

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the World History Social Studies Course.

World History/Grades 9-12 - Unit 2 Ancient Civilizations	
Elaborated Unit Focus	This unit is designed to examine the rise of early civilizations and the emerging social complexity of populous societies. Students will investigate how the need for structures within society to provide order and stability emerged. Activities will focus on relating how and where civilizations developed through the religious, cultural, economic, and political facets of society. Students will compare the development of civilizations in the Eastern Mediterranean, China, Africa, Central and South America, and India as solutions emerged for their growing populations' needs and their interactions with other societies. By the end of the unit students should demonstrate that they are comfortable with the enduring understandings and can apply them to world situations.
Connection to Connecting Theme/Enduing Understandings	<ol style="list-style-type: none"> 1. The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society. 2. The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases. 3. The student will understand that location affects a society's economy, culture, and development.
GSE for Social Studies (standards and elements)	<p>SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC.</p> <ol style="list-style-type: none"> a. Compare and contrast Mesopotamian and Egyptian societies, include: religion, culture, economics, politics, and technology. b. Describe the societies of India and China, include: religion, culture, economics, politics, and technology. c. Explain the development of monotheism, include: the concepts developed by the ancient Hebrews. d. Identify the Bantu migration patterns and contribution to settled agriculture. e. Explain the rise of the Olmecs. <p>SSWH2 Identify the major achievements of Chinese and Indian societies to 500 CE/AD.</p> <ol style="list-style-type: none"> a. Describe the development of Indian civilization, include: the rise and fall of the Maurya and Gupta Empires. b. Describe the development of Chinese civilization under Zhou, Qin, and Han. c. Explain the development and impact of Hinduism and Buddhism on India, and Confucianism on China. d. Explain how geography contributed to the movement of people and ideas, include: Silk Roads and Indian Ocean Trade.
Connection to Literacy Standards for Social Studies (reading and/or writing)	<p>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.</p> <p>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.</p> <p>L9-10RH9: Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>L9-10WHST1: Write arguments focused on discipline-specific content.</p> <p>L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p>

<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Map and Globe Skills:</p> <ul style="list-style-type: none">4. compare and contrast the categories of natural, cultural, and political features found on maps6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps7. use a map to explain impact of geography on historical and current events8. draw conclusions and make generalizations based on information from maps <p>Information Processing Skills:</p> <ul style="list-style-type: none">1. compare similarities and differences3. identify issues and/or problems and alternative solutions6. identify and use primary and secondary sources
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Essential Questions and Related Supporting/Guiding Questions

Enduring Understanding 1	<p><i>The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</i></p> <p>Essential Question: What are the ingredients of culture?</p> <p>Supporting Questions: How can a change in the “recipe” change a culture? How can societies have the same cultural ingredients but different cultures? Can we predict a societies culture based on its cultural ingredients? (give examples)</p>
Enduring Understanding 2	<p><i>The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.</i></p> <p>Essential Question: How could the interaction of societies act as an antecedent to the structure of government?</p> <p>Supporting Questions: What was the role of the earliest governments? How did the role of governments expand over time? In what ways were early governments similar or different?</p>
Enduring Understanding 3	<p><i>The student will understand that location affects a society’s economy, culture, and development.</i></p> <p>Essential Question: “Location, Location, Location” (A common saying when buying or selling real estate) – How does this statement reflect the development of a society?</p> <p>Supporting Questions: How do the physical features of a region affect the development of the beliefs, customs and traditions of that society? How do the physical features of a region and limited natural resources necessitate trade between societies? What was government’s role in protecting and expanding the economy of early civilizations?</p>

Sample Instructional Activities/Assessments

Classifying Evidence

Activity: [Tree Map](#) (click on hyperlink for explanation of a tree map) – Classifying evidence. Students will create a tree map with five categories (religion, culture, economics, politics, and technology) for both Mesopotamia and Egypt. They will select evidence from the articles chosen and classify them into one or more of the five categories.

Possible Articles to Use: (this is not a comprehensive list and other articles may be substituted or added to the list)

- "The World'S Oldest Writing." Archaeology 69.3 (2016): 26-33. History Reference Center. Web. 26 Nov. 2016. <http://proxygsu-kdoe.galileo.usg.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=khh&AN=114537239&site=eds-live>
- DiLascio, Tracey M. "MESOPOTAMIA: Code Of Hammurabi." Defining Documents: Ancient World (2015): 21-37. History Reference Center. Web. 26 Nov. 2016. <http://proxygsu-kdoe.galileo.usg.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=khh&AN=118303100&site=eds-live>
- Dendy, Christina. "EGYPT AND ENVIRONS: "A Hymn Of Praise To Ra When He Riseth." Defining Documents: Ancient World (2015): 83-86. History Reference Center. Web. 26 Nov. 2016. <http://proxygsu-kdoe.galileo.usg.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=khh&AN=118303104&site=eds-live>
- Malek, Jaromir. "Primary Sources of the Old Kingdom." BBC. BBC, 17 Feb. 2011. Web. <http://www.bbc.co.uk/history/ancient/egyptians/primary_sources_01.shtml>.
- Dendy, Christina. "EGYPT AND ENVIRONS: "Hymn To Osiris," From The Egyptian Book Of The Dead." Defining Documents: Ancient World (2015): 87-90. History Reference Center. Web. 26 Nov. 2016. <http://proxygsu-kdoe.galileo.usg.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=khh&AN=118303105&site=eds-live>

