

Summer 6-20-2019

Early Civilizations: Create Your Own

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Stage 1 – Desired Results

WH.1A WH.1B WH.2A WH.2B WH.3A WH.15A WH.15B WH.16A WH.16B WH.16C WH.17A WH.17B WH.19B WH.20A WH.20B WH.23A WH.27A WH.29C WH.29F WH.30A WH.30C	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <p style="text-align: center;">Create a new civilization by using the information they learned during our unit on ancient civilizations.</p>	
	Meaning	
	<p><u>Understandings</u> <i>Students will understand that....</i></p> <ul style="list-style-type: none"> • Ancient discoveries can have an impact on the present day. • Civilizations evolve slowly over time. • Every civilization has varying similarities and differences with those that came before and after. 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How does the past influence our lives today? • What makes a society important? • How are societies judged by history? • How do civilizations evolve?
	Acquisition	
<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> • The 8 features of a civilization • Pre-history • Neolithic Revolution • Mesopotamia, Egypt, India, China, Persia, Greece, and Rome. <ul style="list-style-type: none"> • Geography <ul style="list-style-type: none"> ○ Major landforms and location • Religion <ul style="list-style-type: none"> ○ Religious practices and figures • Government <ul style="list-style-type: none"> ○ Types, figures, military, and law codes • Language/Writing <ul style="list-style-type: none"> ○ Systems and types • Customs/traditions <ul style="list-style-type: none"> ○ Art, architecture, literature, clothing, etc. • Contributions <ul style="list-style-type: none"> ○ Major inventions • Legacy 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Read a map • Understand geographic terms • Analyze historical documents and images • Compare and Contrast historical events 	

	<ul style="list-style-type: none"> ○ What are they known for and what were the biggest accomplishments • Expansion <ul style="list-style-type: none"> ○ Empire 	
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Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	
T	See Rubric	<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i></p> <p>creating their own original, ideal, and new civilization using the information that we have learned about the following: Mesopotamia, Egypt, India, China, Persia, Greece, and Rome. The students will have to include the name of their civilization, the natural boundaries and territories, the government and laws, religions, language, arts, literature, customs, and traditions, as well as contributions/inventions, expansion, legacy, and the historical civilization their civilization is most similar to. This will allow them to apply what they have learned and also relate it to the real world and to history.</p> <p>-----</p> <p>Other Evidence (e.g., formative)</p>
M		<p>Quizzes, Unit tests, writing samples, simulations, worksheets, class participation, warm up checks, frequent quizzes, and discussion.</p>

Stage 3 – Learning Plan

CODE (A, M, T)	<p>Pre-Assessment</p> <p><i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i></p>	
A	I will give a pre-assessment at the beginning of each section so that I can assess the student's prior knowledge.	
A	<p>Learning Activities</p> <p><u>Day 1:</u></p> <p>Warm-Up: <i>What does pre-history mean to you?</i></p> <p>Use the answers from this stimulus do begin a lecture on pre-history using a Early Humans Power Point.</p>	Class Discussion
A	The students will end the lesson by looking at biographies of Lucy and Louis and Mary Leakey.	Grade Biographies

