# UNIT 1: *In the Beginning: Understanding the Ancient World*

CONCEPTUAL LENS: Community and Conflict

GRADE LEVEL/COURSE: 6th Grade

UNIT OVERVIEW:

Have you ever wondered how did we get here? Why is the world as it is? How does the past shape the present? Where does time begin? What was life like for people "back then?" In this unit, we will explore these questions by focusing on the beginnings of the world and the development of communities in the ancient world. We will examine several ancient civilizations and societies to better understand the various factors that shaped their development and how the artifacts of these communities are reflected in today's society. As we analyze these communities, identify any patterns that emerge as well as distinctive characteristics of each civilization.
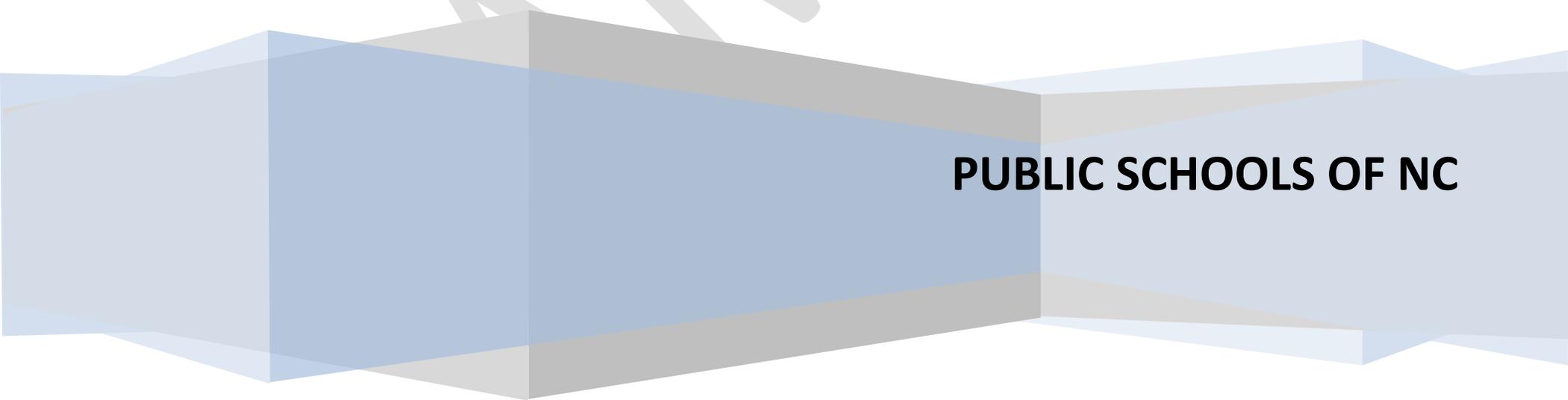
PUBLIC SCHOOLS OF NC

SOCIAL STUDIES CONTENT STANDARDS ADDRESSED

| HISTORY	GEOGRAPHY & ENVIRONMENTAL LITERACY	ECONOMICS & PERSONAL FINANCIAL LITERACY	CIVICS & GOVERNMENT	CULTURE
6. H.2.1, 6. H.2.2, 6.H.2.3, 6.H.2.4	6.G.1.1, 6.G.1.2, 6.G.1.3, 6.G.1.4	6.E.1.1, 6.E.1.2	6.C&G.1.1, 6.C&G.1.2, 6.C&G.1.3, 6.C&G.1.4	6.C.1.1, 6.C.1.2, 6.C.1.3

SOCIAL STUDIES SKILLS STANDARDS ADDRESSED

HISTORY	GEOGRAPHY & EL	ECONOMICS & PFL	CIVICS & GOVERNMENT	CULTURE
6. H.1.1, 6. H.1.2, 6. H.1.3	6.G.2.1, 6.G.2.2			

OTHER STANDARDS ADDRESSED FOR INTERDISCIPLINARY PLANNING
(e.g. Common Core Literacy Standards, Information and Technology Standards, Science Standards)