GSE Standards and Elements	SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC. a. Compare and contrast Mesopotamian and Egyptian societies, include: religion, culture, economics, politics, and technology.
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>Literacy Standards: 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. 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.</p> <p>Social Studies Matrices: Information Processing Skills: 1. compare similarities and differences 6. identify and use primary and secondary sources</p> <p>Enduring Understanding: <i>The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</i></p> <p>Essential Question: What are the ingredients of culture?</p>
Example of Tree Map Layout	

World History Frameworks for the Georgia Standards of Excellence in Social Studies

Rubric for Formative Assessment		3	2	1	0
	Evidence Identified	Student can identify 2 or more pieces of evidence for each category.	Student can identify at least one piece of evidence for each category.	Student can identify at least one piece of evidence for four of the categories.	Student can identify at least one piece of evidence for three or less of the categories.

Teacher Read-Aloud

To see a full explanation of this activity/strategy click on this link ([Teacher Read Aloud](#)).

Text for Teacher Read Aloud: https://en.wikisource.org/wiki/Arthashastra/Book_II Kautilya's Arthashastra: Book II, "The Duties of Government Superintendents"

Before Reading: Think about the big idea that you want the students to understand from the text. In this case, the role of government in the Maurya Empire. Write questions you would want answered as you read the text or comments that you might have. These questions and comments should work to encourage student discussion and help to deepen their understanding of the text. Look at the vocabulary of the text – are there some words the students will NEED to know in order to understand the big idea? Think about ways that you can quickly introduce words before and during the reading (these are not tasks for the student to do but rather for you to explain or discuss with them). Practice reading the text aloud.

During and after Reading:

First introduce preliminary vocabulary (short explanations – only needed for the understanding of this text)

Read the text aloud to the students stopping to ask your pre-planned questions or comments. Allow the students to discuss and share with others. Continue this until you reach the end of the text. (Note you will probably only want to do one chapter of this text)

After reading return to the big idea (the role of government). Help the students to explore this through discussion of the text, making connections with other texts they have read, other cultures, current world events, life experiences.

Make the text available for more in-depth reading by the students during later sessions as part of shared reading, guided, or independent reading.

<p>GSE Standards and Elements</p>	<p>SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC.</p> <p>b. Describe the societies of India and China, include: religion, culture, economics, politics, and technology.</p> <p>SSWH2 Identify the major achievements of Chinese and Indian societies to 500 CE/AD.</p> <p>a. Describe the development of Indian civilization, include: the rise and fall of the Maurya and Gupta Empires.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>Literacy Standards:</p> <p>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.</p> <p>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.</p> <p>L9-10RH9: Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>Social Studies Matrices:</p> <p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. compare similarities and differences 3. identify issues and/or problems and alternative solutions 6. identify and use primary and secondary sources <p>Enduring Understanding:</p> <p><i>The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.</i></p> <p>Essential Question:</p> <p>How could the interaction of societies act as an antecedent to the structure of government?</p>

Cornell Note-Taking

Cornell Note-Taking System:

For an explanation and sample lesson plan on how to teach the Cornell Note-Taking System click on this link ([Cornell Note-Taking System](#))

Link to print Cornell lined paper to help students as they begin using this note-taking technique.

<http://incompetech.com/beta/linedGraphPaper/cornellLined.html>

Source Document for students: Mark Cartwright. "Olmec Civilization," Ancient History Encyclopedia. Last modified August 30, 2013.

http://www.ancient.eu/Olmec_Civilization/.

As students work through this document taking notes give them a focus as they look for main ideas. For this article, it could be on the culture of the Olmecs and how location influenced their development.

Please note this is just one article on the Olmecs and others may be substituted or added to this article.