A	<p><u>Day 2:</u> Warm-Up: <i>Why was the discovery of Lucy important?</i></p> <p>The students will practice with the information presented in the lecture by doing a Pre-History Worksheet. The packet can be found here: https://www.roberson.k12.nc.us/cms/lib/NC01000307/Centricity/Domain/6421/Prehistory%20packet.pdf</p>	Grade Worksheet
A	<p><u>Day 3:</u> Warm-Up: <i>Quiz (Pre-history)</i></p> <p>After the quiz, the students will take notes from a Neolithic Revolution Power Point</p>	Quiz Class Discussion
A	<p><u>Day 4:</u> Warm-Up: <i>What does the Neolithic Revolution mean?</i></p> <p>Discuss the warm-up with the class and then handout the Neolithic Revolution Readings.</p>	Grade Readings
A	<p><u>Day 5:</u> Warm-Up: <i>Would you want to live during the Neolithic Period? Why or why not?</i></p> <p>After the warm-up, have the students watch Crash Course Agricultural Revolution Video and Mankind: The Story of All of Us videos and have the students answer the guiding questions. The Mankind questions come from this website: http://www2.newton.k12.ma.us/~chris_labrache/Early%20Humans%20Unit</p>	Grade Video Questions
M	<p><u>Day 6:</u> Warm-Up: <i>What are 3 facts that stood out to you from the videos? Why did they stand out?</i></p> <p>After the warm-up, have the students do the Neolithic Revolution Document Analysis Worksheet from this website: http://www.spartan.org/wp-content/uploads/2015/09/World-Civilizations-Sweeney.pdf</p>	Grade Document Analysis
A	<p><u>Day 7:</u> Warm-Up: <i>Study for test</i></p> <p>Neolithic Revolution Test</p> <p><u>Day 8:</u> Warm-Up: <i>What does civilization mean to you?</i></p> <p>Use the warm-up question to foster discussion about what a civilization is and then have the students take notes from a Mesopotamia Power Point. The students will use a graphic organizer that compares Mesopotamia, Egypt, India, and China. This will be used continuously throughout this</p>	Test Class Discussion

	chapter.	
A	<p><u>Day 9:</u> Warm-Up: <i>Would you want to live in Mesopotamia? Why or why not?</i></p> <p>After the warm-up, show the students the “Mesopotamia From Nomad to Farmers” and Crash Course Videos and have them answer the guiding questions.</p>	Grade Video Questions
A	<p><u>Day 10:</u> Warm-Up: <i>What was life like in Mesopotamia?</i></p> <p>After the warm-up, have the students do the worksheet on Mesopotamia from this document: https://docplayer.net/20799563-Early-civilizations-in-the-eastern-hemisphere-reading-study-guide.html.</p>	Grade Worksheet
A	<p><u>Day 11:</u> Warm-Up: <i>Quiz (Mesopotamia)</i></p> <p>After the quiz, have the students take notes on the Hammurabi’s Code Power Point.</p>	Quiz Class Discussion
A/M	<p><u>Day 12:</u> Warm-Up: <i>Is Hammurabi’s code fair? Why or why not?</i></p> <p>Discuss the warm-up with the class and then have them Hammurabi’s Code Worksheet. They will have to analyze what the laws were and at the end they will create a few of their own laws based on Hammurabi’s Code.</p>	Grade Worksheet
M	<p><u>Day 13:</u> Warm-Up: <i>Should we adopt Hammurabi’s Code today? Why or why not?</i></p> <p>After the warm-up, have the students do Hamumurabi’s Code Document Analysis from the website: https://sheg.stanford.edu/history-lessons/hammurabis-code. The students will have to analyze primary and secondary sources about this code.</p>	Grade Document Analysis
A	<p><u>Day 14:</u> Warm-Up: <i>Quiz (Hammurabi’s Code)</i></p> <p>After the quiz, have the student take notes on the graphic organizer they received at the beginning of the chapter on Egypt.</p>	Quiz Class Discussion
A	<p><u>Day 15:</u> Warm-Up: <i>Would you want to live in ancient Egypt? Why or Why not?</i></p> <p>After the warm-up, have the students do the worksheet on Egypt from this document: https://docplayer.net/20799563-Early-civilizations-in-the-eastern-hemisphere-reading-study-guide.html and watch Crash Course video with guiding questions.</p>	Grade Worksheet and Video Questions