CONCEPT/CONTENT WEB
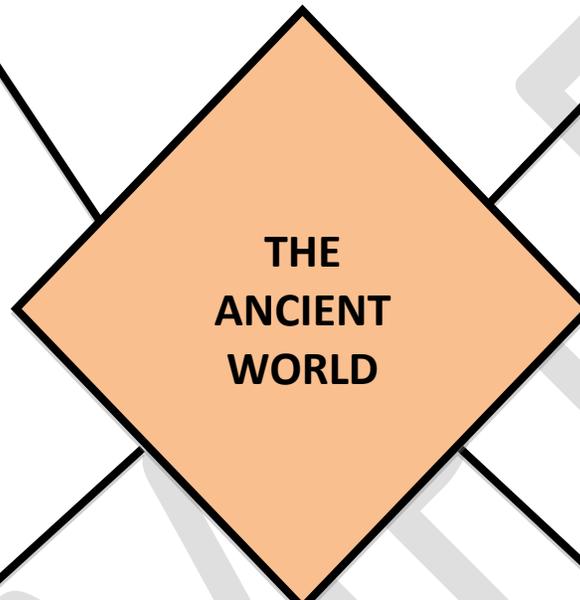
HISTORY

(6.H.2.1)

Civilization *(Nile River, Indus River, Indus River, Tigris-Euphrates, Yellow River)*
Region

(6.H.2.3)

Innovation *(Various agricultural techniques i.e. irrigating the land, domestication of animals, genetic engineering of plants)*
Technology (Plow, Stone tools, System of writing i.e. cuneiform)
Transformation
Society

(6.H.2.4)

Historical figure/Leadership *(Menes, three wise Sage kings, various other priests, kings & gods)*
Cultural *group (Egyptians, Mesopotamians, Sumerians)*

THE ANCIENT WORLD

GEOGRAPHY AND ENVIRONMENTAL LITERACY

(6.G.1.1)

Physical features *(various landforms i.e. mountains, & valleys, climate i.e desert & Mediterranean, various water sources i.e. Nile R., Indus R., Yellow R., & Tigris-Euphrates R.)*
Human characteristics *(various governmental structures, various rules & laws created, various social stratification systems, various cultural artifacts)*
Development
Civilizations
Societies
Regions

(6.G.1.2)

Environmental factors *(flooding in the Nile River Valley, access to water source & fertile soil, scarcity of resources)*
Movement
Regions
Innovation
Technology

CIVICS AND GOVERNMENT

(6.C&G.1.1)
Governmental Structures
Governmental Systems
(6.C&G.1.2)
Ideas
Political thought
Civilization
Society
Region
(6.C&G.1.3)
Requirements
Responsibilities
Citizenship
Government
(6.C&G.1.4)
Role
Evolution
Law
Legal system

ECONOMICS AND PERSONAL FINANCIAL LITERACY

(6.E.1.1)
Resource availability
Scarcity
Economic Development
Civilizations
Societies
Regions
(6.E.1.2)
Quality of life
Economic choices

CULTURE

(6.C.1.1) Cultural Expressions
Values
Civilizations
Societies
Regions
(6.C.1.2) Religion
Transformation
(6.c.1.3) System
Social structure

GENERALIZATIONS and GUIDING QUESTIONS

HISTORY		GEOGRAPHY & ENVIRONMENTAL LITERACY	

	Innovation and/or technology can cause political, economic, social and/or cultural changes.
	  1. What innovations and/or new technology were introduced in various ancient civilizations? (F)
	  2. How can innovation impact a civilization? (C)
	
	Leaders with power and authority shape the course of history.
	  1. Who is Menes? (F)
	  2. What contributions did he make to the Ancient Nile River Valley Civilization? (F)
	  3. What is the relationship between leadership, power and authority?
	  4. Was Menes an effective leader? (P)
			The physical characteristics of a place shape the development of a civilization.
			  1. What are the physical characteristics of ancient Egypt and Mesopotamia? (F)
			  2. Why did these civilizations flourish in the River Valley?
			  3. What role does geography play in shaping a place? (C)
			
			People may migrate to meet their basic needs.
			  1. How does the distribution of earth's resources impact human life? ©
			  2. How does the physical features and natural resources affect movement of people, goods and ideas?
			
			Regions often develop differently due to their distinctive physical, political and cultural characteristics.
			
			Civilizations use, modify and adapt to their environments in order to meet their needs and wants.
			  1. Describe the living environment of the Indus River Valley Civilization? (F)
			  2. What did the inhabitants do to survive? (F)
			  3. How do people meet their needs and wants?

