## ESTABLISHED GOALS

What content standards and program- or mission-related goal(s) will this unit address?

- Colorado Academic Standards
  - History Grade-Level Expectation 1: Seek and evaluate multiple historical sources with different points of view to investigate historical questions and formulate and defend theses with evidence.
  - History Grade-Level Expectation 2: Historical eras, individuals, groups, ideas, and themes within regions of the Eastern Hemisphere and their relationships with one another.
- Geography Grade-Level Expectation 1: Use geographic tools to gather data and make geographic inferences and predictions.
- Geography Grade-Level Expectation 2: Regions have different issues and perspectives.
- Common Core State Standards
  - Reading History/Social Studies, Grades 6–8.2: Determine central ideas or conclusions of texts; provide accurate summaries of texts distinct from prior knowledge or opinions.

## TRANSFER

(Students will be able to independently use their learning to...)

**Big Ideas**

- Patterns and Structures
  - Analyze maps to identify and explain how geography determines civilizations’ locations and developments.
  - Identify and define the seven characteristics of civilizations: stable food supply, religion, government, arts, social structure, technology, and writing and language.

What kinds of long-term independent accomplishments are desired?

- Students can recognize patterns and structures in civilizations to understand and appreciate similarities and differences in other civilizations.

## MEANING

(Students will understand that...)

- Geography dictates human settlement patterns.
- Maps and geographic tools help tell stories of people and places.
- Ancient civilizations laid foundations for development of future societies.
- Characteristics of civilizations are common across time and place.

## ESSENTIAL QUESTIONS

What thought-provoking questions will foster inquiry, meaning-making, and transfer?

- How do patterns in society influence human behavior?
- How does geography influence settlement and culture?
- What factors influenced civilizations’ development?
- How and why are different maps used to understand particular places in the world?

## ACQUISITION

(Students will know...)

- Mesopotamia, Indus Valley, Egypt, and China
- Seven characteristics of civilizations
- Significant geographic features (e.g., rivers: Tigris, Euphrates, Indus, Nile, Yangtze, Huang He; continents, oceans, Mediterranean Sea, Persian Gulf, Arabian Sea, regions)
- Key eras throughout history (this unit focuses on ancient civilizations)

(Students will be skilled at...)

- Identify and interpret a variety of maps.
- Use geographic tools to make inferences.
- Identify primary and secondary sources.
- Determine central ideas and write summaries.
<table>
<thead>
<tr>
<th>Grade 7 Social Studies</th>
<th>Ancient Civilizations: Mesopotamia, Indus Valley, Egypt, and China</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Writing History/Social Studies, Science, and Technical Subjects, Grades 6–8: Write informative/explanatory texts, including narration of historical events, scientific procedures/experiments, or technical processes.</td>
<td>• Differences between hunter/gatherer societies and civilizations</td>
</tr>
<tr>
<td>What habits of mind and cross-disciplinary goal(s)—for example, 21st century skills, core competencies—will this unit address?</td>
<td></td>
</tr>
<tr>
<td>• Select 21st century skills, core competencies, habits of mind, etc. that apply to students during this unit.</td>
<td></td>
</tr>
</tbody>
</table>
## Grade 7 Social Studies
Ancient Civilizations: Mesopotamia, Indus Valley, Egypt, and China

### Stage 2—Evidence

<table>
<thead>
<tr>
<th>Code (Transfer, Meaning, Acquisition)</th>
<th>Evaluative Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are all desired results being appropriately assessed?</td>
<td>What criteria will be used in each assessment to evaluate attainment of desired results?</td>
</tr>
</tbody>
</table>
| Regardless of the format of the assessment, what qualities are most important? | END-OF-UNIT ASSESSMENT/PERFORMANCE TASK (Students will show they really understand by evidence of...)
- The year is 2500 BCE. You have decided to branch off from your current community to create your own civilization. Using your knowledge of other ancient civilizations, what characteristics would you make important? Explain what these characteristics look like in your civilization. Which geographic features are part of where your civilization developed? Explain how these features contributed to success of your civilization. Ultimately, you will leave the following artifacts for future generations to study and understand your civilization.
  - A map of your settlement showing geographic features that influenced where your civilization developed
  - A written description of least four characteristics of your civilization and explain why each characteristic is important to the success of your civilization
  - A visual example of one characteristic from your civilization