M	<p><u>Day 16:</u> Warm-Up: <i>What about ancient Egypt did you find interesting?</i></p> <p>After the warm-up, have the student do the “Stump the Audience” activity from this website: https://egypt.mrdonn.org/stump-the-audience.html. This activity will have the students create example and non-example questions about Egypt and then try to stump their classmates.</p>	Grade Examples
M	<p><u>Day 17:</u> Warm-Up: <i>Were you ever stumped by your classmate? What were you stumped by?</i></p> <p>After the warm-up, have the student go the Pyramids Document Analysis activity from this website: https://sheg.stanford.edu/history-lessons/egyptian-pyramids. This will allow students to analyze documents and answer the guiding question using the information the found.</p>	Grade Document Analysis
A	<p><u>Day 18:</u> Warm-Up: <i>Quiz (Egypt)</i></p> <p>After the quiz, have the students take notes on the Indus River Valley using their graphic organizer.</p>	Quiz Class Discussion
A	<p><u>Day 19:</u> Warm-Up: <i>Would you want to live in the Indus River Valley? Why or why not?</i></p> <p>After the warm-up, have the students do the worksheet on India from this document: https://docplayer.net/20799563-Early-civilizations-in-the-eastern-hemisphere-reading-study-guide.html and watch Crash Course video with guiding questions.</p>	Grade Worksheet and Video Questions
A	<p><u>Day 20:</u> Warm-Up: <i>How is the Indus River Valley civilization different from Egypt and Mesopotamia?</i></p> <p>After the warm-up, have the students do a short quiz on the Indus River Valley.</p> <p>After the quiz, have the students take notes on China using the graphic organizer on the River Valley Civilizations.</p>	Quiz Class Discussion and Notes Check
A	<p><u>Day 21:</u> Warm-Up: <i>Would you want to live in ancient China? Why or why not?</i></p> <p>After the warm-up, have the students do the worksheet on China from this document: https://docplayer.net/20799563-Early-civilizations-in-the-eastern-hemisphere-reading-study-guide.html.</p> <p><u>Day 22-23:</u></p>	Grade Worksheet

	<p>Warm-Up: <i>How are the Indus River Valley and China different? How are they similar?</i></p> <p>After the warm-up, have the students do a short quiz over Ancient China.</p>	Quiz
M	<p>When the quiz is over, the students should do the River Valley Civilizations Document Analysis Worksheet. The documents can be found here: https://www.teacherspayteachers.com/Product/Global-Primary-Secondary-Sources-0224-9th-Gr-River-Valley-Civs-3102671. This will allow the students to analyze documents based on all of the civilizations we have talked about.</p>	Grade Document Analysis
A	<p><u>Day 24:</u> Warm-Up: <i>Which civilization would you most want to live in? Why?</i></p> <p>After the warm-up, have the students do the Ancient Civilizations Map Activity. They will have to locate and draw the major civilizations and landforms on a map. This is designed to be a review and to also have the students see where each of these civilizations are in relation to each other and in relation to major landforms.</p>	Grade Map Activity
	<p><u>Day 25:</u> Warm-Up: <i>Study for Test</i></p> <p>River Valley Civilizations Test</p>	Test
A	<p><u>Day 26:</u> Warm-Up: <i>Write everything you know about Ancient Greece.</i></p> <p>Discuss the warm-up with the class and then have them take notes on Ancient Greece using Cornell Notes.</p>	Class Discussion
A	<p><u>Day 27:</u> Warm-Up: <i>What are city-states?</i></p> <p>After the warm-up, have the students do the Greek City States Mapping Activity. This will lead to our discussion of Athens and Sparta and then the Peloponnesian War.</p>	Grade Mapping Activity
A	<p><u>Day 28:</u> Warm-Up: <i>Finish Map Activity</i></p> <p>Give the students 10 minutes to finish the map activity and then have the students take notes Athens vs. Sparta using the graphic organizer comparing the 2 city-states.</p>	Class Discussion and Notes Check
M	<p><u>Day 29-30</u> Warm-Up: <i>Which would you rather live in, Athens or Sparta? Why?</i></p> <p>Discuss the warm-up with the class and then handout the Peloponnesian War Writing and Document Analysis. The students will analyze documents on the Peloponnesian wars and then will have to write an essay</p>	Grade Document Analysis

