

# 2017 Unit 4: Ancient River Valley Civilizations

Content Area: **Social Studies**  
Course(s): **Social Studies 8**  
Time Period: **November**  
Length: **4**  
Status: **Published**

## Unit Overview

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This unit provides an introductory overview of civilizations. It will discuss how early civilizations developed due to favorable geographic conditions, created centralized systems of government and advanced societies, became the foundations upon which future civilizations will be built, and the common features shared by all major civilizations.

## Enduring Understandings

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- Geography has influenced the development of civilizations.
- Major civilizations throughout history share common features upon which their societies have been built.

## Essential Questions

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- How did early civilizations set the foundations for future civilizations?
- How did geography impact the development of early civilizations?
- What are the common features shared by most major civilizations?

## Standards/Indicators/Student Learning Objectives (SLOs)

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- Analyze the importance of geography in the development of civilizations.
- Compare the common political, economic, social, and cultural elements of civilizations

## Standards/Indicators

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SOC.6.2.8	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
SOC.6.2.8.A.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
SOC.6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley

	civilizations.
SOC.6.2.8.B.2.b	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
SOC.6.2.8.CS1	The Beginnings of Human Society: Paleolithic and Neolithic Ages: Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. Archaeology provides historical and scientific explanations for how ancient people lived.

## Lesson Titles

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- The G.R.A.P.E.S. Model (Geography, Religion, Achievements, Political system, Economy, Social structure)
- The G.R.A.P.E.S. of Ancient Mesopotamia
- The G.R.A.P.E.S. of Ancient Egypt
- The G.R.A.P.E.S. of Ancient India
- The G.R.A.P.E.S. of Ancient China
- DBQ writing

## 21st Century Skills and Career Ready Practices

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- Global Awareness
- Business, Financial, Economic Literacy
- Civic Literacy
- Health Literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

## Inter-Disciplinary Connections

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- English Language Arts

- Geography

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.1	Write arguments focused on discipline-specific content.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
SOC.5-8.1.1.1	Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.
SOC.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.
SOC.5-8.1.2.2	Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

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### **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK**

- Retesting
- Organizational Management
- Peer Mentoring
- Academic Enrichment

- Blooms: Remembering, Understanding, Applying, Analyzing
- Cornell Notes
- PowerPoint Presentation

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### **Modifications**

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### **ELL Modifications**

- Make GRAPES model comparisons to native country

- Discuss and compare reasons for migration (River Valleys vs native country)
- Digital translators
- Focus on domain specific vocabulary and keywords
- Use manipulatives where possible
- Use visuals
- Use graphic organizer
- Tap prior knowledge
- Assess ELL students continuously using formative assessment methods
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Offer alternate/or modify assessments
- Be flexible with time frames and deadlines
- Offer resources for specific topics in primary language (Youtube web resources)
- Provide academic (Tier III) vocabulary

## **IEP and 504 Modifications**

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- **Testing modifications:**
  - higher level reasoning questions such as, DBQs or RAFTs, would have less weight than other questions or possibly be provided as extra credit questions to provide exposure to these questions but not something that will be a detriment to the student's ability to share knowledge of content
  - DBQs and RAFTs will include highlighted segments
  - rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
  - less none of the above, all of the above, which of the following apply, or which do not apply type questions (again it is testing for understanding of the question not the content) OR fewer options such as A - C only
  - word banks, multiple choice, matching questions help when possible
  - less questions overall if the student takes so much extra time that they are going into future days (then missing instruction) to take the test
  - allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
  - Political cartoons and other images/graphics should include a synopsis
  - Maps with keys/ word banks
  - Read test aloud
  - Test in small groups
  - Retesting
- **Instructional modifications/accommodations:**
  - teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
  - allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes to study from

- modeling and showing lots of examples
- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- providing paraphrased or modified reading materials at the student's reading level for social studies
- speaking to students privately when redirecting behaviors
- allow student to edit with teacher comments the first attempt at a graded written assignment
- breaking larger assignments/projects into shorter tasks with clear deadlines for each section
- monitoring student moods/behavior fluctuation patterns to report to case manager
- Students who prefer to work individually will be permitted to
- Oral presentations to small groups or teacher only
- Use visuals
- Use graphic organizer
- Tap prior knowledge
- Be flexible with time frames and deadlines
- Repeat reword and clarify
- Provide academic (Tier III) vocabulary
- Organizational Management
- Academic Enrichment
- Peer Mentoring

