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Meet the Benchmarks | Assess Student Progress | Engage All Learners | Support All Teachers



TCi
FLORIDA

By Teachers, For Teachers

We are committed to providing Florida teachers with benchmark aligned materials to create the best learning experiences for ALL students.



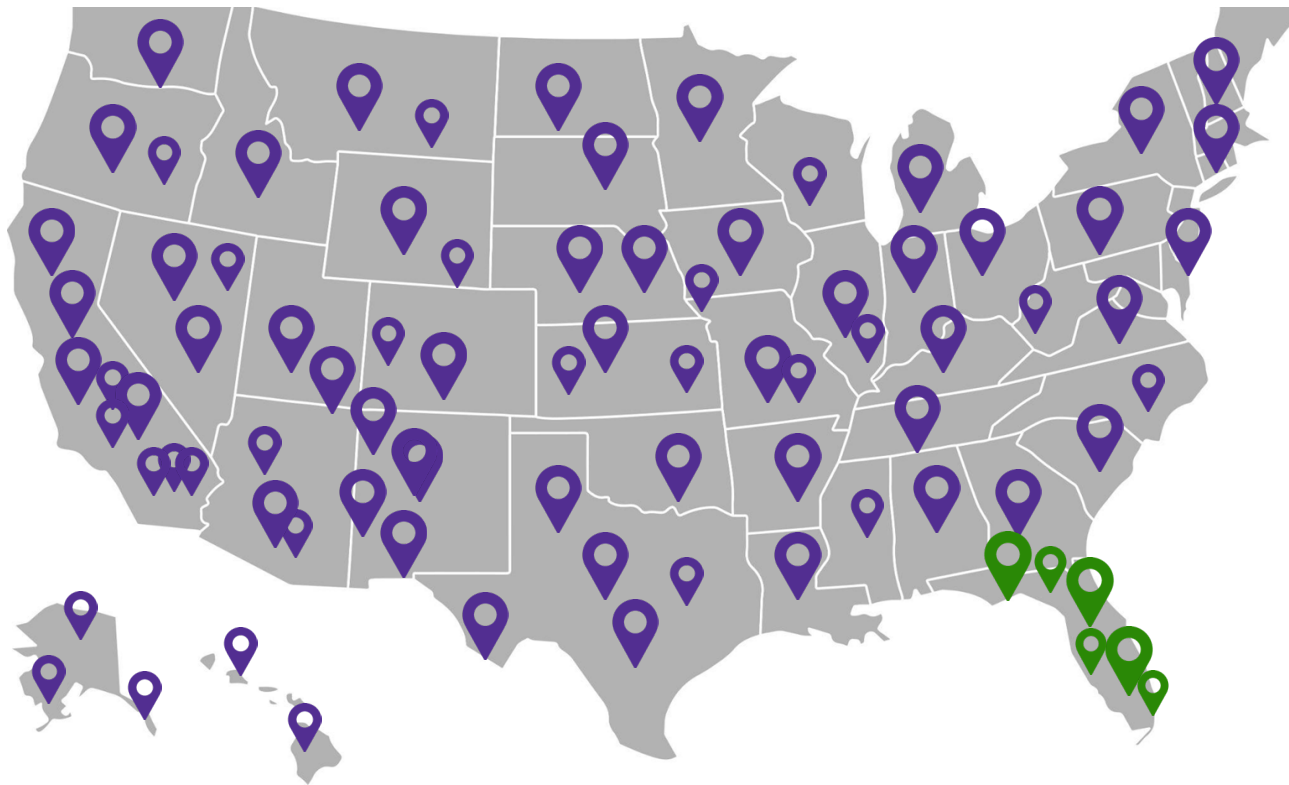
Award-Winning Curriculum



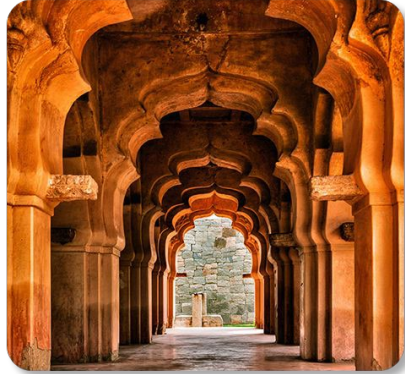
Our Purpose: To Bring Learning

We are passionate about creating meaningful learning experiences for students everywhere.

Alive!



Meet TCI's Middle School Programs for Florida



History Alive!
**The Ancient
World**



Civics Alive!
**Foundations and
Functions**



History Alive!
**The United States
Through Industrialism**

Reviewers' Resources








Hernando County MS



Middle School Reviewer Resources



Resource	Description	Link
 Get Access to TCI	Create your TCI Teacher Account in less than a minute. Your Teacher Account contains all the resources you need to plan and teach a lesson, grade and assign assignments, and create and administer assessments.	Click Here
 Rubric with TCI Notes	Core Questions Rubric with notes from TCI to help you find key information about the program.	Visuals with Links Matrix
 Middle School Video	Watch a six-minute video overview of TCI's middle school programs.	Click here
 Student Edition	Click on the links to see how the print Student Edition and Notebook provide a rich knowledge base of historical concepts and <u>guides</u> students through their learning.	MS World MS Civics MS US
 Interactive Student Notebook	Students complete graphically organized notes, develop personalized responses and create processing assignments in their Interactive Student Notebooks. Available as a consumable notebook, reproducible <u>pdf</u> , and digital notebook prompts.	MS World MS Civics MS US

Canva

Civics

Primary Sources

Video Activities

EOC Test Prep

Inquiry Projects

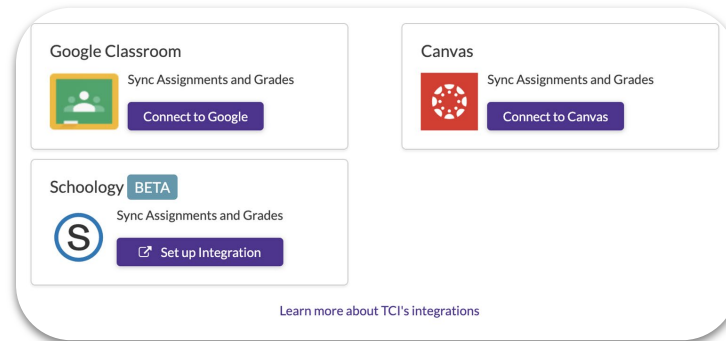
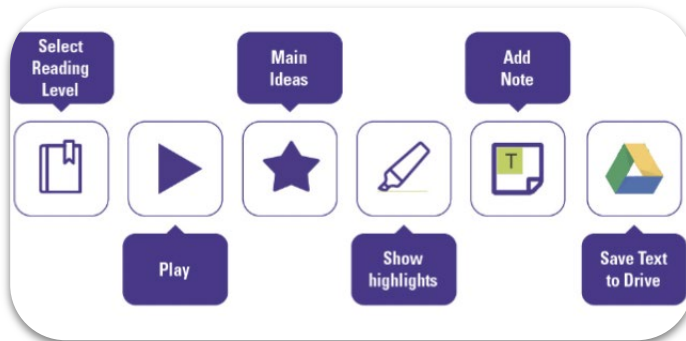
Benchmarks

Engagement
*...and so
much more!*

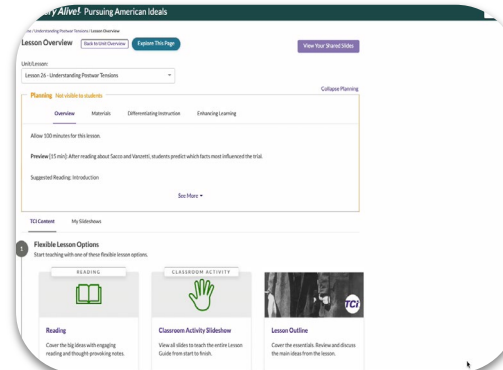
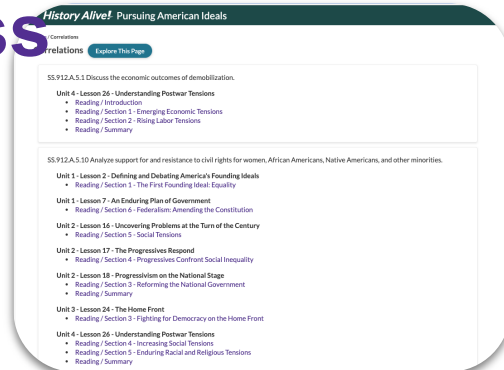


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FLORIDA

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Setting ALL Teachers and Students up for Success



Civics Alive! Foundations and Functions

[También en Español](#)

Interactive Student Notebook 

Civics Alive! Foundations and Functions
Interactive Student Notebook

Civics Alive!
Foundations and Functions
Teacher's Guide

Teacher's Guide 

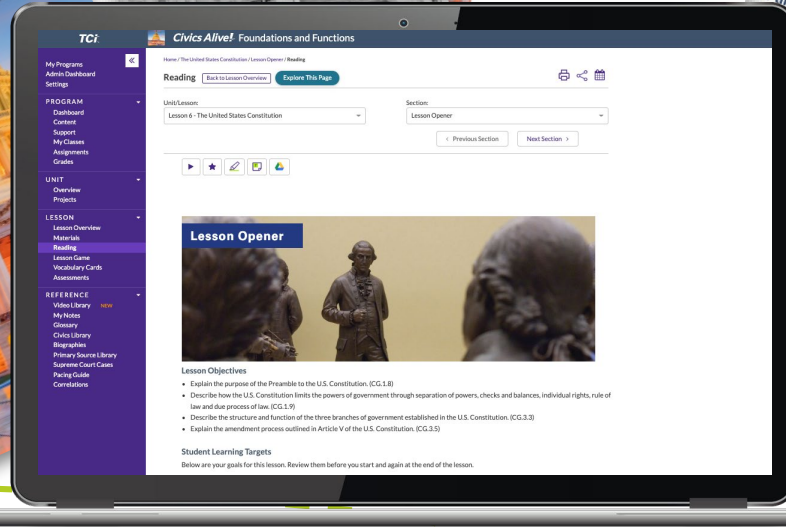
EOC Test
Prep Booklet 

Civics Alive!
Foundations and Functions
Preparing Your Students
for the Civics Test

Placards 

Online Platform 



Student Edition 








**Meet the
Benchmarks
& Assess
Student
Progress**

Built for Florida Benchmarks



Demo: Civics Alive! Foundations and Functions

 View FL Benchmarks
 
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


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Home / Federalism: Local, State, and National Governments / Lesson Opener / Reading

Reading
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[FL Reviewer Tour](#)






Unit/Lesson:
 Lesson 7 - Federalism: Local, State, and National Governments


Section:
 Lesson Opener

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[Next Section >](#)

Benchmarks: SS.7.CG.3.13, SS.7.CG.3.12, SS.7.CG.3.4

Lesson Opener



Built for Florida Benchmarks

The Ancient Egyptian Pharaohs Test

Mastering the Content

Select the letter next to the best answer.



1. Why is King Tut one of the most well-known pharaohs?



- ☐ A. Tut lived and ruled for more than 70 years.
- ☐ B. Amazing artifacts were found in Tut's tomb.
- ☐ C. Tut was the first woman to claim power over Egypt.
- ☐ D. Trade expeditions helped Tut learn about faraway lands.

Benchmarks: SS.6.G.4.3, SS.6.W.2.5, SS.6.W.2.6

2. Why did the ancient Egyptians make mummies?



- ☐ A. to decorate palaces of the pharaohs
- ☐ B. to preserve dead bodies of the pharaohs
- ☐ C. to transport goods up and down the Nile
- ☐ D. to educate and protect the royal children

Benchmark: SS.6.W.2.5

3. What was a major purpose for building the pyramids?



- ☐ A. temples for religious worship
- ☐ B. storehouses for reserves of grain
- ☐ C. homes for the pharaohs' servants
- ☐ D. tombs for pharaohs when they died

Benchmarks: SS.6.W.2.4, SS.6.W.2.5



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Supreme Court Cases
Pacing Guide



Get Started with Grading x

Home / Studying History Through Inquiry / Grades / Student Benchmark Report

Student Benchmark Report

[Back to Grades](#)

Class:

Select... ▾

80%-100% 60%-79% 0-59%

[Export to CSV](#)

Students	SS.8.A.3.15	SS.8.A.3.16	SS.8.A.3.2	SS.8.A.3.3	SS.8.A.3.4	SS.8.A.3.5	SS.8.A.3.6	SS.8.A.3.7	SS.8.A.3.8	SS.8.A.3.9	SS.8.A.4.1	SS.8.A.4.10	SS.8.A.4.11
Adam Woo-Jin	80%	100%	-	65%	-	80%	-	-	-	-	-	-	-
Ninotchka Ladislava	50%	100%	-	65%	-	100%	100%	-	-	-	-	-	-
Emily Rakesh	30%	65%	-	60%	-	85%	100%	-	-	-	-	-	-
Gisela Adams	70%	20%	-	95%	-	85%	-	-	-	-	-	-	-
Sanjeev Grover	0%	0%	-	65%	-	100%	100%	-	-	-	-	-	-
Luciana Gomez	30%	75%	-	65%	-	-	100%	-	-	-	-	-	-
Yeong-Suk Lee	65%	100%	-	100%	-	90%	0%	-	-	-	-	-	-

Preparing Students for the Civics EOC Assessment

What's in This Booklet

Prepare your students for Florida's 7th Grade Civics End-of-Course (EOC) Assessment. This Booklet includes an overview of embedded teaching and learning tools, a parent letter to send home with students, checklists of Florida's Civics and Government benchmarks, and a realistic full-length practice test.



Support from Start to Finish

Before students engage with the text, see how the benchmarks are addressed at the beginning and end of every lesson.



Letter to Parent or Guardian

Start by sending families a letter informing them about the EOC assessment and how this program prepares students for the exam. A sample letter is provided.



Civics Benchmark Checklists for Teachers and Students

Make sure students stay on track with the standards checklist. The checklist points you toward lessons where civics benchmarks are covered so you can review materials.



