Why is it still called a revolution? Which change in paragraph 4 mattered most, and why?

Why a revolution: .....

.....

Biggest change: .....

.....

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World History Set 1: Where Farming Began

The table comes from the reading. Answer the date questions, then sort each statement: H (hunting and gathering) or F (farming village).

World History · Day 1

REGION	FIRST CROPS OR ANIMALS	FARMING UNDER WAY BY ABOUT
Fertile Crescent (Southwest Asia)	wheat and barley; later sheep and goats	10,000 BCE
China (Yellow and Yangtze Rivers)	millet and rice	8000 BCE
New Guinea	taro	7000 BCE
Mexico	squash and peppers; later maize and beans	6500 BCE
Andes Mountains (South America)	potatoes; llamas	3000 BCE

Counting years before the common era

BCE years count down toward year 1. For two BCE dates, take the smaller year number away from the larger one. Table dates show farming well under way; in some places it began earlier.

1. **List the five regions in order of the dates the table gives, earliest date first.**

2. **By the table's dates, how many years after the Fertile Crescent date is the China date?**

3. **Jericho's wall and tower stood by about 8300 BCE, and Çatalhöyük was settled about 7200 BCE. How many years apart are those two dates?**

4. **For about how many years was Çatalhöyük lived in?**

5. **By the reading, how many more hours a year (52 weeks) did a farmer work than a hunter and gatherer?**

Which way of life? Write H or F in each box

1. ☐ Small bands moved from place to place to find food

2. ☐ Extra food was stored for later

3. ☐ People owned only what they could carry

4. ☐ Houses stood wall against wall, entered through the roof

5. ☐ About 20 hours a week went to getting food

6. ☐ Some people became traders or religious leaders

7. ☐ Food came from wild plants and wild animals

8. ☐ Land and goods passed from parents to children

9. ☐ Epidemic diseases spread more easily

10. ☐ No crops were planted, so no harvest could fail

Challenge How many years lie between the earliest date and the latest date in the table? About how many centuries is that?

Years: .....

Centuries: .....

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World History Set 1: The Ashwind Dig

The Ashwind Mound is a made-up dig site, but its numbers work the way real finds do. Use the table to answer the questions.

World History · Day 1

How to read a dig

Archaeologists dig down through a mound layer by layer. Each layer was laid down on top of the one before, so deeper layers are older. In every layer of the Ashwind Mound, the team counted 200 seeds (from wild plants or from farmed plants) and 100 animal bones (from wild animals or from herded sheep and goats). The years come from tests on the finds and are rounded.

LAYER	DEPTH (CM)	ABOUT	WILD SEEDS	FARMED SEEDS	WILD ANIMAL BONES	HERDED ANIMAL BONES
Layer 1 (top)	0 to 40	7000 BCE	20	180	30	70
Layer 2	40 to 80	7500 BCE	50	150	45	55
Layer 3	80 to 120	8000 BCE	80	120	60	40
Layer 4	120 to 160	8500 BCE	120	80	70	30
Layer 5	160 to 200	9000 BCE	150	50	85	15
Layer 6 (bottom)	200 to 240	9500 BCE	180	20	90	10

1. **Which layer is the oldest, and how do you know?**

2. **What percent of the seeds in layer 4 come from farmed plants?**

3. **Going from the oldest layer up, in which layer do farmed seeds first make up more than half of the seeds?**

4. **Going from the oldest layer up, in which layer do herded animal bones first outnumber wild animal bones?**

5. **How many years separate the oldest layer from the newest layer?**

6. **Which changed first at the Ashwind Mound, the plants people ate or the animals they kept, and by about how many years?**

☆ Challenge What the dig shows

Did the people of the Ashwind Mound switch to farming suddenly or slowly? Back your answer with two numbers from the table. Then name one thing the table cannot tell us about these people.

Sudden or slow:

Two numbers:

Cannot tell us:

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Answer Keys (1 of 7)

Day 1. Teacher copy. Keep these pages out of the student sets.

