Unit 04: Indus and Huang River Valleys

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week 11**
Length: **7 Weeks**
Status: **Published**

Unit Overview

The unit is about early human civilizations in the Indus and Huang He river valleys. Much of the heritage of these modern regions has its roots in this time period.

Standards

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.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
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.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LA.WHST.6-8.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
SOC.6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
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.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
SOC.6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
SOC.6.2.8.C.3.b	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
SOC.6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river

	valley civilizations.
SOC.6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
SOC.6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
SOC.6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
SOC.6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
SOC.6.2.8.D.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
SOC.6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
SOC.6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
SOC.6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

Essential Questions

- How does geography define a region and the spread of culture?
- How does culture change over time, yet remain consistent to the core values?
- How do religions and philosophies answer the world's problems?

Application of Knowledge and Skills...

Students will know that...

- 1. The major geographic features of eastern Asia: Himalayas, Tian Shan, Hindu Kush mountains, Gobi Desert, Ganges, Indus, Huang and Chang rivers.
- 2. Define the following key terms: famine, dynasty, mandate of heaven, bureaucracy, subcontinent, Indus plain, reincarnation, karma, monk, and Four Noble Truths.
- 3. During the Han Dynasty there were great advances in seismography, papermaking, and silk clothing.
- 4. Hinduism, Buddhism, Taoism, and Confucianism are the dominant religions of southern and eastern Asia.
- 5. Early empires of India were the Harappans, Mauryans, and Guptas
- 6. The Qin Emperor united China and instituted fundamental changes which still impact the physical and cultural landscape of China.

- 7. Primary and secondary sources both provide valuable information to understanding history.

Students will be able to...

- A. Identify main ideas and supporting details while reading
- B. Investigate a historical subject, e.g. Han Dynasty technology, using the internet
- C. Compare and contrast written, video, and internet resources
- D. Make connections between historical events and modern culture, i.e. the origins and spread of major world religions
- E. Identify major physical features of Asia such as: Himalayas, Tian Shan, Hindu Kush mountains, Gobi Desert, Ganges, Indus, Huang and Chang rivers
- F. Explain the differences between the Harappans, Mauryans, and Guptas.
- G. Clarify the importance of the Qin Emperor regarding his unification of China, building the Great Wall, and standardization of the economy.
- H. Compare and contrast primary and secondary sources in regards to the same topic.

Assessments

- "Behind the Great Wall" video questions Formative: Other written assessments Five questions on the achievements, empire, and legacy of the Qin Emperor. 6.2.8.C.3.b, 6.2.8.D.3.d, WHST.6-8.1b., WHST.6-8.1d., WHST.6-8.2d.
- Define selected vocabulary terms Diagnostic: Other written assessments Write a speculated definition for ten selected terms and then discuss the meanings as a class. 6.2.8.A.3.a, 6.2.8.C.3.c, WHST.6-8.9.
- Expain Sage Valmiki story Formative: Written Report Explain what values of Hinduism can be understood by reading the Hindu story of Sage Valmiki. 6.2.8.D.3.e, 6.2.8.D.3.f, RH.6-8.4., RH.6-8.6., RH.6-8.9.
- Indus and Huang River Valleys Summative: Written Test Test encompassing the origins of civilization in India and China and their growth into the classical historical period. 6.2.8.B.2.a, 6.2.B.2.b, 6.2.8.D.2.a, 6.2.8.D.2.b, 6.2.8.D.2.c, 6.2.8.D.2.d; 6.2.A.3.a, 6.2.8.B.3.a, 6.2.8.C.3.a, 6.2.8.C.3.b, 6.2.8.C.3.c, 6.2.8.D.3.a, 6.2.8.D.3.b, 6.2.8.D.3.c, 6.2.8.D.3.d, 6.2.8.D.3.e, 6.2.8.D.3.f, RH.6-8.10., WHST.6-8.2d.
- Vocabulary Crossword Formative: Other written assessments Reinforce familiarity with essential unit vocabulary and introduce new vocabulary for the second part of the unit. 6.2.8.A.3.a, 6.2.8.C.3.a, 6.2.8.C.3.c, RH.6-8.10.
- Common Core Focus Formative: Other written assessments Read secondary sources regarding Confucius. Then, read primary source material of Confucius and interpret it using the secondary source as a framework for understanding. RH.6-8.9., WHST.6-8.9.

Activities

- Mapping the physical features of East Asia
- Mapping the growth and decline of the Gupta and Maurya Empires
- Making conclusions on the Harappans based on their artifacts
- Visually depicting the origins of Buddhism
- The beliefs of Buddhism worksheet
- "Asoka's Elephants" video and questions

- Map reading skills/making conclusions - population disbursement in the Han Dynasty
- Comparing and contrasting Taoism and Confucianism
- Unifying China worksheet
- Webquest: inventions, innovations, and events of the Han Dynasty
- Map the first three civilizations of the Huang He (Xia, Shang, and Zhou) (see specified link) http://www.maps101.com/index.php?option=com_flexicontent&view=items&id=3286%3Aearly-chinese-civilization-grades-6-8&cid=164%3A6-8&Itemid=11
- Use Maps101 to map the oldest two known cities of the Indus: Mohenjo-Daro and Harrappa

http://www.maps101.com/index.php?option=com_flexicontent&view=items&id=3286%3Aearly-chinese-civilization-grades-6-8&cid=164%3A6-8&Itemid=11

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal

- Variety of workspace arrangements
- Organizational tools – labeled bins or cabinets for materials
- Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

- Extended time
- Practice exercises
- Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Visual, written, and oral presentations of information regarding the origins and beliefs of Buddhism
- Work in teacher assigned pairs for the webquest

Content specific modifications for ELL's may include:

- tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: famine, dynasty, mandate of heaven, bureaucracy, subcontinent, Indus plain, reincarnation, karma, monk, and Four Noble Truths.

Content specific modifications to extend learning for gifted students may include:

- Think/pair/share activity after reading the "Sage Valmiki" story
- Reading and writing activity regarding the origins of Hindi and its connection to English
- Create a postcard describing a visit to a region in China

Integrated/Cross-Disciplinary Instruction

Since the first seismograph was invented in China science teachers may explore this connection in an earthquake unit.

Resources

- Macmillan/McGraw-Hill Our World textbook
  (c)2005

- Macmillan/McGraw-Hill Our World Practice and Activities Workbook isbn:0021499926
- "Behind the Great Wall" video http://player.discoveryeducation.com/index.cfm?guidAssetId=ea735eb9-a422-4de2-879a-64982d7466ee&productcode=HUB&CFID=8664503&CFTOKEN=65763251
- "Asoka's Elephants" video http://player.discoveryeducation.com/index.cfm?guidAssetId=009d6079-e474-4d66-ae93-9833336d4d21&productcode=US&CFID=8664503&CFTOKEN=65763251
- http://www.maps101.com/

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.