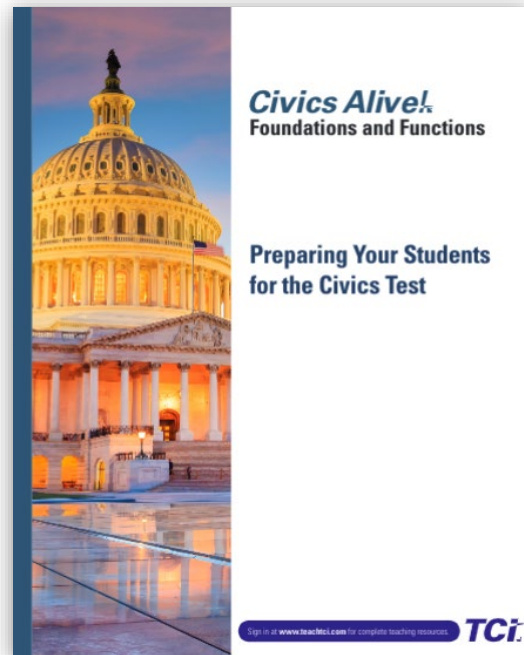
Full Practice Test

Set students up for success with a practice test. This full-length test mimics the EOC assessment and familiarizes students with the test structure and question types.

Benchmark Coverage by Lesson

Each lesson is directly correlated with the benchmarks. These benchmarks are clearly called out at the beginning and end of each lesson.

Civics Alive! Lesson	Lesson Title	Benchmarks
1	Citizenship and the Rule of Law	SS.7.CS.1.11 SS.7.CS.2.1 SS.7.CS.2.2
2	Comparing Forms of Government	SS.7.CS.3.1 SS.7.CS.3.2 SS.7.CS.3.15 SS.8.HS.1.1
3	The Roots of American Government	SS.7.CS.1.1 SS.7.CS.1.2 SS.7.CS.1.4
4	Moving Toward Independence	SS.7.CS.1.3 SS.7.CS.1.5 SS.7.CS.1.6
5	Creating the Constitution	SS.7.CS.1.7 SS.7.CS.1.10
6	The United States Constitution	SS.7.CS.1.8 SS.7.CS.1.9 SS.7.CS.3.3 SS.7.CS.3.5
7	Federalism: Local, State, and National Governments	SS.7.CS.3.4 SS.7.CS.3.12 SS.7.CS.3.13
8	The Legislative Branch	SS.7.CS.3.7
9	The Executive Branch	SS.7.CS.3.8



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<i>Civics Alive! Lesson</i>	Lesson Title	Benchmarks
1	Citizenship and the Rule of Law	SS.7.CG.1.11 SS.7.CG.2.1 SS.7.CG.2.2
2	Comparing Forms of Government	SS.7.CG.3.1 SS.7.CG.3.2 SS.7.CG.3.15 SS.68.HE.1.1
3	The Roots of American Government	SS.7.CG.1.1 SS.7.CG.1.2 SS.7.CG.1.4
4	Moving Toward Independence	SS.7.CG.1.3 SS.7.CG.1.5 SS.7.CG.1.6
5	Creating the Constitution	SS.7.CG.1.7 SS.7.CG.1.10
6	The United States Constitution	SS.7.CG.1.8 SS.7.CG.1.9 SS.7.CG.3.3 SS.7.CG.3.5
7	Federalism: Local, State, and National Governments	SS.7.CG.3.4 SS.7.CG.3.12 SS.7.CG.3.13
8	The Legislative Branch	SS.7.CG.3.7
9	The Executive Branch	SS.7.CG.3.8

10	The Judicial Branch	SS.7.CG.2.5 SS.7.CG.3.9
11	The Bill of Rights and Civil Liberties	SS.7.CG.2.3 SS.7.CG.2.4
12	Law, Liberty, and Interpreting the U.S. Constitution	SS.7.CG.3.10 SS.7.CG.3.11
13	Citizen Participation	SS.7.CG.2.10 SS.7.CG.3.6
14	Parties, Interest Groups, and Public Policy	SS.7.CG.2.6 SS.7.CG.2.8
15	Political Campaigns and Elections	SS.7.CG.2.6 SS.7.CG.2.7 SS.7.CG.3.14
16	Public Opinion and the Media	SS.7.CG.2.8 SS.7.CG.2.9 SS.68.HE.1.1
17	Creating American Foreign Policy	SS.7.CG.4.1 SS.7.CG.4.3
18	Global Issues and the United States	SS.7.CG.4.2 SS.7.CG.4.3
19	The Geography of North America	SS.7.G.1 SS.7.G.2 SS.7.G.3 SS.7.G.4 SS.7.G.5 SS.7.G.6
20	Understanding Economics	SS.7.E.1 SS.7.E.2 SS.7.E.3

Civics Benchmark Checklist

Use this checklist to ensure that you have covered all the benchmarks for the EOC assessment

For Teachers



Introduced	Fully Taught	Benchmark	Benchmark Text	Civics Alive! Lesson
		SS.7.CG.1.1	Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.	3
		SS.7.CG.1.2	Trace the principles underlying America's founding ideas on law and government.	3
		SS.7.CG.1.3	Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.	4
		SS.7.CG.1.4	Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding.	3
		SS.7.CG.1.5	Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.	4
		SS.7.CG.1.6	Analyze the ideas and grievances set forth in the Declaration of Independence.	4
		SS.7.CG.1.7	Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.	5
		SS.7.CG.1.8	Explain the purpose of the Preamble to the U.S. Constitution.	6
		SS.7.CG.1.9	Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.	6
		SS.7.CG.1.10	Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.	5
		SS.7.CG.1.11	Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.	1
		SS.7.CG.2.1	Define the term "citizen," and explain the constitutional means of becoming a U.S. citizen.	1
		SS.7.CG.2.2	Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.	1
		SS.7.CG.2.3	Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.	11
		SS.7.CG.2.4	Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.	11
		SS.7.CG.2.5	Describe the trial process and the role of juries in the administration of justice at the state and federal levels.	10
		SS.7.CG.2.6	Examine the election and voting process at the local, state and national levels.	14 & 15
		SS.7.CG.2.7	Identify the constitutional qualifications required to hold state and national office.	15
		SS.7.CG.2.8	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.	14 & 16
		SS.7.CG.2.9	Analyze media and political communications and identify examples of bias, symbolism and propaganda.	16

Introduced	Fully Taught	Benchmark	Benchmark Text	Civics Alive! Lesson
		SS.7.CG.2.10	Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.	3
		SS.7.CG.3.1	Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.	2
		SS.7.CG.3.2	Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.	2
		SS.7.CG.3.3	Describe the structure and function of the three branches of government established in the U.S. Constitution.	6
		SS.7.CG.3.4	Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.	7
		SS.7.CG.3.5	Explain the amendment process outlined in Article V of the U.S. Constitution.	6
		SS.7.CG.3.6	Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.	13
		SS.7.CG.3.7	Explain the structure, functions and processes of the legislative branch of government.	8
		SS.7.CG.3.8	Explain the structure, functions and processes of the executive branch of government.	9
		SS.7.CG.3.9	Explain the structure, functions and processes of the judicial branch of government.	10
		SS.7.CG.3.10	Identify sources and types of law.	12
		SS.7.CG.3.11	Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.	12
		SS.7.CG.3.12	Compare the U.S. and Florida constitutions.	7
		SS.7.CG.3.13	Explain government obligations to its citizens and the services provided at the local, state and national levels.	7
		SS.7.CG.3.14	Explain the purpose and function of the Electoral College in electing the President of the United States.	15
		SS.7.CG.3.15	Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.	2
		SS.7.CG.4.1	Explain the relationship between U.S. foreign and domestic policy.	17
		SS.7.CG.4.2	Describe the United States' and citizen participation in international organizations.	18
		SS.7.CG.4.3	Describe examples of the United States' actions and reactions in international conflicts.	17 & 18

Civics Benchmark Checklist

Use this checklist to make sure that you know everything you need for the EOC assessment.

For Students



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EOC Practice Test

Full-Length Practice Test

This test is also available for students to take online.

1. This is a real-life scenario relating to the rule of law.

CG.1.11

A senator was pulled over for speeding and the police officer noticed visible damage on her car. After questioning, the senator admitted she had hit a car earlier in the evening, but drove away. She is temporarily jailed.

Because of the transparency of institutions principle under the rule of law, what would occur in the next few days?

- A. Her arrest will be made public if the media requests information.
- B. She will be released from jail due to her position in Congress.
- C. A judge and jury will provide her sentence immediately.
- D. She will be fired by the Senate because of her actions.

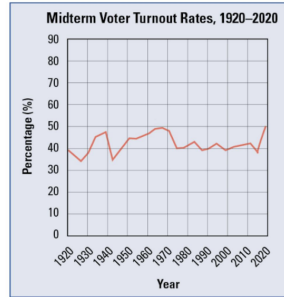
2. How does becoming a permanent resident affect an immigrant?

CG.2.1

- A. They become equal to U.S. citizens in the eyes of the law.
- B. They become U.S. citizens after another ten years.
- C. They gain the legal right to live and work in the United States.
- D. They gain the right to become U.S. citizens immediately.

3. The graph below shows voting rates in midterm elections.

CG.2.2



Source: FairVote.org

What is a possible outcome of the levels of voter participation shown in the graph?

- A. More citizens may decide to vote by mail.
- B. There may be fewer people available to perform jury duty.
- C. It may be easier for elected officials to abuse their power.
- D. Laws may be enacted that most citizens do not agree with.

4. Which answer *best* describes a government that:

- uses violence to maintain power
- fiercely suppresses opposition
- harbors hostility to religion and human rights

- A. capitalism
- B. autocracy
- C. socialism
- D. federalism

CG.3.1

5. The scenario below describes a government in a fictitious country.

CG.3.2

Country A's constitution grants power to the central government, which then creates regional governments. Those regional governments have leaders appointed by the national government and their sole purpose is to carry out national policies.

What type of government does Country A have?

- A. federal
- B. confederal
- C. unitary
- D. authoritarian

6. What is an advantage that a nation with a capitalist economy would enjoy?

CG.3.15

- A. farming collectivism to share food
- B. government control of power plants
- C. income equality
- D. private property rights

7. How is democracy in the United States influenced by that practiced in ancient Greece?

CG.1.1

- A. policy determined by the people
- B. the right to vote for property-owning citizens
- C. the existence of two major political parties
- D. a legislature consisting of two chambers

EOC Practice Test

8. Below is an excerpt from Article IV of the U.S. Constitution.

CG.1.2

"The Senators and Representatives before mentioned and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation to support this Constitution."

Source: Public domain/National Archives

What founding principle is best described in this excerpt?

- A. equality of mankind
- B. limited government
- C. religious liberty
- D. rule of law

9. Below is an excerpt from the *Second Treatise of Government*.

CG.1.4

"As if when men, quitting the state of Nature, entered into society, they agreed that all of them but one should be under the restraint of laws; but that he should still retain all the liberty of the state of Nature, increased with power."

Source: Public Domain/Project Gutenberg

Which Enlightenment idea is described in the excerpt?

- A. the creation of checks and balances
- B. the formation of a legislative branch
- C. the idea of separation of powers
- D. the theory of a social contract

10. The quote below is one of the 63 clauses in the Magna Carta.

CG.1.3

No free man shall be seized, imprisoned, dispossessed, outlawed, exiled, or ruined in any way, nor in any way proceeded against, except by the lawful judgment of his peers and the law of the land.

Source: Public Domain/The British Library

What is the importance of this clause?

- A. This law confirmed the right to a jury trial in all civil and criminal matters.
- B. This law prevented noblemen and the monarch from being imprisoned or exiled.
- C. This law established the right to due process and a jury trial.
- D. This law confirmed the king's absolute power but with some limits.

11. The drawing below shows colonists learning that the Stamp Act has been passed.

CG.1.5



RECEIVING THE STAMP ACT IN KING STREET, OPPOSITE THE GREAT MARTIN.

Source: Public Domain/National Parks Service

Why did colonists believe that the Stamp Act was illegal?

- A. The Stamp Act required colonists to pay more than the British people in taxes.
- B. The Magna Carta prevented the king from levying taxes without the consent of Parliament.
- C. The Mayflower Compact gave the colonies the right to self-government.
- D. The English Bill of Rights granted citizens a voice in government, which the colonists lacked.

12. This is an excerpt from the Preamble of the Declaration of Independence.

CG.1.6

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. —That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

Source: Public Domain/National Archives

How do the principles listed in the excerpt support the idea of limited government?

- A. by demanding that governments be created and made up of men only
- B. by explaining that citizens' unalienable rights were given by their creator
- C. by emphasizing that the role of government is to protect the rights of citizens
- D. by listing citizens' unalienable rights as life, liberty, and the pursuit of happiness

13. Below is the text of the Preamble to the Constitution.

CG.1.8

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Source: Public Domain/National Archives

Why did the framers include the Preamble to the U.S. Constitution?

- A. The framers wanted to introduce the document and state its purpose.
- B. The framers wanted to create additional powers for the new government.
- C. The framers wanted to list specific restrictions on the national government.
- D. The framers wanted to resolve disagreements among themselves.



**Engage
All Learners**

TCI's Unit Resources

UNIT 3 ANCIENT EGYPT AND THE MIDDLE EAST

UNIT OVERVIEW

Unit Opener

Geography Challenge Watch a video to explore how geography and the environment influenced the civilizations of ancient Egypt and the Middle East. Then use the maps and reading to answer the Geography Challenge questions in your notebook.

Inquiry Project Explore the unit's compelling question: *How did ancient civilizations affect each other?* Then complete a Guided Inquiry. Gather evidence throughout the activities, reading, and additional research to write an argument that answers the question by the end of the unit.

Lessons

11 Geography and the Early Settlement of Egypt, Kush, and Canaan Use your body to model the physical geography of ancient Egypt, Kush, and Canaan to see how environmental factors influence settlement.

Key Skills: Map Skills, Comparing and Contrasting, Analyzing Cause and Effect, Framing Questions to Research

12 The Ancient Egyptian Pharaohs "Visit" monuments along the Nile River to learn about four ancient Egyptian pharaohs and their important accomplishments.

Exploring the Social Sciences – The Egyptian Mummy Project

Key Skills: Creating a Timeline, Making Predictions, Selecting Useful Information

13 Daily Life in Ancient Egypt Create and perform dramatizations to learn about the social structure of ancient Egypt and daily life for members of each social class.

Investigating Primary Sources – What Was It Like to Be a Scribe in Ancient Egypt?