Day 1 opener: Spot the Anachronism, answers

1. the ballpoint pen (modern); accept a cut reed or any sensible tool of the time. **2.** the wristwatch (modern); accept the sun or any sensible tool of the time. **3.** the radio (modern); accept musicians or singing or any sensible tool of the time. **4.** the electric lamp (modern); accept daylight, a fire or a torch or any sensible tool of the time. **5.** the television (modern); accept the sky and the winds or any sensible tool of the time. **6.** the flashlights (modern); accept campfires or torches or any sensible tool of the time. **7.** the camera (modern); accept a painter or any sensible tool of the time. **8.** the email (modern); accept a messenger or any sensible tool of the time.

One point for circling the right thing, one more for a sensible replacement. Score: 16 points at most.

World History Set 1: The Neolithic Revolution and the First Villages

Evidence: 1. B ("People in several regions started farming on their own"); 2. D ("a drought or a failed crop could mean hunger for a whole village").

Page 1 star challenge: answers vary. Why a revolution: its results changed nearly everything about how people lived (settled villages, surplus food, growing populations, new jobs, rich and poor), even though it was slow. Biggest change: accept any change from paragraph 4 (surplus, population growth, new jobs, inherited wealth and a wider gap between rich and poor, longer working hours, epidemic disease, hunger after a failed crop) with a sensible reason.

Counting years: 1. Fertile Crescent, China, New Guinea, Mexico, Andes Mountains; 2. 2,000 years; 3. 1,100 years; 4. about 1,200 years (7200 BCE to 6000 BCE); 5. at least 520 hours (10 more hours a week times 52; accept 520 or "520 or more").

Sort: 1. H; 2. F; 3. H; 4. F; 5. H; 6. F; 7. H; 8. F; 9. F; 10. H. **Page 2 star challenge:** 7,000 years (Fertile Crescent, about 10,000 BCE, to the Andes Mountains, about 3000 BCE), about 70 centuries.

Dig questions: 1. Layer 6: it is the deepest, and deeper layers were laid down first; 2. 40% (80 of 200); 3. Layer 3 (about 8000 BCE); 4. Layer 2 (about 7500 BCE); 5. 2,500 years; 6. The plants, by about 500 years (layer 3 against layer 2).

Page 3 star challenge: slowly. Accept two numbers that show a gradual change, such as farmed seeds rising from 20 to 180 of 200 over 2,500 years, or 10%, 25%, 40%, 60%, 75%, 90% farmed seeds from layer 6 up to layer 1, with no sudden jump. Cannot tell us: answers vary, such as what the people believed, what language they spoke, how many people lived there, whether the farmed seeds were grown here or traded in, or why they changed.

Calm block, Day 1: Learn and Test: Early Farming Terms

Match: 1. hearth; 2. winnow; 3. sickle; 4. quern; 5. kiln; 6. forager; 7. midden; 8. thatch.

Students check their own test with the upside-down answers at the bottom of page 1 and write a score out of 8. Finished early sentences: answers vary; accept any sentence about a person, place or event from world history that uses the word with its page 1 meaning.

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Calm Block, Day 1: Learn 8 Words

Work alone and quietly. Learn 8 river valley terms, then test yourself on page 2.

Calm · Day 1

SAY THIS TO THE CLASS "The calm block is silent work on river valley terms, each of you on your own. Learn the eight terms on page 1, then turn it face down and match each term to its meaning on page 2. When you finish, turn page 1 upside down and mark your answers against the key strip."

How to learn them

1. Read the word and its meaning.
2. Read the example sentence.
3. Cover the word. Say it from the meaning.
4. Write it once on the line.

Know all eight? Turn this page face down and take the test on page 2.

	WORD	MEANING AND EXAMPLE	WRITE IT
1	**irrigation** NOUN	bringing water to dry fields through ditches, canals or pipes *Without **irrigation**, the fields far from the river would have dried out by midsummer.*	
2	**artisan** NOUN	a skilled worker who makes things by hand, such as pots, cloth or jewelry *The **artisan** shaped a clay pot on a wheel beside the temple wall.*	
3	**delta** NOUN	flat land at a river's mouth, built from soil the river drops near the sea *Papyrus reeds grew thick in the marshes of the Nile **delta**.*	
4	**stylus** NOUN	a pointed tool, often a cut reed, used to press or scratch marks for writing *A Sumerian student pressed a reed **stylus** into the soft clay tablet.*	
5	**granary** NOUN	a building where harvested grain is stored *The city kept its extra wheat and barley in a large **granary** near the river.*	
6	**domesticate** VERB	to tame wild plants or animals and raise them for people's use *Early farmers in Southwest Asia began to **domesticate** wheat, barley, sheep and goats.*	
7	**nomad** NOUN	a person who moves from place to place with herds instead of living in one spot *A **nomad** brought sheep and wool to trade at the city gate each spring.*	
8	**archaeologist** NOUN	a scientist who learns about the past from objects people left behind *An **archaeologist** brushed the dust from a seal found in the ruins of Mohenjo-daro.*	