### End-of-Unit Assessment Rubrics
- [Grade 7 CAS Social Studies Rubric](#) for Ancient Civilizations: Mesopotamia, Indus Valley, Egypt, and China unit
- [Grade 7 CCSS Literacy Informative/Explanatory Rubric](#)

### Essential Question
- How do patterns in society influence human behavior?

### Essential Learning Goals
- Evaluate multiple historical sources to identify patterns and structures through ancient civilizations (CAS History GLE 1).
- Identify patterns and structures in the era of ancient civilizations using the seven characteristics of civilizations (CAS History GLE 2).
- Use geographic tools to make inferences and predictions based on patterns of ancient settlements (CAS Geography GLE 1).
- Explain how geography influenced patterns that developed in ancient societies (CAS Geography GLE 2).
- Determine central ideas (CCSS Reading History/Social Studies.6–8.2).
- Write informative/explanatory texts (CCSS Writing History/Social Studies, Science, and Technical Subjects.6–8.2).
# Grade 7 Social Studies

## Ancient Civilizations: Mesopotamia, Indus Valley, Egypt, and China

<table>
<thead>
<tr>
<th>How will students demonstrate their understanding (meaning-making and transfer) through complex performance?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Create well-developed written work, as exemplified in varied formats (e.g., brochures, multi-paragraph essays, Prezis, blogs, iMovies). (Assessment can be administered in parts throughout unit or at the end of unit in its entirety.)</td>
</tr>
</tbody>
</table>

### OTHER EVIDENCE

(Student will show they have achieved Stage 1 goals by...)

<table>
<thead>
<tr>
<th>What other evidence will you collect to determine if Stage 1 goals were achieved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analyze primary sources to demonstrate interaction throughout the unit (documents provided).</td>
</tr>
</tbody>
</table>

### PRIMARY AND SECONDARY RESOURCES TO SUPPORT TEACHING THIS UNIT

Resources listed are extensive and can be integrated as needed to emphasize learning objectives. Research these resources in advance to find the most appropriate ones for your students.

#### General

- [Colorado Geographic Alliance (CoGA)](http://www.co-ga.org) maps for ancient civilizations
- The [Internet History Sourcebooks Project](http://www.fordham.edu/halsall) site from Fordham University has social studies’ resources, including many primary sources.
- [Primary Source](http://primarysourcecentral.net) provides learning opportunities and curriculum resources.
- [Cyark](http://cyark.com) has current events, lesson plans, and much more connected to events, places, and people throughout world history.

#### Hunter/Gatherer Societies

- Council for Economic Education’s [Focus: Middle School World History](http://councilforeconed.org) Lessons 1–3 (pages 1–53) provide economic insight for this period in history.

#### Mesopotamia and Tigris and Euphrates Rivers’ Civilizations

- [Focus: Middle School World History](http://councilforeconed.org) Lessons 4–6 (pages 55–92) provide economic insight for this period in history.
- [The Epic of Gilgamesh](http://www.gilgamesh.com) can be found on a variety of free websites or purchased in a book. It is considered the oldest story in written record and was originally transcribed in cuneiform. The story of the adventures of the historical King of Uruk, an ancient city near modern-day Baghdad around 2750–2500 B.C.E., was probably passed down orally before being recorded. Focus on Tablet 1, paragraphs 1–5, because it offers a picture of how governments and religions are linked in ancient civilizations. Overall, it offers a chance to interpret a primary source about how leaders could be considered divine or how they left records to have future peoples think they were. **Do not** use the rest of the text as it is not appropriate for seventh graders.
Grade 7 Social Studies
Ancient Civilizations: Mesopotamia, Indus Valley, Egypt, and China

- The Mesopotamia—The British Museum site features information about early Mesopotamian civilizations with a variety of links for student exploration, including games.