Key Skills: Sequencing Events, Selecting Credible Sources: Primary Sources, Drawing Sound Conclusions

14 The Kingdoms of Egypt Choose and bring to life images representing four key periods in the history of ancient Egypt.

Key Skills: Selecting Credible Sources: Secondary Sources, Map Skills

15 The Origins of Judaism Create scrolls illustrating information about key figures in the history of the ancient Israelites and in the development of Judaism.

Key Skills: Analyzing Cause and Effect, Drawing Sound Conclusions, Framing Questions to Research

16 Learning About World Religions: Judaism Make a timeline of the key events in the Jewish Diaspora to explain how Jews were able to preserve their teachings.

Key Skills: Comparing and Contrasting, Sequencing Events, Creating a Timeline

Unit Closer

Studying Sources Use these readings as further sources for your Inquiry Project and to deepen your understanding of the content:

- Explore – Comparing the Written Languages of Egypt and Mesopotamia
- Explore – Something Borrowed: Kush Transforms Egyptian Ideas
- Primary Source – Through the Eyes of a Historian: Herodotus Writes About Kush

Then look for additional sources online, including Explore, Primary Source, Literature, and Biography readings.

Timeline Challenge Review the key events from this unit by sequencing events on a timeline. Then add your own events that you consider to be important in history.

VIDEOS ONLINE

www.teachTCI.com

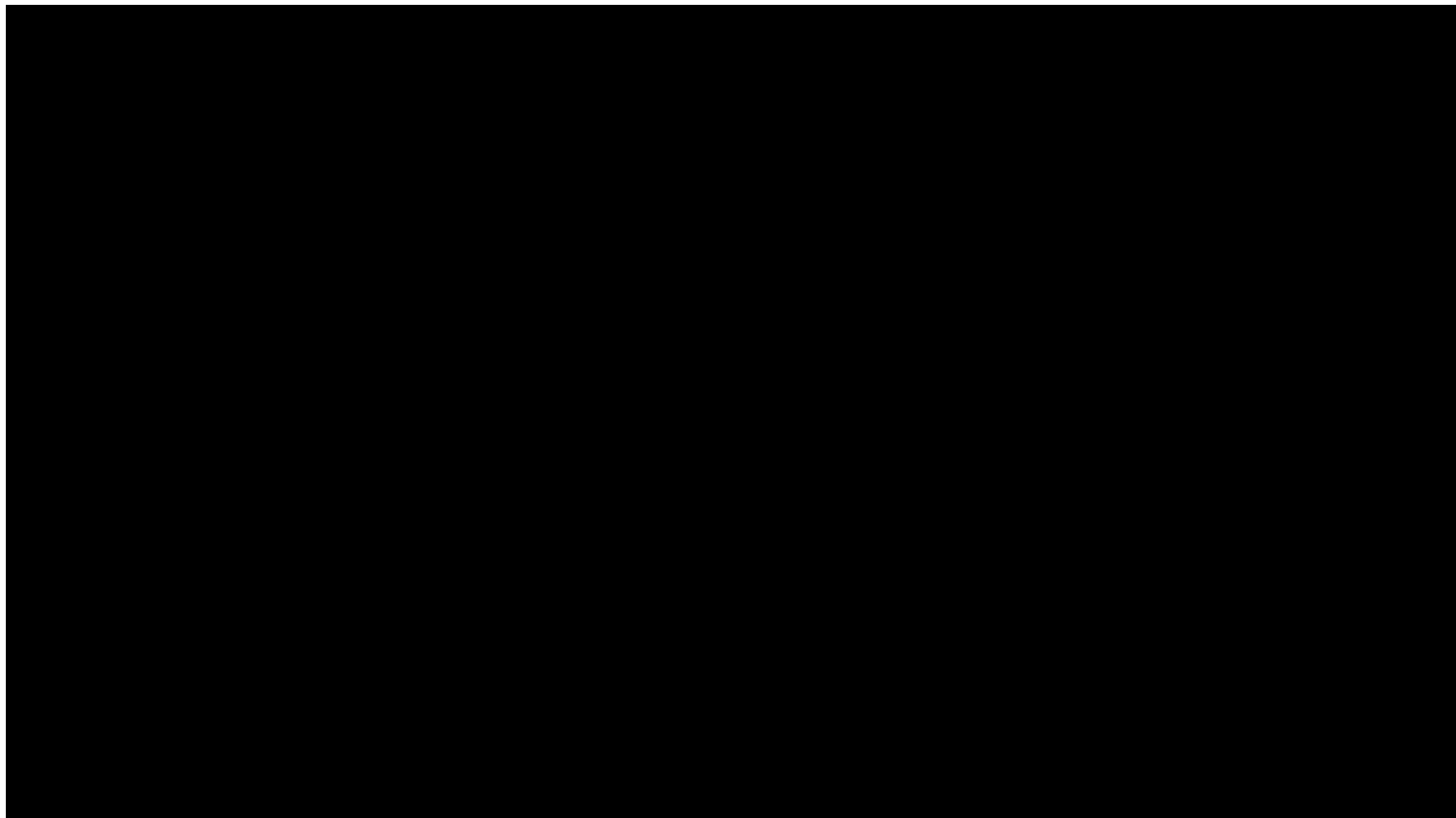
Click on the link to access a video-based Geography Challenge and Video Activities that explore the main ideas of the text with meaningful visuals.

WH
p. 170

CIV
p. 114

U.S.
p. 40

Unit 3: Geography Challenge Video



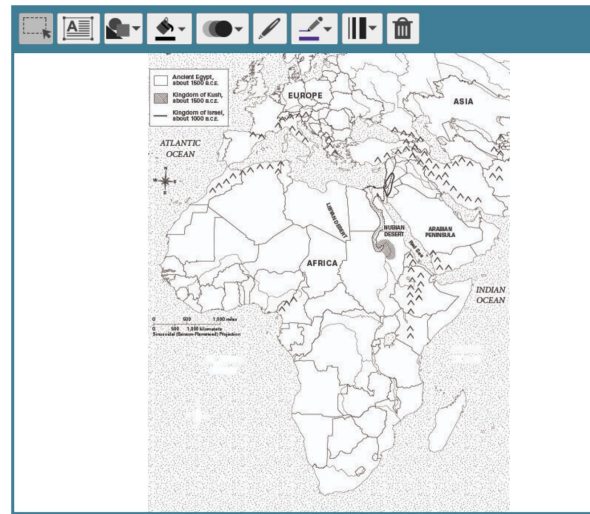
Unit 3: Geography Challenge



Creating a Map

Use the maps in the Geography Challenge reading to label your map.

1. Locate the Arabian Peninsula on the map. Draw a **blue** box around it.
2. Locate the Nile River and Nile River delta. Label them.
3. Label the Kingdom of Israel and outline it in **purple**.
4. Locate the Kingdom of Kush. Label it and circle it in **red**.



Unit 3 Geography Challenge

GEOGRAPHY CHALLENGE

Creating a Map

Use the maps in the Geography Challenge reading to label your map.

1. Locate the Arabian Peninsula on the map. Draw a blue box around it.
2. Locate the Nile River and Nile River delta. Label them.
3. Label the Kingdom of Israel and outline it in purple.
4. Locate the Kingdom of Kush. Label it and circle it in red.

Applying Geography Skills

Using the map you have created, answer the following questions.

5. The Arabian Peninsula is part of which continent?
6. What are the two major vegetation zones in northern Africa and the Middle East?
7. What do the boundaries of ancient Kush tell about its size compared with that of ancient Egypt? Compared with that of ancient Israel?

Unit Opener: Inquiry Project

Providing a comprehensive inquiry pathway for teachers.

Types of Inquiry

- Structured
- Embedded Action
- Guided
- Student-Directed

UNIT 3 ANCIENT EGYPT AND THE MIDDLE EAST
UNIT INQUIRY PROJECT

Follow the steps below to complete a **Guided Inquiry** during this unit. Use the activities and disciplinary sources to build your knowledge and gather evidence. Then construct an argument that answers the compelling question.

STEP 1
Developing Questions

Compelling Question
How did ancient civilizations affect each other?

Staging the Question	Find a picture of a pyramid from ancient Egypt. Find a picture of a pyramid from ancient Kush. Discuss: What is similar about the pyramids? What is different? Why might two different civilizations both build pyramids? How might they have interacted with each other?
-----------------------------	---

STEP 2
Using Disciplinary Sources to Build Arguments

Supporting Question 1 <i>What do we know about ancient Egypt?</i>		
<i>Lesson: The Ancient Egyptian Pharaohs</i>		
Activity "Visit" monuments along the Nile River to learn about four ancient Egyptian pharaohs and their important accomplishments. (Classroom Activity)	Sources Source A: "Ancient Egypt and Its Rulers" (Reading - Section 1) Source B: "The Egyptian Mummy Project" (Reading - Exploring the Social Sciences) Source C: "Analyzing Images of Pharaohs" (Online Reading - Explore)	Formative Task List three facts that historians think we know about Egypt. Then explain how archaeological techniques have changed over time.

Supporting Question 2
How did Egypt influence Kush? How did Kush influence Egypt?

Lesson: The Kingdom of Kush

Activity Analyze and bring to life images representing four key periods in the history of the Kingdom of Kush. (Classroom Activity)	Sources Source A: "Kush's Early Interactions with Egypt" (Reading - Section 1) Source B: "Through the Eyes of a Historian: Herodotus Writes About Kush" (Online Reading - Primary Source) Source C: "Something Borrowed: Kush Transforms Egyptian Ideas" (Online Reading - Explore)	Formative Task Write two paragraphs. In the first, explain the main ways that Egypt influenced Kush. In the second, explain the main ways that Kush influenced Egypt.
---	--	---

STEP 3
Communicating Conclusions with Evidence

Supporting Question 3
How did other civilizations in North Africa and the Middle East influence each other?

Activity Choose another ancient civilization in North Africa or the Middle East. Some groups to consider: Israelites, Babylonians, Hittites, Carthaginians, or Persians. Research the civilization, finding at least three reliable primary or secondary sources about it.	Sources Select relevant sources from your research.	Formative Task Create a T-chart that explains how the civilization you researched interacted with its neighbors. <ul style="list-style-type: none"> List two ways that the civilizations influenced other groups around them. List two ways that these civilizations were influenced by other groups around them.
--	---	---

STEP 4
Taking Informed Action

Summative Task

Argument	Construct an argument with evidence that addresses the compelling question: <i>How did ancient civilizations affect each other?</i>
Extension	Choose two of the civilizations that you learned about in this unit or that you researched on your own. Create a Venn diagram comparing and contrasting the two societies. Include at least three unique aspects of each society and two overlapping aspects they both had in common. Then write a sentence explaining how these two civilizations influenced each other.

Taking Informed Action

Understand Societies today also influence each other. Research how the United States has affected another nation around the world. Then research how that nation has affected the United States.	Assess What is an important way that societies influence each other today? Write a paragraph that presents a claim supported by evidence from your research.	Act Did the influence that you wrote about in your argument have a negative or positive effect? If it was positive, brainstorm how you could further promote that influence. If it was negative, brainstorm how you could address that influence. Share your proposal with the class.
--	--	---

ACTIVITY ONLINE www.teachtciproject.com

Inquiry Project Go online to complete the activities, readings, and tasks. Fill out the corresponding prompts for each step in your print or online notebook.

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Ancient Egypt and the Middle East 175



Providing a comprehensive inquiry pathway for teachers

Follow the steps below to complete the Inquiry Project. Reference the reading for additional guidance.

STEP 1: Developing Questions

Review the Compelling Question for this unit: *How did ancient civilizations affect each other?*

Brainstorm anything related to this topic that you think you already know.
List other questions you have.

Know	Questions

STEP 2: Using Disciplinary Sources to Build Arguments

For each supporting question, list sources from the activities, readings, and outside research. Explain the evidence they provide that will help you answer the question.

Supporting Question 1: *What do we know about ancient Egypt?*

Source	Evidence

Source	Evidence

Supporting Question 3: How did other civilizations in North Africa and the Middle East influence each other?

Source	Evidence

Summative Argument Task

Construct an argument with evidence that addresses the compelling question:
How did ancient civilizations affect each other?

Extension


Choose two of the civilizations that you learned about in this unit or that you researched on your own. Create a Venn diagram comparing and contrasting the two societies. Include at least three unique aspects of each society and two overlapping aspects they both had in common. Then write a sentence explaining how these two civilizations influenced each other.

If instructed by your teacher, complete one or more of these tasks.



<p>Understand</p> <p>Societies today also influence each other. Research how the United States has affected another nation around the world. Then research how that nation has affected the United States.</p>	
<p>Assess</p> <p>What is an important way that societies influence each other today? Write a paragraph that presents a claim supported by evidence from your research.</p>	
<p>Act</p> <p>Did the influence that you wrote about in your argument have a negative or positive effect? If it was positive, brainstorm how you could further promote that influence. If it was negative, brainstorm how you could address that influence. Share your proposal with the class.</p>	

Unit 3: Inquiry Project

TCi

 Demo: History Alive! The Ancient World

View FL Benchmarks

  M. Coral

My Programs
Admin Dashboard
Settings

PROGRAM
Dashboard
Content
Support
My Classes
Assignments
Grades

UNIT
Overview
Projects

LESSON
Lesson Overview
Materials
Reading
Lesson Game
Vocabulary Cards
Assessments

REFERENCE
Video Library
Games Library
My Notes
Glossary
Biographies
Civics Library
Primary Source Library
Pacing Guide
Correlations

English






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Home / Unit Projects

Unit Projects

Back to Unit Overview

Explore This Page


    


Unit/Lesson:
Unit 3 - Ancient Egypt and the Middle East

Expand Sections


Present Slides


Teacher Helper

 **Geography Challenge**
Watch a video to explore how geography and the environment influenced the civilizations of ancient Egypt and the Middle East. Then use the maps and reading to answer the Geography Challenge questions in your notebook.





Benchmarks: SS.6.W.2.5, SS.6.W.2.4, SS.6.W.2.3, SS.6.W.2.10 See more

 **Inquiry Project**
Explore the unit's compelling question: How did ancient civilizations affect each other? Then complete a Guided Inquiry. Gather evidence throughout the activities, reading, and additional research to write an argument that answers the question by the end of the unit.