Check your test here (only after the test) Turn the page upside down to read.

1 archaeologist 2 delta 3 domesticate 4 artisan 5 irrigation 6 nomad 7 granary 8 stylus

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Team Task, Day 2: The Museum Mix-Up

Groups of four. Voice level 2. One copy of pages 1 and 2 per group (two-sided is fine); nothing is torn apart. Use today's reading if you need it.

Team · Day 2

This task reviews: Greece, Rome, Han China and Maurya India known by their facts, and reasoning from clues
C3: D4.2.9-12 (explanations with sound reasoning: how the clues fit)

SAY THIS TO THE CLASS "Today's team task is The Museum Mix-Up, for groups of four and about forty minutes. Each clue names a classical civilization only by a fact about it, so first work out who each clue means, then solve the puzzle together. Student A starts by reading clues 1 and 2 aloud."

The situation

The Bellwick Town Museum is a made-up museum. Its new room on the classical world has four display cases in a row, numbered 1 to 4 from left to right. Each case shows one civilization (Rome, Han China, Ancient Greece, Maurya India), holds one replica object (a bronze coin, a clay lamp, a painted vase or a stone carving) and was set up by one volunteer (Barnaby, Odile, Kwame or Cordelia). Last night every label fell off. **Your job:** the curator's notes below never name a civilization; they describe it by a fact. First write which civilization each clue means (one clue describes none: write none), then pool the clues and fill in the table on page 2.

Who reads what: Student A, clues 1 and 2; Student B, clues 3 and 4; Student C, clues 5 and 6; Student D, clues 7 and 8. Read your clues aloud; everyone may look at the page. Group of three: Student A also reads clues 7 and 8. Group of five: two people share.

1. The state that elected two consuls to lead it for one year at a time has its case at the far left, case 1.
   It means: .....
2. The bronze coin belongs to the civilization whose first written laws were posted on the Twelve Tables.
   It means: .....
3. Cordelia set up the case that holds the bronze coin.
   It means: .....
4. The case for the empire where paper was invented is not case 3 and not case 4.
   It means: .....
5. The painted vase sits in the case of the civilization whose city-states shared the Olympic Games.
   It means: .....
6. Odile set up the case for the empire whose ruler Ashoka had rules of good conduct carved in stone, and her case does not hold the clay lamp.
   It means: .....
7. The case for the empire founded by Chandragupta Maurya is not next to the case for the empire whose officials were chosen partly for their Confucian learning.
   It means: .....
8. Kwame set up the case for the civilization that turned back a Persian invasion at Marathon.
   It means: .....

Challenge Which of the four civilizations had an emperor of its own ruling in the year 100 CE? Hint: the Maurya Empire ended about 185 BCE.

First: .....
Second: .....

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Game, Day 1: The Board

Copy this page one-sided and tape the copy to the whiteboard (or draw the grid). Cross squares off as they are played.

Game · Day 1

FARMING	VILLAGES	THE DIG	TERMS	LEDGER
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Scores

Team 1	**Team 2**	**Team 3**
Team 4	**Team 5**	**Team 6**

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Game, Day 2: Paper Password

Sub script and world history word list. 15 minutes at the end of the period, or for extra time. Optional.

Game · Day 2

SAY THIS TO THE CLASS

"Password is an optional, fun game for pairs if a few minutes are left at the end. One partner gives one-word clues for a secret word from today's reading, the classical era terms and the museum puzzle. The other partner guesses."