<p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p>	<p>examining the causes and impact of the Peloponnesian War using the documents in the activity.</p> <p><u>Day 31:</u> Warm-Up: <i>What was the impact of the Peloponnesian War?</i></p> <p>After the warm-up, have the students do a short quiz on Athens and Sparta.</p> <p>After the quiz, the students will do the Golden Age of Greek Culture gallery walk. Have descriptions of the ideas of Socrates, Plato and Aristotle, and a description of the Parthenon. The students will use these cards to fill in a chart on Greek Culture. This can also be done using a textbook if you do not want to do the gallery walk.</p> <p><u>Day 32:</u> Warm-Up: <i>Finish the gallery walk/worksheet.</i></p> <p>Give the students 10 minutes at the beginning of class to finish the work from yesterday and then give the students a quiz on Greek culture.</p> <p>After the quiz, have the students take notes on Persia using Cornell Notes. A template for the notes is provided.</p> <p><u>Day 33:</u> Warm-Up: <i>Would you want to live in Persia? Why or why not?</i></p> <p>After the warm-up, have the students do a worksheet on Cyrus, Zoroaster, and Darius Bios Worksheets and then have them do the ancient Persia webquest that is found at this website: https://www.teacherspayteachers.com/Product/Ancient-Persia-Webquest-1937275. This is a web-quest to allow students to learn about ancient Persia and explore the interactive website.</p> <p><u>Day 34:</u> Warm-Up: <i>Was Cyrus or Darius a better leader? Why?</i></p> <p>After the warm-up, have the student do a quiz on Persia.</p> <p>After the quiz, introduce the Persian Wars by having the students do the Persian Wars Reading activity. The activity can be found at this website: https://www.teacherspayteachers.com/Product/Greek-Persian-Wars-Reading-Worksheet-and-Comic-Project-713639. The reading covers the entire and major battles, including Darius first invasion and the Battle of Marathon and continuing through the Battle of Thermopylae, Salamis, and Platea. Other vocabulary terms and people covered include hoplites, phalanx, the Ionian city-states, the Delian League, Themistocles, Leonidas, Xerxes, and more.</p> <p>Following the reading, students complete a worksheet on the key battles of the wars and vocabulary.</p>	<p>Quiz</p> <p>Grade Gallery Walk</p> <p>Quiz</p> <p>Class Discussion and Notes Check</p> <p>Grade Bios and Webquest</p> <p>Quiz</p> <p>Grade Packet</p>
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A	<p><u>Day 35:</u> Warm-Up: <i>Would you ever want to run a marathon? Why or why not?</i></p> <p>Use the warm-up to transition to the Battle of Marathon Video with questions. This video chronicles the Battle of Marathon and shows its importance in the Persian Wars.</p>	Grade Video Questions
A	<p><u>Day 36:</u> Warm-Up: <i>Why was the Battle of Marathon important?</i></p> <p>After the warm-up, show the students a clip from the movie “300”. Using this clip, introduce the Battle of Thermopylae. After the introduction, have the students do the Battle of Thermopylae document analysis activity from Reading like a historian. The activity can be found here: https://sheg.stanford.edu/history-lessons/battle-thermopylae. This activity makes the students analyze primary and secondary documents to answer the questions of How many Persians were at the Battle of Thermopylae?</p>	Grade Document Analysis
M	<p><u>Day 37-38:</u> Warm-Up: <i>Would you have stayed and fought at Thermopylae? Why or why not?</i></p> <p>After the warm-up, introduce the Persian Wars Comic Strip activity. The activity can be found here: https://www.teacherspayteachers.com/Product/Greek-Persian-Wars-Reading-Worksheet-and-Comic-Project-713639. This download contains an excellent project in which students create comic strips to tell the story of the Persian Wars. Clear directions, a rubric, and comic template are included for this. This is an excellent formative assessment tool for students would could better demonstrate their understanding through visuals.</p>	Grade Comic Strip
	<p><u>Day 39:</u> Warm-Up: <i>Study for Test</i></p> <p>Persia and Greece Test.</p>	Test
A	<p><u>Day 40:</u> Warm-Up: <i>List everything you know about Ancient Rome.</i></p> <p>Discuss what the students know about Rome and then have the students take notes on Ancient Rome using Cornell Notes.</p>	Class Discussion
A	<p><u>Day 41:</u> Warm-Up: <i>Who was Hannibal and why is he important?</i></p> <p>After the discussion of Hannibal, have the student watch the show 8 days that changed Rome on Hannibal and the Punic Wars and answer guiding questions . The video can be found here: https://www.youtube.com/watch?v=EEEno-M30bxc</p> <p><u>Day 42-44:</u></p>	Grade Video Questions