Benchmarks: SS.6.W.2.4, SS.6.W.2.3, SS.6.W.2.10, SS.6.W.2.5 See more

 **Timeline Challenge**
Review the key events from this unit by sequencing events on a timeline. Then add your own events that you consider to be important in history.



Benchmarks: SS.6.W.2.4, SS.6.W.2.3, SS.6.W.2.10, SS.6.W.2.6 See more

 **Applying Themes Through Writing**
Review how the themes of history apply to what you've learned, then demonstrate your knowledge in a writing assignment.

 45 min

Benchmarks: SS.6.W.2.3, SS.6.W.2.10, SS.6.W.2.5, SS.6.W.2.4 See more

Jump to Section

TCI's Lesson Structure

Use the comprehensive Lesson Overview page to see and plan lessons at a glance.

- Flexible Lesson Options**

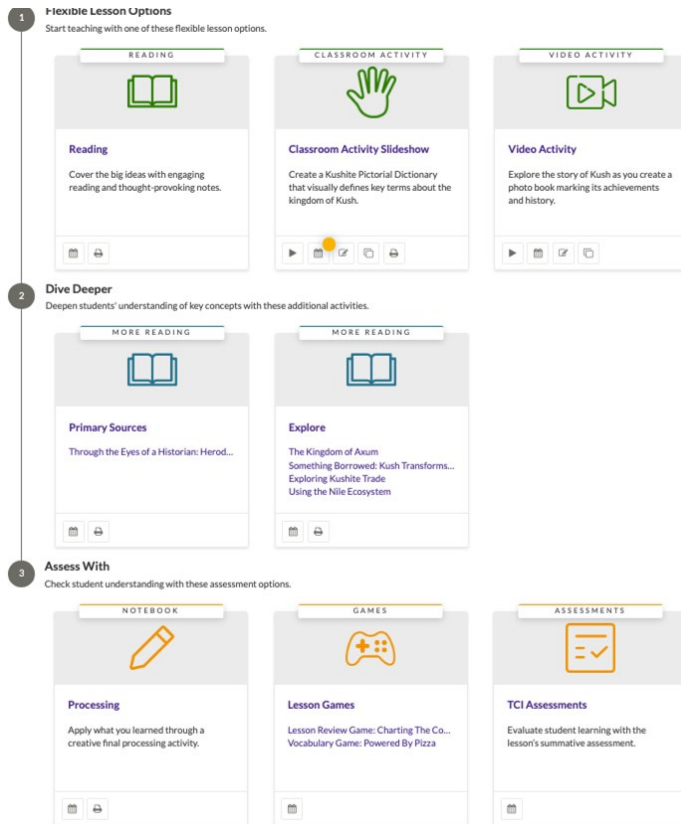
Use these options to teach based on *your* classroom needs.

- Dive Deeper**

Deepen understanding of content with these optional materials.

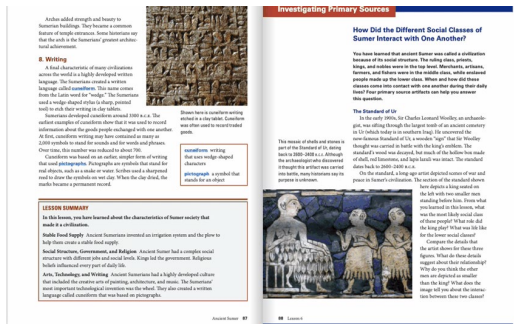
- Assess With**

Check student understanding using these assessment options.



Flexible Learning Options

Each lesson has flexible teaching options to let you pick the engagement style that works for you



Investigating the Past Through Inquiry

Discover how different social scientists use a variety of tools to study and interpret the past.



Reading Activities



Classroom Activities



Video Activities

Reading Activity

Support all learners with considerate text, built-in reading support, and graphic notetaking.

1

Flexible Lesson Options

Start teaching with one of these flexible lesson options.

READING



Reading

Cover the big ideas with engaging reading and thought-provoking notes.



CLASSROOM ACTIVITY



Classroom Activity Slideshow

Create a Kushite Pictorial Dictionary that visually defines key terms about the kingdom of Kush.



VIDEO ACTIVITY



Video Activity






Explore the story of Kush as you create a photo book marking its achievements and history.



Reading Activity

Reading Support







- Changing the Lexile Levels
- Text-to-Speech
- Main Ideas
- Highlighting
- Student Notes
- Spanish Translation

Reading [Back to Lesson Overview](#) [Explore This Page](#)     

Unit/Lesson:
Lesson 5 - The Rise of Sumerian City-States

Section:
Introduction

[< Previous Section](#) [Next Section >](#)


The Rise of Sumerian City-States

How did geographic challenges lead to the rise of city-states in Mesopotamia?

Introduction

Early people who lived in the Fertile Crescent began farming and living in small villages. But over time, small Neolithic villages grew into large, [complex](#) cities.

These villages were located in a land of rolling hills and low plains called Mesopotamia (meh-suh-puh-TAY-mee-uh), in modern-day Iraq. *Mesopotamia* is a Greek word that means the "land between the rivers." The two main rivers of the Fertile Crescent are the Tigris (TIE-)



Reading Activity

Graphic notetaking.

INTERACTIVE STUDENT NOTEBOOK

The Rise of Sumerian City-States

How did geographic challenges lead to the rise of city-states in Mesopotamia?

PREVIEW

Think of a recent problem or challenge that you faced, and what you did to solve it. In the "Problem" box in the flowchart below, draw a simple illustration of the problem or challenge. Also in that box, write a one-sentence summary of the problem. In the "Solution" box, draw a simple illustration to show how you solved the problem. Also write one sentence describing the solution.

Problem	Solution

READING NOTES

Social Studies Vocabulary

As you complete the Reading Notes, use these terms in your answers.

Mesopotamia	Euphrates River	irrigation	silt
Tigris River	Sumar	levee	city-state

INTERACTIVE STUDENT NOTEBOOK

Section 1

List five words or phrases that characterize the geography of Mesopotamia. Circle the one characteristic that might pose the biggest challenge to people living there. In a complete sentence, explain why you chose this characteristic.

Section 2

1. What were some advantages of living in the foothills of the Zagros Mountains?

2. In the "Problem" box, draw and label a simple picture showing the problem that occurred around 5000 B.C.E. Also in that box, write a one sentence summary of the problem.

In the "Solution" box, draw a simple illustration to show how the farmers in the foothills solved the problem. Also write one sentence describing the solution.

Problem	Solution

3. Who were the Sumerians?

INTERACTIVE STUDENT NOTEBOOK

Section 6

To complete the flowchart, summarize how geography led to the rise of Sumerian city-states. In the appropriate boxes below, list each problem and its solution, as described in the reading.

<i>How did geographic challenges lead to the rise of city-states in Mesopotamia?</i>	Problem 1 Food shortage in the foothills	Solution 1
Problem 3	Solution 2	Problem 2
Solution 3	Problem 4	Solution 4

PROCESSING

On a separate sheet of paper, create a real estate advertisement to encourage people to move to one of the Sumerian city-states. Include the following:

- A clever title for the advertisement, to catch the reader's eye. Be sure it includes the words *Sumerian City-State*.
- At least three illustrations representing the ideas the Sumerians came up with to solve key problems.
- A caption for each visual that describes the solution and why it helped make this Sumerian city-state a desirable place to live.

Classroom Activity

Support for all teachers with ready-to-go slideshows—or edit to customize for your class.

1

Flexible Lesson Options

Start teaching with one of these flexible lesson options.

READING



Reading

Cover the big ideas with engaging reading and thought-provoking notes.



CLASSROOM ACTIVITY



Classroom Activity Slideshow

Create a Kushite Pictorial Dictionary that visually defines key terms about the kingdom of Kush.



VIDEO ACTIVITY



Video Activity

Explore the story of Kush as you create a photo book marking its achievements and history.



Classroom Activities



Unit 2 - The Origins and Purposes of
Government
Lesson 5 - Creating the Constitution

Let's Start

Use the arrows to navigate, or
click the links to jump ahead.

[Back to Lesson Overview](#)

Jump to:

- [Lesson Opener](#)
- [Vocabulary](#)
- [Preview](#)
- [Activity](#)
- [Processing](#)
- [Lesson Closer](#)

CIV

Classroom Activities

You will now take on the roles of American colonists who held different viewpoints on the U.S. Constitution.

Your group will consist of the following:

- a **Federalist** who supports ratifying the U.S. Constitution
- an **Anti-Federalist** who opposes ratifying the U.S. Constitution
- an **Undecided Citizen** who has not decided whether to support ratification



Classroom Activities

Learn About the Constitution

Watch this video about the creation of the U.S. Constitution. Then discuss:

1. Based on what you learned from the Preview, in which movie genre would you categorize this video?
+
2. Why was the U.S. Constitution created? +
3. What is a federal system? +









[Go Live](#)

Classroom Activities

Reading [Back to Lesson Overview](#) [FL Reviewer Tour](#)

Unit/Lesson:
Lesson 5 - Creating the Constitution

Creating the Constitution

What challenges did the United States overcome to create and ratify the Constitution?

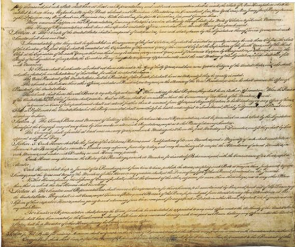
Introduction

After the American Revolution ended, the new United States still faced challenges. One of the most pressing of those challenges was [debt](#). During the war, many soldiers were not paid. They returned home and found themselves facing large debts and overdue taxes they could not pay. Debt collectors seized property and land, and, in some cases, imprisoned people. This treatment especially angered veterans. Among them was a former army officer named Daniel Shays.

Shays settled in Massachusetts after leaving the army. There, he found himself swept up in the unrest and protests in support of those who had their property taken as payment for debts and taxes. Shays led a group who called themselves "Regulators." They protested at courthouses and stopped debt collectors from doing their work. George Washington could see the danger this put the new government in, writing, "commotions of this sort, like snowballs, gather strength as they roll, if there is no opposition in the way to divide and crumble them."

Because the new nation's government laid out in the Articles of Confederation was weak, it had little power to get involved or stop the rebellion. This led Massachusetts Governor Bowdoin to hire a militia. The rebellion ended in January 1787 when an army of more than 1,000 protesters led by Shays stormed the federal arsenal in

Section:
Introduction
Lesson Opener
Introduction
Section 1 - Creating a New Government During Wartime
Section 2 - Convening the Constitutional Convention
Section 3 - Reaching a Compromise on Representation
Section 4 - Compromises on Slavery and Commerce
Section 5 - Creating the Executive Branch: One Head or Many?
Section 6 - Ratifying the Constitution
Section 7 - Adding the Bill of Rights
Summary
Lesson Closer



The original Constitution of the United States is printed on four large parchment sheets and is signed by nearly all the delegates present at the Constitutional Convention.

Social Studies Vocabulary

Anti-Federalists

Articles of Confederation

constitutionalism

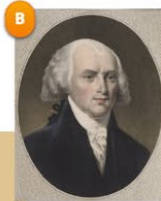
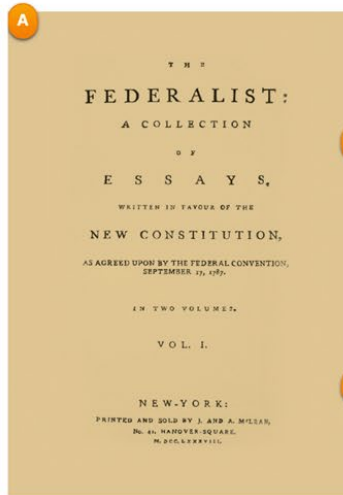


Classroom Activities

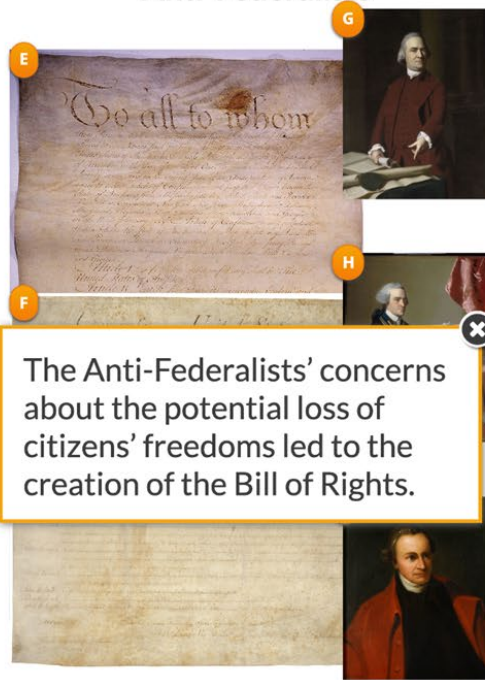
Once you are in your group you will need to:

- Click on the images to learn about the people and documents important to the creating of the U.S. Constitution.
- Receive a copy of [Handout B: Position Points for Constitutional Debates](#) and [Handout C: Note-Taking Chart for Constitutional Debates](#).
- Read over the Federalist and Anti-Federalist position points from Handout B. Take notes on each position on Handout C.

Federalists



Anti-Federalists



Compare the viewpoints of the Federalists and Anti-Federalists regarding the ratification of the U.S. Constitution and the inclusion of a bill of rights. Take notes during your reading of these position points as well as during the debates on the back side of the Handout.

Note-Taking Chart for Constitutional Debates

Take notes for each of the three debates in the table below by writing down position points for each perspectives. Undecided Citizens should include notes and tally marks for both the Federalists and the Anti-Federalists.

Debate #1: What should be the role of our new national government?

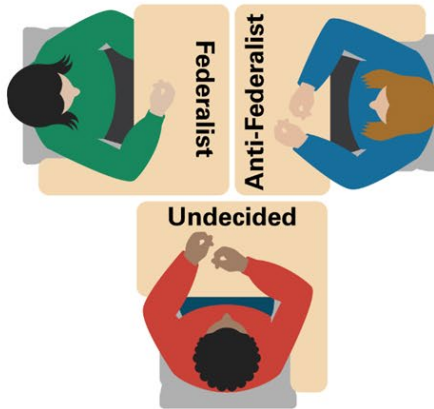
Federalists	Anti-Federalists	Undecided Citizens	
		Federalists	Anti-Federalists

Classroom Activities

Constitutional Debate #1

Here is your first debate topic:

What should be the role and purpose of our new national government?