Set up (2 minutes)

1. Before class, copy the card page one-sided and fold and tear it into four cards, one card per round. Hand each pair only the current round's card; pairs keep each used card and add the four round totals at the end.
2. Partner A is the clue giver in rounds 1 and 3, Partner B in rounds 2 and 4. The guesser never sees the card.
3. Rounds last 2 minutes, with 30 seconds between them to swap roles. One-word clue, then ONE guess; wrong means another clue.
4. After five clues without a right guess, the word scores 0. Say "Go" and "Stop" for each round.

Read this out

"Your clue is one word only. You may not say the secret word or any part of it. If the word is snowman, you cannot say snow or man. No gestures, no spelling, no rhymes. Break a rule and that word scores zero."

Scoring: guessed on clue 1 = 5 points, clue 2 = 4, clue 3 = 3, clue 4 = 2, clue 5 = 1. The clue giver circles the number on the card. After round 4, pairs add their round totals. Highest total wins.

Words marked (calm) or (team), here and on the cards, come from today's calm block or team task. If the class skipped that block, pairs leave them out (and any round left empty).

Referee calls

Two words glued together ("hotdog") count as one clue only if they make a real word. No plurals or "-ing" forms of the secret word. If a pair disagrees about a clue, the word scores zero. Each example clue below is allowed, and a good first clue.

Timing (15 minutes)

0:00	2:00	4:30	7:00	9:30	12:00
Set up, rules	Round 1, Partner A	Round 2, Partner B	Round 3, Partner A	Round 4, Partner B	Add totals, winners

Round 1: Partner A gives clues

MARATHON	example clue: Persians
PAPER	example clue: Han
LATIN	example clue: Spanish
GUPTA	example clue: golden
ENVOY	example clue: messenger

Round 2: Partner B gives clues

ARISTOTLE	example clue: philosopher
CAESAR	example clue: Julius
OLYMPICS	example clue: Games
SENATE	example clue: advised
TOLL	example clue: bridge

Round 3: Partner A gives clues

ACROPOLIS (calm)	example clue: hilltop
HOPLITE (calm)	example clue: shield
PLEBEIAN (calm)	example clue: commoner
TRIBUNE (calm)	example clue: protector
CENSUS (calm)	example clue: count

Round 4: Partner B gives clues

MUSEUM (team)	example clue: exhibit
CURATOR (team)	example clue: keeper
CONFUCIUS (team)	example clue: teachings
REPLICA (team)	example clue: copy
VASE (team)	example clue: painted

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Game, Day 4: Classroom Millionaire

Sub script and the 12 questions. 15 minutes at the end of the period, or for extra time. Optional.

Game · Day 4

SAY THIS TO THE CLASS

"If there is time at the end, we can play an optional and fun round of Classroom Millionaire as a class. Every question comes from today's reading on Persia and Alexander, the Persian and Greek terms and our campaign map."

How it works

1. Tape up a one-sided copy of the ladder page. The whole class is one player. Pick a student for the hot seat (a new student for every question).
2. Read the question and the four options, then read the options again. The hot seat may listen to quiet advice, then says "final answer" and a letter.
3. Right: the class climbs one rung. Before hearing the next question, the class may vote to walk away and keep what it has.
4. Wrong: the climb ends. Rungs 4 and 8 are safe: the class keeps the last safe amount it passed.
5. Time left over? Play the questions again as a team quiz.

Three lifelines (one use each)

Ask the class: everyone shows 1, 2, 3 or 4 fingers at once for A, B, C or D. The hot seat looks, then decides.

50/50: read out the two wrong options listed under the question. Cross them off.

Phone a friend: the hot seat picks one classmate, who has 30 seconds to say what they think out loud.

"Only the hot seat's final answer counts. Shout an answer and the class loses a lifeline."

Items marked (calm) or (team) come from today's calm block or team task: leave them out if the class did not do that block.

