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| <b>Unit Focus:</b>   | <b>Elaborated Focus:</b>   |
| <i>Birth of Civilizations</i>  | This unit will focus on the rise of early civilizations and the emerging social complexity of populous societies. Students will investigate how the need for structures within society provide order and stability. Activities will focus on relating how and where civilizations developed through religious, cultural, economic, and political facets of society. Students will gain knowledge through comparisons of civilizations in the Eastern Mediterranean, China, Africa, Central and South America, and India and will analyze how solutions emerged for their growing populations' needs and interactions with other societies. |
| <b>Anticipated Duration:</b>   |  |
| <b>3 Weeks</b>   |  |
| <b>Standards</b>   |  |
| <b>SSWH1a-c: Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC.</b>   |  |
| <b>Learning Targets</b>  |  |
| <p>H1.</p> <p>a. Compare and contrast Mesopotamian and Egyptian societies, include: religion, culture, economics, politics, and technology.</p> <ul style="list-style-type: none"> <li>I can describe Mesopotamian society as it relates to religion, culture, economics, politics, and technology. (Knowledge)</li> <li>I can describe Egyptian society as it relates to religion, culture, economics, politics, and technology. (Knowledge)</li> <li>I can compare and contrast Mesopotamian and Egyptian societies. (Reasoning)</li> </ul> <p>b. Describe the societies of India and China, include: religion, culture, economics, politics and technology.</p> <ul style="list-style-type: none"> <li>I can describe Indian society as it relates to religion, culture, economics, politics, and technology. (Knowledge)</li> <li>I can describe Chinese society as it relates to religion, culture, economics, politics, and technology. (Knowledge)</li> </ul> <p>c. Explain the development of monotheism, include: the concepts developed by the ancient Hebrews.</p> <ul style="list-style-type: none"> <li>I can define monotheism and explain the concepts of monotheism developed by the ancient Hebrews. (Knowledge)</li> </ul> |  |
| <b>Guiding Questions</b>   |  |
| <ul style="list-style-type: none"> <li>What are the ingredients of culture?</li> <li>How could the interaction of societies act as an antecedent to the structure of government?</li> <li>How does location of a region affect the development of the beliefs, customs and traditions of that society?</li> </ul>  |  |
| <b>Map and Globe Skills</b>  | <b>Information Processing Skills</b>   |
| <ul style="list-style-type: none"> <li><b>MGS4</b> Compare and contrast the categories of natural, cultural, and political features found on maps</li> <li><b>MGS6</b> Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</li> <li><b>MGS7</b> Use a map to explain impact of geography on historical and current events</li> <li><b>MGS8</b> Draw conclusions and make generalizations based on information from maps</li> </ul> <p><i>Teachers, please note the grade level responsibility of introduction, development, mastery, and continued application of map/globe skills.</i><br/><a href="http://bit.ly/MGSkills">http://bit.ly/MGSkills</a></p>   | <ul style="list-style-type: none"> <li><b>IPS1</b> Compare similarities and differences</li> <li><b>IPS3</b> Identify issues and/or problems and alternative solutions</li> <li><b>IPS6</b> Identify and use primary and secondary sources</li> <li><b>IPS10</b> Analyze artifacts</li> <li><b>IPS11</b> Draw conclusions and make generalizations</li> </ul> <p><i>Teachers, please note the grade level responsibility of introduction, development, mastery, and continued application of information processing skills.</i><br/><a href="http://bit.ly/IPSkills">http://bit.ly/IPSkills</a></p>  |

**Cross-Curricular Connections****Reading Standards for Literacy in Social Studies**

- L9-10RH1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- L9-10RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- L9-10RH9: Compare and contrast treatments of the same topic in several primary and secondary sources.

**Writing Standards for Literacy in Social Studies**

- L9-10WHST1: Write arguments focused on discipline-specific content.
- L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- L9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Student Activities (Choose from these activities or select others to meet the needs of students.)**

- Classifying Evidence  
(<https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-World-History-Unit-2-Sample-Unit.pdf>) pgs. 4-5
- Read Aloud World History  
(<https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-World-History-Unit-2-Sample-Unit.pdf>) pgs.6
- Location, Location, Location - Cornell Notes to Note  
(<https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-World-History-Unit-2-Sample-Unit.pdf>) pgs.7
- Ancient Civilizations - Building Context and Document Sets  
(<https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-World-History-Ancient-Civilizations-Social-Studies-Lab.pdf>) pgs. 1-26
- Archaeological Thinking - (<https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-World-History-Ancient-Civilizations-Social-Studies-Lab.pdf>) pgs. 27-29
- Analysis of Ancient Art and Architecture  
(<https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-World-History-Ancient-Civilizations-Social-Studies-Lab.pdf>) pgs. 30-33
- Technology of Ancient Civilizations  
(<https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-World-History-Ancient-Civilizations-Social-Studies-Lab.pdf>) pgs. 34-35
- Ancient Civilizations  
(<https://www.arcgis.com/apps/MapJournal/index.html?appid=f5f6a2588f1b410985d4f47a83e50ff9&webmap=e95fee84637146e0bb862425fbf7ab04>)