Federalists: We want a strong central government that shares power with the states!

Anti-Federalists: A strong national government will become too powerful!

Federalists: I disagree because...

Classroom Activities



Classroom Activities

Debrief

Think back on what you learned during this activity and discuss the following questions as a class:

1. How did the debates help you learn more about the compromises involved with the creation of the U.S. Constitution?
2. What were the differences in viewpoints between the Federalists and Anti-Federalists about the ratification of the U.S. Constitution?
3. Why was the Bill of Rights included in the U.S. Constitution?



Video Activity

Captivate students with engaging storylines and vivid imagery. Test student knowledge with interactive assessments.

1

Flexible Lesson Options

Start teaching with one of these flexible lesson options.

READING



Reading

Cover the big ideas with engaging reading and thought-provoking notes.



CLASSROOM ACTIVITY



Classroom Activity Slideshow

Create a Kushite Pictorial Dictionary that visually defines key terms about the kingdom of Kush.



VIDEO ACTIVITY



Video Activity

Explore the story of Kush as you create a photo book marking its achievements and history.



Video Activities

The American Revolution

Learn about key dates and events from the American Revolution by analyzing fictional headlines.



Watch the videos and read to learn more about the American Revolution.

Then answer questions about a series of fictional headlines that reflect actual events and important dates that occurred during the war.

Finally, match headlines to the British or American perspective during the American Revolution.

U.S.



[Go Live](#)

Vocabulary



Drag each term to its correct definition.

Word Bank

Anti-Federalists

Articles of
Confederation

constitutionalism

Federalists

majority rule

Check My Answers

Reset

1. the belief that governments should operate according to an agreed set of principles, which are usually spelled out in a written constitution
2. the idea that decisions approved by more than half of the people in a group or society will be accepted and observed by all of the people
3. opponents of ratifying the U.S. Constitution. They favored the loose association of states established under the Articles of Confederation
4. the first written plan of government for the United States; ratified in 1781
5. supporters of ratifying the U.S. Constitution. They favored the creation of a strong federal government that shared power with the states.

infantry

Flip card

Dive Deeper

TCI's high-interest readings provide a variety of ways to think critically about the past and make connections to today.

2

Dive Deeper

Deepen students' understanding of key concepts with these additional activities.

MORE READING



Exploring Biographies

"George Washington: A Single-minded ...



MORE READING



Biography

Naval Heroes of the American Revoluti...



MORE READING



Explore

The Global Context of the American Re...
Changing Views of the Past
Perspectives on the Revolutionary Ho...



Dive Deeper

Investigating primary sources.

Arches added strength and beauty to Sumerian buildings. They became a common feature of temple entrances. Some historians say that the arch is the Sumerians' greatest architectural achievement.

8. Writing

A final characteristic of many civilizations across the world is a highly developed written language. The Sumerians created a written language called **cuneiform**. This name comes from the Latin word for "wedge." The Sumerians used a wedge-shaped stylus (a sharp, pointed tool) to etch their writing in clay tablets.

Sumerians developed cuneiform around 3300 B.C.E. The earliest examples of cuneiform show that it was used to record information about the goods people exchanged with one another. At first, cuneiform writing may have contained as many as 2,000 symbols to stand for sounds and for words and phrases. Over time, this number was reduced to about 700.

Cuneiform was based on an earlier, simpler form of writing that used **pictographs**. Pictographs are symbols that stand for real objects, such as a snake or water. Scribes used a sharpened reed to draw the symbols on wet clay. When the clay dried, the marks became a permanent record.



Shown here is cuneiform writing etched in a clay tablet. Cuneiform was often used to record traded goods.

cuneiform writing that uses wedge-shaped characters

pictograph a symbol that stands for an object

LESSON SUMMARY

In this lesson, you have learned about the characteristics of Sumer society that made it a civilization.

Stable Food Supply Ancient Sumerians invented an irrigation system and the plow to help them create a stable food supply.

Social Structure, Government, and Religion Ancient Sumer had a complex social structure with different jobs and social levels. Kings led the government. Religious beliefs influenced every part of daily life.

Arts, Technology, and Writing Ancient Sumerians had a highly developed culture that included the creative arts of painting, architecture, and music. The Sumerians' most important technological invention was the wheel. They also created a written language called cuneiform that was based on pictographs.

Investigating Primary Sources

How Did the Different Social Classes of Sumer Interact with One Another?

You have learned that ancient Sumer was called a civilization because of its social structure. The ruling class, priests, kings, and nobles were in the top level. Merchants, artisans, farmers, and fishers were in the middle class, while enslaved people made up the lower class. When and how did these classes come into contact with one another during their daily lives? Four primary source artifacts can help you answer this question.

The Standard of Ur

In the early 1900s, Sir Charles Leonard Woolley, an archaeologist, was sifting through the largest tomb of an ancient cemetery in Ur (which today is in southern Iraq). He uncovered the now-famous Standard of Ur, a wooden "sign" that Sir Woolley thought was carried in battle with the king's emblem. The standard's wood was decayed, but much of the hollow box made of shell, red limestone, and lapis lazuli was intact. The standard dates back to 2600–2400 B.C.E.

On the standard, a long-age artist depicted scenes of war and peace in Sumer's civilization. The section of the standard shown

here depicts a king seated on the left with two smaller men standing before him. From what you learned in this lesson, what was the most likely social class of these people? What role did the king play? What was life like for the lower social classes?

Compare the details that the artist shows for these three figures. What do these details suggest about their relationship? Why do you think the other men are depicted as smaller than the king? What does the image tell you about the interaction between these two classes?



This mosaic of shells and stones is part of the Standard of Ur, dating back to 2600–2400 B.C.E. Although the archaeologist who discovered it thought this artifact was carried into battle, many historians say its purpose is unknown.

INTERACTIVE STUDENT NOTEBOOK

INVESTIGATING PRIMARY SOURCES

Identifying and Evaluating Evidence

Use the reading to create a claim to answer this question: *How did the different social classes of Sumer interact with one another?*

Claim:

What evidence from the primary sources documents support your claim? Fill out the chart below. Circle the two strongest pieces of evidence.

Source	Evidence	How does this support the claim?

You can use this evidence to

INTERACTIVE STUDENT NOTEBOOK

Constructing an Argument

Create an argument to answer the question: *How did the different social classes of Sumer interact with one another? Your argument should:*

- clearly state your claim.
- include evidence from multiple sources.
- provide explanations for how the sources support the claim.

Use this rubric to evaluate your argument. Make changes as needed.

Score	Description
3	The claim clearly answers the question. The argument uses evidence from two or more primary sources that strongly support the claim. The explanations connect to the evidence and claim.
2	The claim answers the question. The argument uses evidence from one or two primary sources that support the claim. Some of the explanations connect to the evidence and claim.
1	The claim fails to answer the question. The argument lacks evidence from primary sources. Explanations are missing or are unrelated to the evidence and claim.

Dive Deeper

Investigating primary sources

UNIT 2 THE RISE OF CIVILIZATION

Gather evidence by studying these sources—along with the other sources listed in the Unit Inquiry Project—as you prepare to write an argument answering the unit’s compelling question.

Literature – Enheduanna: The First Poet

Historians do not know for certain when literature began or the true identity of the first writer to ever exist. However, recent findings suggest that the first named poet in history was a priestess from the Sumerian city-state of Ur named Enheduanna. She was the daughter of the king of the Mesopotamian city Akkad, and is said to have been alive around 2300 B.C.E. As priestess of the Sumerian moon god Nanna, Enheduanna is said to be mentioned in temple hymns dedicated to the moon god. Some historians believe that this could be evidence of Enheduanna’s authorship of the hymns. Below is a translated excerpt from “The exaltation of Inanna” in which Enheduanna asks the great goddess for help after political exile.

The Exaltation of Inanna

I, En-hedu-ana, will recite a prayer to you. To you, holy Inanna, I shall give free vent to my tears (like sweet beer!) I shall say to her “Your decision!” Do not be anxious about Akimabbar. In connection with the purification rites of holy An, Lugal-ane has altered everything of his, and has stripped An of the E-ana. He has not stood in awe of the greatest deity. He has turned that temple, whose attractions were inexhaustible, whose beauty was endless, into a destroyed temple. While he entered before me as if he was a partner, really he approached out of envy. . . .

Most precious lady, beloved by An, your holy heart is great; may it be assuaged on my behalf! Beloved spouse of Urcungal-ana, you are the great lady of the horizon and zenith of the heavens. The Anuna have submitted to you. From birth you were the junior queen; how supreme you are now over the Anuna, the great gods! The Anuna kiss the ground with their lips before you. . . . My lady beloved of An, may your heart be calmed towards me, the brilliant ex priestess of Nannal.

It must be known! It must be known! Nanna has not yet spoken out! He has said, “He is yours!” Be it known that you are lofty as the heavens! Be it known that you are broad as the earth! Be it known that you destroy the rebel lands! Be it known that you roar at the foreign lands! Be it known that you crush heads! Be it known that you devour corpses like a dog! Be it known that your gaze is terrible! Be it known that you lift your terrible gaze! Be it known that you have flashing eyes! Be it known that you are unshakable and unyielding! Be it known that you always stand triumphant! . . .

The powerful lady, respected in the gathering of rulers, has accepted her offerings from her. Inanna’s holy heart has been assuaged. The light was sweet for her, delight extended over her, she was full of fairest beauty. Like the light of the rising moon, she exuded delight. Nanna came out to gaze at her properly, and her mother Ningal blessed her. The door posts greeted her. Everyone’s speech to the mistress is exalted. Praise be to the destroyer of foreign lands, endowed with divine powers by An, to my lady enveloped in beauty, to Inanna!

Source: The Electronic Text Corpus of Sumerian Literature. Entire Selection: <https://etcl.net/>

WH
p. 164

CIV
p. 512

STUDYING SOURCES

Primary Source – What Is Justice? A View from the Code of Hammurabi

King Hammurabi of Babylonia created a code of laws to keep order in his empire. He wanted to make sure he brought justice to all of his people. He brought together existing laws from each Mesopotamian city-state he conquered. He displayed the code publicly in a temple and appointed royal judges to decide cases. A person was innocent until proven guilty. Once found guilty, a person was punished according to the code. The punishments ranged from fines to death.

Below are selections from the Code of Hammurabi. Notice especially Number 196, “eye for an eye,” and Number 200, “tooth for a tooth.” These are the most well-known of the laws. As you read the excerpts, think about these questions: What other crimes are identified? What are some of the punishments used? Are the punishments the same for everybody?

Excerpts from the Code of Hammurabi

2. If any one bring an accusation against a man, and the accused go to the river and leap into the river, if he sink in the river his accuser shall take possession of the house. But if the river prove that the accused is not guilty, and he escape unhurt, then he who had brought the accusation shall be put to death, while he who leaped into the river shall take possession of the house that had belonged to his accuser.

3. If any one bring an accusation of any crime before the elders, and does not prove what he has charged, he shall, if it be a capital offense (punishable by death), . . . be put to death.

5. If a judge try a case, reach a decision and present his judgment in writing; if later error shall appear in his decision, and it be through his own fault, then he shall pay twelve times the fine set by him in the case, and he shall be publicly removed from the judge’s bench, and never again shall he sit there to render judgment.

6. If any one steal the property of a temple or of a court, he shall be put to death, and also the one who receives the stolen thing from him shall be put to death.

14. If any one steal the minor son of another, he shall be put to death.

22. If any one is committing a robbery and is caught, then he shall be put to death.

55. If any one open his ditches to water his crop, but is careless, and the water flood the field of his neighbor, then he shall pay his neighbor corn for his loss.

195. If a son strike his father, his hands shall be hewn [chopped] off.

196. If a man put out the eye of another man, his eye shall be put out.

200. If a man knock out the teeth of his equal, his teeth shall be knocked out.

202. If any one strike the body of a man higher in rank than he, he shall receive sixty blows with an ox-hide whip in public.

203. If a free born man strike the body of another free born man of equal rank, he shall pay one gold mina [a weight of 1.25 pounds].

205. If the slave of a freed man strike the body of a freed man, his ear shall be cut off.

Code of Hammurabi: King of Babylon (About 2250 B.C.). Parts I, II, and III in The Independent. Pt. I Vol. LV, No. 2823, p. 87; Pt. II, Vol. LV, No. 1903, No. 2824, p. 127; Pt. III, Vol. LV, No. 1903, No. 2824, p. 127. Entire Selection: <https://books.google.com/books?id=yFPAAMAAJgpg-PA678dq>

U.S.
p. 252

- Primary Sources
- Literature
- Biographies
- Explore

Assessments

TCI's online assessment options and grading tools make tracking student progress easy.

3

Assess With

Check student understanding with these assessment options.

NOTEBOOK



Processing

Apply what you learned through a creative final processing activity.



GAMES



Lesson Games

Lesson Review Game: Crack the Code
Vocabulary Game: Community Cleanup



ASSESSMENTS



TCI Assessments

Evaluate student learning with the lesson's summative assessment.



Assessments

Check For Understanding

How did living along major rivers help the Plateau people?

- Fish became an important part of their diet.
- They could collect driftwood for starting fires.
- They used the river for drinking water.
- They could built floating homes in the river.

Check My Answers

Check for Understanding

Processing

Look at this example of an annotated diagram of the Northwest Coast region.

Create an annotated diagram showing how the indigenous groups in one cultural region adapted to their environment.

- at least two examples of the land and climate.
- at least three adaptations made by indigenous groups to their environment.
- at least five labels describing the land, climate, and adaptations.

Show Answer Key

Processing Assignments

History Alive! The United States Through Industrialism

Lesson Game

Unit/Session: Lesson 1 - Studying History Through Inquiry

Accessability Mode

AROUND THE WORLD

Score: 0.0

GO

Lesson Games

History Alive! The United States Through Industrialism

Lesson 10 - Creating the Constitution

Assessment: Creating the Constitution

Mastering the Content

Select the letter next to the best answer.