## **G & T Modifications**

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- Encourage students to explore additional unit specific video materials provided on Google Classroom (Mankind: The Story of Us)
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Determine where students' interests lie and capitalize on their inquisitiveness. (Is there a Invite students to explore different points of view on a topic of study and compare the two.
- Refrain from having them complete more work in the same manner.
- Different test items. (DBQ, RAFT, thesis statement, projects, inquiry based)
- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking
- ELA - Self-evaluation of writing with teacher or student-generated rubrics. Evaluation sheets or color coding can work well for this
- Close reading: historical texts, poetry, speeches, primary sources, etc.
- Document Based Questions (DBQs)
- Examine historical illustrations in textbooks and convert them into the written language.
- Student led/directed discussions
- Inquiry based learning
- Evaluation and creation of thesis statements
- Journal article analysis
- Analysis of current events to understand origins from historical periods.
- Retesting
- Organizational Management
- Peer Mentoring

- Retesting

## **At Risk Modifications**

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- Academic Enrichment
- Collaboration with guidance/CST/Case Manager
- Contact with SAC Coordinator
- Retesting
- Organizational management
- Peer Mentoring
- Phone calls home
- IR&S referral
- Confer with colleagues and administration
- Homework clinic
- Allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- allowing student to take notes in class for reinforcement but also providing a copy of completed/correct notes to study from
- modeling and showing lots of examples
- Extra time for assignments
- Speaking to students privately when redirecting behaviors
- Reducing homework length to just those most important for review

## **Formative Assessment**

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- **Warm Up**
  - Document/Image Analysis - Continue to reinforce DBQ skills through comparison: architecture, writing, art, etc.
  - Geography/Mapping - Linking the locations of ancient civilizations to modern-day nations, common geographic features, etc.
  - AnswerGarden - Elements of the GRAPES model as it relates to river valley civilizations, modern examples of ancient achievements, common features between civilizations (ancient and present)
  - Poll Everywhere - Student DBQ concerns, reinforce GRAPES model concepts/elements
- **Anticipatory Set**
  - Current Events - dependent on topical news stories, relate to ongoing events (War on Terror, those who serve, etc.), etc.
  - Hypothetical Scenario - What if certain achievements never happened? What if money was never used? How would things be different if...?
  - Warm-Up Discussion
- **Learning Activities**
  - Classroom Discussion (Questioning)

- Exit Ticket - Student DBQ concerns, reinforce GRAPES model concepts/elements, self assessment, etc.
- Pair/Share Grouping - Discussion of hypothetical scenarios, peer feedback (DBQs), current events discussions, etc.
- Teacher Observation

- **Closure**

- Cornell Notes Summary
- Exit Ticket - Student DBQ concerns, reinforce GRAPES model concepts/elements, self assessment, etc.
- AnswerGarden - Elements of the GRAPES model as it relates to river valley civilizations, modern examples of ancient achievements, common features between civilizations (ancient and present) as pertains to days lesson
- Poll Everywhere - Student DBQ concerns (were concerns addressed), reinforce GRAPES model concepts/elements as pertains to days lesson

## **Summative Assessment**

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- GRAPES Quiz: 10-questions on understanding the GRAPES model (Socrative)
- DBQ Essay: contributions of the ancient river valley civilizations to modern society

## **Benchmark**

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Skills-based assessment

Reading responses

Writing responses

## **Resources & Materials**

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- *World History Journey Across Time*, McGraw-Hill, Chapter 1, Sections 2 and 3, pages 17-30
- *World History Journey Across Time*, McGraw-Hill, Chapter 2, Sections 1 - 3, pages 38-67
- *World History Journey Across Time*, McGraw-Hill, Chapter 6, Sections 1 and 3, pages 194-201 and 209-216
- *World History Journey Across Time*, McGraw-Hill, Chapter 7, Sections 1 - 3, pages 224-248
- Google Classroom: notes, worksheets, graphic organizers, etc.
- Google slides (GRAPES, river valleys, and DBQ writing review)
- Socrative: student testing
- YouTube (Mr. Nicky's Channel)

## Technology

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- Chromebooks
- Promethean Board
- Google Classroom
- Google slides (GRAPES, river valleys, and DBQ writing review)
- Socrative: student testing (<https://b.socrative.com/>)
- YouTube (Mr. Nicky's Channel): <https://www.youtube.com/watch?v=fdbIRch6m3g>
- YouTube (Mr. Nicky's Channel): <https://www.youtube.com/watch?v=960mk5JRSBk>
- YouTube (Mr. Nicky's Channel): <https://www.youtube.com/watch?v=vskHZIPJCE4>
- YouTube (Mr. Nicky's Channel): <https://www.youtube.com/watch?v=QTNyIJHcPd0>

TECH.8.1.8

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.2.8

Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.