Rungs 1 to 4, rung 4 is safe

1. $100 In 539 BCE, Cyrus II took which city?
A. Athens B. Babylon C. Rome D. Carthage
Answer: B. Babylon (50/50 removes C and D)

2. $250 Which gold coin was made for Darius I? (calm)
A. Drachma B. Daric C. Denarius D. Shekel
Answer: B. Daric (50/50 removes C and D)

3. $500 What were Darius I's provinces called?
A. Satrapies B. Colonies C. Tribes D. Dynasties
Answer: A. Satrapies (50/50 removes B and D)

4. $1,000 Which team map stop was farthest east? (team)
A. Pella B. Babylon C. Susa D. Taxila
Answer: D. Taxila (50/50 removes A and B)

Rungs 5 to 8, rung 8 is safe

5. $2,500 Which land did Cambyses invade in 525 BCE?
A. Egypt B. Greece C. India D. Libya
Answer: A. Egypt (50/50 removes B and C)

6. $5,000 How far a day did the mounted relays go?
A. 30 km B. 100 km C. 300 km D. 900 km
Answer: C. 300 km (50/50 removes A and D)

7. $10,000 What is a strong fort on high ground in a city? (calm)
A. Agora B. Citadel C. Temple D. Harbor
Answer: B. Citadel (50/50 removes C and D)

8. $25,000 Who were the great king's eyes and ears?
A. Inspectors B. Satraps C. Generals D. Priests
Answer: A. Inspectors (50/50 removes C and D)

Rungs 9 to 12

9. $50,000 Which family ruled Egypt after Alexander?
A. Seleucids B. Ptolemies C. Persians D. Romans
Answer: B. Ptolemies (50/50 removes C and D)

10. $100,000 On our map, which way is Alexandria from Issus? (team)
A. North B. Southwest C. East D. South
Answer: B. Southwest (50/50 removes A and C)

11. $500,000 How many stations lined the Royal Road?
A. 11 B. 50 C. 111 D. 1,111
Answer: C. 111 (50/50 removes A and B)

12. $1 MILLION What does the word Hellenistic mean?
A. Greek-like B. Persian C. Royal D. Eastern
Answer: A. Greek-like (50/50 removes C and D)

If the class misses

Wrong on rung 1 to 4	**class keeps $0**
Wrong on rung 5 to 8	**class keeps $1,000**
Wrong on rung 9 to 12	**class keeps $25,000**
Walk away before a question	**class keeps the amount of the last rung it climbed**

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World History Set 1: Who Did It First?

Answer from the reading, then sort: M (Mesopotamia), E (Egypt), I (Indus Valley) or C (Ancient China), each letter three times.

World History · Day 1

Why rivers? (from the reading on page 1)

1. **Name three things a river gave the first farmers.**

2. **Why did a surplus of food lead to new kinds of jobs?**

Achievements sort

1. ☐ Hieroglyphic writing, often on sheets of papyrus
2. ☐ Questions to ancestors carved on oracle bones
3. ☐ Wedge-shaped writing pressed into wet clay tablets
4. ☐ Cities planned on a grid, with brick houses and covered drains
5. ☐ Pyramids built at Giza as royal tombs
6. ☐ Stepped temple towers called ziggurats
7. ☐ The Mandate of Heaven, a right to rule that heaven can take away
8. ☐ Writing on small seals that no one can read yet
9. ☐ A code of laws carved in stone for a king of Babylon
10. ☐ A king the people believed was a god-king
11. ☐ Standard weights used by traders
12. ☐ Fine bronze vessels cast by Shang workers

Counting years before the common era

BCE dates count backward: 3100 BCE is older than 1750 BCE. Between two BCE dates, subtract the smaller number from the bigger one. From a BCE date to a CE date, add the two numbers and subtract 1, because there is no year 0 (1 BCE is followed directly by 1 CE).

1. **List the four civilizations from oldest to newest, using the start dates in the table.**

2. **How many years passed between the union of Egypt (about 3100 BCE) and Hammurabi's code (about 1750 BCE)?**

3. **How many years passed between the first large Indus cities (about 2500 BCE) and the start of the Shang dynasty (about 1600 BCE)?**

4. **Which is older, Hammurabi's code (about 1750 BCE) or the Shang dynasty (about 1600 BCE), and by how many years?**

5. **How many years passed from the union of Egypt (about 3100 BCE) to the year 1000 CE?**

☆ **Challenge** Use the start dates in the table on page 1. How many years passed from the oldest start date to the newest? About how many centuries is that?

Years: _____

Centuries: _____

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In the full product

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Thank you! If this works for your class, a quick review helps other teachers find it and gives you TpT credits.



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