- In the period after independence, what did Congress fear about a strong central government?
 - A. states would have too much power
 - B. rights for which people fought would be lost
 - C. another war would occur between Great Britain and America
 - D. laws would be passed to prevent people from colonizing new territories
- One weakness of the Articles of Confederation was that Congress could not
 - A. declare war.
 - B. impose taxes.
 - C. set up a postal system.
 - D. create an army and navy.
- What was the long-term effect of the Northwest Ordinance of 1787?
 - A. Territories eventually became states.
 - B. The farmers of Massachusetts rebelled.
 - C. George Washington was elected president.
 - D. Slavery was expanded in the United States.

Summative Assessments

Processing



Lesson 5

PROCESSING

On the next page, create a poster that might have been used to encourage people to support ratification of the Constitution. Use this page to plan your poster. Your poster must have:

- a catchy slogan
- three reasons why states should ratify the Constitution
- an illustration to accompany each reason
- creative touches to make your poster visually appealing, such as a decorative border
- writing that uses correct spelling and grammar

TCI

- My Programs
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 - Content
 - Support
 - My Classes
 - Assignments
 - Grades
- UNIT
 - Overview
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 - Vocabulary Cards
 - Assessments
- REFERENCE
 - Video Library
 - Games Library
 - My Notes
 - Glossary
 - Processing

Processing

Create a poster that might have been used to encourage people to support ratification of the Constitution. Your poster must have:

- a catchy slogan
- three reasons why states should ratify the Constitution
- an illustration to accompany each reason
- creative touches to make your poster visually appealing, such as a decorative border
- writing that uses correct spelling and grammar

Show Answer Key



Lesson Games

Track student benchmark progress with autograded games.


History Alive! The Ancient World

[Home](#) / [From Hunters and Gatherers to Farmers](#) / Lesson Game

Lesson Game
[Back to Lesson Overview](#)

Unit/Lesson:

Lesson 4 - From Hunters and Gatherers to Farmers

[Accessibility Mode](#)
[Restart](#)

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CHARTING THE COURSE


Answer the questions to reveal a final question.



GAME INSTRUCTIONS

SCORE: 0.0

Class Trends



Civics Alive! Foundations and Functions

 View FL Benchmarks



 N. Customer

[Home](#) / [The United States Constitution](#) / [Grades](#) / [Lesson Game Trends](#)

Lesson Game Trends

[Back to Grades](#)
[View this Lesson Game](#)

Total Points Possible: 21
 In Progress Lesson Games: 1
 Completed Lesson Games: 0
 Average Score: 0

☐ Less than 50% of students answered correctly

Question	Correct Answer	Percent Correct on First Attempt
1. Why did the framers of the Constitution write the words "We the People" so much larger than the rest of the Preamble?	They wanted to make clear that the power of our national government comes from the people.	100%
2. What does the phrase "insure domestic Tranquility" mean?	The government would establish peace and order in the nation.	100%
3. What was the purpose of the Preamble to the Constitution?	to set out the goals of the national government formed by the Constitution	0%
4. Which branch of government does Article I explain?	legislative	0%
5. What did the framers intend the Constitution to do?	give broad statements that allow for political leaders to work out the specific details of governing	100%
6. What is the most common way an amendment is proposed and ratified?	an amendment is proposed by a two-thirds vote in both houses of Congress, then ratified by three-fourths of the state legislatures	0%
7. Which of the following is NOT a guiding principle of the Constitution?	judicial review	0%
8. The principle that power resides in the will of the people is known as	popular sovereignty	100%
9. Which provisions allow for an independent judiciary?	Lifetime tenure and a secure salary insulate federal judges from political pressure.	0%
10. Which of the following is a legislative check on the judicial branch?	can remove judges through impeachment	0%

TCI Tests

Ready-made tests to track benchmark progress.

Civics EOC Pre-Test

Benchmark: SS.7.CG.1.11

1. Which scenario implies that a country does not have a strong rule of law? 

- ☐ A. There are special police forces, each of which has a different purpose.
- ☐ B. All citizens are punished harshly for minor offenses.
- ☐ C. Charges may be dropped depending on the accused person's status.
- ☐ D. Individuals found guilty can appeal their case to a higher court.

Benchmark: SS.7.CG.2.1

2. What is the status of a person who was not born in the United States, but now has all the same legal rights and obligations as a person who was born in the United States? 

- ☐ A. naturalized citizen
- ☐ B. permanent resident
- ☐ C. temporary resident
- ☐ D. documented immigrant

Benchmark: SS.7.CG.2.2

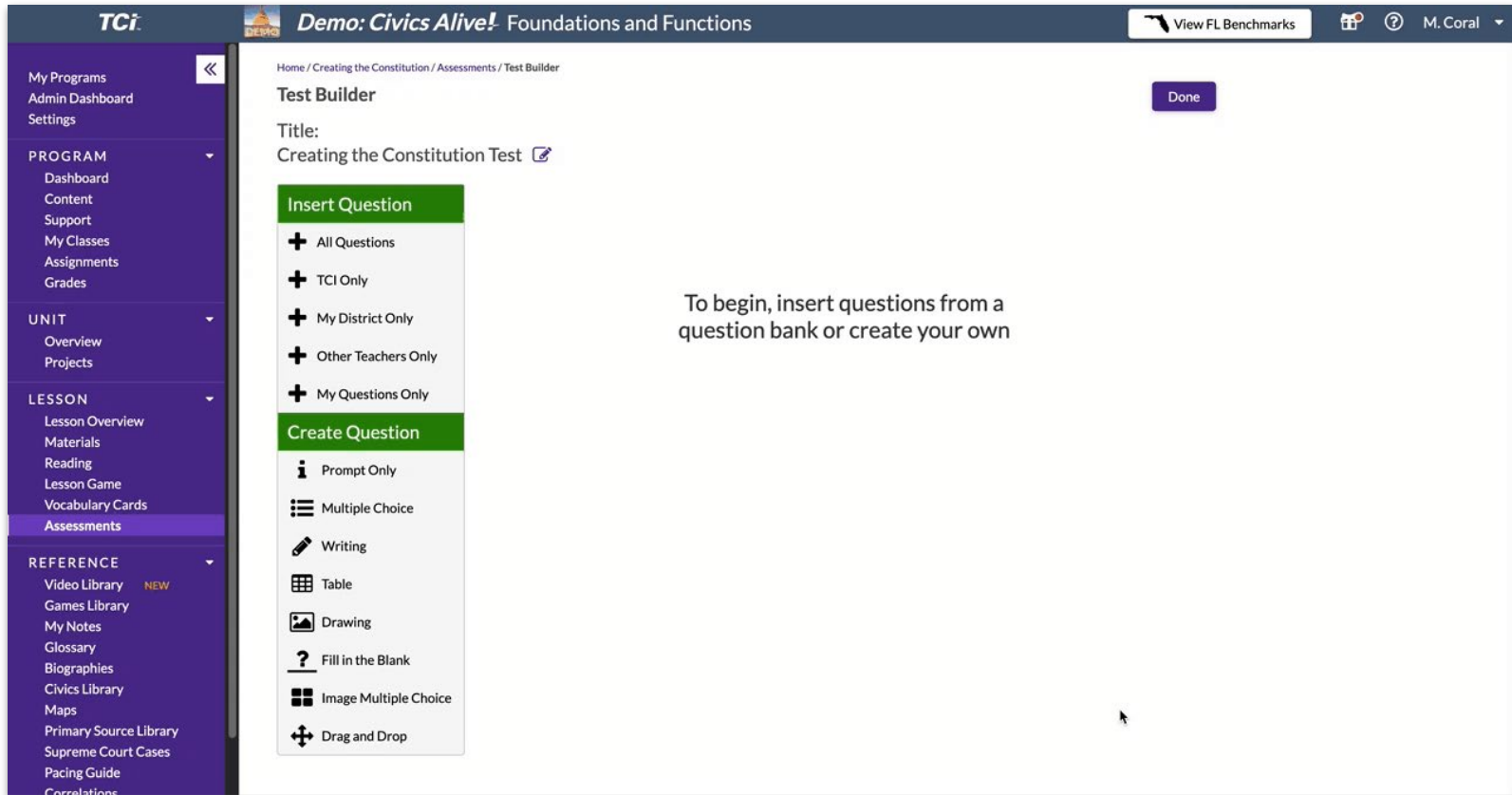
3. This chart lists the responsibilities of U.S. citizenship. 

- vote
- attend civic meetings
- volunteer in the community
- petition the government
- run for office

What would be the **most likely** outcome if only a small portion of citizens fulfilled these obligations?

- ☐ A. There would be fewer political disagreements since people are not arguing.
- ☐ B. Services such as Social Security and Medicare would need to be cut.
- ☐ C. The government would weaken and anarchy would result.
- ☐ D. There may be little progress made and few positive changes.

Customizable Assessments



The screenshot displays the TCI Demo: Civics Alive! Foundations and Functions interface. The top navigation bar includes the TCI logo, the demo title, a 'View FL Benchmarks' button, and a user profile for M. Coral. A left sidebar contains a navigation menu with sections: My Programs, PROGRAM (Dashboard, Content, Support, My Classes, Assignments, Grades), UNIT (Overview, Projects), LESSON (Lesson Overview, Materials, Reading, Lesson Game, Vocabulary Cards, Assessments), and REFERENCE (Video Library, Games Library, My Notes, Glossary, Biographies, Civics Library, Maps, Primary Source Library, Supreme Court Cases, Pacing Guide, Correlations). The main content area is titled 'Test Builder' and shows the title 'Creating the Constitution Test'. A 'Done' button is in the top right. A central message states: 'To begin, insert questions from a question bank or create your own'. On the left, two panels are visible: 'Insert Question' with options like All Questions, TCI Only, My District Only, Other Teachers Only, and My Questions Only; and 'Create Question' with options like Prompt Only, Multiple Choice, Writing, Table, Drawing, Fill in the Blank, Image Multiple Choice, and Drag and Drop.



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Lesson Overview
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Video Library **NEW**
Games Library
My Notes
Glossary
Biographies
Civics Library
Primary Source Library
Supreme Court Cases
Pacing Guide



Get Started with Grading x

Home / Studying History Through Inquiry / Grades / Student Benchmark Report

Student Benchmark Report

[Back to Grades](#)

Class:

Select... ▾

80%-100% 60%-79% 0-59%

[Export to CSV](#)

Students	SS.8.A.3.15	SS.8.A.3.16	SS.8.A.3.2	SS.8.A.3.3	SS.8.A.3.4	SS.8.A.3.5	SS.8.A.3.6	SS.8.A.3.7	SS.8.A.3.8	SS.8.A.3.9	SS.8.A.4.1	SS.8.A.4.10	SS.8.A.4.11
Adam Woo-Jin	80%	100%	-	65%	-	80%	-	-	-	-	-	-	-
Ninotchka Ladislava	50%	100%	-	65%	-	100%	100%	-	-	-	-	-	-
Emily Rakesh	30%	65%	-	60%	-	85%	100%	-	-	-	-	-	-
Gisela Adams	70%	20%	-	95%	-	85%	-	-	-	-	-	-	-
Sanjeev Grover	0%	0%	-	65%	-	100%	100%	-	-	-	-	-	-
Luciana Gomez	30%	75%	-	65%	-	-	100%	-	-	-	-	-	-
Yeong-Suk Lee	65%	100%	-	100%	-	90%	0%	-	-	-	-	-	-



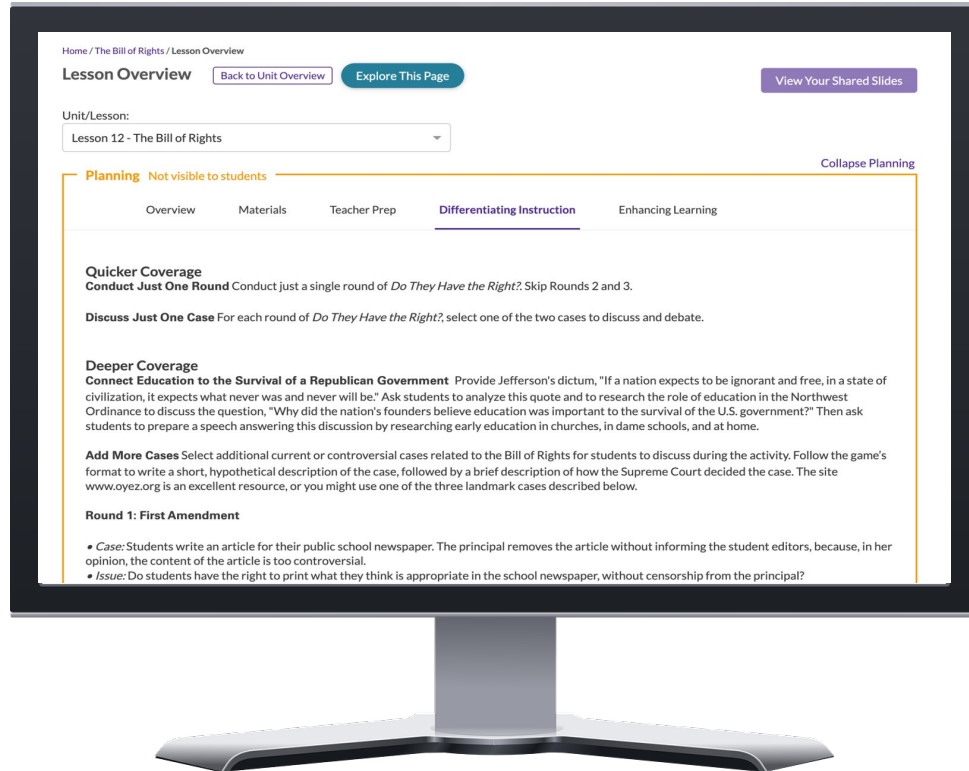
Support All Teachers

Print Teacher's Guide

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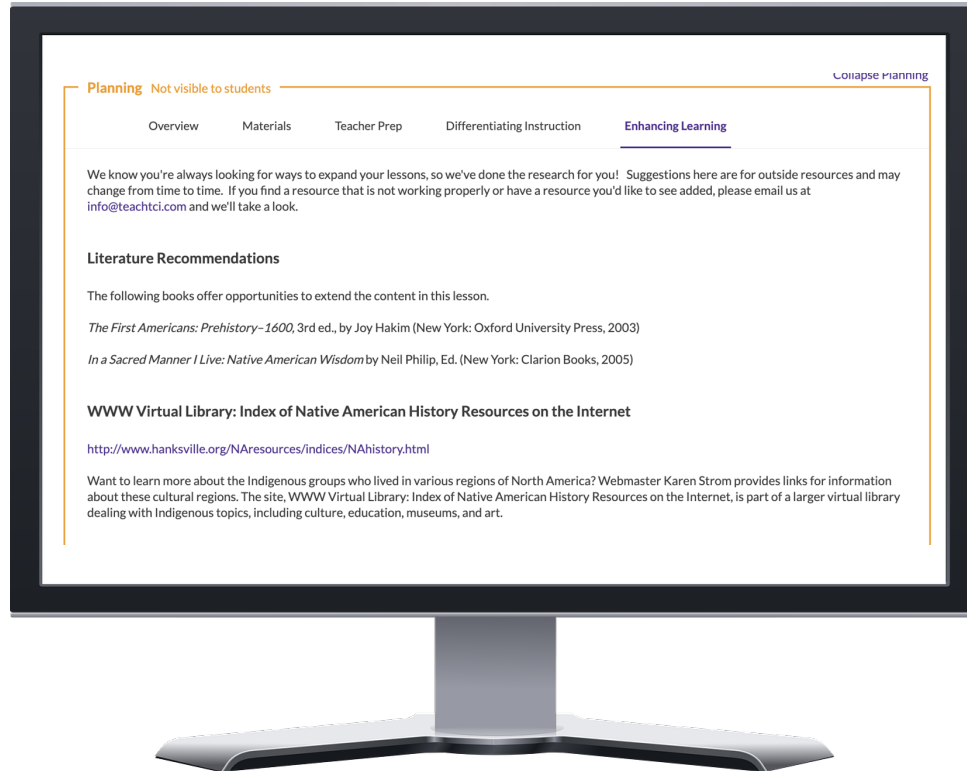
- Planning Resources
- Answer Keys
- Lesson Support
- Differentiation
- Social Studies and ELA Objectives

