

Lesson Sequence - GIANTS.7th.U3.Lesson 2

At A Glance:

Why did some ancient civilizations endure and influence neighboring peoples? Did geography determine the destiny of ancient peoples?	
Supporting Question: What are the characteristics of the first river valley civilization?	
Content Expectations Addressed:	7– W3.1.1 Describe the characteristics that classical civilizations share (e.g., institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries). 7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires. (G) 7– W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire. (C) 7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations. (G) 7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires. 7 – W3.1.11 Explain the role of economics in shaping the development of classical civilizations and empires (e.g., trade routes and their significance, supply and demand for products). (E)
Student Learning Targets	I can describe the characteristics that classical civilizations share. I can explain differences and similarities between the first civilizations.

Step	Instructions	Resources
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1	The Geography of Ancient Cities - similarities and differences This sample scaffold is for teacher background - it is an example of the kind of graphic organizer we used in planning how to design the package of handouts, maps, presentations, and other materials to support instruction about a specific topic. The activity form shows the locations of the “top dozen” cities at three different time periods. The presentation shows students how to identify urban regions and patterns. The clickable pdf allows teachers to customize the lesson by selecting any individual time period or combination of years - not just among the three shown here, but eight different times in history, up to the present, and even one future prediction. One important conclusion from the basic form of the activity is that the “region of cities” did not change much over more than a thousand years, but many individual cities did change in importance. In other words, the geographic conditions that influenced the location of cities remained the same, but the locations of sizeable cities within those broad regions did change as individual empires rose and fell. The clickable pdf also has layers that show other conditions that influenced where people choose to live - short growing season, dryness, mountains, etc. These in effect “ruled out” a large fraction of the earth surface, areas that remain essentially empty even today. Agriculture on the GeoHistoGram is an optional supplementary activity - it can be used simply as another way to review the basic locations of early urban civilizations, or to review earlier lessons on the locations of river civilizations, or to suggest some bases for early trade patterns. Trade is a major topic for Era 4, BUT the roots of classical and medieval trading networks were established during Era 2. You could therefore use the trading activity as a predictor in this lesson or as a review in the major trading lesson in Era 4.	Ancient Cities Scaffold Example Ancient Cities and Temperatures Activity Ancient Cities and Temperatures presentation Ancient Cities and Temperatures Clickable Ancient Cities and Temperatures Clickable (Chrome) Ancient Cities in 430 BCE Ancient Cities Region Agriculture on the GeoHistoGram GeoHistoGram - Early Trade
2	The social and political contributions of early urban civilizations In lesson one you discussed what characterizes of a civilization are and went over MiOpenbook section 1. Put the list back up as a visual and try to recall the Hammurabi DBQ. Can you prove Mesopotamia was a civilization by checking off the characteristics you found in the Hammurabi material? You can do this orally as a class. (If you did not use Hammurabi you can use America).	Hammurabi DBQ in Unit 1- pull evidence from the docs to prove that the Sumerians had each characteristic as found in reliefs, writings, etc

