

Course: *World Civilizations*
Unit #2: *River Valley Civilizations*

Year of Implementation: 2022-2023

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

Unit Standards

- **Content 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.

- **21st Century Life & Career Standards**

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

- **English Companion Standards**

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

- **Interdisciplinary Content Standards**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

1.3.12.C.2: Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.

○ **NJ Statutes:**

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Transfer Goal: Students will be able to independently use their learning and work collaboratively as they apply their knowledge from the study of river civilizations to evaluate why and how humans organize themselves into societies, specifically analyzing development of governments, laws, social norms, economic practices, and religious/philosophical traditions.

As aligned with LRHSD Long Term Learning Goal(s):

1. Choose and analyze appropriate sources to gain content knowledge
2. Apply acquired content to connect past and present day events
3. Collaborate and interact with others in a diverse and ever-changing world
4. Independently formulate and effectively defend and articulate opinions on historical, political, economic, and social science topics
5. Communicate effectively through written, oral, and visual means

Enduring Understandings

Students will understand that . . .

EU 1

complex institutions reflect a society's need to maintain order.

EU 2

social classes are established by the economic, political and cultural distinctions among people.

EU3

access to resources impacts political, economic, and social development.

EU4

technology has impacted society in both helpful and harmful ways.

Knowledge

Students will know . . .

Essential Questions

EU 1

- How does religion influence government?
- How do institutions impact society?
- Why do governments form?

EU 2

- Why do social classes emerge?
- How do social classes influence laws and customs?
- How does culture influence institutions?

EU 3

- How does geography influence the development of a civilization?
- How do societies adapt to the environment around them?
- How do cultures respond to climate and geographic changes?

EU 4

- How does technology impact the development and sustainability of a civilization?
- How do cultural norms influence technological advancement?
- How do societies respond to technology?

Skills

Students will be able to . . .

EU 1

- the impact of Hammurabi's Code on Mesopotamia. (6.2.8.CivicsPI.2.a)
- the reasons why theocracies developed as the earliest political institutions. (6.2.8.HistoryCC.2.)

EU 2

- the economic, political and cultural distinctions among people. (6.2.8.CivicsHR.2.a)
- the conflict of power of ancient China. (6.2.8.HistoryCA.2.a)

EU 3

- the geographic properties necessary for civilization to develop. (6.2.8.GeoSV.2.a)
- the significance of the geographic location of Egypt and its influence on ancient Egyptian society and history. (6.2.8.GeoHE.2.a)
- the physical makeup and location of each of the early river valley civilizations. (6.2.8.GeoSV.2.a)
- explanations for the lack of weapons discovered in the Indus River Valley. (6.2.8.GeoHE.2.a)
- the medical advancements of ancient Egypt. (6.2.8.HistoryCC.2.a)

EU 4

- the changes brought on by technology in river valley civilizations. (6.2.8.GeoGE.2.a)

EU 1

- read and evaluate Hammurabi's code for application in the modern world. (6.2.8.CivicsPI.2.a)
- define theocracy and identify modern examples. (6.2.8.HistoryCC.2.)
- analyze complex institutions' effect on society. (6.2.8.HistoryCC.2.a)
- explain why religion was an important factor in early politics. (6.2.8.HistoryCC.2.b)
- read and evaluate various religious texts for understanding of key concepts. (6.2.8.HistoryCC.2.b)

EU 2

- analyze complex institutions' effect on society. (6.2.8.HistoryCC.2.a)
- explain why the development of civilization correlated with the emergence of social classes. (6.2.8.GeoHE.2.a:)
- read and analyze primary source documents to determine different points of view. (RH.9-10.9)

EU 3

- map the River Valley civilizations. (6.2.8.GeoHE.2.a, 6.2.8.GeoSV.2.a)
- construct an ideal geography to start a civilization. (6.2.8.GeoHE.2.a)
- draw connections between the achievement of each civilization with the geography they occupied. (6.2.8.HistoryCC.2.a:)
- identify various social systems and the classes/castes within each of the systems. (6.2.8.HistoryCC.2.b, 6.2.8.CivicsHR.2.a)