The following supplemental material (i.e., readings with text-dependent questions and additional lesson opportunities) may be accessed via the following Henry County Schools shared folder: <http://bit.ly/SharedSSWH>

- India Primary Source Stations
- Han Inventions
- Achievements of Ancient Civilizations
- Mesopotamian Masterpieces

- NEWSELA: The History of Mesopotamia
- NEWSELA: Ancient Egypt Women in Society
- NEWSELA: Culture and Society in Ancient Mesopotamia
- NEWSELA: Early Civilization in the Indus Valley
- NEWSELA: Holy Land Rise of Three Faiths
- NEWSELA: Revealing India and Pakistan Ancient Art Inventions
- NEWSELA: Ancient Chinese Writing
- NEWSELA: How Scholars in Ancient China Saw the Romans
- Ancient India and China
- Case Study Bantu
- Textbook India and China

**Other Resource(s) Suggestions/Links****Instructional & Teacher-Content Videos to Review:**

- Ancient Civilizations Gallery Walk (WH1) <https://youtu.be/QNpout0r8g4>
- Ancient Egypt Crash Course (WH1a) <http://bit.ly/2JIEQvq>
- Gardens of Babel (WH1) <https://youtu.be/i9G60jw0Nc0>
- Indus Valley Crash Course (WH1b) <http://bit.ly/2Hq13Yr>
- Ancient Egypt (Wh1a) <http://bit.ly/2JIEQvq>
- Indus Valley Civilizations (WH1b) <http://bit.ly/2Hq13Yr>

**Additional Resources:**

- Children's Literature - Georgia Council for the Social Studies  
<http://www.gcss.net/uploads/files/Childrens-Literature-Grades-6-to-12.pdf>
- (WH1a) Smithsonian - Exploring the Art of Ancient Egypt - curated materials on Egypt and opportunities for students analyze primary sources with guided questions and additional outside resources  
<https://www.freersackler.si.edu/wp-content/uploads/2018/03/Exploring-the-Art-of-Ancient-Egypt.pdf>
- (WH1a) The Global Egyptian Museum - virtual walk and exploration of over 14,000 artifacts with audio commentary and videos  
<http://www.globalegyptianmuseum.org>
- (WH1b) The Yin and Yang - summary, origins, with background information and video on the mythology & religion of this ancient principle  
[https://www.ancient.eu/Yin\\_and\\_Yang/](https://www.ancient.eu/Yin_and_Yang/)
- (WH1b) Achievements Of Ancient Civilizations - Document-Based Assessment Activity- Chinese writing analysis and mini-document based questions on early civilizations and contributions  
<https://drive.google.com/file/d/127Xp7iy19t1WRZL43zTQB1fn0Jt83SzR/view?usp=sharing>
- (WH1c) The Emergence of Monotheism - background reading, guiding questions, videos, supplemental handouts on the history of monotheism  
<https://gpb.pbslearningmedia.org/resource/sotj14.socst.world.monotheism/monotheism/>
- (WH1c) Monotheism History and Civilization - background information, key vocabulary, and image analysis  
<http://www.usu.edu/markdamen/1320hist&Civ/chapters/10AKHEN.htm>
- (WH1) Georgia Department of Education - World History Teacher Notes  
<https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-World-History-Teacher-Notes.pdf> (pgs. 1-6)

**HMH Resource Alignment**

- SSWH1a - SE/TE: 44-49, 51-59; Digital Resources: Module 2, Lessons 2-3
- SSWH1b - SE/TE: 62-69, 72-77; Digital Resources: Module 2, Lessons 4-5; Module 3, Lessons 1-3; Document Based Investigation Writing Activity: Early River Valley Civilizations; Essential Question Writing Activity: People and Ideas on the Move; Document Based Investigation Writing Activity: People and Ideas on the Move; Reference: World Religions and Ethical Systems
- SSWH1c - SE/TE: 106, 107-108, 109, 111-112; Digital Resources: Module 3, Lesson 5; Reference: World Religions and Ethical Systems