Differentiated Instruction



- English Learners
- Learners with Special Education Needs
- Learners Reading and Writing Below Grade Level
- Advanced Learners
- Access Points for Differentiation

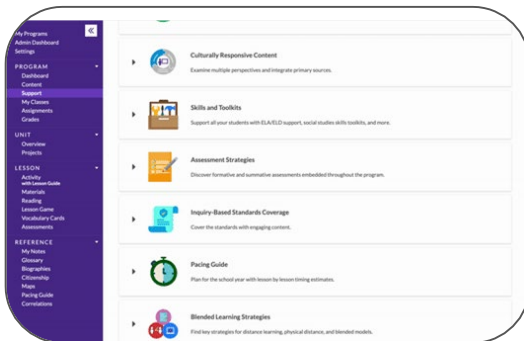
Enhancing Learning



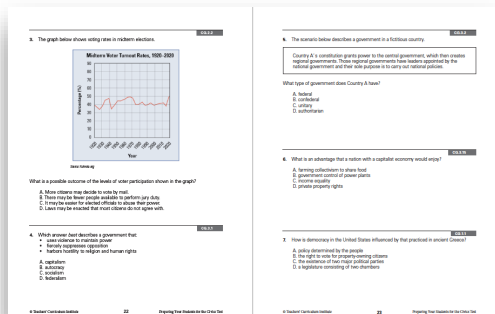
Recommendations for:

- Literature
- Multimedia
- Videos
- Virtual Field Trips
- Lesson Extension Websites

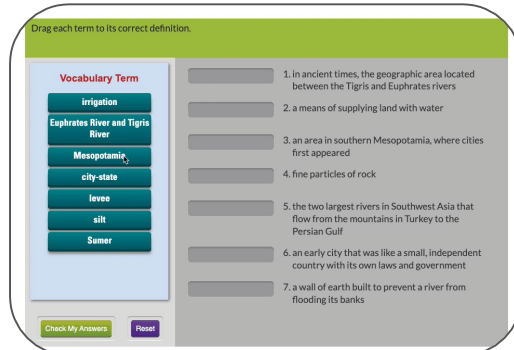
Support Resources



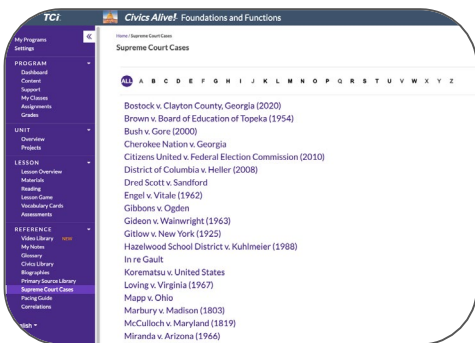
Skills and Toolkits



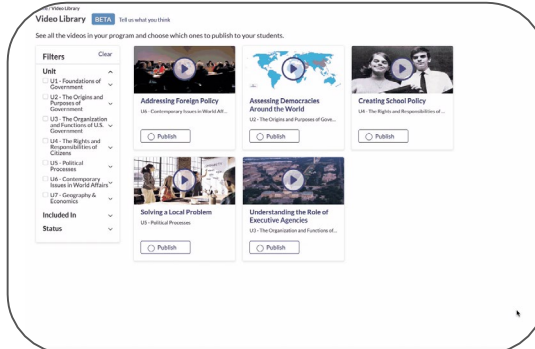
Civics EOC Practice Test



Vocabulary Self-Assessments



Supreme Court Cases



Video Library



Pacing Guides

Find curated content and resources for lessons

U.S. National Archives
Bioographies [Back To List Overview](#)

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<p>Abzug, Bella (1920–1998)</p> <p>Adams, Abigail (1744–1818)</p> <p>Adams, John (1735–1826)</p> <p>Adams, Samuel (1722–1803)</p> <p>Addams, Jane (1860–1935)</p> <p>Aloisa Albert, Isabella (1919–2010)</p> <p>All, Mahershalah (1974–)</p> <p>Allen, Richard (1760–1831)</p> <p>Anderson, Marian (1897–1993)</p> <p>Anning, Mary (1799–1847)</p> <p>Ansi, Anousheh (1966–)</p> <p>Ansari, Susan B. (1820–1906)</p> <p>Appleseed, Johnny (about 1774–1845)</p> <p>Arliner Young, Roger (1899–1964)</p> <p>Armistead Lafayette, James (1748–1830)</p> <p>Armstrong, Neil (1930–2012)</p> <p>Arnold, Benedict (1741–1801)</p>																									

Adams, Abigail (1744–1818)


Image by Wikimedia Commons

Over the past fifty years, there was quite a debate about her. From girls wanted without an education to a lady who kept her fingers crossed for her husband's success, she was seen as a woman who could do anything. Her husband, John Adams, was one of the Founding Fathers of the United States. She was his wife and also his secretary. She was born in 1744 in Braintree, Massachusetts. She died in 1818 in Boston, Massachusetts.



Home / Primary Source Library

Primary Source Library

 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z











Civics Library

Build civics skills with engaging mini lessons

Civics Library
[Explore This Library](#)

Use these mini-lessons as additional opportunities to build civics skills.

 <p>Integrating Civics in Secondary Classrooms</p> <p>This toolkit provides concrete examples of how to integrate civics in Language Arts, Math, Science, and Visual and Performing Arts instruction.</p>	 <p>Analyzing Current Events</p> <p>Choose a current event, then fill out one of the graphic organizers provided.</p>
 <p>Analyzing Photographs and Other Images</p> <p>Learn about history by analyzing photographs, illustrations, and other images. Select a photo from the text, analyze it, and present the analysis to the class.</p>	 <p>Analyzing Primary and Secondary Sources</p> <p>Practice using a variety of sources, including primary and secondary sources, to get a more balanced and complete view of the past.</p>
 <p>Analyzing News Media</p> <p>Be a critical viewer and consumer of the news stories you see, hear, and read every day. Complete these exercises to practice analyzing news media.</p>	 <p>Assessing Students' Level of Civic Engagement</p> <p>CIRCLE, the Center for Information and Research on Civic Learning, has developed a civic engagement assessment tool to measure changes in student behavior and attitudes over time. Take this assessment, or just part of it, throughout the year.</p>
 <p>Attending a Court Trial</p> <p>Attend a court trial and observe the proceedings. Summarize what is at issue in the trial and to describe what occurred during the trial.</p>	 <p>Attending a Public Meeting</p> <p>Learn about public meetings, such as meetings for school boards, state legislatures, and Congress. Attend a meeting and use the observation log to analyze the meeting process, participants, and issues.</p>

Games Library: Vocab

Home / Games Library

Games Library

See What's New

See all the games in your program and assign them as a review or as an assessment.

Filters

Clear

Unit

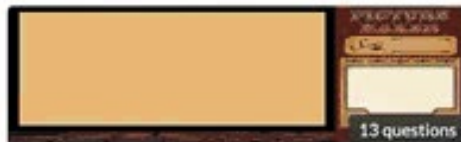
- ☐ U1 - Foundations of History
- ☐ U2 - The Rise of Civilization
- ☐ U3 - Ancient Egypt and the Middle East
- ☐ U4 - Ancient India
- ☐ U5 - Ancient China
- ☐ U6 - Ancient Greece
- ☐ U7 - Ancient Rome

Category

- ☐ Lesson Review Game
- ☐ Vocabulary Game
- ☐ Geography Game

Status

- ☐ Assigned
- ☐ Unassigned



Picture Maker

LESSON REVIEW GAME

U1 - Foundations of History
L2 - Themes of World History



Powered By Pizza

VOCABULARY GAME

U1 - Foundations of History
L2 - Themes of World History



Crack the Code

LESSON REVIEW GAME

U1 - Foundations of History
L1 - Investigating the Past Through Inquiry



Matrix of Knowledge

LESSON REVIEW GAME

U1 - Foundations of History
L3 - Early Hominins



Biography Library: Videos

Look for the video icon  next to names in the Biography Library.

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Abzug, Bella (1920–1998)

Adams, Abigail (1744–1818)

Adams, John (1735–1826)

Adams, Samuel (1722–1803)

Addams, Jane (1860–1935)

Aiona Abbott, Isabella (1919–2010)

Ali, Mahershala (1974–)


Allen, Richard (1760–1831)

Amo, Anton (1703–1759)

Anderson, Marian (1897–1993)


Anning, Mary (1799–1847)

Ansari, Anousheh (1966–)

Anthony, Susan B. (1820–1906) 

Appleseed, Johnny (about 1774–1845)


Arliner Young, Roger (1899–1964)

Armistead Lafayette, James (1748–1830) 

Armstrong, Neil (1930–2012)

Arnold, Benedict (1741–1801)

Atahualpa (about 1502–1533)





[See Video Online](#)

Biography Library: Videos

Benchmark Support

Aligned with the Florida Benchmarks and Standards, our curriculum is perfect for your classroom.


Demo: History Alive! The United States Through Industrialism

 View FL Benchmarks
 

 M. Coral

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Unit/Lesson:

Lesson 7 - Toward Independence

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Section 3 - The Townshend Acts

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Benchmarks: SS.8.A.3.1, SS.8.A.3.6, SS.8.A.3.2, SS.8.A.2.4 [See more](#)

3. The Townshend Acts

The next British leader to face the challenge of taxing the colonies was Charles Townshend, who oversaw the British Treasury. Townshend believed that the colonists' protests made it even more important to keep an army in the British colonies. Once asked in Parliament whether he would dare to make the colonists pay for the army, Townshend shouted, "I will, I will!"

Townshend kept his promise, and in 1767, he persuaded Parliament to pass the Townshend Acts. The new laws placed a duty, or tax, on certain goods the colonies imported from Great Britain, including such popular items as glass, paint, paper, and tea.

A Boycott of British Goods To many colonists, the Townshend duties were unacceptable. Once again, colonists were determined not to pay taxes that their assemblies had not voted on.

A Boston Patriot named Samuel Adams led the opposition to the Townshend Acts. Adams was gifted at stirring up dissent through his



In 1768, the British government sent soldiers to Boston to enforce the Townshend Acts. This colorized engraving, originally made by Paul Revere, shows the troops landing.

Preparing Your Students for the Civics EOC Assessment

What's in This Booklet

Prepare your students for Florida's 7th Grade Civics End-of-Course (EOC) Assessment. This Booklet includes an overview of embedded teaching and learning tools, a parent letter to send home with students, checklists of Florida's Civics and Government benchmarks, and a realistic full-length practice test.



Support from Start to Finish

Before students engage with the text, see how the benchmarks are addressed at the beginning and end of every lesson.



Letter to Parent or Guardian

Start by sending families a letter informing them about the EOC assessment and how this program prepares students for the exam. A sample letter is provided.



Civics Benchmark Checklists for Teachers and Students

Make sure students stay on track with the standards checklist. The checklist points you toward lessons where civics benchmarks are covered so you can review materials.