**Indus River Valley Civilizations**
- The Nystrom World Atlas (borrow this resource from a sixth grade teacher) maps (pages 84–93), including one that looks at rainfall and growing seasons, could be used as a geography resource for the Indus River area. Lessons that accompany this atlas tend to focus on Asia completely rather than just this area so they may not be too useful.
- Focus: Middle School World History Lessons 4–6 (pages 55–92) provide economic insight for this period in history.
- The Indus Valley Civilization site through UCLA offers information about India’s general history, but also a few pages about the Indus River valley civilization and the valley itself.
- The Primary History Indus Valley site from the BBC is a bit elementary, but follow the links under “Select an area to explore” for many primary and secondary sources for general information about the Indus River valley civilization. The site is rich with primary sources that include a lot of visuals of artifacts.
- The Ancient India—The British Museum site features information about the early Harappa or Indus River valley civilization, including information on Buddhism and Hinduism, with a variety of links for student exploration, including games.
- Search “Indus River Valley” on the National Geographic site for a variety of newer resources that offer different perspectives on the shrinking of the Indus River and how it affects people today. This site offers an interesting current events perspective of this area, which invites comparative analyses between early and modern civilizations in the same area and issues they deal with to survive and sustain a population.

**Ancient China Yangtze and Huang He River Civilizations**
- The Nystrom World Atlas (borrow this resource from a sixth grade teacher) maps (pages 84–93) could be used as a geography resource for China. Lessons that accompany this atlas tend to focus on Asia completely rather than just this area so they may not be too useful.
- The Asia for Educators site, Primary Sources with DBQs, from Columbia University has gathered and made DBQs for many different primary resources about Asian history. You can find interpretations that can be used to talk about many of the seven characteristics of civilization for early China. An excellent timeline of Chinese dynasties and history is available at the top of the home page. The link under “Key Points” also explores East Asian geography and some history about the civilizations’ development.
- The Maps link is also part of Columbia University’s Asia for Educators site, but concentrates on Chinese geography resources.
- The Ancient China—The British Museum site features information about ancient China, with a variety of links for student exploration, including games.
Ancient Egypt and Nile River Civilization

- TCI Bring Learning Alive! “Lesson 12: Daily Life in Ancient Egypt”
- The Nystrom Atlas of World History student book (pages 16–19) and corresponding lessons in Nystrom curriculum guide binder, “Ancient Egypt, China, and India” and “Ancient Egypt Under Foreign Rule,” look at the ancient Egyptian civilization, as well as when they were occupied by the Kush and Greeks.
- The Nystrom World Atlas (borrow this resource from a sixth grade teacher) (pages 62–67) offers geographic information about the entire continent of Africa. Lessons that accompany this atlas focus on the entire continent so they may not be useful for teaching just ancient Egypt.
- The Internet Ancient History Sourcebook: Egypt site from Fordham University has compiled many ancient Egypt primary and secondary documents. It takes time to decide what to use from this site, but it is extremely useful.
- The Ancient Egypt—The British Museum site features information about the ancient Egyptian civilization, with a variety of links for student exploration, including games. Links take readers through many aspects of the seven characteristics of civilization with both primary and secondary sources.
- The BBC Egyptians site offers primary and secondary sources to explore life in and the history of ancient Egypt.
# Grade 7 Social Studies

## Ancient Civilizations: Mesopotamia, Indus Valley, Egypt, and China

## Stage 3—Learning Plan

<table>
<thead>
<tr>
<th>Code (Transfer, Meaning, Acquisition)</th>
<th>What pre-assessments will you use to check students’ prior knowledge, skill levels, and potential misconceptions?</th>
<th>PROGRESS MONITORING</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the goal for (or type of) each learning event?</td>
<td>• Create pre-assessments that best check students’ prior knowledge, skills, and misconceptions.</td>
<td>How will you monitor students’ progress toward acquisition, meaning, and transfer during lesson events?</td>
</tr>
<tr>
<td>PRE-ASSESSMENT(S)</td>
<td>• Create pre-assessments that best check students’ prior knowledge, skills, and misconceptions.</td>
<td>What are potential rough spots and student misunderstandings?</td>
</tr>
<tr>
<td>LEARNING EVENTS</td>
<td>(Student success at transfer, meaning, and acquisition depends on…)</td>
<td>How will students get the feedback they need?</td>
</tr>
<tr>
<td></td>
<td>• Create lesson plans and use resources that best fit students’ needs for them to master the standards and the unit’s established goals.</td>
<td></td>
</tr>
</tbody>
</table>

Are all three types of goals (i.e., acquisition, meaning, transfer) addressed in the learning plan?  
Does the learning plan reflect principles of learning and best practices?  
Is there tight alignment with Stages 1 and 2?  
Is the plan likely to be engaging and effective for all students?