EU 4

- compare and contrast the credibility of differing ideas, elements, or accounts. (RH.11-12.9.)
- develop arguments that use evidence to support opinions. (RH.11-12.2)

- construct a timeline outlining different technological advancements in civilizations. (6.2.8.GeoGE.2.a)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- Create a vacation pamphlet showing the major aspects of the Indus Valley. (A) (EU 2, 3, 4)
- Draw a map of Egypt, including the Nile River, labeling significant cities as well as Upper and Lower Egypt. (A)
- Read various religious/philosophical texts for understanding. (A) (EU 1)
- Draw a picture of a burial chamber in the Valley of the Kings and label the significance of each item within. (A) (EU 4)
- Construct a graphic organizer connecting social classes with their River Valley Civilizations. (A) (EU 1,2)
- Draw a map showing the Aryan invasion routes into the Indus River Valley. (A) (EU 1)
- Develop a class timeline of the ancient Chinese Dynasties. (A) (EU 1, 3)
- Construct a step-by-step instruction manual for silk production. (A) (EU 4)
- Write an imaginary blog from Howard Carter. Discuss his discovery of Tutankhamen's tomb and its significance. (A, M) (EU 3, 4)
- Carousel Brainstorm Activity: 5 sheets including the key traits of civilization (Cities with Trade, Writing, Technology, Religion & Government, Specialization of Labor). Have the students write how each helps a society function. (A, M) (EU 1, 2, 3, 4)
- Draw a graphic organizer connecting complex institutions of the River Valley Civilizations to their respective societal problems. (A, M) (EU 1, 2)
- Design a Venn Diagram comparing the Indus plumbing system to contemporary technological achievements. (A, M) (EU 4)
- Create a calendar encompassing a year of life in ancient Egypt. Include flooding, planting, and harvesting. (A, M) (EU 4)
- Perform a skit with all the characters necessary for the process of mummification. "Mummify" a student. (A, M) (EU 4)

- Create a Venn Diagram comparing the causes for social classes in the River Valley Civilizations and contemporary high school culture. (A, M) (EU 1, 2)
- Create a cause/effect chart of the Aryan Invasion for the people of the Indus River Valley. (A, M) (EU 1, 2, 3)
- Write student names in Ancient Chinese Script. Explain why a pictographic writing system is advantageous for some societies, including Ancient China. (A, M) (EU 1, 3)
- **Write a diary entry of an early city resident in one of the early River Valley Civilizations. (M) (EU 2)**
- Apply knowledge of geography to predict current global economic problems. (M, T) (EU 3)
- Identify the resources of a successful economy and predict resources necessary for future success. (T) (EU 3)
- **Participate in River Valley Civilization Survivor. Your team has to prove why your dynasty is more advanced than your opponents' teams. This is a head to head competition in which the other teams (not actively debating) will vote to decide who won the debate. The rules for debate are as follows: Each dynasty has 7 minutes to write an opening statement. One representative from each group will read the statement. Each group then has 5 minutes to refute their opposing groups' statement. A new representative will read the team's statement. Each group has 5 minutes to make closing remarks. A final and new representative will read this statement. (T) (EU 1, 2, 3, 4)**

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Origins of Humans	~~20-25 days
2	River Valley Civilizations	~~20-25 days
3	Transitions in Culture	~~20-25 days
4	The Classic Era	~~20-25 days
5	Empires in the Middle East	~~20-25 days
6	The Middle Ages/Medieval Europe	~~20-25 days

Instructional Materials

The teacher may include but are not limited to the following:

- Maps of River Valley Civilizations
- National Geographic's *Mysteries of Egypt*
- PBS's *David Macaulay Pyramid*
- *ManKind: The Story of All of Us*
- *Engineering an Empire*
- Primary Source Documents
- Textbooks:
 - Ancient World History

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.