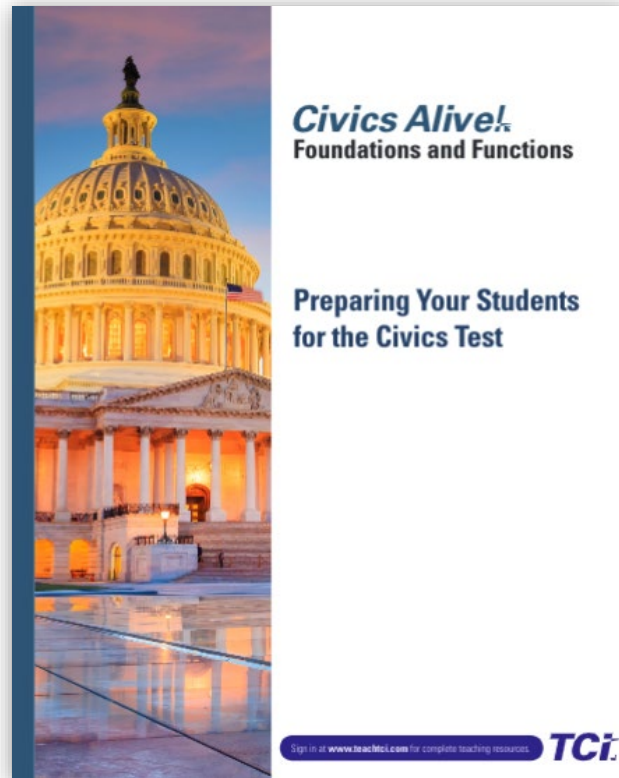
Full Practice Test

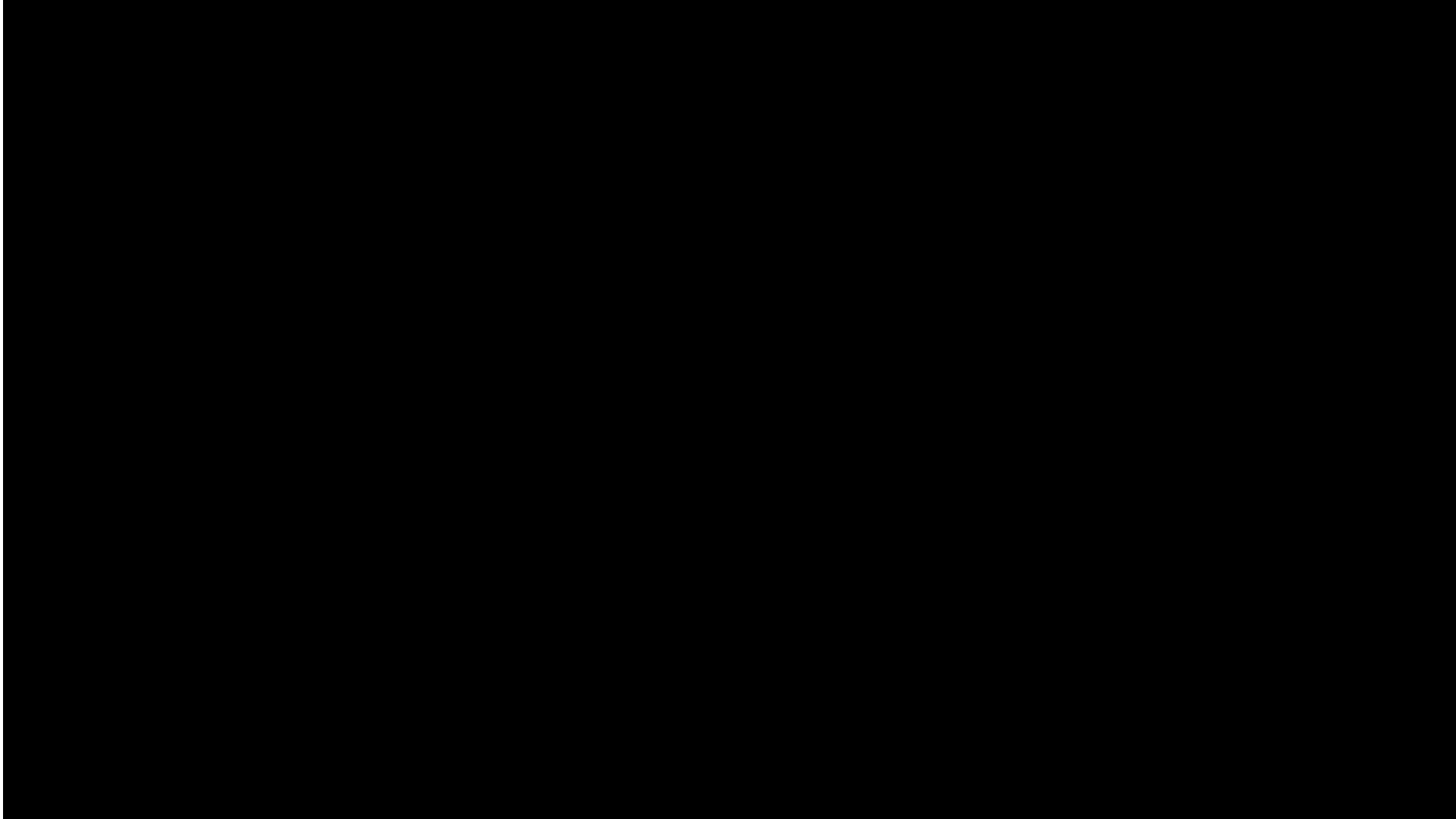
Set students up for success with a practice test. This full-length test mimics the EOC assessment and familiarizes students with the test structure and question types.

Benchmark Coverage by Lesson

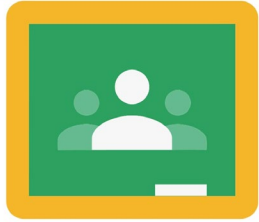
Each lesson is directly correlated with the benchmarks. These benchmarks are clearly called out at the beginning and end of each lesson.

Civics Alive! Lesson	Lesson Title	Benchmarks
1	Citizenship and the Rule of Law	SS.7.CS.1.11 SS.7.CS.2.1 SS.7.CS.2.2
2	Comparing Forms of Government	SS.7.CS.3.1 SS.7.CS.3.2 SS.7.CS.3.15 SS.8.H.5.1.1
3	The Roots of American Government	SS.7.CS.1.1 SS.7.CS.1.2 SS.7.CS.1.4
4	Moving Toward Independence	SS.7.CS.1.3 SS.7.CS.1.5 SS.7.CS.1.6
5	Creating the Constitution	SS.7.CS.1.7 SS.7.CS.1.10
6	The United States Constitution	SS.7.CS.1.8 SS.7.CS.1.9 SS.7.CS.3.3 SS.7.CS.3.5
7	Federalism: Local, State, and National Governments	SS.7.CS.3.4 SS.7.CS.3.12 SS.7.CS.3.13
8	The Legislative Branch	SS.7.CS.3.7
9	The Executive Branch	SS.7.CS.3.8





Rostering and Single Sign-On



Google Classroom



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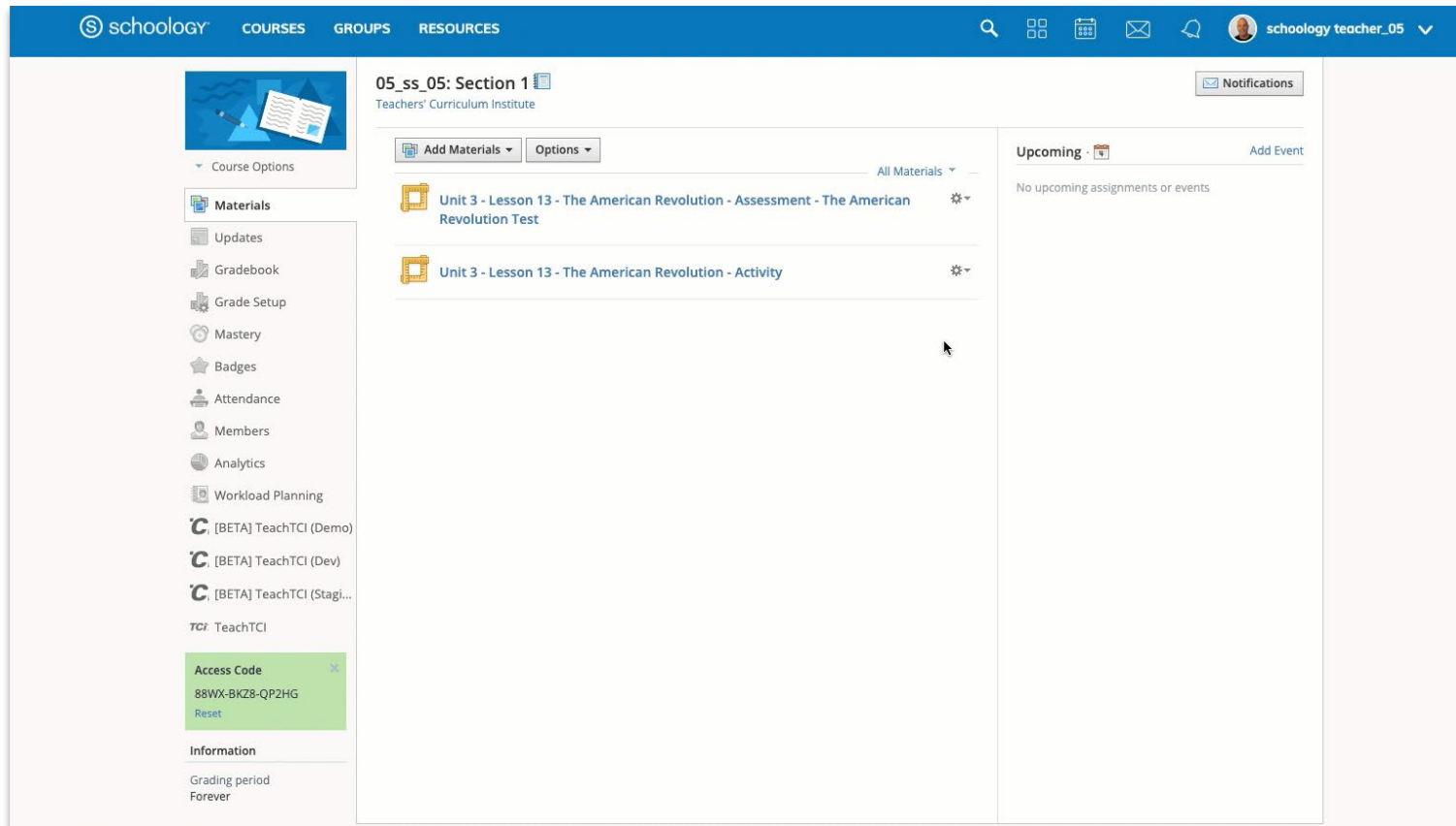
ClassLink



IMS GLOBAL®
Learning Consortium

Clever

Schoology Integrates with all TCI Tools



The screenshot displays the Schoology user interface for a teacher. The top navigation bar includes the Schoology logo, tabs for COURSES, GROUPS, and RESOURCES, a search icon, and a user profile for 'schoology teacher_05'. The left sidebar contains a 'Course Options' section with a list of tools: Updates, Gradebook, Grade Setup, Mastery, Badges, Attendance, Members, Analytics, Workload Planning, and several TeachTCI (Demo, Dev, Stagi...) versions. Below this is an 'Access Code' section showing the code '88WX-BKZ8-QP2HG' and a 'Reset' link. The main content area is titled '05_ss_05: Section 1' and shows a list of materials under the 'All Materials' filter. The materials list includes 'Unit 3 - Lesson 13 - The American Revolution - Assessment - The American Revolution Test' and 'Unit 3 - Lesson 13 - The American Revolution - Activity'. A right sidebar shows an 'Upcoming' section with the message 'No upcoming assignments or events' and an 'Add Event' link.

Course Options

- Materials
- Updates
- Gradebook
- Grade Setup
- Mastery
- Badges
- Attendance
- Members
- Analytics
- Workload Planning
- [BETA] TeachTCI (Demo)
- [BETA] TeachTCI (Dev)
- [BETA] TeachTCI (Stagi...)
- TCI TeachTCI

Access Code

88WX-BKZ8-QP2HG

[Reset](#)

Information

Grading period
Forever

05_ss_05: Section 1
Teachers' Curriculum Institute

Add Materials **Options**

All Materials

- Unit 3 - Lesson 13 - The American Revolution - Assessment - The American Revolution Test
- Unit 3 - Lesson 13 - The American Revolution - Activity

Upcoming [Add Event](#)


No upcoming assignments or events

Canvas Integrates with all TCI Tools

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 > Defining and Debating America's Founding Ideals - Introduction - - Text - Student

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- BigBlueButton
- TeachTCI
- Collaborations
- Settings


History Alive! Pursuing American Ideals
 M. Moorman






Home / Defining and Debating America's Founding Ideals / Introduction / Text

Text

Unit/Lesson: 2 - Defining and Debating America's Founding Ideals

Section: Introduction (p. 9)

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Defining and Debating America's Founding Ideals

What are America's founding ideals, and why are they important?


Vocabulary

democracy equality liberty opportunity rights

Vocabulary Cards Glossary

Introduction

On a June day in 1776, Thomas Jefferson set to work in a rented room in Philadelphia to draft a document that would explain to the world why Great Britain's 13 American colonies were declaring themselves to be "free and independent states." The Second



Google Classroom Integrates with all TCI

TCI

History Alive! Pursuing American Ideals

B. Thomas

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English

2022 TCI

Home / The Causes of the Great Depression / Introduction / Reading

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Unit/Lesson: Lesson 30 - The Causes of the Great Depression
Section: Introduction (p. 335)

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The Causes of the Great Depression

What caused the most severe economic crisis in American history?


Vocabulary

Vocabulary Cards
Glossary

Black Tuesday
buying on margin
Hawley-Smoot Tariff Act
overproduction
stock market crash
underconsumption

Introduction

A wealthy, famous actor named Groucho Marx was breathless as he threw open the hotel room door. From the doorway, Groucho shouted the news to his sleepy-eyed brother Harpo, relaying a hot stock tip he had just received: shares of Union Carbide were guaranteed to go up in price. They had to act fast, Groucho said, before others heard the same tip. Still in his bathrobe, Harpo asked his brother to wait while he got dressed. "Are you crazy?" Groucho growled. "If we wait until you get your clothes on, the stock market's gone to sleep!" That day, Harpo Marx



In-App Professional Development

Personalized, hands-on experience at your own pace.



Challenge 3
Flexible Lesson Options

- 3.1 - Reading
- 3.2 - Classroom Activity
- 3.3 - Video Activity

Flexible Lesson Options
Read, watch, or interact with content to learn at your own pace.

Reading

Learn the key concepts with engaging, hands-on digital reading tools.

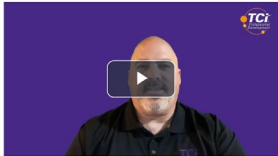
Classroom Activity


Plan, teach, and assess your unit with interactive digital tools.

Video Activity

Discover how effective and interactive digital tools can be used to enhance your learning.

This challenge will take you about 90 minutes to complete. Your work will be saved automatically.





Course Name: **Getting Started with TCI**

You will learn how to:

- navigate your program.
- plan a unit from start to finish.
- teach a lesson using videos, hands-on activities, and reading tools.
- use formative and summative assessment tools.

Pacing: 90-120 Minutes
Level: 100 - Become TCI Certified!

[Get Started](#)

Not what you're looking for? [Explore](#) additional courses.



How has TCI set *YOU* and your *STUDENTS* up for
SUCCESS?





Questions?

Thank you!