<p>GSE Standards and Elements</p>	<p>SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC.</p> <p>e. Explain the rise of the Olmecs.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>Literacy Standards 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. L9-10WHST10: 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.</p> <p>Social Studies Matrices Map and Globe Skills:</p> <ol style="list-style-type: none"> 4. compare and contrast the categories of natural, cultural, and political features found on maps 6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps 7. use a map to explain impact of geography on historical and current events 8. draw conclusions and make generalizations based on information from maps <p>Enduring Understanding <i>The student will understand that location affects a society's economy, culture, and development.</i></p> <p>Essential Question: "Location, Location, Location" (A common saying when buying or selling real estate) – How does this statement reflect the development of a society?</p>

Culminating Unit Performance Task

Encyclopedia Article

In this task the students will be asked to submit an encyclopedia article about one of the cultures they have studied as part of this unit. Use this article or one similar as a model for the students http://www.ancient.eu/Toltec_Civilization/

There will be a number of requirements they will need to meet as part of the article.

1. They will provide a map of the location where the culture they are writing about were located. The map will need to have appropriate markings such as major landmarks and the locations of significant sites to the culture.
2. They will provide a timeline for the culture showing significant events and also its relationship (time wise) with at least one other culture studied.
3. An introduction to the culture naming and defining who they were.
4. One paragraph for each of the following - religion, culture, economics, politics, and technology. These paragraphs should highlight significant aspects of each related to the culture studied.
5. At least two appropriate images to accompany the article.
6. The concluding paragraph should discuss the legacy of the culture – what did they contribute to the world as a whole? Did they influence other cultures? What can we learn from them?
7. Students should cite as least four appropriate primary or secondary sources.

GSE Standards and Elements

- SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC.**
- a. Compare and contrast Mesopotamian and Egyptian societies, include: religion, culture, economics, politics, and technology.
 - b. Describe the societies of India and China, include: religion, culture, economics, politics, and technology.
 - c. Explain the development of monotheism, include: the concepts developed by the ancient Hebrews.
 - d. Identify the Bantu migration patterns and contribution to settled agriculture.
 - e. Explain the rise of the Olmecs.
- SSWH2 Identify the major achievements of Chinese and Indian societies to 500 CE/AD.**
- a. Describe the development of Indian civilization, include: the rise and fall of the Maurya and Gupta Empires.

**Literacy Standards
Social Studies Matrices
Enduring Understanding(s)**

- Literacy Standards**
- 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.
- L9-10WHST2:** 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.
- Social Studies Matrices**
- Map and Globe Skills:**
7. use a map to explain impact of geography on historical and current events
 8. draw conclusions and make generalizations based on information from maps

World History Frameworks for the Georgia Standards of Excellence in Social Studies

	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. compare similarities and differences 6. identify and use primary and secondary sources <p>Enduring Understandings</p> <ol style="list-style-type: none"> 1. The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society. 2. The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases. 3. The student will understand that location affects a society’s economy, culture, and development.
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Culminating Unit Performance Task Rubric

	Exceeding Expectations 3 points	Meets Expectations 2 points	Approaching Expectations 1 point	Below Expectations 0 points
Map	Appropriate map included. Map has a legend. Geographical landmarks and significant sites marked. Map helps to demonstrate how geography influenced the culture.	Appropriate map included. Map has a legend. Geographical landmarks and significant sites marked.	Map is included. Legend is included but unclear. Geographical landmarks and significant sites marked but unclear.	Map is not included or does not provide the required information.
Timeline	Timeline is provided for the culture showing significant events and also its relationship (time wise) with more than one other culture studied.	Timeline is provided for the culture showing significant events and also its relationship (time wise) with at least one other culture studied.	Timeline is provided for the culture showing significant events no comparison with another culture included.	Timeline is not included, or is included but there are errors in significant events.
Introduction	Introduction names and defines the subjects of the article and indicates why they are significant in history.	Introduction names and defines the subjects of the article.	Introduction names and defines the subjects of the article, but definition contains some errors.	No introduction or does not clearly name and define the subjects of the article.
Body Paragraphs	Article body paragraphs demonstrate a superior understanding of the culture studied and cover all required areas (religion, culture, economics, politics, and technology).	Article body paragraphs demonstrate a clear understanding of the culture studied and cover all required areas (religion, culture, economics, politics, and technology).	Article body paragraphs demonstrate an understanding of the culture studied and cover all required areas (religion, culture, economics, politics, and technology). Some errors are present.	Article body paragraphs do not demonstrate an understanding of the culture studied and some or all required areas may not have been covered.
Images	Article includes two appropriate images and images are appropriately labelled.	Article includes two appropriate images.	Article includes one appropriate image.	Article does not have appropriate images.
Conclusion	Conclusion illustrates more than two ways in which the subjects of the article have left a legacy.	Conclusion illustrates two ways in which the subjects of the article have left a legacy.	Conclusion illustrates one way in which the subjects of the article have left a legacy.	No conclusion or conclusion is unable to illustrate a legacy from the subject of the article.
Citations	More than four citations are included with the article.	Four citations are included with the article.	Three citations are included with the article.	Two or less citations are included with the article.