Unit 2: Early River Valley Civilizations (4000–1000 BCE)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

The emergence and development of civilization from early man to the river valleys of the Middle East took thousands of years. Students will discuss the rise of civilization in Mesopotamia, focusing on Sumer as well as later we will summarize how civilization developed in the Nile Valley of Egypt and highlight the Old, Middle and New Kingdoms. Students will examine the characteristics of a civilization and apply them to Mesopotamia and Egypt.

Enduring Understandings

The rise and fall of civilizations is cyclical.
The first civilizations had a last impact on our world.
What lasting impact of Mesopotamia and Egypt have on the world?
Was Hammurabi's Code of Law Just? How does it compare to the U.S. and other legal systems?

Essential Questions

Do Mesopotamia and Egypt embody the characteristics of a civilization?
How did the geography of Mesopotamia and Egypt impact the growth of civilization in those regions?

Learning Objectives

Explain how the particular geographic features of the Tigris & Euphrates River Valley and the Nile River Valley impacted the growth and development of each society.
Compare and contrast the city-states in Mesopotamia.
Evaluate the importance of Hammurabi's Code of Laws, and compare them to the U.S legal system.
Draw conclusions about the culture of the Mesopotamians by analyzing primary source documents
Analyze the purposes of writing served in Mesopotamia
Identify and explain the causes for the rise and fall of Mesopotamia and Egypt.
Identify and explain the notion of heredity rulers, the impact of the Bronze Age, agricultural surplus, and the diversification of labor.
Explain the importance of writing, and the forms of writing in both Sumer and Egypt.
Identify and explain the social hierarchy of Mesopotamia and Egypt.
Evaluate the influence of trade in Mesopotamia, Egypt, and Kush.
Identify architectural achievements in Sumer and Egypt and explain their importance in relation to their religion.

Define polytheism and monotheism.
Construct timelines of the events occurring during major eras.
Explain how major events are related to one another in time.
Select and use various geographic representations to compare information about people, places, regions, and environment
Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, growth systems.
Newsela - Ancient Egypt: The Egyptians' social structure (DEI)
Newsela - Climate change is turning the cradle of civilization into a grave (Climate Change)

Standards: Content

	Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
	Political and civil institutions impact all aspects of people's lives.
6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
	Social and political systems have protected and denied human rights (to varying degrees) throughout time.
6.2.8.CivicsHR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.
	Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.
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).
	The physical and human characteristics of places and regions are connected to human identities and cultures.
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.
	Economic interdependence is impacted by increased specialization and trade.
6.2.8.EconGE.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.
	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
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.
	Historians develop arguments using evidence from multiple relevant historical sources.

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.

Standards: Interdisciplinary

RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RI.CI.6.2	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
RI.TS.6.4	Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
RI.MF.6.6	Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
RI.CT.6.8	Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
W.IW.6.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.IW.6.2.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 aid in comprehension.
W.IW.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.IW.6.2.F	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
W.SE.6.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
SL.II.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.UM.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Assessment Evidence

Formative	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Modeling, Simulations, Vocabulary Responses, Exit Questions, Textbook, Human Heritage- A World History, Glencoe
Summative	Tests, Quizzes, Projects, Written and Oral Responses
Alternative & Benchmark	Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments Benchmark – Teacher generated unit assessments.
Assessment Evidence Resource	

Instructional Resources

Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, People and Places by Macmillan/McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents
Newsela - Ancient Egypt: The Egyptians' social structure (DEI)
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Newsela - Climate change is turning the cradle of civilization into a grave (Climate Change)
Social Studies Primary Source List

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad	X	Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
X	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

[NJ Social and Emotional Learning Competencies & Sub-Competencies]

	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making	X	Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
X	Civic Financial Responsibility		Financial Psychology		