	• Next, Handout the Mesopotamia reading and vocabulary guide. • Have students use MiOpenbook Chapter 3 section 2 to work with the information and gather facts about Mesopotamia Mhttp://ss.oaisd.org/students.html • Once students have completed the guide and practiced their vocabulary for this section via quizlet or vocabulary templates have them take out their Ancient Civilization Matrix and fill in the Mesopotamia section with a small group or partner. • Over the next four days repeat the process from above for each civilization. ◦ Egypt Guide, quizlet, and/or vocabulary templates https://docs.google.com/document/d/10qMbv9foN1-s7MyuW-YQuTsSezxc_yPLrVQvRXBWhjM/edit?usp=sharing ◦ Indus Guide, quizlet, and/or vocabulary templates ◦ China Guide, quizlet, and/or vocabulary templates • When the Ancient Civilization Matrix is complete students will now create an artistic expression using pipe cleaners (or colored papers to represent the characteristics of each civilizations) and present what their symbols represent. Have a discussion or exit note on why each representation has the same colors but looks different. • Quizzes for Vocabulary could be given using this sample, or simple revising it to fit your needs ◦ Answer Key for teachers: AWH Ch.3, sec. 2&3, Vocab. Answer Key	Use MI Open Book Chapter 3 Section 2-5 Reading Guide00 Mesopotamia Guide Egypt Guide Indus Guide China Guide 5 Compare /contrast activity AWH Ch.3, sections 2 &3 Vocab. Quiz
3	Writing, Science, Art, and Religion in the Ancient World • The MC3 package includes a wealth of lessons that explore various aspects of early urban culture. Pick and choose from various MC3 lessons to supplement the “Teaching the PASST” handouts described in Part 2. The intent is not to teach every step of every MC3 lesson here, but with the activities completed in Parts 1&2 of this lesson plan, your students’ natural curiosities will lead them to want to learn more. While these 6 lessons from two units are identified here, there are many others you may choose to take portions from. Some of the information will end up being new to the kids, and some of it review. Both are okay.	Lessons 6, 7, 8 of Unit 3 Lessons 4, 5, 6 of Unit 4
4	Teacher note: These do not have to be done in succession (i.e. Monday do Handout 1, Tuesday do Handout 2, etc. They are meant to be woven in on four separate days but several days may have passed in between depending on your schedule. This is acceptable.) Teaching the PASST Handout 1: • Explain to students that another important skill in social studies is to interpret information from charts, graphs, passages, cartoons, etc. and that over the next few days you’re going to hone in on that skill.	Handout 1

	• Distribute handout 1 to students. Have each student partner up with another and read the information in the chart in Handout 1 to answer the questions. • After approximately 10 minutes have students break into one of two sides of the room. Students who thought Silk was the most important invention should go to one side of the room. Students who thought paper was the most important invention should go to the other side of the room. • Stage a mini “debate” about the importance of one invention over the other, and have students defend their choice with evidence that they and their partners collected. • Debrief by discussing how a claim supported by evidence can lead to two entirely different conclusions. Teaching the PASST Handout 2 • Remind students that the skill being practiced is interpreting and integrating information. Previously they made a judgement call based on two pieces of information, but today they may revise that statement is more information is collected. • Return Handout 1 to students and distribute Handout 2. Have students partner with the same partners if at all possible and Give them 5-10 minutes to complete the activity and either stick with their claim or revise it based on the new information. • Repeat the corners “mini debate” activity except now have students go to one of four corners of the room. • Debrief by discussing how claims and evidence can lead to differing conclusions, but how the claim itself can change over time as more information is discovered. If you completed the “puzzling pieces of the past” activity in Chapter 1 of MI Open Book, this is a great time to talk about how those lessons apply here. Teaching the PASST Handout 3 • Remind students once again that they are practicing the skills of interpreting and integrating information. Their claims may change one more time as the final pieces of information are collected. • Distribute Handout 3 to students alongside their completed work in Handouts 1 & 2 • Have students partner with the same partners and give them 10 minutes to complete the activity, stick with or revise their claim, and finish collecting their notes. • Provide seven different location options for students in the “mini debate” activity this time. Once again conduct a mini debate, with one exception - students in the seventh location who chose “other” need to make their own case for which of the listed inventions are important and why. Teaching the PASST Handout 4	Handout 2 Handout 3 Handout 4
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	• Tell students today is the day they will make their final claim and case for one of the inventions studied over the previous four sessions. • Return Handouts 1-3 to students and provide them a copy of Handout 4. • Give students 10 minutes to complete their short paragraph response based on the information they have collected in the previous sections. • Today, instead of doing peer review the way it was done for Teaching the PASST Lesson 1 (if you need a different activity) have students swap papers with their neighbors and attempt to score based on the rubric on the page. • Discuss as a class the overall activity, and what was learned through the course of the four mini sessions.	
5	What do we know now? Revisit KWLs from start of lesson and continue to add to the “what we know” and “what we want to know” columns. The first time this was revisited, students were encouraged to ask questions of the content they have learned to develop their own compelling questions. This is an opportunity to continue asking new questions and answer previously posed questions.	
6	Does Geography Determine Destiny? At the conclusion of the activities for this lesson, revisit the compelling question once again, and discuss with students what their answers might be now, and analyze any changes in their answers over time.	

Formative/Summative Assessment	
Exit Note:	When comparing the four ancient river civilizations would you say they are more alike or different? Explain using data from the characteristics matrix and art presentations.