CIVICS & GOVERNMENT	Governmental structures are determined by the values and beliefs of a society. Governments require citizens to fulfill certain roles and responsibilities.	**ECONOMICS & PERSONAL FINANCIAL LITERACY**	Competition for natural resources often causes conflict. Leaders make economic choices that shape the quality of life of their citizens.
CULTURE	Cultural artifacts express the values and beliefs of a society. 1. What tools did the Mesopotamians use? (F) 2. What do cultural artifacts say about a group? (C) People may use religion and philosophy to explain the ideas about human nature and the universe.		

CRITICAL CONTENT AND SKILLS

Students Will Know… (factual content)	AC	Students will be able to do… (key skills)	AC
1. The elements that define a civilization. 2. Various historical figures that were considered leaders in their respective societies and their leadership styles. 3. How and why events or issues occurred. 4. The physical characteristics of various places/regions. 5. Examples of various economic, political, and/or social/cultural conflicts that arose in the ancient world. 6. Various laws written and their purposes for various civilizations. 7. Various governmental structures. 8. Examples of various cultural expressions i.e artwork, language, literature, architecture developed by various civilizations. 9. The various ways different civilizations organized themselves in the ancient world (social stratification systems) 10. .Key Terminology		1. **(6.H.1.1)** Construct charts, graphs and historical narratives [to explain particular events or issues over time]. 2. **(6.H.1.2)** Summarize the literal meaning of historical documents in order to establish context. 3. **(6.H.1.3)** Use primary and secondary sources to interpret various historical perspectives. 4. **(6.G.2.1)** Use maps, charts, geographic data and available technology tools to draw conclusions [about the emergence, expansion and decline of civilizations, societies and regions]. 5. **(6.G.2.2)** Construct maps, charts and graphs to explain data about geographic phenomena.	

PERFORMANCE TASKS AND SCORING GUIDES/RUBRIC

Performance Task #1

What? As part of a research team creating a handbook of civilization and society, explore the connection between the rise of civilization and the physical characteristics of the environment.

Why?: In order to understand that:
   The physical characteristics of a place shape the development of a civilization.   People may migrate to meet their needs.

How?: In order to contribute to a new book on civilization and society, explore one of a number of civilizations that arose in North Africa, the Fertile Crescent, or the Indian subcontinent, in collaboration with your research group and using a series of questions to guide your exploration. Complete a chart that organizes your findings. Connect what you find to the 5 themes of geography, developing questions concerning your civilization that may be asked through each of the 5 lenses of social science. Craft a timeline that highlights key events in your civilization's history and a map that illustrates the geography of your civilization. Based on the timeline and the map, write an analysis that explains why your civilization may have arisen in the location that it did.

You will be assessed on:
   ▪ the ability to work together as a group;
   ▪ your participation as a contributing team member;
   ▪ the quality of your exploration data;
   ▪ the quality of your graphic organizer;
   ▪ the quality of your team's questions connected to the 5 lenses of social studies;
   ▪ the quality of your timeline that highlights key events in your civilization's history and geography;
   ▪ the quality of the map that illustrates the geography of your civilization;
   ▪ your team's ability to clearly and effectively explain why your civilization may have arisen in the location that it did; and
   ▪ your personal reflection of the process including your contributions to the team and teamwork of the group as well as the big ideas you now understand about civilizations as a result of this task.

