

Unit 2: River Valley Civilizations

Unit #:	APSDO-00025711	Duration:	5.0 Week(s)	Date(s)	
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Team:
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Grade(s)
7

Subject(s)
Social Studies

Unit Focus

In this unit, students will understand how early civilizations were shaped by their environments and how they used the environment to meet their societal needs. In addition to standard quizzes and tests, students will conduct a source analysis where they will be expected to take an artifact (e.g., Hammurabi's Code) and make determinations/generalizations about that civilization. Primary instructional materials for this unit will include maps, artifacts, primary and secondary sources, and Holt McDougal's World History.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core <i>History/Social Studies: 7</i></p> <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources. <i>CCSS.ELA-LITERACY.RH.6-8.1</i> • Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. <i>CCSS.ELA-LITERACY.RH.6-8.2</i> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>CCSS.ELA-</i> 	<p>T1 (T2) Create question(s) or statement(s) that advance research and analysis.</p> <p>T2 (T4) Communicate information and ideas based on purpose, task and intended audience using appropriate language.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p>U1 (U100) Governments make and enforce the rules for society.</p> <p>U2 (U103) Governments allow individuals and groups varying access to participation and power.</p> <p>U3 (U400) The natural resources and location significantly affect the lives and opportunities of its inhabitants.</p>	<p>Q1</p> <p>How does environment shape civilization and culture?</p> <p>Q2 (Q101) Are rules there to limit or protect rights?</p> <p>Q3 (Q501) How do religious and political</p>

<p><i>LITERACY.WHST.6-8.4</i></p> <ul style="list-style-type: none"> • Draw evidence from informational texts to support analysis reflection, and research. <i>CCSS.ELA-LITERACY.WHST.6-8.9</i> 	<p>U4 (U402) Movement of population depends upon availability of resources and perception of security.</p>	<p>institutions influence each other?</p>
<p>Connecticut Goals and Standards <i>Social Studies : 7</i></p> <ul style="list-style-type: none"> • Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world. <i>GEO.6-7.1</i> • Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources. <i>INQ.6-8.5</i> • Evaluate the credibility of a source by determining its relevance and intended use. <i>INQ.6-8.7</i> • Explain how cultural patterns and economic decisions influence environments and the daily lives of people. <i>GEO.6-7.3</i> • Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there. <i>GEO.6-7.5</i> • Use maps, satellite images, photographs and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. <i>GEO.6-7.2</i> 	<p>Acquisition of Knowledge and Skill</p>	
	<p>Knowledge</p>	<p>Skill(s)</p>
	<p>K1 Religious beliefs influence cultural practices</p> <p>K2 Written laws and penalties are important in society (Hammurabi's Code)</p> <p>K3 Societies created social hierarchies</p> <p>K4 People of the river valley civilizations made contributions to Mesopotamia and Egypt</p> <p>K5 Essential Concepts and Terms include: monarchy, theocracy, autocracy, oligarchy, aristocracy, democracy, monotheism, polytheism, artisan, city-state, dynasty, empire</p>	<p>S1 Use primary documents to analyze values in society</p> <p>S2 Cite specific textual evidence from primary and secondary sources to support analysis</p> <p>S3 Determine central ideas or information of a primary or secondary source</p> <p>S4 Construct explanations using sound reasoning, appropriate sequence and relevant details</p>