<p>M</p>	<p>Warm-Up: <i>Was Hannibal successful? Why or why not?</i></p> <p>After the warm-up, divide the students into groups of 3. In these groups they are going to be responsible for becoming an expert on either the beginning or end of one of the Punic Wars. They will need to read a summary about your war in your groups and answer the 5W and H questions that go along with the reading. Once they have completed the questions they will need to answer the prediction question.</p> <p>Once the groups have completed their 5W +H questions and prediction, they will need to create a poster about the war they will present to the class. The poster must include the answers to the 5W + H questions, the prediction, a map of Roman territory, and an illustration that represents their war. The groups may set up the poster however they want as long as it includes all of this information.</p> <p>Once all of the posters are finished, the groups will do a gallery walk of all of the posters and answer the questions for all of the aspects of the Punic Wars. All of the questions and readings can be found in the packet provided.</p> <p><u>Day 45:</u> Warm-Up: <i>What is the importance of the Punic Wars?</i></p> <p>After the warm-up, give the students a quiz on the Punic Wars.</p>	<p>Grade Poster and Gallery Walk Questions</p>
<p>A</p>	<p>After the quiz, have the students use their textbook to do the Rome Guided Reading and Map Activity. They will have to find information about the main points in the chapter. This is another way to have the students expand on the notes and give them a good base going into the brochure project.</p>	<p>Quiz</p> <p>Grade Worksheet</p>
<p>A/M</p>	<p><u>Day 46-50:</u> Warm-Up: <i>What was the Pax Romana? Why is it important?</i></p> <p>After the warm-up, introduce and begin the Rome Brochure. The students will explore the significance of the Classical Civilization of Rome by creating a historical brochure. The students must include all of the information in the assignment sheet. This includes: a physical map of Italy, Patrician, Plebians, Republic, Senate, Consuls, Tribunes, the Twelves Tables, Carthage, Julius Caesar, Augustus Casear, Pax Romana, Pax Romana Rulers, Colosseum, Jewish Diaspora, Christianity, Reason for Fall of Rome.</p> <p>There is a template for the brochure attached to this unit that the students will use and an example of what it could look like.</p> <p><u>Day 51:</u> Warm-Up: <i>What could cause an empire to fail?</i></p>	<p>Grade Brochure</p>

A	<p>Discuss the warm-up with the class and then use that to transition to the Fall Of Rome Video with Questions. The link to the video is on the worksheet.</p> <p><u>Day 52-53</u> Warm-Up: <i>What are 3 reasons the movie gave for why Rome fell?</i></p> <p>Discuss the warm-up with the class and review the video from the day before. After the video, the students will practice with information on the fall of Rome by doing the Fall of Rome Worksheets.</p>	Grade Video Questions
A	<p>The students will use their textbook to fill in a bubble chart on reasons for decline of Rome and the achievements of the Roman Empire. They will also do the worksheet from this website: https://1.cdn.edl.io/b8QUFSuhVPOqlAS6yDmDNzrszWgkukTyZknMogHuPORiBIIo.pdf.</p> <p><u>Day 54:</u> Warm-Up: <i>Study for Test</i></p> <p>Rome Test</p>	Grade Worksheets
T	<p><u>Day 55-65</u> Warm-Up: <i>Introduce the Performance Task</i></p> <p>The students will do the Performance Task Project. Use the assignment sheet and Grading Rubric attached.</p>	Test Grade Performance Task using Rubric