Scoring Guide for Performance Task #1

Civilization Handbook				
Proficiency Level →	Novice 1	Developing 2	Proficient 3	Advanced 4
Criteria ↓				
Teamwork	Participates in the planning and design process only when asked; assists others only when asked; hesitates to provide feedback.	Participates in the planning and design process by listening to input from others; gives some feedback when asked.	Participates in the planning and design process by contributing to the decision-making, providing feedback to others, and/or listening to the point-of-view of others.	Participates actively in the planning and design process by effectively fulfilling individual responsibilities; listens to and respects the input of others; assists with group decision-making by clarifying and extending discussions.
Quality of Exploration Data	Contains some questions, but not enough to support the research topic; uses only 1-2 sources for information; includes inaccurate data; does not site sources.	Identifies some questions to start the inquiry; but not enough to adequately include the perspective of all social scientists; collects some data, but from inappropriate sources; lacks enough sources to adequately answer the questions; cites some sources	Identifies some key questions to start the inquiry that includes the perspective of some social scientists; collects accurate and adequate data from a variety of sources; evaluates the sources and selects those appropriate for answering the key questions; cite sources	Identifies key questions to start the inquiry that includes the perspective of all social scientists; collects accurate and adequate data from a variety of sources; evaluates the sources and selects those appropriate for answering the key questions; cite sources
Quality of Graphic Organizer	Graphic organizer contains very limited data from the perspective of some of the social scientists, some data is inaccurate; lacks enough data for an adequate comparison of civilizations.	Graphic organizer contains limited, but accurate data from the perspective of some of the social scientists that allows for some comparison of civilizations	Graphic organizer contains key data from the perspective of most social scientists that will allow students to compare civilizations	Graphic organizer includes key data from the perspective of all social scientists that will allow students to adequately compare civilizations
Quality of Timeline	Timeline highlights 3-5 key events in civilization's history	Timeline highlights 4-8 key events in civilization's history	Timeline highlights 6-10 key events in civilization's history	Timeline highlights 8-12 key events in civilization's history
Quality of Map	Includes a map of the location, but physical features are not clearly identified and does not contain a key	Includes a map of the civilization with some features, but key does not clearly s	Map shows the location of the civilization to include some physical features and a key	Map clearly shows the location of the civilization to include physical features and a key

Quality of Analysis	Generally identifies the reasons for relocating to the selected civilization; offers an argument, but it lacks detail and clarity and is not a strong enough argument to justify relocation; provides some supporting evidence from research, but it contains some inaccurate information or fails to adequately support the proposed relocation argument.	Identifies the reasons for relocation to the selected civilization; limited but accurate research supports the relocation argument.	Adequately identifies the reasons for relocation to the selected civilization; presents a clear and accurate argument for relocation that includes adequate research from the perspective of all social scientists.	Clearly summarizes the reasons for relocation; presents a compelling argument that includes all stakeholders; includes strong research evidence to support the relocation; explains why this is the best relocation given other options
Presentation	Visual representation provided but lacks interest and impact; speech lacks clarity; eye contact and audience engagement are sporadic; reads from notes.	Visual representation has some interest and connects generally to the compelling argument; speech is clear but text lacks detail; sporadic eye contact and audience engagement; relies heavily on notes but attempts to communicate directly with audience.	Visual representation reflects the compelling argument and impacts the audience favorably; speech is clear; good eye contact and adequate audience engagement; communicates directly with the audience and rarely relies on notes.	Visual representation is creative and effectively reflects the compelling argument; speech is articulate and direct eye contact covers the audience; presents a clear and persuasive argument; speaks without notes; interacts effectively with audience
Reflection	Identifies only his/her contribution to the team or only the contributions of team members; shows little or no connection to the generalizations	Identifies contributions of self and team; critiques either the team or self; makes minimal connections to the generalizations	Identifies the strengths of self and team; identifies a few weaknesses; makes clear connections to the generalizations	Thoroughly articulates strengths and weaknesses of self and team; makes thoughtful and clear connections to the generalizations.
Comments:				

Performance Task #2

What?: Investigate the Ancient River Valley Civilizations

Why?: In order to understand that:
The physical and human characteristics of a place shape the development of a civilization, society and/or region.

How?: As a team of social scientists (historians, geographers, political scientists, economists and cultural anthropologists), you have been asked to develop a relocation plan to one of the Ancient River Valley Civilizations and present to the Citizen's Council for approval. Your team will research at least two civilizations and collect information that will help you in your relocation decision. Each member of your team will develop questions to consider in their research, collect information and analyze the information from their respective vantage point (i.e. geographer, cultural anthropologists) that shows your understanding of the characteristics of a civilization that meets the needs of a population. Once your team has concluded their research, you must use a graphic organizer to compare data (i.e. elements of a civilization, ability to protect citizens, location) from each civilization you researched. Then, the team will select one civilization and create a compelling argument for the Citizen's Council that outlines the reasons why the members of your community should relocate to your chosen civilization. You may use any medium you deem appropriate and present this argument to the Citizen's Council at their next meeting.

You will be assessed on:
- the ability to work together as a group;
- your participation as a contributing team member;
- the quality of your research data
- the quality of your graphic organizer
- the quality of your team's argument in terms of the viability of relocating to your chosen civilization;
- your team's ability to clearly and effectively present the plan to the Citizen's Council; and
- your personal reflection of the process including your contributions to the team and teamwork of the group as well as the big ideas you now understand about civilizations as a result of this task.

