Unit 2 - River Valley Civilizations

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 2**
Length: **10 weeks**
Status: **Published**

Summary

In the World History course, students study early humans and civilizations through the Middle Ages in Europe, Africa, and Asia. Using a frame-case approach in each unit, students engage in comparative analysis, especially in terms of geographic regions, and consider continuities and changes over time. Throughout the course, students practice critical reading in order to analyze increasingly complex sources and effectively synthesize material to respond to analytical writing prompts. Furthermore, to foster an enduring understanding and demonstrate their command of the content, students are challenged with project-and problem-based activities and analytical writing tasks.

This unit is part of the larger aforementioned course sequence and specifically focuses on River Valley Civilizations where students will understand that the geographic locations of early river civilizations were essential to their success and/or failures. Students will also understand that after civilizations were developed, human beings faced new challenges with regard to equality and conflict. By the end of this unit, students will be able to explain why these civilizations began near rivers and how they were the start of advanced societies.

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Standards

- 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
- 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations
- 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
- 6.2.8.GeoHE.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.
- 6.2.8.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations

- 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
- 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- 6.2.8.HistoryCA.2.a: 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.
- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- 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
- 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.
- 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).
- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- WHST.6-8.1. Write arguments focused on discipline-specific content.
    - A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
    - 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.
    - C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
    - D. Establish and maintain a formal/academic style, approach, and form.
    - E. Provide a concluding statement or section that follows from and supports the argument presented.
- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
    - A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
    - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
    - C. Use appropriate and varied transitions to create cohesion and clarify the relationships among

ideas and concepts.

  - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - E. Establish and maintain a formal/academic style, approach, and form.
  - F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
- WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- 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.
- WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.
- WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information

and enhance understanding of presentations.

- 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, c6.1.8.CivicsPD.2).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions and Enduring Understandings

Essential Questions:

- How did early civilizations, including River Valley civilizations, adapt and modify their environments to meet their needs?
- What features did early civilizations share?
- What are the achievements and contributions of early River Valley civilizations?
- To what extent is codifying laws essential to establishing a civilization?

Enduring Understandings:

- The geographic locations of early river civilizations were essential to their success and/or failures.
- After civilizations are developed, human beings face new challenges with regard to equality and conflict.

Objectives

Students will know:

- Terms, concepts and individuals (including, but not limited to): agriculture, society, Mesopotamia, Indus River Valley, Yellow River Valley, Tigris/Euphrates River, silt, irrigation, tributaries, Egypt, China, geography, food surplus, production, innovation, technology, trade, social hierarchy, urbanization,
- River valley civilizations developed due to favorable geographic conditions.
- River valley civilizations created centralized systems of government and advanced societies.
- The early forms of government, their structures and the citizens' role in the civilizations.
- The development of written language transformed all aspects of life, including but not limited to: cuneiform, hieroglyphics, early Chinese characters, papyrus, early paper and printing.
- The economic and social structures in the river valley civilizations, including slavery.
- Religion played an important role in daily life, culture and government.
- River valley civilizations created a number of important and lasting technological and cultural achievements.

Students will be skilled at:

- Determining the extent to which geography influenced settlement, the development of trade networks, technological innovations and the sustainability of the river valley civilizations.
- Comparing and contrasting physical and political maps of river valley civilizations and their modern counterparts (including but not limited to: Mesopotamia, Egypt, Indus River Valley, Yellow River)
- Explaining how and why different river valley civilizations developed similar forms of government and legal structures.
- Investigating how the development of written language transformed all aspects of life in river valley civilizations.

- Analyzing the impact of religion on daily life, government and culture.
- Comparing and contrasting the economic and social structures of the river valley civilizations, including the use of enslaved people.
- Evaluating the important and enduring legacy of the major achievements of the river valley civilizations over time.
- Analyzing the impact irrigation systems had on the first river valley civilizations.
- Examining how the civilizations had conflicts largely based on land and resources.

Learning Plan

This unit includes, but is not limited to, the following learning strategies:

Google Earth Reimagination: Students use Google Earth to imagine how historic locations would have presented in ancient times.

Rivers Then and Now: Students will analyze connections between ancient and modern rivers and develop research questions regarding the role of rivers then and now.

