

Brunswick High School Social Studies
World History I - Grade 9
UNIT 2: River Valley Civilizations

Essential Understandings	<p>Civilizations share common key elements.</p> <p>Civilizations often develop along river valleys.</p>
Essential Questions	<p>How did the resources available in the Fertile Crescent shape the formation of Mesopotamia?</p> <p>What were the “gifts of the Nile,” and how did they influence the development of Egyptian culture?</p> <p>Analyze whether or not the Harappan civilization contributed to the cultural hearth.</p> <p>Compare and contrast the geography, climate, and natural resources of the Huang He river valley with the others you have studied.</p> <p>To what extent does settled agriculture lead to urbanization in each river valley?</p> <p>Explain the development of social classes, technology, writing systems, agriculture/domestication, culture/religion, monumental architecture, and government for each of the four major river valley civilizations.</p>
Essential Knowledge	<p>The geography, climate, and natural resources of the four major river valleys influenced the culture of its inhabitants.</p>
Vocabulary	<p><i>Mesopotamia</i>: Hammurabi’s Code, Ziggurat, Cuneiform, Bronze, Irrigation, Cultural Diffusion, Agriculture, Domestication, Polytheism, City-State, Theocracy, Patriarchy <i>Egypt</i>: Pharaoh, Pyramid, Mummification, Hieroglyphs/Hieratic, Rosetta Stone, Papyrus <i>Harappan</i>: Soapstone Seals, Urban Planning, Infrastructure, Monsoon <i>Huang He</i>: Aristocracy, Filial Piety, Dynasty, Dao, Mandate of Heaven, Zhongguo</p>
Essential Skills	<p>Students will be able to understand the transition from Neolithic hunter-gatherer societies to sedentary agricultural societies as exemplified by the four major original river valley civilizations.</p>

	<p>Students will identify specific political, physical, and cultural locations on a given map.</p> <p>Students will utilize primary and secondary sources.</p> <p>Students will articulate cause and effect.</p> <p>Students will develop the skills necessary to compare and contrast different cultures or regions.</p> <p>Students will write routinely for a range of tasks.</p> <p>Students will make use of map elements to read, interpret, and make conclusions.</p> <p>Students will identify the factors used to create the different river valley regions.</p> <p>Students will describe the cultural characteristics of the different river valley regions.</p> <p>Students will make connections between the physical characteristics of the different river valley regions and the development of the culture of those regions.</p>
<p>Priority Standards and Performance Indicators</p>	<p>PS SS1 Students will conduct and present original research that utilizes primary and secondary sources in order to analyze, interpret and explain historical (and/or) contemporary social studies topics.</p> <p>Students will make judgments about conflicting findings (statements, testimonies) from different sources; incorporating those from sources that are valid and refuting others.</p> <p>Students will develop a clear and well-supported position (thesis) regarding the topic.</p> <p>Students will synthesize information from varied sources (primary and secondary), fieldwork, experiments, and/or interviews that reflect multiple perspectives.</p> <p>Students will select and use appropriate research methods, tools, and sources from government, history, economics, geography and/or related fields.</p> <p>Students will create a coherent set of findings that integrate paraphrasing, quotations, and citations that present information based on this research.</p>

PS SS2

Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens.

Students will compare the American government and political system with other governments and political systems.

Students will analyze the political structures, power, and perspectives of diverse cultures within the United States and the world.

PS SS3

Students draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and world.

Students will understand that the study of economics includes the theory of supply and demand and the production, distribution, and consumption of goods and services.

Students will analyze the roles of specialization, economic interdependence, wealth, poverty, resource distribution, and other economic factors on the economies of the United States and the world.

Students will analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth, and sustainability.

Students will analyze the role of regional, international, and global organizations that are engaged in economic development.

PS SS4

Students utilize concepts and processes from geography to understand issues involving people, places, and environments in the United States and the world.

Students will identify and describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools.

	<p>Students will explain that the study of physical, environmental, and cultural geographic features help people to better predict and evaluate consequences of geographic influences.</p> <p>Students will analyze geographic data on physical, environmental, and cultural processes to determine how these processes shape and change places and regions.</p> <p>Students will analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.</p> <p>PS SS5 Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.</p> <p>Students will understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <p>Students will explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.</p> <p>Students will trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources.</p> <p>Students will analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.</p> <p>Students will identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in the world.</p>
Related Maine Learning Results	<p>A. Applications of Social Studies Processes, Knowledge, and Skills Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts.</p>

	<p>A2 Making Decisions Using Social Studies Knowledge and Skills Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <p>B. Civics and Government Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.</p> <p>B1 Knowledge, Concepts, Themes, and Patterns of Civics/Government Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <p>B2 Rights, Duties, Responsibilities, and Citizen Participation in Government Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p> <p>B3 Individual, Cultural, International, and Global Connections in Civics and Government Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <p>C. Economics Students draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and world.</p> <p>C1 Economic Knowledge, Concepts, Themes, and Patterns Students understand the principles and processes of personal economics, the role of markets, the economic system of the United</p>
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	<p>States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.</p> <p>C2 Individual, Cultural, International, and Global Connections in Economics Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <p>D. Geography Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.</p> <p>D1 Geographic Knowledge, Concepts, Themes, and Patterns Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <p>D2 Individual, Cultural, International, and Global Connections in Geography Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <p>E. History Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.</p> <p>E1 Historical Knowledge, Concepts, Themes, and Patterns Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <p>E2 Individual, Cultural, International, and Global Connections in History Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p>
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Embedded Common Core Standards	<p>Key Ideas and Details:</p> <p>CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-LITERACY.RH.9-10.2 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.</p> <p>CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>Craft and Structure:</p> <p>CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>Integration of Knowledge and Ideas:</p> <p>CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>CCSS.ELA-LITERACY.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>Range of Reading and Level of Text Complexity:</p>

	<p>CCSS.ELA-LITERACY.RH.9-10.10</p> <p>By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p>
Related Social Studies Practices	<p>Chronological reasoning and causation.</p> <p>Comparison and contextualization.</p> <p>Geographic reasoning.</p> <p>Gathering, using and interpreting evidence.</p> <p>Role of the individual in social and political participation.</p>
Sample Lesson and Activities	<p>Read, analyze and discuss findings upon examination of source samples: i.e. Narmer's Palette, Hammurabi's Code, Epic of Gilgamesh.</p> <p>Classroom discussion: identifying and recognizing the key essential elements of 'civilization'.</p> <p>Document-based question activity on 'civilizing' achievements and innovations of the four river valley civilizations.</p>
Sample Classroom Assessment Methods	<p>Document-based question essay rubric to score essay product.</p> <p>Checking for student understanding through question-and-answer.</p> <p>Reading comprehension (over homework reading) quizzes</p> <p>Submission and evaluation of reading notes.</p>
Assessment Evidence	<p>Pending Proficiency Decisions by District and Site Practices Committee at the Secondary Level</p>
Sample Resources	<p>Excerpts of Hammurabi's Code.</p> <p>Time/Life: Lost Civilizations (<i>Return to Eden</i>)</p> <p>Writing/pictograph samples from the four river valley civilizations</p>