Scoring Guide for Performance Task #2

Civilization Relocation Plan				
Proficiency Level →	Novice 1	Developing 2	Proficient 3	Advanced 4
Criteria ↓				
Teamwork	Participates in the planning and design process only when asked; assists others only when asked; hesitates to provide feedback.	Participates in the planning and design process by listening to input from others; gives some feedback when asked.	Participates in the planning and design process by contributing to the decision-making, providing feedback to others, and/or listening to the point-of-view of others.	Participates actively in the planning and design process by effectively fulfilling individual responsibilities; listens to and respects the input of others; assists with group decision-making by clarifying and extending discussions.
Quality of Research	Contains some questions, but not enough to support the research topic; uses only 1-2 sources for information; includes inaccurate data; does not site sources.	Identifies some questions to start the inquiry; but not enough to adequately include the perspective of all social scientists; collects some data, but from inappropriate sources; lacks enough sources to adequately compare civilizations; cites some sources	Identifies some key questions to start the inquiry that includes the perspective of some social scientists; collects accurate and adequate data from a variety of sources; evaluates the sources and selects those appropriate for answering the key questions; cite sources	Identifies key questions to start the inquiry that includes the perspective of all social scientists; collects accurate and adequate data from a variety of sources; evaluates the sources and selects those appropriate for answering the key questions; cite sources
Quality of Graphic Organizer	Graphic organizer contains very limited data from the perspective of some of the social scientists, some data is inaccurate; lacks enough data for an adequate comparison of civilizations.	Graphic organizer contains limited, but accurate data from the perspective of some of the social scientists that allows for some comparison of civilizations	Graphic organizer contains key data from the perspective of most social scientists that will allow students to compare civilizations	Graphic organizer includes key data from the perspective of all social scientists that will allow students to adequately compare civilizations
Quality of Relocation Argument	Generally identifies the reasons for relocating to the selected civilization; offers an argument, but it lacks detail and clarity and is not a strong enough	Identifies the reasons for relocation to the selected civilization; limited but accurate research supports the relocation argument.	Adequately identifies the reasons for relocation to the selected civilization; presents a clear and accurate argument for relocation that includes	Clearly summarizes the reasons for relocation; presents a compelling argument that includes all stakeholders; includes strong research

	argument to justify relocation; provides some supporting evidence from research, but it contains some inaccurate information or fails to adequately support the proposed relocation argument.		adequate research from the perspective of all social scientists.	evidence to support the relocation; explains why this is the best relocation given other options
Presentation	Visual representation provided but lacks interest and impact; speech lacks clarity; eye contact and audience engagement are sporadic; reads from notes.	Visual representation has some interest and connects generally to the compelling argument; speech is clear but text lacks detail; sporadic eye contact and audience engagement; relies heavily on notes but attempts to communicate directly with audience.	Visual representation reflects the compelling argument and impacts the audience favorably; speech is clear; good eye contact and adequate audience engagement; communicates directly with the audience and rarely relies on notes.	Visual representation is creative and effectively reflects the compelling argument; speech is articulate and direct eye contact covers the audience; presents a clear and persuasive argument; speaks without notes; interacts effectively with audience
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Comments:				

SUGGESTED LEARNING EXPERIENCES

CORRELATIONS →	GENERALIZATIONS	CRITICAL CONTENT	KEY SKILLS
1. Understand how to use a research process			
2. Analyze primary and secondary resources			
3. Understand how to effectively use evidence to support an argument			
4. Practice effective presentation skills			
5.			
6.			
7.			
8.			
9.			

UNIT MATERIALS/RESOURCES	TEACHER NOTES
Content Resources: ▪ World History For Us All: http://worldhistoryforusall.sdsu.edu/ ▪ The ancient city of Jericho 3D animation: http://www.youtube.com/watch?v=tGHR-kwjEsQ ▪ The River Valley Civilization Guide: http://www.rivervalleycivilizations.com/ **Skills Resources:** ▪ National Archives: Document Analysis Worksheets: http://www.archives.gov/education/lessons/worksheets/ ▪ Library of Congress: Analyzing Primary Sources: http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf **Sample Graphic Organizers:** ▪ Social Studies Graphic Organizers: http://www.ncpublicschools.org/acre/standards/support-tools/#gosocial ▪	You should consider including differentiation strategies for various groups i.e. EC, ESL, and AIG.