Map it Out: Students will identify rivers of the river valley civilizations on a map and consider reasons why people would settle near them.

What's in a Civilization?: Students will analyze texts to find elements of a civilization and compare and contrast them to today's society.

Causes of Civilizations: Students will explore the Egyptian, Mesopotamian, Yellow River, and Indus River valley civilizations by examining archaeological and historical evidence to compare and contrast characteristics.

Case Study - Mesopotamia, Indus, Egypt, China: Students will conduct research on the different regions and their civilization on topics including but not limited to: Modifying the environment to fit their needs, development of religion or complex belief systems, complex government or political systems and legal structures, specialization of jobs and tasks coupled with advancements in technology and use of forced labor (slavery), development of language and written systems, social hierarchies.

Technology and Modification of Land: Students will explore how the Egyptian, Mesopotamian, Yellow River, and Indus River valley civilizations adapted to and modified their environments to meet their need for food, clothing, and shelter.

Impact of Innovations: Students will explore the unique achievements of the Egyptian, Mesopotamian, Yellow River, and Indus River valley civilizations.

Case Study - Hammaraubi's Code: Students will Describe the historical circumstances and geographic factors that led to the creation of Hammurabi's Code and explain what Hammurabi's Code reveals about Mesopotamian society under the Babylonian empire.

Write it Out - Students will explore different forms of writing developed during this time period and explain the effects it had on the civilizations.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Google Earth analysis of regions then and now
- Compare and contrast rivers then and now and their uses - have they changed?
- Student research related to: different aspects of civilizations then and now and techniques river valley civilizations used to adapt to their environment
- Comparison of the achievements of each of the civilizations and how it helped them develop.

- Case study of Hammaraubi's Code and if it was just.
- Case Study - different river valley civilizations - research different aspects of the civilizations and complete unit long graphic organizer for comparative analysis

Summative Assessments:

- Analytical Writing Responses
    - To what extent was Hammarubai's code just?
    - How did the Nile River shape ancient Egypt?
    - To what extent has the role of rivers changed from the early civilizations to the present day?
    - To what extent were the different River Valley Civilizations similar?
- Tests including multiple choice questions document stimulus questions, analytical writing responses, and/or historical thinking skills application
- Project?
- River Valley Research Jigsaw - Working in groups, students will be assigned one River Valley civilization. They will research their assigned civilization and categorize their findings based on the pillars of the framework for River Valley civilizations. They will then jigsaw to meet with other student researchers where they will compare their civilizations and then decide which adhered to the framework the most and which deviated.

Benchmark Assessments:

- Historical Thinking Skills (contextualization, point of view, purpose, cause and effect, turning point, similarity/difference)

Alternative Assessments:

- World History Concepts Curation Project - Throughout the course, students can select key artifacts from various forms of media to highlight key historical concepts as related to the unit. For each artifact, they must compose a narrative explaining how the curated piece reflects the assigned concept.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core

Book List.

The following are approved resources that teachers can include to further unit related objectives:

- Rethinking Civilizations Video (Crash Course History)
- What's in a Civilization Anyway (article - World History Connected, U Illinois)
- Early Civilizations Maps - InfoBase
- Early Civilizations Texts - InfoBase
- Early Civilizations Texts - khanacademy.com
- Various Texts covering topics all year https://courses.lumenlearning.com/atd-herkimer-westerncivilization/
- NewsELA (articles can vary and be leveled)
- Indus Valley Civilization Video (Crash Course History)
- Mesopotamia Video (Crash Course History)
- Ancient Egypt Video (Crash Course History)
- Lessons on a variety of topics on River Valleys - newvisions.org
- Daily life Mesopotamia - worldhistory.org
- Mesopotamia Government - historyonthenet.com
- Various articles on Mesopotamia - National Geographic
- Egypt Geography and the Gift of the Nile - historyshistories.com
- Egyptian Pyramids - history.com
- Egyptian Social Structure - worldhistory.org
- Egyptian Government - ancientegyptonline.com
- Writing in History - worldhistory.org
- Lessons on River Valley Civilizations (4-6) https://msh.councilforeconed.org/table-of-contents.php

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and

appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Read texts aloud for students to assist in comprehension and analysis
- Provide opportunities for text-to-speech for written responses.
- Use visual presentations of all materials and include graphic organizers for writing.